

# Adult Learning Forum: Then and Now



Adult Learning Forum  
Western Cape



# ADULT LEARNING FORUM: THEN AND NOW

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Adult Learning Forum  
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To be a citizen does not mean merely to live in society, but to transform it. If I transform the clay into a statue, I become a sculptor; if I transform the stones into a house, I become an architect; if I transform our society into something better for us all, I become a citizen.

Augusto Boal

Page 7, **talking ADULT LEARNING**, Edition 1, 2007

# Foreword

The Adult Learning Forum (ALF) in South Africa exemplifies the vital role that civil society organisations (CSOs) play in adult education. Established in 2001, ALF has consistently championed adult learning within the post-apartheid context, building on a rich history of struggles against colonialism, oppression, and exclusion. Historically, progressive CSOs integrated adult education into political struggles, challenging the apartheid state's ideology and mobilising communities for liberation. During South Africa's democratic transition, these organisations were instrumental in shaping policies, programmes, and campaigns that expanded access to adult education. Their work illustrates a long-standing pattern: CSOs have actively resisted policy marginalisation, promoted the right to education, fostered participatory pedagogies, and linked community learning to broader struggles. Yet, the role of CSOs remains dynamic, continually shaped - and at times contested - by changing political, economic, and policy contexts.

ALF demonstrates the role of CSOs in advocating for a pluralistic model of adult education, bridging formal and non-formal sectors. It has built relationships across these sectors, demonstrating that diverse forms of adult learning can complement one another. This approach allows for more flexible, contextually relevant, and responsive education that meets the needs of communities historically excluded from formal systems. On one hand, ALF engages constructively with the state's formal Community Education and Training Centres (CETCs), contributing to policy development and supporting institutional improvements. On the other hand, its focus on non-formal education foregrounds learning grounded in the lived realities of communities of the working-class, emphasising local knowledge and cultural relevance. This dual focus ensures that adult education is not limited to formal credentials but also addresses immediate social, economic, and cultural needs.

In its multifaceted role as advocate, agitator, networker, provider, and knowledge creator, ALF highlights how CSOs contribute to addressing systemic socio-economic inequalities. Its work illustrates that adult education is more than a technical or bureaucratic function; it is a tool for empowerment, civic engagement, and social change. ALF's initiatives have fostered networks of educators and communities, creating spaces for innovative pedagogies, participatory learning, and socially engaged scholarship. These spaces serve as laboratories for knowledge creation, community action, and civic mobilisation, reinforcing the argument that adult education must remain connected to broader struggles for justice.

Looking forward, three propositions emerge from ALF's history and contemporary role. First, in the context of a polycrisis (e.g. climate change, hunger, violence) -- ALF should broaden its networks and collaborate with other organisations addressing these challenges posed by the polycrisis. Building solidarity across social movements and educational initiatives will enhance the capacity of adult learning to respond effectively to complex societal problems. Second, while maintaining constructive but critical relationships with the state, ALF can leverage its influence to position Community Learning Centres (CLCs) as socially engaged, locally relevant spaces that provide "really useful knowledge." Achieving this will require structural, administrative, and pedagogical reconfiguration, ensuring that CLCs become centres of innovation, community problem-solving, and participatory learning. Finally, a robust adult education ecosystem depends on active civil society participation. The state must recognise CSOs not as auxiliary actors but as essential partners in building an inclusive, equitable, and socially responsive adult learning system. Adequate resourcing, institutional support, and recognition of CSO contributions are critical to realising a transformative vision for adult education.

ALF occupies a unique and critical space at the intersection of formal and non-formal education, policy and practice, and community and society. Its contributions extend beyond teaching and learning to encompass advocacy, empowerment, innovation, and social mobilisation. Recognising and supporting ALF is fundamental to unlocking the full potential of adult education as a vehicle for social justice and participatory democratic life.

Ivor Baatjes  
Executive Director, Canon Collins Trust

# Part One



## **Adult education from then ‘til now: highs, lows, triumphs, failures, successes, messes**

### **A brief overview of the history of adult education in South Africa**

Adapted from: The Right to Adult and Community Education, Book 10, Education Rights Project, The Centre for Education Rights and Transformation, 2014

South Africa has a long history and tradition of adult and community education outside of formal schooling. From the 1920s socialist organisations taught reading, writing and arithmetic as well as political education. In the 1940s there was a growth in ‘night schools’ for adults. When the National Party came into power in 1948 and imposed apartheid, teaching Black people in other than a registered school became a crime. By the early 1960s, nearly all night schools had been closed.

Despite this repression by the apartheid government, literacy groups and community education started again in the 1970s. The Black Consciousness Movement and organisations linked to progressive faith-based groups and liberation theology were very involved in community and adult education. They were influenced by writings such as *The Pedagogy of the Oppressed* by the Brazilian educator Paulo Freire. Non-governmental groups such as Learn and Teach and the SACHED Trust promoted community education. In the 80s the People’s Education Movement and the newly established trade unions also played a role in community and workers’ education.

The years 1990 to 1994, also seen as the transition from apartheid to democracy, saw strong debate around adult literacy in preparation for the work facing the new government. In 1991 a task team of the National Education Policy Investigation (NEPI) undertook a review of adult literacy work. The research found strong support (particularly from COSATU, the ANC and organised business) for the development of a state-led Adult Basic Education and Training (ABET) system linked to the development of human resources. ABET replaced the term ‘literacy’ and it became largely formalised within the National Qualifications Framework (NQF) with its assortment of unit standards, outcomes and assessment criteria.

31 years into democracy, the state’s ABET programme (now called Community Education and Training - targeting adults and post-school youth, specifically youth without ten years of schooling) - is still unable to attract most adults who would be considered ‘illiterate’ - this is reflected in the poor participation rate of less than 1%. This is the case even though the Constitution recognises the right to adult basic education.

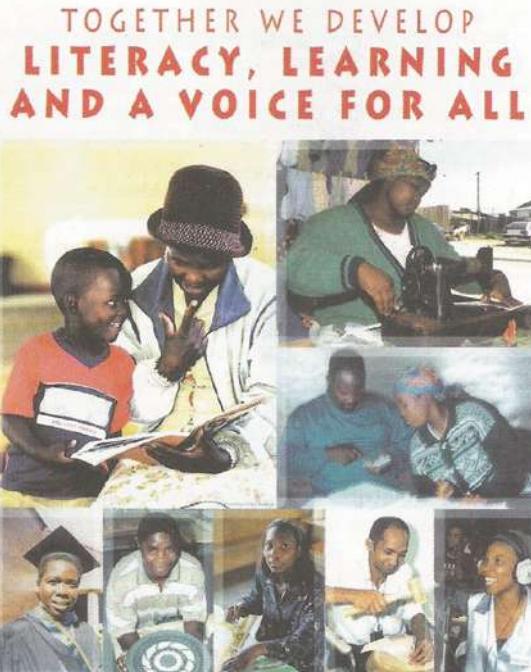
The Constitution says that: Everyone in South Africa has the right

1. to a basic education, including adult basic education; and
2. to further education, which the state, through reasonable measures, must make progressively available and accessible.

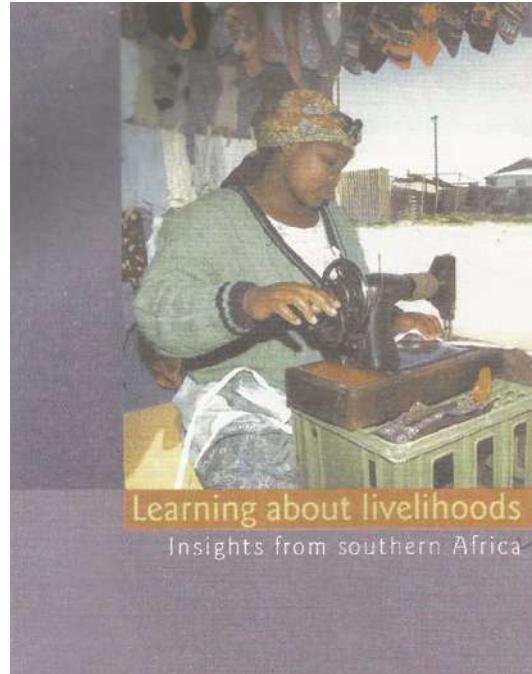
The right to basic education includes, amongst other:

- access to relevant learning opportunities;
- the right to learn regardless of age, gender, colour, ethnic or linguistic background, disability or financial circumstances;
- encouragement and support in learning matter for growth and self-actualisation;
- a suitable learning environment, including appropriate instructional materials and facilities;
- to be taught by qualified and competent instructors;
- academic support resources; and
- guidance and social support.

### Learners, educators & materials: A snapshot



Page 1, **talking ADULT LEARNING**, September 2003



Page 13, **talking ADULT LEARNING**, July 2003



### Adult Learners' Week 2003

Together we develop: Literacy, Learning and a Voice for All

**National events**

The plans for the ALW conference and celebrations in Bloemfontein are underway. An adult education sector conference will be held on the 1st and 2nd September 2003 in the Seventh Day Adventist Conference Centre and the national awards ceremony will be held on the evening of the 6 September at the same venue.

The conference will focus on three key areas:

- ♦ Learner and Educator Forums will provide opportunities for learners and educators to workshop, discuss and share ideas on the best ways in which to improve their learning and teaching practices.
- ♦ Sector Education Training Authorities (SETAs) will share recent developments in the areas of Skills Programmes and Learnerships and will report on specific sector pilot projects, unit standards development and learning programmes.
- ♦ The REFLECT approach to adult literacy development and management will be highlighted, with the programme taking place in South Africa. We will also be introduced to REFLECT methodology and participate in a hands-on workshop session using one of the REFLECT tools.

Dr Helene Lefware, Director of UMAJUSI will address the conference on UMAJUSI's role with regards to quality and quantity of GETO and FETC levels.

The conference will also provide feedback on other important sector information such as:

- ♦ Reports on the ABET Act, SANL and ABET Councils
- ♦ Reportbacks and reflection on the conference resolutions of 2002
- ♦ Adult Learning Network - Status and Progress Reports

On Saturday 6 September excursions to interesting sites will take place to ensure participants, especially the first-time visitors to Bloemfontein, will get to experience what the "City of Roses" has to offer.

During the evening, the national awards ceremony will be held at the conference centre where provincial nominees and winners of the national awards will be honoured for their achievements as learners, educators, projects and learning centers.

Development and preparations for the Bloemfontein gathering have not been plain sailing. While we are very grateful to our sponsors that have so willingly contributed to the campaign, other potential sponsors and partners in the region are still struggling to unlock funds.

Despite the desperate planning that was necessary, we move ahead and look forward to a successful three days in Bloemfontein/Mangaung.

Farnell Hunter

**Provincial highlights**

Here are some of the highlights of what is being planned in the provinces. To find out more about what is happening in your part of the country, contact your ALW provincial co-ordinator.

**North West**

The provincial celebrations will be held in Mmabatho on the 20th September at the Mmabatho Civic Hall. The MEC for Education will be the guest of honour. The event will be attended by learners and educators from across the province as well as representatives from UNINET, the Premier's office and Departments of Education and Social Development. Cultural events and Tourism, traditional dances and choir will add to the spirit of celebration, culminating in the presentation of the provincial Adult Learners' Week Awards.

For more information, contact Vida Tshela on 082 702 3352.

**Northern Cape**

The provincial awards ceremony will take place on 30 August at the City Hall in Kimberley.

For more information, contact Segwai de Vos on 063 731 5643.

**Western Cape**

Adult Learners' Week once again forms an integral part of the Learning Cape Festival that links adult learning with broader education and training initiatives. The Provincial Awards Ceremony will take place on 30 August at the Cape Town Civic Centre. The festival will highlight the highlights of the Learning Cape mega-event - a two day festival featuring a variety of events designed to promote a culture of lifelong learning.

Our programme of special visits once again allows learners to visit sites of cultural and historical interest including Parliament, the SA Museum, National Gallery, Robben Island, Kasteelberg, Cape Winelands, District Six Museum, Slave Lodge, Groot Constantia, Castle of Good Hope, MTH Science Centre, Bo-Kaap Museum, Sisip, the Jewish Museum and the Two Oceans Aquarium.

For more information, call Lin Helme on (021) 851 1427.



**Limpopo**

The Provincial Awards Ceremony will take place on the 30 August at the Modimolle Civic Hall in Nylstroom. For more information, call Earon Majesho Raborabu on (015) 295 9698.

**Gauteng**

The Provincial celebration and picnic will be held at the Murray Park Resort in Springs on the 1st August. The event will be hosted by the Mayor of Ekurhuleni East, Mr Duma Nkosi. Performances by traditional dancers from the KwaThembu Adult Centre and balloon dancing from the KwaThembu Thembuland will be included. Guest speakers include Professor Mackay of UNISA, Thembu Tsotsi of Soul City and Xholla Tshabalela (Lulu Morene) of Generations. The keynote address will be delivered by MEC Ignatius Jacobs who will also present the provincial ALW awards. The day event will culminate in the final of the popular Mr and Miss CATE 2003 competition and a live performance by Wota Africa featuring the hit songs Isitshwili and Uvukox ingABET.

For more information, speak to Archie Mokonane on (016) 343 7344.

**Kwazulu-Natal**

The provincial awards ceremony and International Literacy Day Celebrations will be held on 3 Sept at the CEC Hall in Greyville in Durban. The event will be attended by learners from the various centres that highlight the theme adopted this year: Literacy, Learning and a Voice for All.

Provincial awards will be presented to learners in the project, group, learner and educator categories. We will also be honouring Professor John Aldrich for his contribution to adult learning and the adult learning sector at provincial and national level.

For more information, contact Chris Remond on (033) 304 6611.



**Free state**

Adult Learners' Week will be celebrated in all five districts of the Free state and the provincial awards ceremony will take place at 10h00 on the 1 September at the Seventh Day Adventist Conference Centre in Bloemfontein.

The dates and venues for the district celebrations are as follows:

- ♦ Motse on 2 September in Van Stadenrus
- ♦ Xarje on 3 September in Trompsburg
- ♦ Laerbeputrus on 3 September in Welkom
- ♦ Northern District on 3 September in Sasolburg
- ♦ Thabo Motswanyane on 2 September in Bethlehem

For more information contact, Moses Motsiwa on (051) 534 8600.

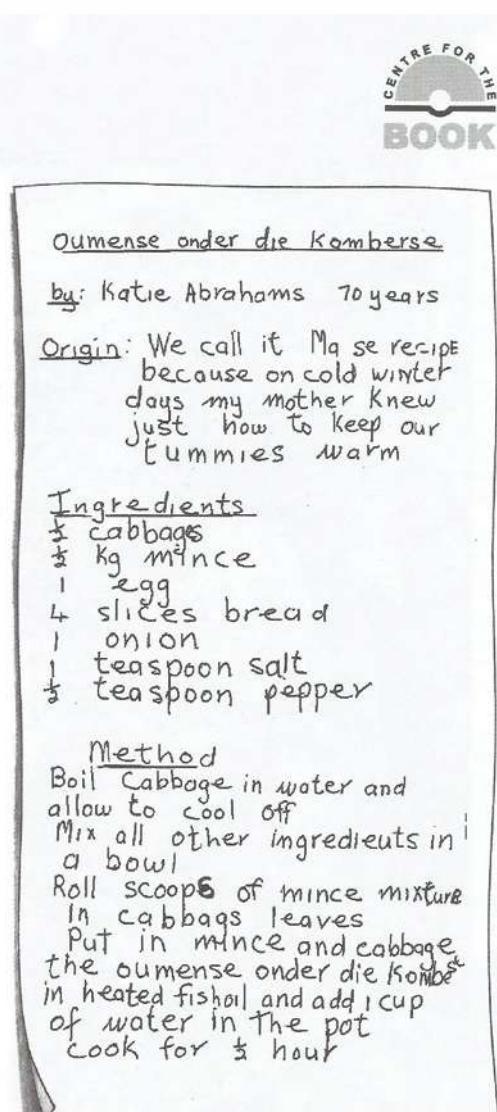
Pages 8 & 9, **talking ADULT LEARNING**, September 2003

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page 7

## Part 1

On the 23rd of April 2001, 170 adult learners attended a special tea at the Centre for the Book to celebrate the publication of an innovative recipe book. Learners from 35 centres around the Peninsula were invited to write down recipes that were special to them and their families. The result is a collection of unusual, homemade, traditional and much loved recipes - many of them written in the learner's own handwriting.



