

REFLECTIONS ON ISSUE 2, MOJA JOURNAL OF ADULT EDUCATION

In this review, Alison Moultrie examines Issue 2, highlighting how the *Journal* brings together stories, testimonies, and reflections that reveal the everyday realities of people and community food systems throughout Africa. She suggests that the *Journal* can serve as a living curriculum for political education and reinforces the call for adult educators to embrace their role as political educators