An example of one of the recipes from the book

Page 10, **talking ADULT LEARNING**, June/July 2001



Page 1, **talking ADULT LEARNING**, 2005



Page 9, **talking ADULT LEARNING**, 2005



*Learn with Echo* is a newspaper supplement produced by the Centre for Adult Education (CAE), based at the School of Education, Training and Development, University of Natal (now University of KwaZulu-Natal), Pietermaritzburg. Every week the project produces four pages of learning material aimed at adults. It is published in *The Witness* newspaper every Thursday. The first edition of *Learn with Echo* appeared in September 1990 and was the first newspaper insert of its kind to be produced in South Africa. It is also the only supplement to survive the funding crisis that hit adult education in the mid-to late nineties. *Learn with Echo* celebrated its tenth anniversary in September 2000, cause for great celebration at CAE. The last issue was in 2013.

Page 15, **talking ADULT LEARNING**, November 2003

# LEARN WITH ECHO

No. 79 — January 26, 1992

## Careers



I am training to become a mechanic and I will write my trade test at the end of this year. After that I will carry on working for the person who is training me. I want to do a two week welding course which will help me in my work. Can I ask my boss for time off and to pay for the course?

Many working people want to do short or non-formal courses. These short courses usually teach a particular skill like welding, typing or bricklaying. Some courses offer a certificate at the end of the course to say that a student has been in the course and learnt the skill.

Some jobs offer training at work. You are getting 'on the job' training which means that you are trained at work during working hours.

Another way of learning at work is called 'in-service' training. This means that your employer sends you to attend a course outside the work or outside. Usually the employer will pay for the cost of the course. If your boss paid for you to do the welding course it would be in-service training.

Speak to your boss and explain that the course will help you with your job. Even if your boss will not pay for you, try to go on the course.

If you have to sign a contract for the course, read it very carefully. Also ask for extra help during the course if you need it.

A short course can teach you a skill that may help you get a job if you are unemployed.

### Department of Manpower training courses

The Department of Manpower sometimes pays for training courses for unemployed people. The training courses are about 2 weeks long. Some of the courses are: welding, carpentry, sewing, hairdressing, bricklaying, dairy work, security guard work and other skills. The training is free and is available to unemployed people. The training course usually begins in March each year. If you want information about free Manpower training, then go to the Manpower offices and ask for a booklet during March 1992.

**Street address:** Training Section  
Department of Manpower  
P.O. Box 32000  
142 Circular Avenue  
Pietermaritzburg  
3201  
Telephone: 031 429361

**Postal address:** Training Section  
Department of Manpower  
Private Bag X30404  
Pietermaritzburg  
3201

**Telephone:** 031 429361

Supplement in Wilson Echo, Thursday, January 26, 1992 Page 1

# LEARN WITH ECHO

No. 101 — September 2, 1992

## Saving money

### Start a stokvel



It is difficult to save money each month, but if you save together with other people it can be easier. What is important is that you know and trust the people that you are saving with. We have asked people who are in stokvels to tell us about their stokvels and how the stokvels help them.

### Stokvel stories

**By Mirriam Thokozani Ndlovu**



We use envelopes for saving money. We have got 20 of us, we discuss how much to pay a month. We count R20 each person and we collect it at the end of the month.

We have a committee that goes to the bank with the money. At the end of the year, in December before Christmas, we save all the money from the stokvel and buy a big gift for the whole family. We take a big trolley to take the groceries from the supermarket, and then we come back and choose a big ground to spend the money on. After that we take our groceries back to our home.

**By Agnes Shabalala**



We hold a short meeting in the house. We started to bank R20 every month. If someone wanted to take money out, we discussed it together. We looked at most of the time and the amount of money was the biggest. Then we gave her the extra money and she paid it back slowly.

In December we decided to go to the whole area and buy a trolley — mafala, meat, beans, sugar, rice, sugar, tea and everything that we want. We spent a little money on meat.

**By Florence Shezi**



We collect money every month, R35, to put to the bank. When the year ends, we choose those who go to fetch the money from the bank. We will feed all the children in the year. We divide it for all those who pay R35 of money.

**Write to us:**  
Learn with Echo  
Centre for Adult Education  
P.O. Box 375  
Pietermaritzburg  
3200  
Telephone: 0331 955592

Supplement in Wilson Echo, Thursday, September 2, 1992 Page 1

## Read and write

### Ukufunda nokubhala

**6**

**UMkhize ulika emsabenzini.**  
Mkhize arrives at work.

**Bonke abasebenzi habizwa emhlanganweni.**  
All the workers are called to a meeting.

**Umpahla wemtsi ubathole ukuthi itemi isiyawala.**  
The boss tells them that the firm is closing.

**Abasebenzi behokhakhe imali yokucine.**  
The workers are paid off.

**Izaziso kubasizi:**  
Bona abafundi ukuthi ujobo wemnti esthembeni. Buvenda bufundi umsoko ongaphakazi lewathembeni. Abafundi mabagwanele iirkhala esthembeni besebenzini amagama angaphakazi lewathembeni.

**Ekuseni ngiphekela abantwana.**

**In the morning I cook for the children.**  
Umtwana, Jabu Shezi, Ibhodwe, Izandla

**Notes to helpers:**  
Ask the learners what Jabu is doing in the picture. Let them read the sentence above the picture. Let the learners fill in the spaces in the second picture using the words at the bottom of the picture.

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# Ukufunda nokubhala

83. Mkhize looking down - UMkhize ubheka phansi



**1. Mkhize looking through the window.**

**2. He saw roofs of houses, roads, the sea and forests.**

**3. Wukuhenda ukubona were ethethu izithombe.**

**4. He was shocked when they went through the clouds, and had a little prayer.**

**Umtwana / bonchi**  
**ulwandle / sea**

**Notes to helpers:**  
Read the Mkhize story with the learners. Let the learners look at the picture before the story. Ask them to choose the correct words from below the picture to label the picture. See if learners can label other pictures on this page. We have done two to show you.

**Isaziso kubasizi:**  
Ponda inkulu kubafundi ukufunda. Abafundi mabafundi ukufunda. Abafundi mabafundi ukufunda. Bonke abafundi habizwa yile ukufunda amagama lewathembeni iinkulu ukufunda. Mabafundi ukufunda amagama lewathembeni.

**Notes to helpers:**  
Read the Mkhize story with the learners. Let the learners look at the picture before the story. Ask them to choose the correct words from below the picture to label the picture. See if learners can label other pictures on this page. We have done two to show you.

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**LEARN WITH ECHO**

No. 118 — October 8, 1992

**Ukufunda nokubhala - Read and write 41**

**UMkhize uchiezi eikhaya ephethwe lihanda.**  
Mkhize is sitting at home with a sore head.

**Umamezala kakhifizile uyeza ukubavakashela.**  
His mother-in-law comes to visit them.

**Ubona ukuthi ukhkhize unbabbhala.**  
She sees that Mkhize has a hang-over.

**Uyamihethisa kabi.**  
She really tells him off.

**Isaziso kubosiz!**  
Bathini uMkhize nonametsa? Abafundi bengowowile amagwane okhukhulwa yid? Bongowowile lembizo ngaphandisong dugayemba nombi.

**"Uphuza lakkhu wazi!"**  
"Uyagangs manja!"  
"Ave umosa! lami!"  
"Ntway, mthwenzazi wazi!"  
"Ngiske ngiphinda!"  
"Nglyscollas mama!"  
"Angithandi ukukhuluma."

**Note to helpers**  
What are Mkhize and his mother-in-law saying? Can the learners fill in the bubbles? They can use the sentences below or others they think of themselves.

**"You've drunk a lot!"**  
"you are up to no good now!"  
"You really waste money!"  
"No my mother-in-law,"  
"I won't do it again!"  
"I'm sorry mother!"  
"I don't want to talk!"

Learn with Echo is produced at the Centre for Adult Education, Pietermaritzburg

Supplement to *Witeno Echo*, Thursday, October 8, 1992 • Page 1

## Water 13

Many countries in Africa are experiencing a terrible drought. A drought means that there is not enough rain to keep our plants, crops and animals alive, or to keep our dams full so that we have enough water to drink and use. We need to think before we use water and try to use less water.

People who live in cities use much more water than people who live outside cities. People who live in cities do not need to walk to a river to fetch their water. They can just turn on the tap to get water.

In South Africa, people who live in cities use between 100 and 1000 litres of water each day. Imagine if they had to carry this water in 1000 litre coke bottles from a river each day. People who live outside cities, who have to carry their water in a small home in a bucket, use only about 50 litres each day.

So it is the people who live in cities who really need to think about saving water. People who live outside cities and who don't have a tap at home, already think about the water they use. They have to carry it all the way home, so they are not likely to waste it.

**Saving water - how can you help?**

**Use less water**  
Each time you turn on a tap, think about how much water you are using and try to think of ways of using less water:  

- use less water when you bath or shower
- only wash your dishes once each day, instead of 2 or 3 times
- when you are washing your hands or face, or brushing your teeth, put a little water in the basin or bucket, instead of letting the water just run from the tap

**Fix leaking taps**  
most leaks are easy to repair!  
don't let taps drip - a drip of water every second is 7000 litres of water a year!

Use the following easy steps to see if you have leaking taps or pipes:  

- check your water meter in the evening after you have finished using water for the day, and again in the morning before anyone has used any water.
- to see if any water has leaked overnight, subtract the second water reading from the first. If there is a big difference, check all you pipes and connections.
- then have it repaired quickly!

**Re-use water:**  
think before you let water go down the drain. Used water can be used for many other things!  
Clean water like water you have washed dishes in or toothed in can be used for:  

- watering your garden
- heavy cleaning work like washing floors
- filling up your toilet cistern

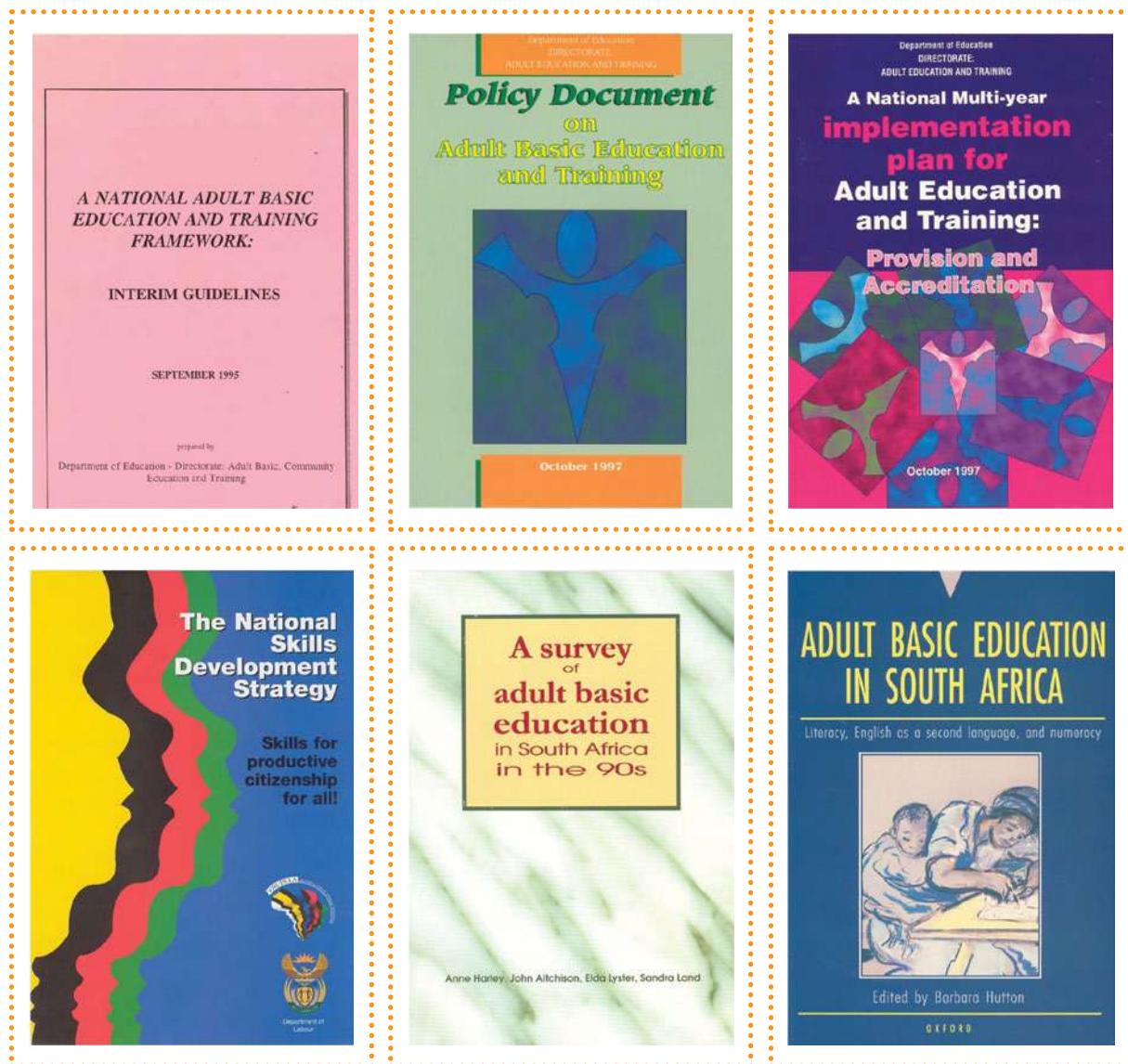
**Think before you use water!**

Supplement to *Witeno Echo*, Thursday, October 8, 1992 • Page 2

## Policies, plans, programmes, projects & campaigns: A snapshot



## Part 1



27 July 1999

### Education a National Emergency: Asmal

By Staff Reporter

The South African education system is in crisis, Education Minister Kader Asmal said on Tuesday. "We have to do with what amounts to a national emergency," he told reporters in Pretoria.

The most troubling features of the system, Asmal said, are massive inequalities in access and facilities, low teacher morale, governance and management failures, and the poor quality of learning. "Large parts of our system are seriously dysfunctional," he said. "It will not be an exaggeration to say that there is a crisis at each level of the system."

Asmal announced a number of steps to reverse the situation, including **breaking the back of illiteracy in five years**, and reinstating morality and decency in schools. Other priorities include making schools safe, providing decent sanitation and clean water, developing teacher skills and boosting outcomes-based education.

<https://mg.co.za/article/1999-07-27-education-a-national-emergency-asmal/>

## Policies, plans, programmes, projects & campaigns

**1996** Ithuteng 'Ready to Learn' Campaign

**1997** Culture of Learning, Teaching and Service (COLTS)

**1997** Rivoningo Project involved the resourcing of 45 PALCs to facilitate their ability to support learners

**1997** Ikhwelo Project (Eastern Cape & Limpopo)

**1999** South African National Literacy Initiative (SANLI)

**2001** The 'Masifunde Sonke' (Let's all read together) Campaign: for children and their parents, teenagers and adults, avid readers, those who rarely read at all, and for those for whom limited literacy skills are a barrier to reading enjoyment.



## A CELEBRATION OF READING.

Artist: Tommy Motswai

Page 5, talking ADULT LEARNING, April 2001

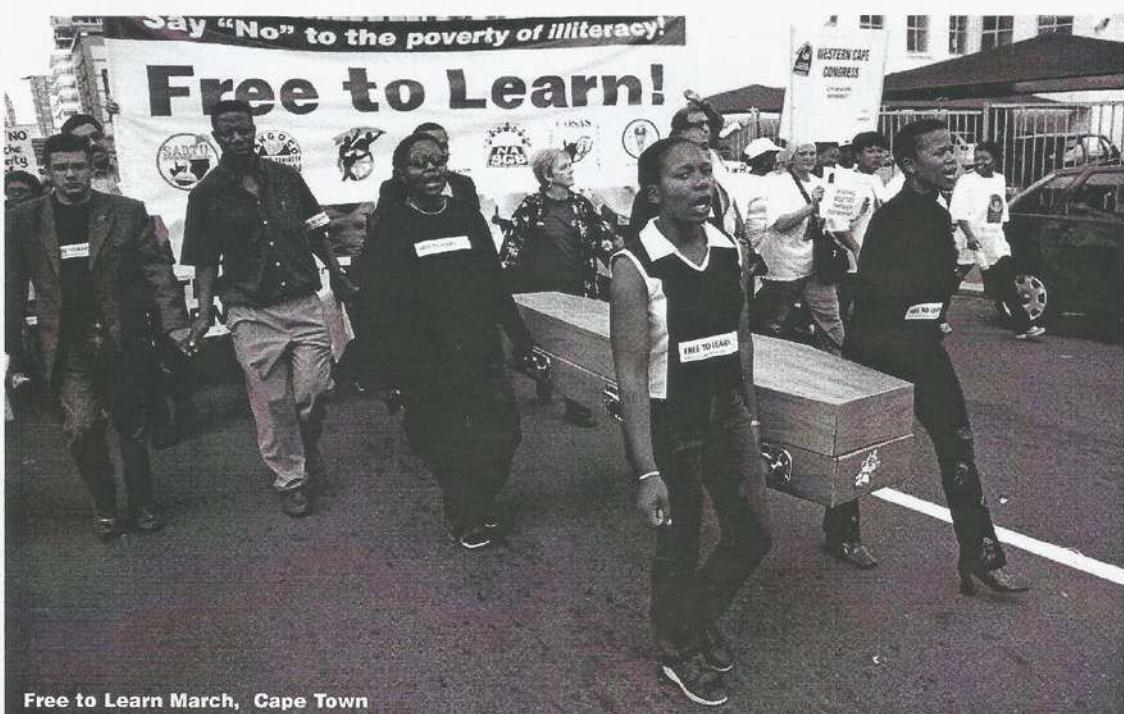
2008 Kha ri Gude ('Let us Learn') Literacy Campaign

### The 'back of illiteracy' was never 'broken'.

A number of interrelated problems were experienced with the above, including inadequate planning, poor organisation, poor advocacy and mobilisation, inadequate staffing, poor quality of teaching, difficulties experienced with English, a lack of materials, a lack of funding, funding delays and problems with payment of educators.

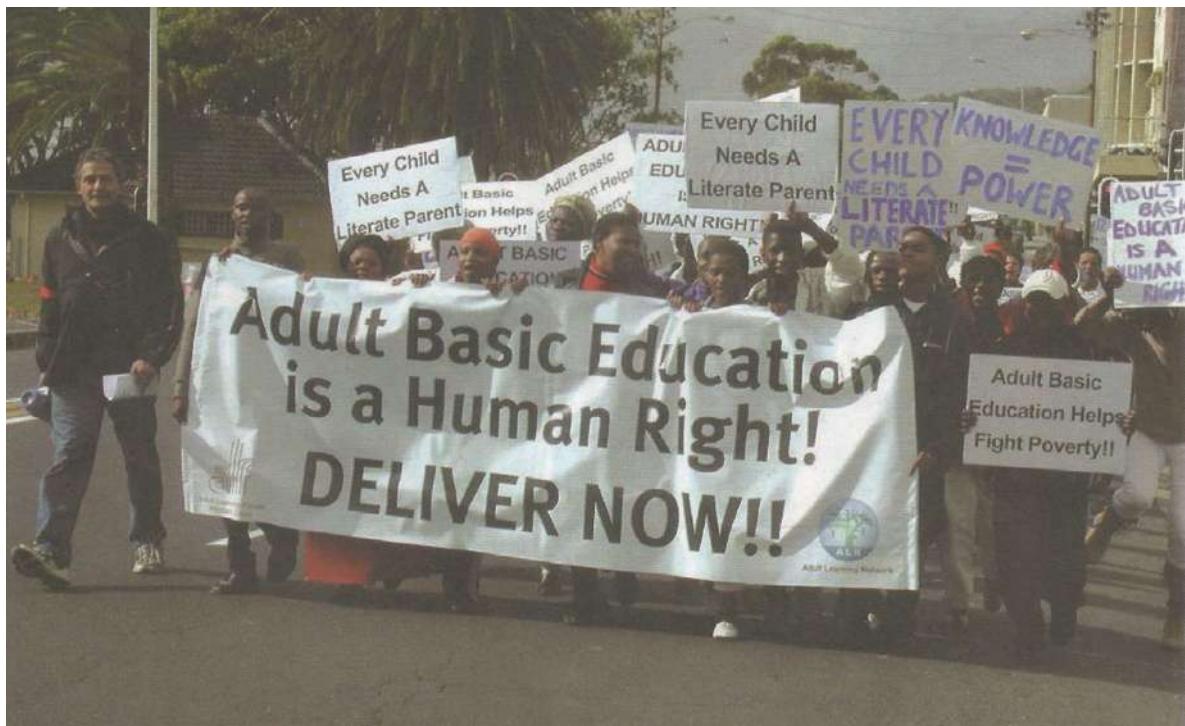
Adult learners and educators from around the world participated in Global Action week (20-26 April 2002) in order to raise awareness of our universal right to free quality education.

The Global Campaign for Education (GCE) awarded an 'F' to Minister Kadar Asmal for adult education on a national report card that evaluated government's progress towards achieving the Education for All objectives. The report criticised government's failure to commit adequate funds and resources to adult basic and further education in the context of the Dakar Framework of Action that commits government to achieving a 50% improvement in adult literacy by 2015.



Free to Learn March, Cape Town

Learners and educators marched on Parliament as part of the Global Campaign for Education carrying a coffin to symbolise the current crisis in adult education. They handed over the national report card to Duncan Hindle of the Department of Education.



The right to Adult Basic Education is enshrined in our Constitution. Yet 12 years into our democracy, government has failed more than 10 million adults who do not have a general education - 4.5 million adults have no schooling at all! (Pages 1 & 3, **talking ADULT LEARNING**, Edition 2, 2006)

### Salary chaos as educators are “terminated”

Centre Manager: Educators X, Y and Z say they have not received their salaries since January!

District Official (peering at computer monitor): Oh, they've been terminated!

Centre Manager: "Why?! We've submitted their ET119s, their qualifications, new banking details....

District Official: Well, please bring the documents in again. It's this system....

3 days later, after getting the teachers to come to the centre to sign the ET119s (again), after making copies of documents, driving to the district office, battling for parking...

Centre Manager: Here are the documents for educators X, Y and Z.

District Official: Oh, they've been appointed!

Centre Manager (through clenched teeth): So now they will be paid?

Official: Well, that depends on the GSSC...

It's 10 days later — now the end of May, but there are still no salaries for X, Y and Z.

Centre Manager: Please sort this out, these teachers are threatening mutiny!

Official: We've tried the GSSC; maybe you should try....

Centre Manager tries the Gauteng Shared Services, goes in person, threatens legal action, finally gets to speak to someone by telephone who refuses to meet with him but takes all the particulars of teacher X, Y and Z, and promises to call him by the end of the day.

Centre Manager still waiting both for the call and the salaries.

## **Networks, associations & organisations: A snapshot**

The following are extracts from an article by Aitchison, Mathe and Ramdas written in **2002** (Pages 4 & 5, **talking ADULT LEARNING**, August 2002):

Over the last 15 years, starting with the formation of the National Literacy Cooperation in 1986, there have been several national, provincial and regional attempts by literacy and adult basic education organisations to form networks, fora or associations. Despite high expectations many of these bodies failed to deliver, so how do we go about setting up a sustainable network that effectively meets our needs?

### **What the past networks promised**

Expectations of these networks were generally that they would:

- provide support and information to member organisations
- help pooling of resources in joint programmes or projects
- prevent overlap and duplication of effort among members
- take on the role of advocacy in voicing needs and concerns of member organisations
- increase public awareness of the need for literacy, adult basic education and adult education initiatives.

With the establishment of a democratic state in 1994, many of the networks and organisations were also increasingly seen as channels by which member organisations could obtain donor or RDP funding and there was a swift growth in the number of affiliates.

The further objective of *practitioner representation* arose with the formation of a number of provincial adult education fora in the early nineties which aimed to serve adult education practitioners and which eventually formed the national Adult Educators and Trainers' Association of South Africa (AETASA) in 1994.

### **Why did past networks fail?**

The sorry story of the rise and fall of literacy and adult education networks and organisations over the last decade is well known, though its scale is often not fully appreciated, as can be seen from the flowing list of bodies formed since 1986.

NETWORK, ASSOCIATION OR ORGANISATION	FORMED	CLOSED
The National Literacy Co-operation (NLC)	1986	1998
Forum for the Advancement of Adult Education (FAAE) [Gauteng]	1989	1999
Hluvukani Literacy Association (HLA) [Northern Province]	1990	
Forum for Adult and Continuing Education (FACE) [KwaZulu-Natal]	1991	1999
South African Association for Literacy and Adult Education (SAALAE)	1992	1998
The Free State Adult Education and Training Forum [Free State]	1992	1995/99
Association for Adult and Continuing Education (Western Cape) (AACE WC)	1993	1999
Association of Tertiary-Based Adult Educators (ATBAE)	1993/1995	1998
The KwaZulu-Natal Adult Education Association (KWANADEDASS) [KwaZulu-Natal]	1993	1997
Adult Educators and Trainers' Association of South Africa (AETASA)	1994	2001
Centre for Advancement of Adult Basic Education and Training (CAABET) [Eastern Cape]	1998	1999
Forum for Adult Basic Education and Training (FABET) [KwaZulu-Natal]	1998	2000
Western Cape Provincial ABET Task Team/Forum	1998	
Mpumalanga Integrated ABET Development Organisation (MAIDO)	1998	1999
Peoples Education Network	2000	
Adult Learning Network	2001	
In 1999 a number of fora ceased operation because they had been incorporated into AETASA or felt they could cease operation because AETASA now had provincial branches.		

Clearly one reason for the failures was the prevailing conditions in the field of literacy, adult basic education and adult education relevant to poor people. In spite of political rhetoric, much good and energetic policy development, and strong commitment by many actors, the field has remained marginalised in South Africa. In such a hostile environment, even good and soundly based organisations may die. In addition, many of the structures suffered internal weaknesses that rendered them even more fragile in a hostile environment.

To read more about the history of adult education in South Africa, see:  
*Adult Education and Training in South Africa: A Selected Chronology from 1910 to 1995*  
 (Gush & Walters)  
<https://files.eric.ed.gov/fulltext/ED389847.pdf>

*Struggle and Compromise: A History of South African Adult Education from 1960 to 2001*  
 (Aitchison)  
<https://core.ac.uk/download/pdf/83123794.pdf>

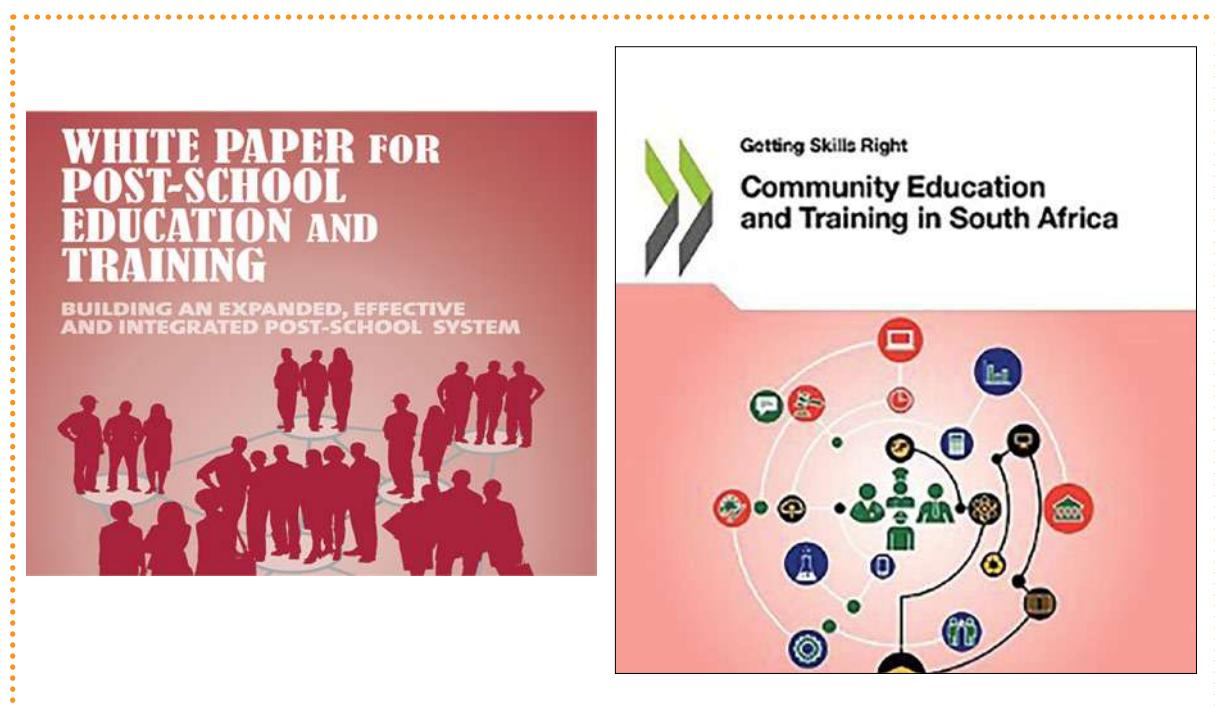
Also see:  
*Some Insights into Community Adult Education in South Africa* (Hunter)  
<https://www.dvv-international.de/en/adult-education-and-development/editions/aed-742010/experiences-from-africa/some-insights-into-community-adult-education-in-south-africa>

## Part 1

Today, the 2013 *White Paper for Post-School Education and Training* (PSET) is the principal policy for adult education in South Africa. This policy provides for the establishment of Community Education and Training Colleges. These colleges were set up to serve the most marginalised and vulnerable communities and groups in South Africa.

Colleges were a new type of institution catering mainly for those who do not qualify for admission to Technical and Vocational Education and Training (TVET) colleges or to universities. The Community Colleges serve to assist learners to progress to TVET colleges or universities and/or to improve their skills for employability. There are nine community colleges - one in each province - and they have incorporated 3 279 adult education and training centres (CETCs)\*. Whereas historically the focus of Public Adult Learning Centres (PALCs) was primarily on the provision of literacy and numeracy, today the Community Colleges offer a diversified programme mix which includes formal qualifications, occupational qualifications, and part qualifications and skills through the establishment of networks and partnerships with community based organisations, non-governmental organisations and faith-based organisations, such as the Catholic Institute of Education.

\*The CETCs are sometimes referred to as Community Learning Centres (CLCs)



There are a number of policies and plans specifically related to community education and training, including the 2006 *Continuing Education and Training Act* which governs policy for Community Colleges. The *National Policy on Community Education and Training Colleges* (2015) acted as a transitory policy framework for the migration of the function of the AET (Adult Education and Training) sector from the Provincial Departments of Education to the DHET with effect from 1 April 2015. The *National Plan For Post-School Education And Training (NPPSET) 2021-2030* sets out a roadmap for implementing the White Paper for Post-School Education and Training.

The *National Development Plan (NDP) Vision 2030* 'envisages that by 2030 South Africans should have access to education and training of the highest quality. The education, training and innovation systems should cater for different needs and produce highly skilled individuals; and graduates of the post-school system should have adequate skills and knowledge to meet the current and future needs of the economy and society'.

Adult education in South Africa is governed by the Department of Higher Education and Training (DHET). The Department of Correctional Services and the Department of Public Works are also involved. The main government programmes for adult education are the General Education and Training Certificate (GETCA) and the National Senior Certificate (NSC). The main focus of programmes is on formal education linked to qualifications that are equivalent to 9 or 12 years of schooling.

Community Colleges receive about 2% of the national PSET budget. The quality of teaching and learning infrastructure varies greatly from place to place, as does the supply of teaching and learning materials. Programmes are affected by high dropout rates, perhaps due to the often weak connection between community needs and interests and the programme curricula. Adult educators conduct ongoing lobbying for greater recognition and better conditions of service. In addition to this, there is a serious lack of resources, both human and financial, reinforcing the long-held notion that adult education in South Africa is the 'dysfunctional stepchild' of the education system.

From: <https://www.mojaafrica.net/en/country/south-africa>

In addition to formal adult education, *non-formal education and learning* can be found in many places and spaces such as in:

- Grassroots organisations and autonomous groups with a community focus on, amongst other, food, energy, engineering, health, land and housing, buying and savings groups.
- Workers' education, including the informal economy.
- Social movements connected to local, national and/or global struggles.

There is a revival of political/popular education - education for social change:

The following is an extract from *What is popular education?* written by Ia Vita, Trust for Community Outreach and Education (Page 13, **talking ADULT LEARNING**, March/April 2003):

It is almost ten years **[2003]** since SA went through a "miracle transformation" - from minority rule to the extension of democracy to all its citizens. We now have one of the most progressive constitutions in the world, and a Bill of Rights that guarantees us all kinds of freedoms. Most important developments have also taken place at a policy and legislative level to ensure equity between women and men, black and white, rich and poor, enabling the country to start redressing the inequities of the past. Yet little has changed for the urban and rural poor. There is still high unemployment, food insecurity and inadequate provision of basic services such as housing, sanitation, water and electricity.

What then can we do, as educators, to contribute to the reconstruction and development of the country? How can adult education help to extend democracy and improve the living conditions and quality of life of the rural and urban poor?

The central challenge that we face as educators is how to make education relevant to the lives of the poor. We need to ask ourselves what issues, methodologies and materials are best suited to enabling the rural and urban poor to participate fully in our new democracy.

## Part 1

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2025 - the world is facing an unprecedented polycrisis. Globally, materially poor and vulnerable communities continue to experience ongoing socio-economic issues, with many people finding themselves in adverse and dire situations and circumstances. There is high unemployment; increasing inequality and poverty; food insecurity and hunger; an ecological crisis and climate change; ongoing struggles for land and housing; and collapsing social services including education, and healthcare.

Adult education must speak to these issues, with a recognition that education alone cannot resolve them. Education can and should contribute to addressing them.

Take a moment to reflect on your own teaching/facilitating/activist work and then respond to the following:

What role do you think adult education currently plays in the development of individuals, communities and society itself?

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Suggest ways in which you think adult education could better address the many issues and challenges communities face?

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What role should adult education play in creating a reimagined life - one that is equitable, fair and just for all?

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# Part Two



## **Adult Learning Forum (ALF) beginnings**

The following is an extract from:

EDITORIAL: Broadening our Vision. From ABET Forum to Adult Learning Forum

Adrian Strydom, Co-chair of Adult Learning Forum

Since its inception Forum activities focused sharply on Adult Basic Education and Training matters. Issues discussed at plenary meetings and in the newsletter (for which the Forum has received national recognition) concentrated on the ABET sector. Forum members should be congratulated for the successful activities they have spearheaded including valuable input at national level, in Standards Generating Bodies and in Provincial Advisory Committees. The Forum has also played a proactive role in promoting the recognition of adult education qualifications for salary purposes. We need to applaud ourselves for having achieved much with the limited resources we have had at our disposal.

Issues of common interest to the ABET sector and the wider adult education and training sector became more prevalent as the Forum continued to address the problems of its constituency head on. It was felt that a more representative forum comprising greater stakeholder representation would better serve the interests of both the ABET sector and the adult education and training sector.

A more inclusive form of the new Forum will also contribute to the sustainable development of the organisation. Adult Learners' Week and International Literacy Day objectives would be better served by a wider stakeholder representation.

Page 2, **talking ADULT LEARNING**, April 2001

Since its inception in **2001**, the Adult Learning Forum (ALF), a non-profit organisation based in the Western Cape, has played a part in the struggle for a viable and relevant adult learning sector, and more recently, this has expanded to include youth. ALF is supported and funded by DVV International.

**ALF NEWS**  Adult Learning Forum Western Cape 105-525-NPO

Volume 1, Issue 1 April 2013

### Adult Learning Forum (ALF)

#### Who are we?

ALF is a Non-Profit Organisation based in the Western Cape. It was established in 2001 and promotes lifelong learning for all. The Forum has a strong ethic of work and responsibility, demonstrated by our involvement and engagement with a range of organisations and our commitment to accountable non-governmental issues. We are supported and funded by *dvv-international*.

#### What do we do?

The forum engages with a range of national issues such as: non-formal learning, strongly supporting and advocating the *REFLECT* approach, social justice, and Lifelong Learning and poverty alleviation. We partner and network with a number of organisations, in both civil society and government. We have been involved in planning and running Adult Learners' Week events for a number of years. We also run plenary meetings and workshops for educators and adult learners on topics of relevance to them, as well as educator forums and adult and youth conferences.



### ALF Events 2013

***Our adult and youth education theme for this year is "Respecting our women"***

- Workshop on Rights and Roles of Women - July 2013- venue in rural areas still to be decided
- Workshop on Education and Awareness of Respect for Women- September 2013 to coincide with Adult Learners' Week

## **Provincial Skills Development Forum**

ALF was asked to send a representative to participate in the Technical Working Group of the Provincial Skills Development Forum. The Skills Development Amendment Act, 2008 (Act No. 37, 2008) requires of each province to have a Provincial Skills Development Forum (PSDF). Skills development needs to be about acquiring skills that are related to employment, job creation and the business market in the context of social change in order for provincial strategies to be fully realised. The Premier of the Western Cape launched the PSDF on 06 June 2011. ALF also believes that education must be linked with skills development.

## **ALF Representation**

ALF is represented on the following organisations:

- SANGOCO- South African National NGO Coalition
- Learning Cape Initiative (LCI)
- Adult Education & Training Board (AET)
- Provincial Skills Development Forum
- Khanyisel'Abantu - a national platform for adult and youth learning

## **ALF Executive Members**

Nomhle Mdekazi- Chairperson  
Farrell Hunter- *dvv international*, observer status  
Jenny Birkett  
Loyiso Ntshinga  
Melvin Esau

Lin Helme  
Emmerentia Goliath  
Mara Geduld  
Nonkululeko Madubula  
Merle Fred

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[abeshare@iafrica.com](mailto:abeshare@iafrica.com)

**YOU CAN SOON FOLLOW US ON FACEBOOK!**

**PLEASE SEND YOUR COMMENTS TO: [alforum@mweb.co.za](mailto:alforum@mweb.co.za)**

### What is Khanyisel'Abantu and how did it start?

In April 2011 the Adult Learning Forum, Western Cape convened a National Conference at De La Bat School in Worcester on 'Understanding the Current Adult Education and Training Landscape and Charting a 'Way Forward.' Some of the key resolutions coming out of the conference were:

- Develop a representative National body for Adult Learning to advance deliberations
- Educators from various provinces present at the conference to undertake to work with South African ABET Educators for their voices to be heard
- The National body to make direct presentations to the Minister of DHET to carry forward the mandate of the conference.

The interim members met in Cape Town to discuss the terms of reference for such a national body. The national body, finally named Khanyisel'Abantu, meaning *light of learning for the people*. More on this coming in Khanyisel'Abantu newsletter.....

Representatives serving on the interim structure:



From left to right: Farrel Hunter (dvv-international); Merle Fred (ALF, WC) Vumile Danile (Eastern Cape); Lin Helme (ALF, WC); Thenjiwe Pienaar (ALF Northern Cape); Astrid Von Kotze (Popular Education, WC); Mkululi Vava (Eastern Cape); Selby Nomnganga (Northern Cape); Richard Rangiah (KwaZulu- Natal)

### Meeting with the Minister Blade Nzimande

On the 6th March 2012 members of ALF and the interim National body met with the Minister of DHET, Blade Nzimande and delegates from his office in Cape Town. The aim of the meeting was to highlight conditions of the adult and youth learning sector and discuss ways to work together, as well as reviewing areas in the green paper on post school education and training. The discussion was open and frank and raised particular issues around adult and youth learning in the non-formal sector. After some deliberations and discussions the following recommendations made by the minister:

- Making funds available to bring the group together
- Engaging the Community Education and Training Centre (CETC) process
- Discuss and engage communities on Green Paper and the CETC process
- To look at short, medium and long term strategy for Youth and Adult Education
- Ways of how to engage with the SETAs

This meeting was followed by presentations made by Khanyisel'Abantu (Farrell Hunter and Yoemna Saint) to the ministerial task team on CETC's in March 2012. Furthermore Khanyisel'Abantu was invited to attend a stakeholders meeting where the task team presented a draft report on the green paper on post-school education.

## Part 2

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At an International Literacy Day commemoration in 2022, Farrell Hunter (Country Director-South Africa, DVV International) said:

“21 years [now 24] is a long time to have remained committed to the advancement of adult education in South Africa. That is what ALF has been, a committed DVV International partner.”

Speaking at the same International Literacy Day commemoration, the [then] director of the Centre for Integrated Post-School Education and Training [Nelson Mandela University], Ivor Baatjes, highlighted the significance of ALF as one of the oldest organisations dedicated to building adult education in the country. Given the important role of the ALF, he encouraged the ALF to grow and to continue to act as a critical agent in the ongoing advances that adult education still needs to make.

Baatjes suggested that International Literacy Day is also an important moment for adult educators to reflect on the role of adult education in South Africa.

“We have come from a long history of struggle for adult education,” he said, recalling the words of Father Smangaliso Mkhatshwa, activist and former Deputy Minister of Education, of how deeply implicated adult education was in the social, economic and political development of South Africa.

Adult education was viewed as an important vehicle in the struggle for the transformation of South African society. This struggle, amongst others, had to be advanced through the dedication and commitment of adult educators in civil society organisations of which the trade unions, community-based organisations and social movements were key.

“We must acknowledge the role of these adult education formations in supporting government in bringing the first adult education policies and programmes into existence. Although the formal adult education system in South Africa is very young [currently 29 years], we have seen many developments within adult education organisations and a rise and fall in formations. **The ALF has been one of those who have managed to survive through the changing times in the field**,” said Baatjes.

Baatjes encouraged the ALF to use the 2022 Adult Learners’ Week to reflect on the words of Father Mkhatshwa. He posed these questions to the audience:

“How do we reinvent adult education as a vehicle of social transformation?

What is the vision that we have for our society and how can adult education help take us there?”

You can read the full article here:

*Stakeholders Describe ALF as a Tool for Promotion of ALE [Adult Learning and Education] in South Africa, October 2022*

<https://www.dvv-international.mw/dvv-international/news/article/stakeholders-describe-alf-as-a-tool-for-promotion-of-ale-in-south-africa>

## Adult Learning Forum (ALF) beginnings



Adult Learners' Week, Onze Rust, Stellenbosch, 9 September 2017



Learners' Day Festival: International Literacy Day and Adult Learners' Week: Exploring Literacy in a Digital World: Learners in discussion and preparing presentations, Witzenberg Rustic Venues, Wolseley, 8 September 2018



Adult Learners' Week: Linked to UNESCO's Promoting Multilingual Education: Literacy for Mutual Understanding and Peace, Enlighten Education Trust, Hermanus, 28 September 2024

## Part 2



A differently abled learner from Witzenberg CLC shared how he was injured at a young age on the farm where he lived and his leg had to be amputated. This made him very depressed and angry because he could not do things other young people did. He then thought that he had to pick himself up and needed to do something with his life. He became involved in sport and practised a lot to a point where he was just as agile as an abled body person.

He participated in all the games we had on the 9th September at Onze Rust and in the dancing competition. He really inspired the group with his personal story.



Adult Learners' Week: A song by learners from St Francis Community Learning Centre, Groot Drakenstein Games Club, Franschhoek, 12 September 2016

## Adult Learning Forum (ALF) beginnings

**ALF's Vision:** A strong provincial adult and youth learning organisation that promotes *lifelong and life wide learning* in all sectors and spheres of life.

**ALF's Mission:** *To promote and advance adult and youth learning* through our work with individuals, organisations and sectors, as we endeavour to foster a culture of learning in the province and nationally.

ALF advocates for educators and learners on a local and national level. It engages with a range of debates at local, provincial and national level and raises issues of concern in the adult education sector and society in general. ALF works with a number of network partners and marginalised communities, and through the media whenever possible.



Learners from Community Learning Centres being interviewed for EKSÈ, Cape Town TV (CTV) on what issues they face, 19 March 2020  
(EKSÈ is a daily live edutainment programme produced by and for youth)

*I feel strongly about the importance of speaking out against injustice in the education system and our societies.  
For me fighting the good fight, looking for creative solutions and sharing our connectedness and humanity through reading our world and words is vital.*  
Ana-Paola Little (ALF)

ALF has members who work both in the formal and non-formal sector. Many ALF members are based within Community Learning Centres and ALF represents the interests of the sector through its engagement with national and provincial structures of the Department of Higher Education and Training. Over the years ALF has responded to various draft policies. The organisation continuously engages the Post-School Education and Training policy framework and strategies to advance the interests of 'second chance' youth, adult learners and community adult education at large. It uses campaigns such as the Adult Learners' Week and Youth Month in South Africa as key periods to highlight the challenges, struggles and opportunities in the sector while promoting the needs of adult educators.

## Part 2

As many ALF members are based within Community Learning Centres, they follow the Department of Higher Education and Training's formal curriculum. Some educators facilitate using a Reflect approach. In addition to this, ALF offers workshops and courses on sewing, gardening, beading, safety and mental wellness. Crucial to the work of ALF is the promotion of non-formal education and learning, lifelong learning and popular education. As ALF advocates for social justice and poverty alleviation, it uses popular education, which deals with issues of social class, political struggle and real transformation, and does so using highly participatory methods.

*We understand more about our world - gender, power, leadership - in the workplace and in the community. We hear all the time about people in power, and unfair practices. It's not right.*

Participant in a Popular Education Programme, DVV International, 2011

*Our alternative education approaches should assist us in developing how we exist in society, a society that is losing its humanity and turning in on itself and the planet. This is not because people are inherently bad, but the conditions created direct people to strive for what they can get for themselves and are less about working for the common good. The African culture of caring and community, some call it Ubuntu, is a cooperative way of being and doing, and it is, sadly, being lost.*

Hunter, Stakeholders Describe ALF as a Tool for Promotion of ALE in South Africa, October 2022

In reflecting on ALF being over 20 years old, changes over the years within the organisation, and the context in which it operates, here are some responses:

*It is exciting and also shocking to see that the more years go by, the more things stay the same, such as the struggles the previous members had regarding working conditions of teachers in 'ABET' and the policies which don't seem to add much needed value and change in the lives of many learners. Let the wheels continue turning because we have no luxury of pausing as the cries of many learners and teachers keep us going on and on, and pushing those doors that are always locked and never open, even slightly for us.*

Sarah Mofokeng (ALF)

*Twenty plus years is a huge milestone with many battles fought, and many acquaintances and networks built over the years. ALF has changed members, executive members and approaches. The sector experienced more challenges, especially with the migration to the DHET in 2015 (pay issues, standardisation and closure of centres). It's been a lifetime struggle.*

*ALF, you are the voice of the voiceless. You have left an indelible mark on the lives of youth as well as the educators in the sector. You ensured that there is a voice of reason and logic, and you have become an organisation to be listened to because of the commitment and input of people passionate about education and learning in the sector. The footprint will be there forever.*

Merle Fred (ALF)

## **ALF in action**

*Lobbying government and Sector Education and Training Authorities (SETAs) for strong representation of civil society and funding support*



**ADULT LEARNING FORUM**

Is hosting a workshop on:  
*Impact of Community Colleges?*

KEYNOTE SPEAKER: IVOR BAATJES  
Date: Saturday, 21<sup>st</sup> June 2014  
Venue: Cape Town Society for the Blind  
45 Salt River Road, Salt River, Cape Town  
Time: 9:30am

PLUS  
Presentation of learning tool by Popular Education

Sponsored by DVV International   
email: [alforum@mweb.co.za](mailto:alforum@mweb.co.za)



ALF and others in discussion - Community Colleges: What Now? (the Migration of Adult Education & Training (AET) to DHET). Ivor Baatjes giving a talk on the impact of PSET policy on non-formal education.  
Cape Town Society for the Blind, Salt River, 23 May 2015

## **The impact of Community Education and Training Centres (CETC's) on the future of current Community Learning Centres (CLC's)**

Our second topic was presented by Farrell Hunter, director of *dvv international*.



Farrell's presentation was based on the report on the Green Paper on CETC's- Post School Education and the main report on CETC's by the ministerial task team.

After his input participants were grouped into commissions to discuss the following questions and then provide feedback.

1. How do you see the process of the CETC's impacting on your centre?
2. Formal vs. non-formal education – what do you know? – What do you do?
3. What information do they need in their centres?
4. In terms of skills training- their experience – what is needed?
5. What currently works in your centre?
6. Key issues- What are your concerns and questions?

### **Response**

#### **How will the proposed CETC's impact on your centre**

Practitioners need to change their make mind shift about adult non-formal education. Centres need to be flexible to grow, make changes and network with people. They need to market themselves to feed into the policy. Furthermore a more client-based in provisioning and content is required; Centres need to change perceptions that are distinctive from traditional CLC's. They need to learn how to raise awareness and reach their targets to fulfil the national target. Researching needs community, marketing services to become more flexible in respect of content and flexibility. The challenge would be to find incentives for adult learners to come and join or embark on life-long

learning, possibly offer career-pathing, job shadowing, learner ships in conjunction with government departments. There needs to be a supply of fulltime funding/facilitators and infrastructure to accommodate more learners. Perceptions of non-formal learning, flexibility of operations, new opportunities to grow and change a role in reaching government targets must become the order of the day.

**Formal or non-formal education? What do you know and what do you do?**

Learning areas- lend itself to non-formal education. With a new programme must come some structure- skills orientated? We must acknowledge non-formal education. CETC staff will have to change their perceptions of adult learning, perhaps through training workshops, networking, and qualification on informal learning methodologies. Very little is being done right now, because of lack of understanding what informal learning is. Who is responsible for popularising the idea of informal learning as opposed to traditional learning methodologies? Formal refers to structured programme. Informal and non-formal education means teaching according to interactive schooling with reference to the needs of the communities. Currently education is driven by formal needs. Incorporate non-formal into formal curriculum, especially in skills information training. Formal education provides qualifications, while non-formal is experienced without qualifications. Formal education is structured education (e.g ABET) while non-formal learning refer to learning and sharing (e.g support groups)



**What information do they need in their centres?**

We need the bigger picture. Where CETC does it fit into national agenda? Accessible venues- universal designs for disable people. The centre management needs to understand what the whole picture is about. The centre can have an information table to refer people to other networks. The broader community needs to know about the CETC's. The centres would need practical training and experienced practitioners. Centres would need dialogue for information and understanding of issues, sources of relevant information at centres.

**In terms of skills training- their experience – what is needed?**

Centres must be realistic about what they can offer. What do people need as a sector. What do I need as a person to engage my centre to bring in people to work with the skills? Accreditation, funding, infrastructure, and other related resources.

Life Skills (youth-adults)  
 Labour relations issues  
 Parental Skills,  
 Domestic Violence.  
 Send out a questionnaire to know what the community needs.



### What works in your centre?

Networking and other projects that MGD latches onto (AIDS; Drug centres: Agriculture)

Wellington: Fulltime ABET 4 class (Mon- Fri);

Creative hobbies (Imbali)

Good efficient management, teamwork, commitment, successful implementation of programmes, holistic development of learners, committed learners, adequate funding and partnerships with other stakeholders,

Practical skills, Pilot centres (Fulltime class),

Entrepreneurship.



### Key issues- What are your concerns and questions?

How would the DHET monitor the impact on social society or what criteria are going to be used for success?

After 2014 where must the people go after this?

Letters have been written to keep on asking this question.

What happens to learners after level 4?

Mothers with young children. The old matric curriculum ends 2014 and what happens after that?

The youth are dropping out, drug abuse, pregnancy, unemployment,

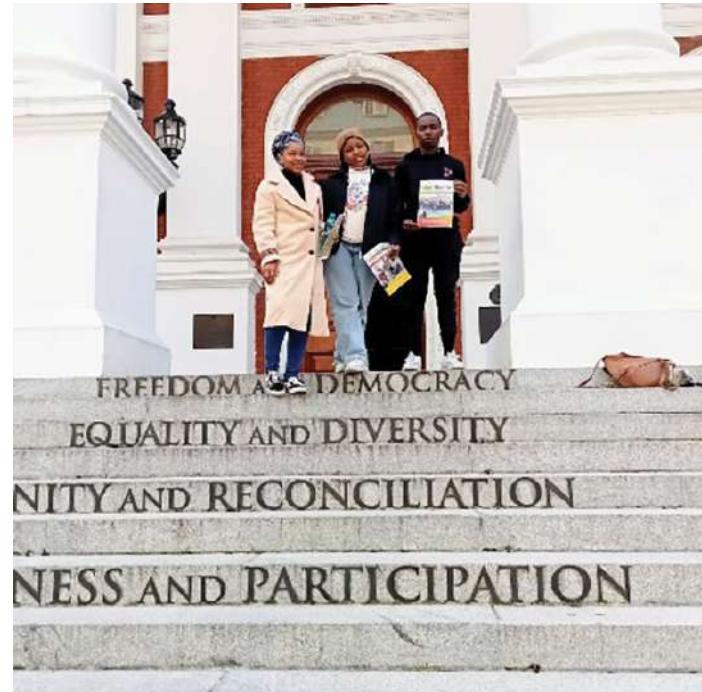
What is the way forward for pre-level 1 learner?

How can CETC's offer a combination of formal and non-formal learning ( e.g allegory of non-formal learning taking place in church groups)

Through their systems, the DHET need to pilot more centres.

Educator's forum & ALF to voice our opinion on key issues.

**ALF NEWS**, Volume 1, Issue 2, September 2013



ALF and other civil society members/organisations taking part in the Education for Democracy Dialogue - part of commemorating International Literacy Day (8/9) and International Day of Democracy (15/9).  
Parliament, Cape Town, 15 September 2023

### *Sharing experiences, skills and practices*



Marilyn Kruger, a social worker working for Hearts of Men at the time, discussing parenting with participants.  
De Rust Futura CLC, Grabouw, 22 February 2014

## Part 2



Beading Workshop, Hermanus, 24 September 2019



Enlighten Education Trust,  
Hermanus

Participants beading

Completed beaded products



Mental health online programme, Youth Day, St Francis CLC, Gugulethu, 16 June 2021.

During lockdown many learners reported that they and/or family or friends were experiencing anxiety, amongst other issues. ALF organised for NPOwer to run a workshop to do with the possible causes, symptoms, what to do, and who to contact in times of need.

NPOwer is linked to the South African Depression and Anxiety Group (SADAG).



Aqeelah van Reenen presenting Elsies River CLC's poster on mental health



ALF safety and security programme in collaboration with Overstrand CLC and Community Healing Network. Enlighten Education Trust, Hermanus, 16 June 2021



A follow-up to the mental health workshop in June - hike to Constantia Nek, Cape Town, 21 September 2021

## Part 2

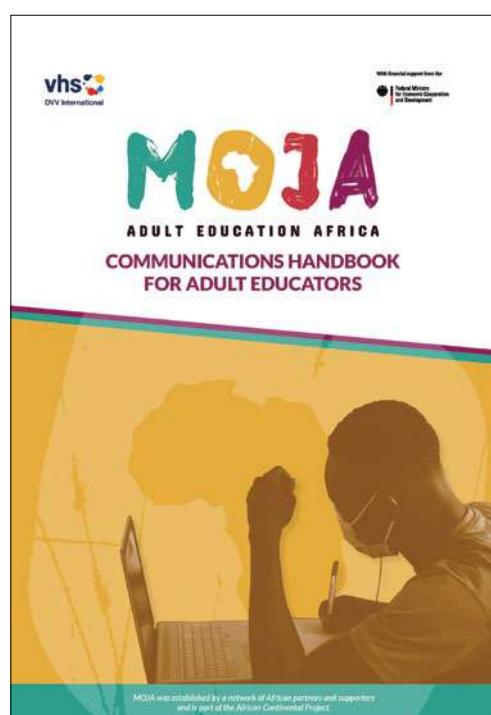
### Encouraging adult and youth learning practices that contribute to a democratic society



Participants expressing themselves through art and having fun at ALF's youth orientation programme in conjunction with Overberg Development Association (ODA), Hermanus, 12 March 2022



Participants attending a community journalism course, Salt River, June - August 2022



## ADULT LEARNING FORUM YOUTH ORIENTATION

Fairmount Secondary School, Grassy Park, Cape Town, 9 March 2024  
 Attended by youth from St. Francis, Gugulethu, and Elsies River CETCs and former  
 Youth Council members

- Who is ALF and what do we do?
- Getting to know and understand ourselves and building our self-esteem
- Introduction to gender justice - Questioning who reports, why, and how



ALF's seasoned youth and the new youth



Previous Youth Council supporting the new group



Introductions and check in

Sharing expectations for the day

## Part 2



Getting to know one another

Some background on ALF



Group work exploring our feelings

Sharing some amusing events in our lives



Reading and discussing news stories

Starting to analyse who writes what and why

We plan to build on this orientation and introduction exploring issues facing youth in CETCs and our communities. Longer workshops using reference materials, research, and input from the new youth and previous Youth Council co-facilitated by ALF members and invited "experts" from our communities will be held this year. This will lead to further understanding, shared stories and experiences, and some practical tools and solutions.

## ADULT LEARNING FORUM YOUTH ORIENTATION IN HERMANUS, 11 MAY 2024



These are some examples of what can make you feel fear...



Some ideas for how we could deal with that fear



Why do you think that?



Discussing how these emotions can be linked to injustice and gender abuse



What have you done in those circumstances?



What have we learned and what can we do with this information?

## Part 2

### Providing relevant mechanisms for meaningful networking

*Working in CET [Community Education & Training] / a “CLC” can be challenging and most of the time a person feels isolated. But being part of ALF means a lot for a person working in a CLC because of much information and knowledge being shared among groups that are related and have links with ALF.*

Sarah Mofokeng (ALF)

ALF works in adult and youth education which includes, amongst other, family literacy, livelihoods, gender issues, health and wellness, safety, and educator rights.

Getting together: Adult Learners' Week celebrations:



Groot Drakenstein Games Club, Franschhoek, 12 September 2016



Onze Rust Guesthouse, Stellenbosch, 9 September 2017



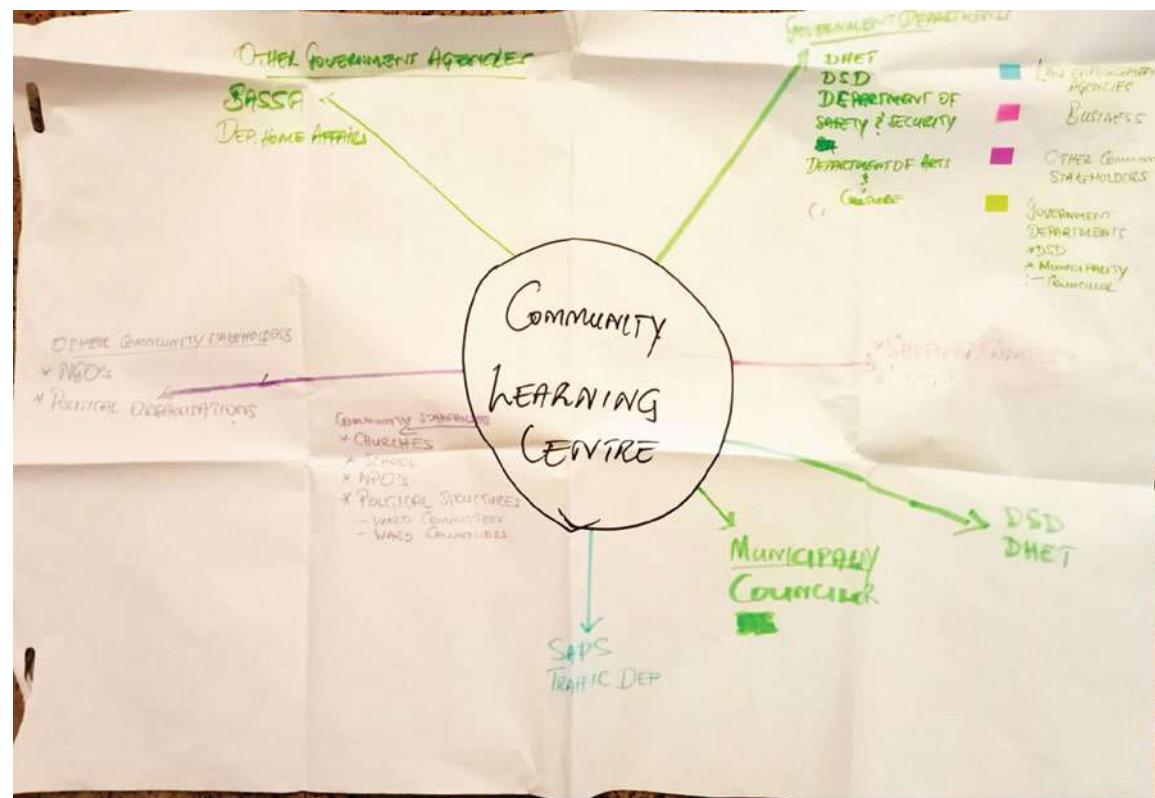
Witzenberg Rustic Venues, Wolseley, 8 September 2018

The Community Education and Training (CET) National Forum attended a conference at Christian Brothers Centre, Stellenbosch, 10-13 July 2023.

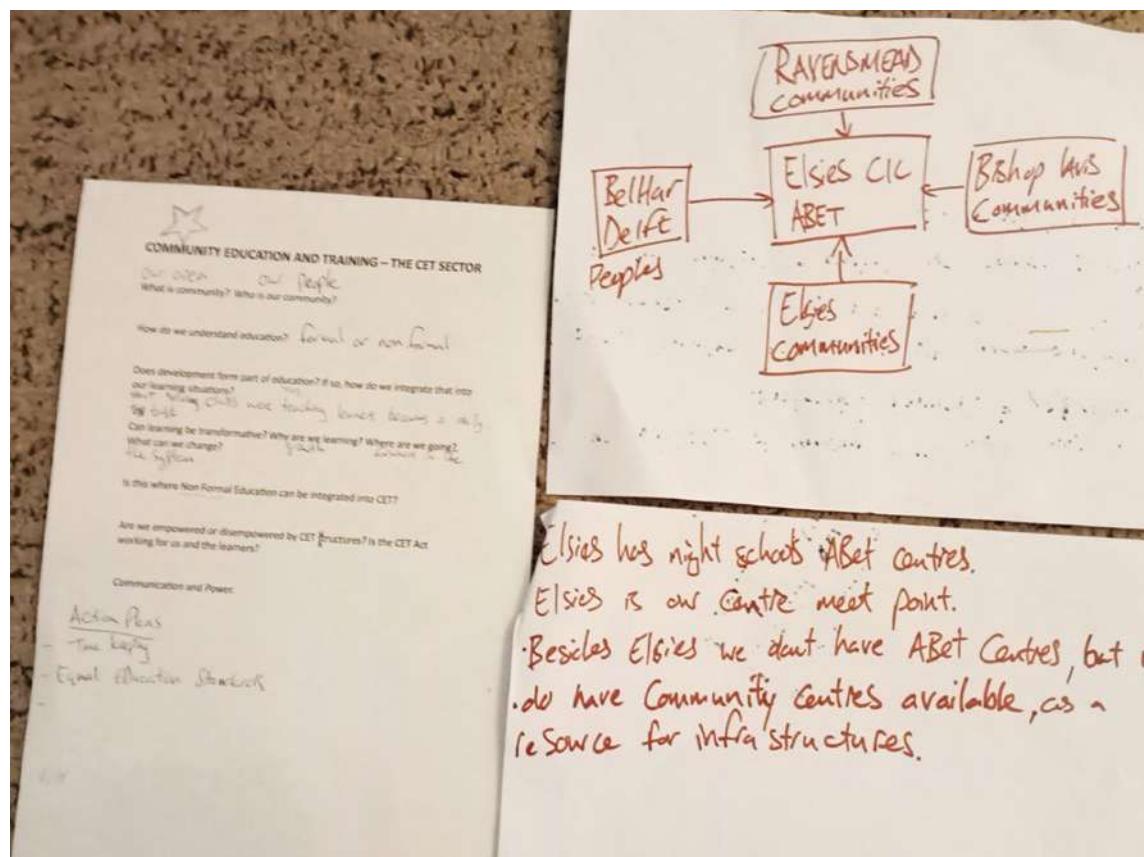
Here is some group work by learners and educators - they had to map out the areas where their CLCs are situated and respond to the following questions:

- What is community? Who is our community?
- How do we understand education?
- Does development form part of education? If so, how do we integrate that into our learning situations?
- Can learning be transformative? Why are we learning? Where are we going? What can we change?
- Is this where non-formal education can be integrated into CET?
- Are we empowered or disempowered by CET structures? Is the CET Act working for us and the learners?

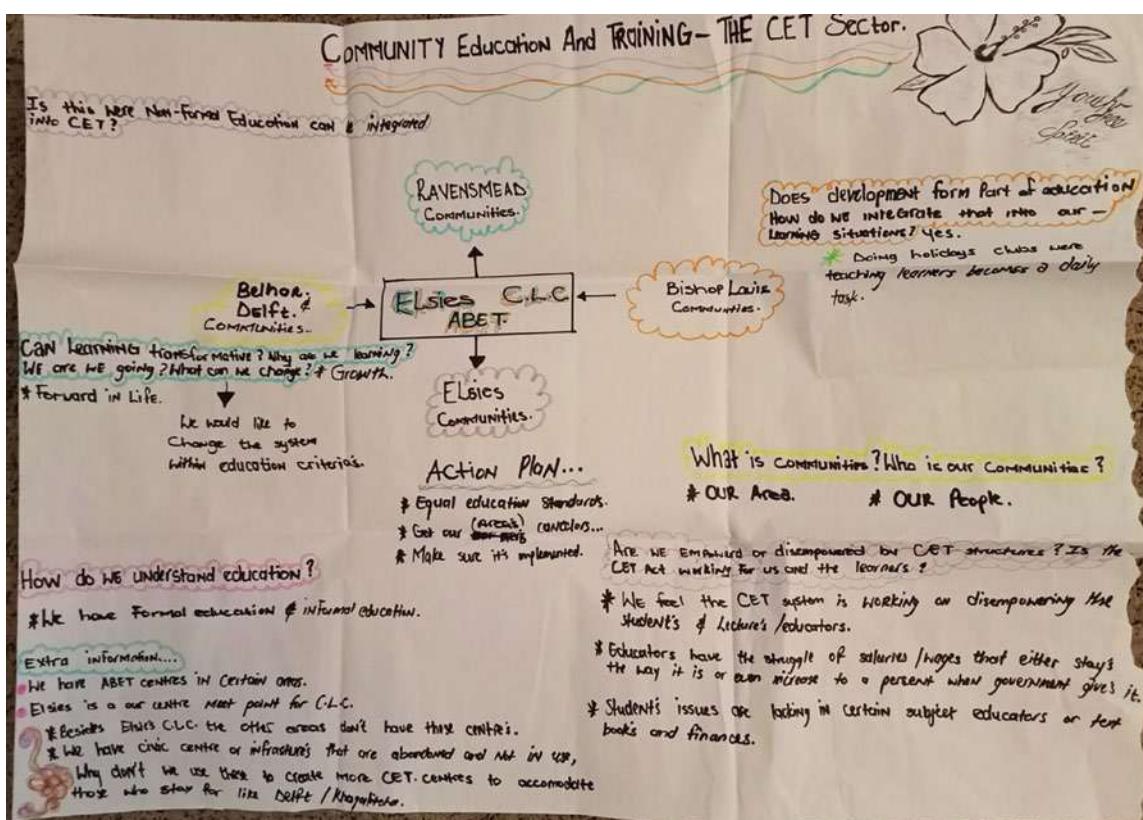
## Part 2



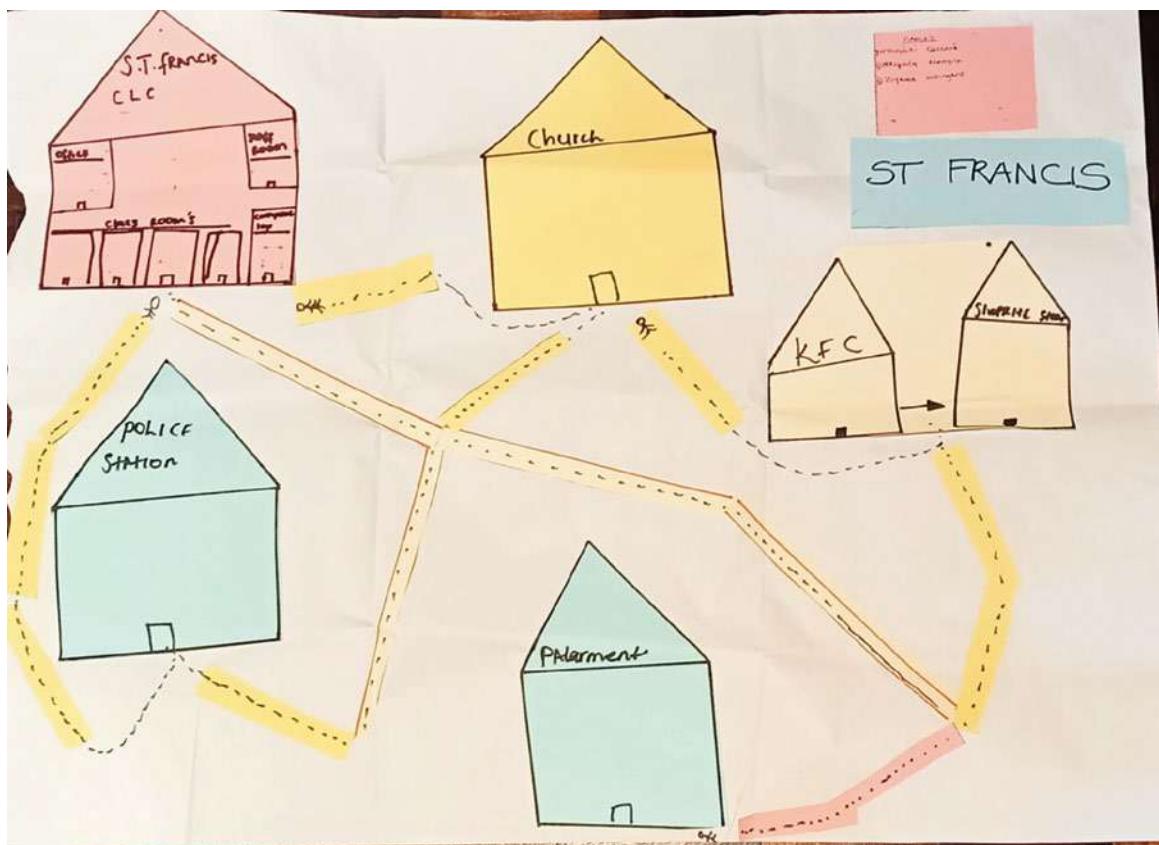
Educators from the Eastern Cape, Free State and KwaZulu-Natal



Learners from Elsies River CLC



Learners from Elsies River CLC



Learners from St Francis CLC

## Part 2

### Agitating for adult and youth learning as a vehicle for development & social change/transformation

A news article from the ALF NEWS. The header says "ALF NEWS" in large orange letters, with "Adult Learning Forum Western Cape" and "105-525-NPO" below it. The sub-headline is "Volume 1, Issue 2" and the date is "September 2013".

**ALF Workshop at Matie Gemeenskapsdienste in Stellenbosch**

The following organisations were represented at the workshop: Adult Learning Forum Executive; dvv International; SHARE, Imbalu; Franschoek CLC, MGD, Nederburg CLC; WRDC, Stellenbosch CLC; WCdisability; IPDM; Worcester CLC; Wellington CLC; Chatsworth; Op Die—Berg; Heartsofmen.

A photograph showing several people at a workshop, some sitting at a table and others standing in the background.

**Purpose of the workshop**

The purpose of the workshop is to introduce the adult learning forum to people and to provide a platform for individuals and organisations to voice their opinions regarding crucial issues in the adult and youth learning sector and provide an opportunity to engage

**"Boys to men"**

A photograph of Solomon Marlow, a man with a beard, wearing a plaid shirt, sitting and speaking.

Solomon Marlow from heartsofmen presented this very crucial topic. Heartsofmen creates platforms for men to speak. In a study they did at prisons, men informed them that it was first about pride, and then when you land in jail it's painful, because you made a mistake, but the scar is always upon men who have taken the lead. Men went quiet because of apartheid. They felt that they couldn't speak to other guys, because the pain was very deep and time and time again the question surfaces of who you are and what your relationship with your family is.

pregnancy). The fire needs to be on top of water. The child learns from observation and watches the example set by parents. The focus should be on the child.

**What can we do?**

Correctional services have failed us, because men or boys are not quite rehabilitated into society. Heartsofmen reach out to men. Men have been at the teenager stage. They have experience. Break the cycle, live by example. Watch your kids, study them. What is their gift and support him/her. Don't force your child. Water is your words. Speak life into your child. Your power is in your words.



ALF participants, Adrian Ruben-Maxwell and Merle Fred (top right picture) joined The Women's Circle (TWC) round-table discussion on violence and trauma, TWC offices, Brey's Centre, Athlone, 31 August 2019

*I love the women in ALF, their kind families, their indomitable spirit and the incredible work they do that contributes to a more just society and offers opportunities for education for those failed by the education system.*

Ana-Paola Little (ALF)

## Fostering a more reflective praxis for informed research on policies & practices

### Adult education fails its teachers

Victoria John, 26 June 2015

Colleges are closing down in the transition from one government department to another.



Last batch: Sammy Williams is the manager of the Steenberg Adult Learning Centre in the Western Cape that is closing down because funding for teacher salaries has not been handed over. (David Harrison, MG)

On the outskirts of Mitchell's Plain in the Western Cape a night school will next month shut its doors after 48 years, because its funding has allegedly fallen in the crack between two government departments.

In a small ceremony on July 3, the staff at Steenberg Adult Learning Centre will hand out certificates to its final batch of adult students, have a small party to wish them well, and then close down. Several adult education centres in other parts of the country are facing the same fate. And hundreds of teachers at centres like these are wrestling with growing debt and eviction from their homes because they have not received their salaries.

Salaries dried up as a result of the chaos caused by a messy transition of the adult education sector from provincial education departments to the department of higher education and training on April 1.

"The tranches for levels [that are equivalent to grades 10 to 12] stopped last year when the transition to the higher education department started, and without that money we can't carry on," said Steenberg's centre manager, Sammy Williams.

"The problem is widespread. Over 50 years of working in this sector you build up a network. I know about five centres that are going to shut down in the southern Western Cape, and three that have shut down already," he said.

The centres assist adults who dropped out of school and are looking for ways to complete their education. The South African Abet (adult basic education and training) Educators Union says about 17 000 teachers service such centres.

The November 2014 draft national policy on community colleges says that according to the 2011 national census, more than two million adults attend Abet centres, also known as night schools, or technical, vocational and training colleges.

The policy gives guidance on how the responsibility for adult education should move from provincial education departments to the department of higher education and training.

The government ultimately wants to establish district-based community colleges that will service all adult education and vocational needs, according to the policy document. But while it phases this in, current Abet centres will be merged into nine interim community colleges - one in each province.

A teacher at Steenberg, Nigel Prinsloo, said effective direction for the transition had not been given at centre management meetings.

"When we heard about the transition, managers started asking: 'How can we plan for this?' They were promised that the tranches would continue, but that never materialised."

Stenberg's governing body predicted that its funding might never materialise. It looked at what it had in its coffers, worked out how much longer it would need to stay open until its current students achieved all the credits they needed, and divided the money it had left into reduced salaries for its teachers.

But other teachers haven't been so lucky. In the Western Cape, four teachers at the Elsies River Secondary Adult Learning Centre have not been paid since April.

One of them, Mara Geduld, said she had received one month's salary last Monday but had not received communication from either department regarding outstanding payments for the other two months. When asked how she got by without her usual income she said, "My family and friends and neighbours bought me food. I just made sure I had R12 every day for the taxi ... My landlady was getting tense."

Geduld said she and her colleagues had phoned the higher education department's toll-free number, and sent emails to addresses they found on its website, to try to find out what was going on.

"If it wasn't for our educators phoning the toll-free number - because our managers and higher people haven't told us anything - we wouldn't know anything."

"The [department of higher education

and training] said it will sort it out but I don't know what I will do if this problem carries on, that's the scary thing," Geduld said.

A centre manager in the Northern Cape, Thenjiwe Pienaar, said she had calls from seven fellow educators across the province to say that they had not been paid since April.

She manages the Sabelo Hanover Adult Learning Centre and has received her salary, but one educator at her centre has not.

"I have pain for these educators," she said.

"Their banks are phoning them every day, landlords are chasing them away ... one of my educators was sick from the stress."

The Eastern Cape is reportedly even worse off. Mkululi Vava, the province's South African Abet Educators Union chairperson, said he knew of at least 23 teachers who had not been paid, some of them since last year.

"People don't have anything to sustain themselves. Some of the learners at the centres will help the teachers with R200 or R100 for food or taxi fare just so they can come and teach so the learners don't get left behind with the work," he said.

"Some centres have not received funding either. Sometimes they don't even get the money for stationery. But some have convinced communities to assist at least with pens and paper."

The changes to the sector are part of Higher Education Minister Blade Nzimande's big plan to give all South Africans who don't have a place in universities the opportunity to learn.

According to the 2011 national census, about three million people between the ages of 18 and 24 are not in employment, education or training.

The education department's spokesperson, Khaye Nkwanyana, confirmed that thousands of teachers had not been paid, including 6 000 in KwaZulu-Natal.

The reasons for this differed from province to province, he said. In the Western Cape, teachers were "privately employed" at centres so the department has had to appoint them

as state employees. In the Eastern Cape and KwaZulu-Natal, the provincial education departments did not process the correct documentation by April 1. But the department's human resources team is "working overtime" to ensure that KwaZulu-Natal teachers are paid in the next three weeks and a rapid response team has been established to attend to any queries that come in, Nkwanyana said.

### No more second chances

"I've got a young lady standing in front of me here who is going to have to go to a private college to finish her matric and pay thousands of rands," the Steenberg Adult Learning Centre manager, Sammy Williams, said this week.

He posted a Facebook message about the imminent closure and friends and family replied with disbelief.

"We're in the heart of Steenberg and people could afford to come to us." He said some people who had completed their education at the centre had gone on to be doctors, lawyers and even serve in Parliament.

"People will remember it as a place of second chances."

The spokesperson for the department of higher education and training (DHET), Khaye Nkwanyana, says the department knew about the imminent closure and attributed it to "low funding for Abet [adult basic education and training] levels 1 to 4 [grades 1 to 9], the lack of funding for matric classes being the biggest contributing factor, and uncertainty with regards to the transfer to DHET."

He said, however, that the lack of funding to the Steenberg centre "is not related to the funding for operational activities" and that the centre had, in fact, received about R111 000 in funding for 2014-2015 and a little more than R131 000 in 2015-2016.

Williams denies this, saying the centre received about R70 000 last year and no funding at all this year. "If we had received that kind of money we wouldn't have to close," he said.

<https://mg.co.za/article/2015-06-25-adult-education-fails-its-teachers/>

<p> Adult Learning Forum Western Cape NPO Registration 105-525-NPO C/O 36 Ontong Way GRASSY PARK 7941 5 May 2020</p> <p>Dr Blade Nzimande Minister of Education, Science and Innovation Department of Higher Education</p> <p>CC: Dr Bheki Mahlobo Acting Deputy Director, Community Education and Training Department of Higher Education</p> <p>Mr David Diale Chief Director: Education, Training, Development and Assessment Community Education and Training Department of Higher Education</p> <p>Mr Andre Damon Acting principal, Community Education and Training Department of Higher Education</p> <p>Dear Minister Nzimande, <i>Re: State of Community Education and Training during Covid-19</i></p> <p>The Adult Learning Forum notes that as a country we are in uncharted territory and we appreciate the efforts by all stakeholders to steer us through this very challenging time.</p> <p>In his statement to the nation on 30<sup>th</sup> April 2020, Dr Blade Nzimande, Minister of Higher Education, Science and Technology, referred to the phase 4 lockdown pertaining to Post School Education and Training (PSET). Amongst others he referred to: "Developing, implementing effective multi-modal remote learning systems: digital, analogue and physical delivery of learning materials". He also referred to giving "priority to students doing General Education and Training Certificate (GETC), AET level 4 and Senior Certificate with AET level 1-3 to be phased in at a later date.</p> <p>We have also read the new Norms and Standards in the Government Gazette, signed by Dr Nzimandi on 30 January 2020, for implementation 1<sup>st</sup> April 2020. Unbeknown to us that we would be dealing with the corona virus during this time. We feel that the norms and standards should be revised and adapted as the landscape has changed drastically in terms of funding for technical resources that are</p>	<p>needed. Furthermore, norms and standards should be standardised as it is changed with each new minister appointed instead of continuing where the last one left.</p> <p>During the extended lockdown lecturers created WhatsApp groups with some of their learners. However, as is well known, many learners do not have smartphones and for those who do, data costs are very expensive and connectivity is often a major challenge. During the lockdown period lecturers from the Community Learning Centres (CLCs) have continued with their lesson preparations with intention to return to their learning centres. This, they understood will be possible, in line with sound health and safety guidelines (<i>Ref: conditions set by the World Health Organisation in the joint statement by the unions 1<sup>st</sup> May 2020</i>).</p> <p>Many CLC learners and staff live or work in working class contexts, rural and urban areas where electricity and internet connectivity are limited and, when available, often intermittent.</p> <p>When home they take care of children and elderly relatives; in rural areas fetching water, cooking, cleaning, etc. Most don't have their own room and or learning space and often home is not a conducive space for students and staff to continue their academic work.</p> <p>So, the general sentiment in the post school education discussion circles is that more care needs to be applied to thinking about how to deal with online education approaches. If the academic programme is to continue, it needs to be ensured that both students and staff can secure the conditions for working in a safe space conducive to study, if that cannot be ensured for ALL then it is unethical to insist that students and staff continue to work.</p> <p>Many higher education institutions have insisted that despite the unfavourable and unequal conditions under lockdown, the academic programme must continue. The primary way of learning and teaching is supposed to take place is through online learning. The well-resourced institutions have bought data for students and staff as well as made laptops and other devices available for borrowing. Even so, many learners find it difficult to find the motivation to study alone without the stimulation and encouragement of lecturers and peers. How much more challenging then for learners, and lecturers in the CET sector where many learners have already dropped out of school previously? These conditions are compounded by the issues set out above where homes are often not conducive to academic study.</p> <p>Under-developed institutions do not have the means or possibility of supplying online resources. In many cases Community Learning Centre lecturers are employed on a claim system or on contracts and the Department is behind by a few months on paying them. Some have not been paid since January or February 2020, others received half of their pay and there are some who have received full pay. Many Centre Managers and lecturers have no security of contracts or employment. We take cognisance of the letter written by Mr Spencer Tonkin to Centre Managers of CET's dated, 15 April 2020 promising to address, <i>inter alia</i>:</p> <ul style="list-style-type: none"><li>• Lecturers who are on claim systems and awaiting claim payments</li><li>• Non-appointment of lecturers and support staff</li><li>• Extension of contracts of lecturers and Centre Managers</li></ul> <p>We are aware that names of staff not paid have been submitted to Pretoria.</p> <p>Students and staff in the CET sector need to be financially protected in this time. All staff, whether insourced or outsourced, whether on contract, a claim system or permanently employed need to be paid throughout the crisis and immediately paid whatever wages due from previous months.</p>
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<p>There are gross inequalities in the PSET system between institutions where staff at TVET colleges, universities and schools continues to be paid while, as contract workers, CLC lecturers remain uncertain of their futures in a grossly under-resourced sector.</p> <p>It is important to acknowledge that the question of online learning is not only a question of providing access to tools and data. As outlined in the previous section, depending on the conditions in different homes a number of social factors affect whether it is possible or not to continue to study. We are aware of the call to make educational sites and learning content zero-rated. While this is useful in terms of basic access to content where available, the problems with online learning go beyond this as a new approach to lecturers and learners. Supplementary to the access is the matter of stationery, printing hard copies for assessments and exercises. Learners and lecturers may only have access via their phones, great for social interaction but not easy for study and lengthy reading.</p> <p>The minister has said many CETs are based at schools so the return date for CLCs will be when schools return. However, there are also many centres that are not at based schools so they would also need support with proper preparation before learning and teaching can resume.</p> <p>During this time of Covid-19, the inequalities have become more evident and should be clear to all that it is time to serve the interests of the entire post-school sector, equally.</p> <p>Yours-in-the-struggle for equal education.</p> <p>Merle Fred  ALF Administrator For and on behalf of Adult Learning Forum Cell: 0824023293 Tel: 021 7052312 Email: <a href="mailto:alfforum@mweb.co.za">alfforum@mweb.co.za</a></p>
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# Challenges and successes

### CHALLENGES

Adult and youth learning is treated as a stepchild of education. It gets the least amount of funding, attention and resources.

Merle Fred

Trying to work with other people currently working in the CLCs and even getting the recognition from the college that is leading and supervising people in the CLC working environment.

Sarah Mofokeng

The sector is not valued and understood by the Education Department and some of the people in positions of power. The environment, management, budget for CETCs and implementation of policy is inadequate. CETCs are not well integrated with surrounding communities and are not adequately marketed. Ministerial changes cause repeated revisiting of previously addressed issues. The qualified educators are getting older, and university courses need to offer more integrated experiential training for the next generation of educators.

Ana-Paola Little

Phew - a long list. There are the sectoral challenges as well as ALF's limitations. Re the sector - there is a lack of commitment from government to properly resource the colleges. The Western Cape still doesn't have a proper finance department. Leadership often has little knowledge of the sector; generally leadership and management skills are lacking. Many of the people in governance do not know the sector, nor the challenges faced by the centres. There isn't much of a career pathway in the sector so it doesn't always attract the best candidates.

ALF itself had a wide constituency but that has dwindled over the years. Again, limited funding has played its part and most of the executive are volunteers. No-one has worked full-time to be able to raise our profile. It is extremely challenging to fundraise for networks, even more so nowadays. We do challenge the powers I think, but that doesn't always work in our favour.

Lin Helme



ALF strategic meeting and technical workshop, Observatory, May 2016

Left to right: Nomhle Mdekazi (Chairperson), Mara Geduld, Farrell Hunter (DVV International), Jenny Birkett, Merle Fred, Lin Helme, Melvin Esau, Nonkululeko Madubula



ALF executive, strategic meeting, Franschhoek, October 2021

Left to right: Sarah Mofokeng, Mara Geduld (Chairperson), Merle Fred, Lin Helme, Ana-Paola Little, Nonkululeko Madubula, Adrian-Ruben Maxwell



ALF executive, strategic meeting, Gordon's Bay, November 2024  
Left to right: Antonietta Murtas (Director: EOTO Hybrid Manufacturing Jewellery NPO), Thembisa Futshane (DDG: Community Colleges DHET), Mara Geduld, Nonkululeko Madubula, Lin Helme, Merle Fred

### SUCCESSES

ALF is a force to be reckoned with. It connects people who experience similar challenges. Young adults especially in the sector feel that they have a platform where they can voice their opinions, and they are also exposed to different places that they had never been to, and learned skills that they would not otherwise have learned. ALF is leaving a footprint in Africa, particularly South Africa, and Germany.

Merle Fred

ALF members have a wealth of experience in the sector and networks spanning organisations, universities and government. ALF works at several levels which means that we have been able to offer input on policy using lived experiences from our members in CETCs. A representative on the Western Cape College Council and Cape Town Television give additional voice and weight to the challenges facing the sector. Supporting and celebrating educators and learners has been valuable in providing useful information and possible solutions in difficult times. The stories shared of opportunities offered to adults and youth from CETCs to continue with their education, and/or find employment, and work in and for communities, continue to inspire.

Ana-Paola Little

We do have a profile in the sector and have run many good workshops over the years, for educators in particular. We have held amazing ALW celebrations and brought together learners and educators from across the country. (This is much more difficult now). We have engaged with the Western Cape Education Department (WCED) and now with DHET and had partnerships with WCED, the Department of Correctional Services, some SETAs, City of Cape Town and a range of other organisations over the years. We have reached out to the youth and held good workshops with them.

Lin Helme

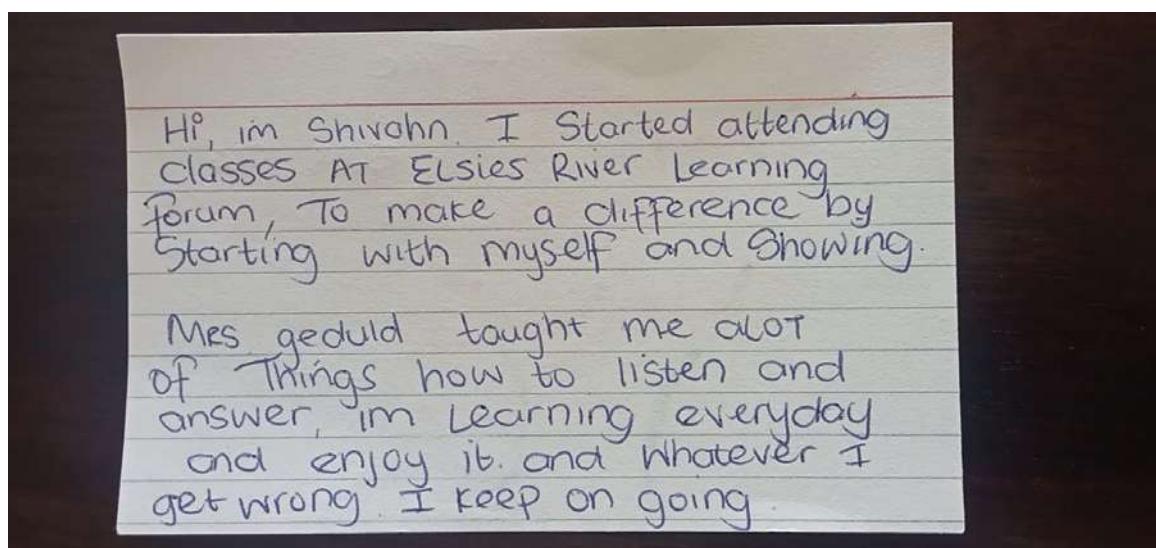
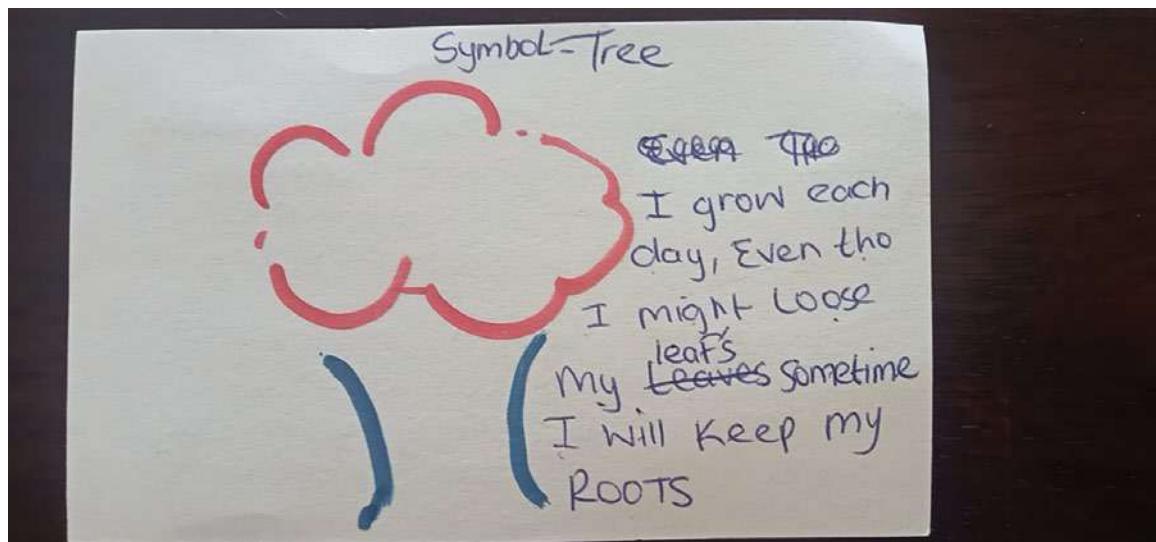
Working with young people who are really ready to change their lives by using and grabbing learning opportunities that ALF provides for them.

Sarah Mofokeng

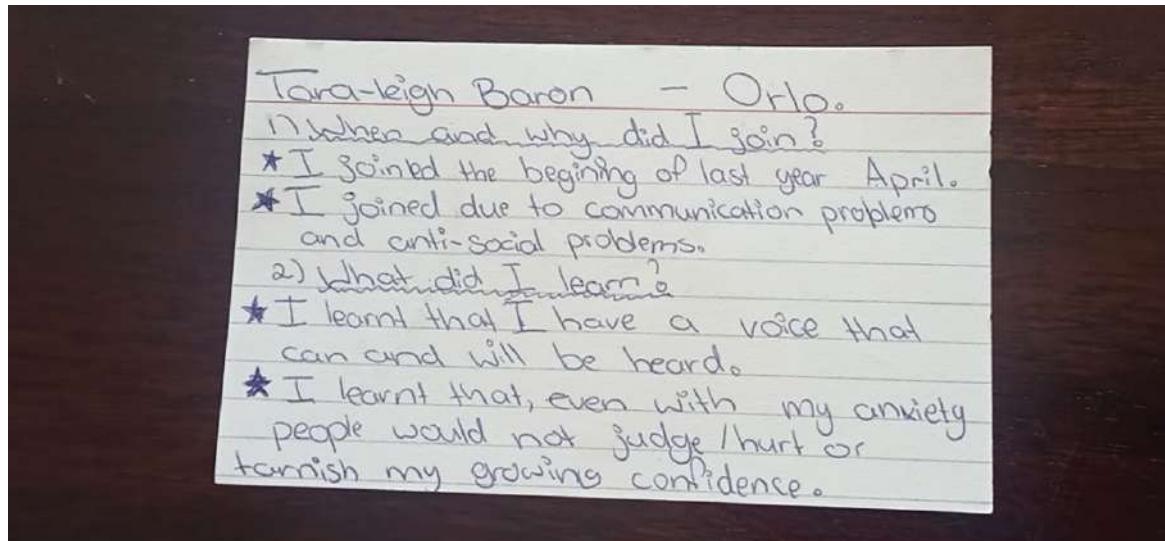
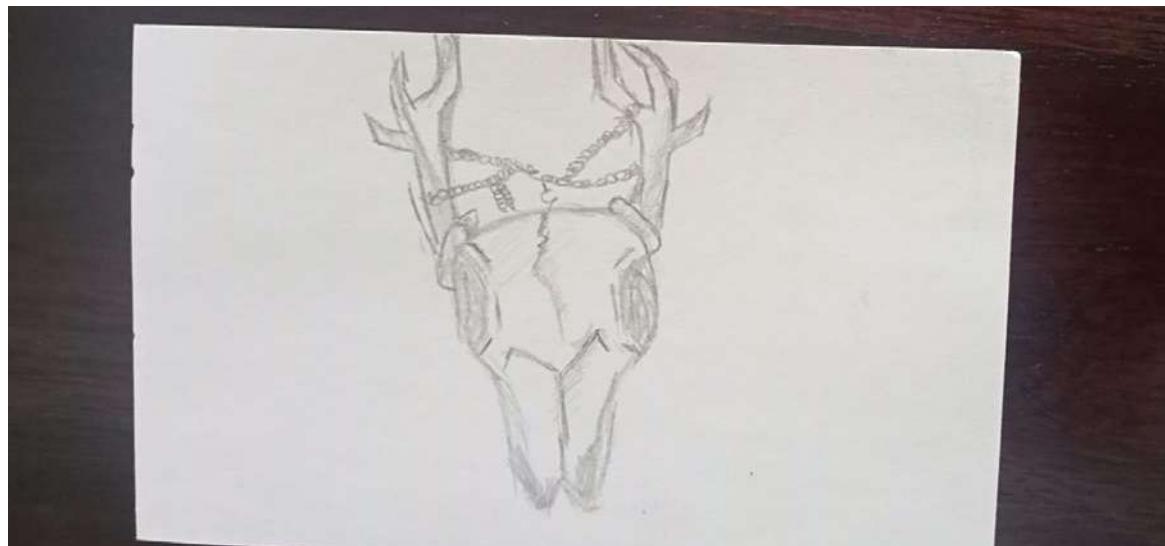
## Reflections from ALF learners

### Learners share their work (used with their permission):

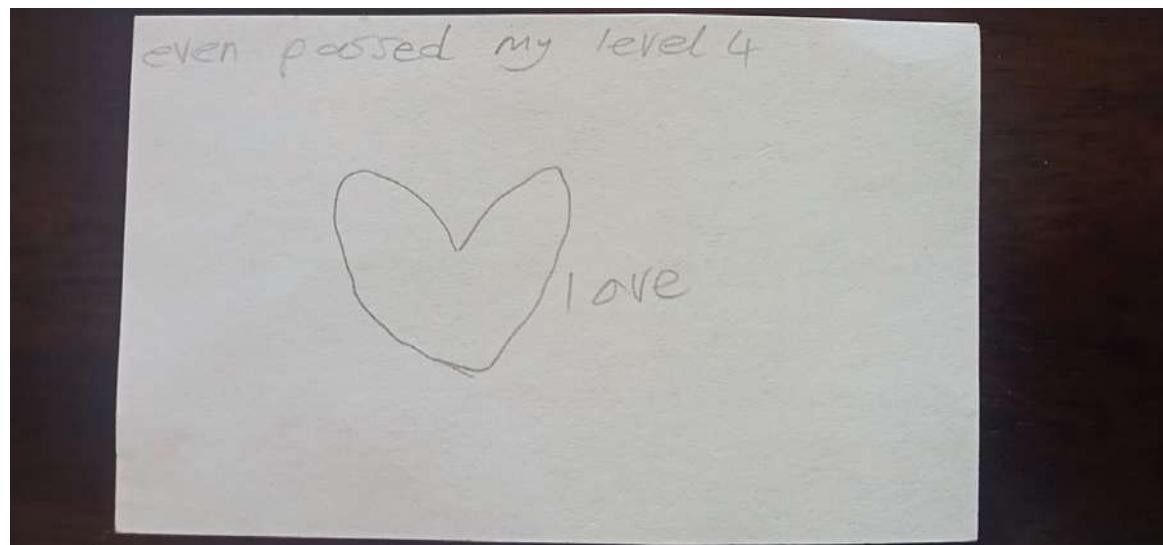
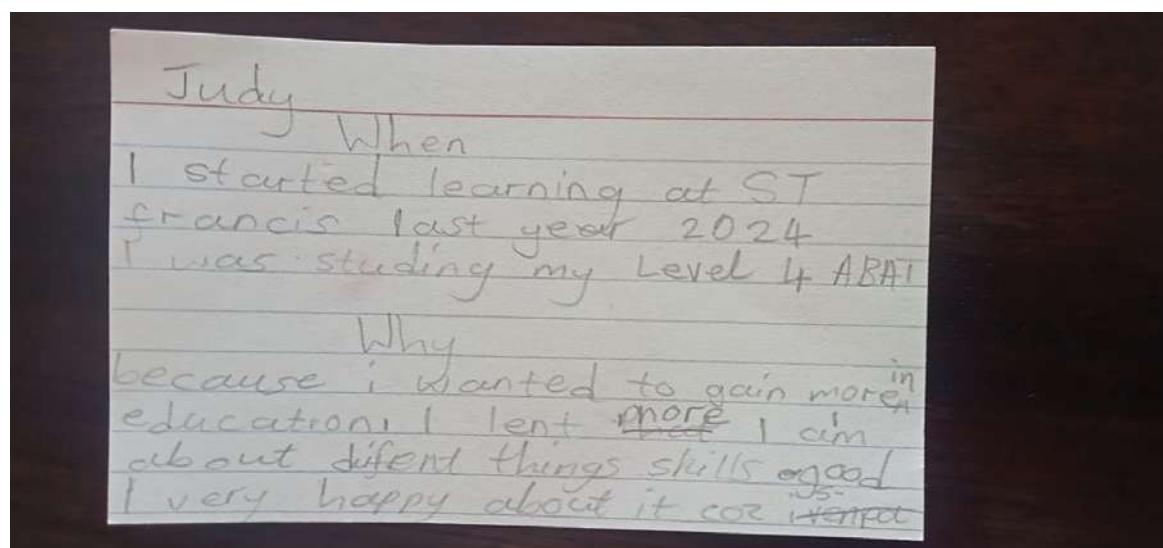
- Draw a picture that represents you.
- When and why did you start attending classes?
- What have the classes done/meant for you?



Shivahn Adriaanse (Elsies River CLC)

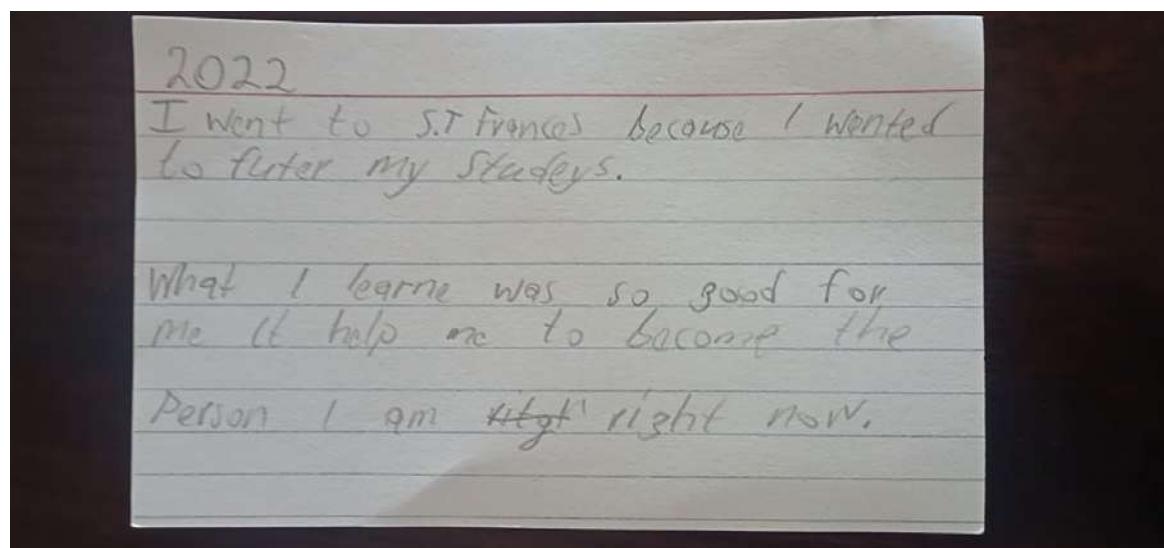
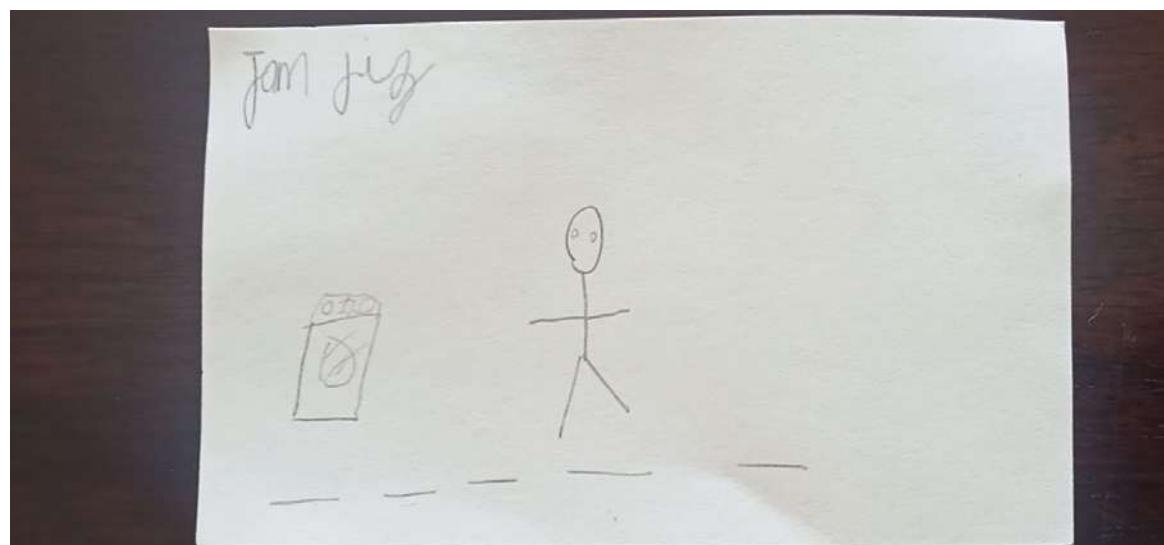


Tara-Leigh Baron (Elsies River CLC)

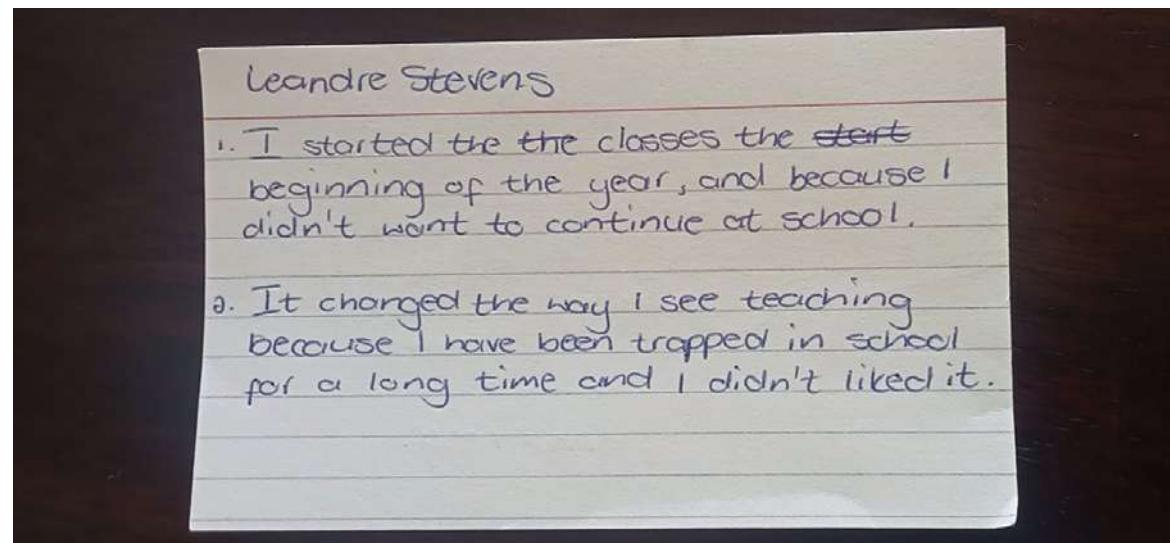
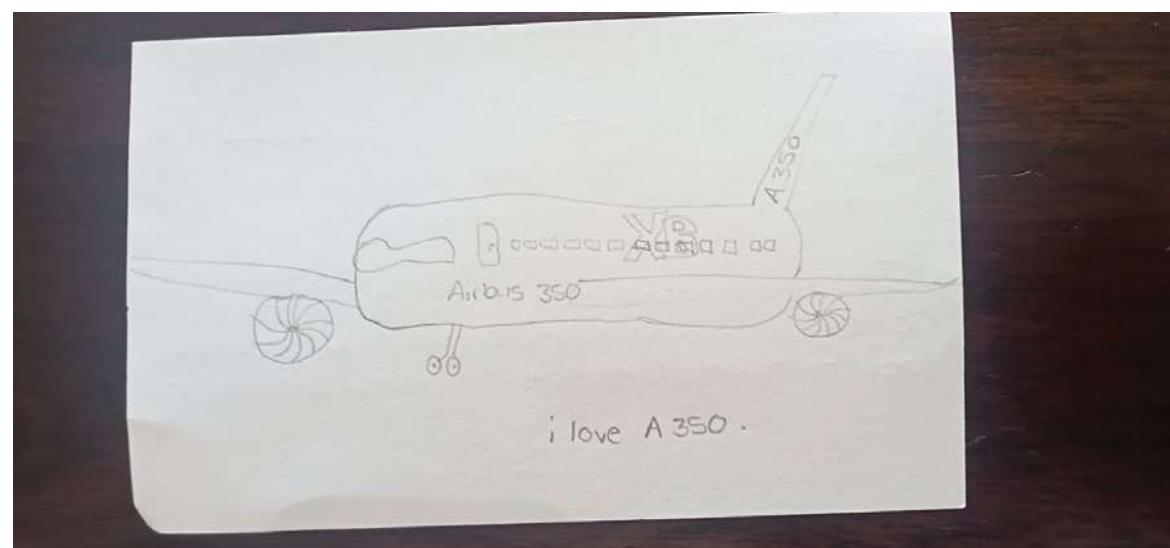


Judith Ndlovu (St Francis CLC)

## Part 2



Msindisi Qashani (ex St Francis CLC)



Leandre Stevens (Robertson CLC)

## Part 2



I started attending class this year 2025. The reason I started attending classes is to learn more about how to open businesses and to get smart, also creative.

At the camp I learn more about Being open and learn more things about leadership.

Dimmitri van Zyl (Worcester CLC)

## PASS IT ON

by Judy Collins

Freedom doesn't come like a bird on the wing  
It doesn't come down like the summer rain  
Freedom, freedom is a hard-won thing  
You've got to work for it, fight for it  
Day and night for it  
And every generation has got to win it again  
Pass it on to your children, mother  
Pass it on to your children, brother  
You've got to work for it, fight for it, day and night for it  
Pass it on to your children  
Pass it on

*Phambile ALF!!! Change comes when there are people who never give up in the movement of change.*

Sarah Mofokeng

*Aluta Continua! We have achieved a lot of great things and stood up for truth. May we find opportunities to continue with the work.*

Lin Helme

*Thank you ALF, those that came before and those still here - for never giving up, holding on to hope and continuing to fight for education for all.*

Ana-Paola Little

*To all my colleagues and friends, network partners, youth that I have met while working at ALF, you have been great...a true source of inspiration.*

Merle Fred

# We Rise and Fall and Rise Again

Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.

Excerpt from Still I Rise by Maya Angelou



## ADULT LEARNING FORUM

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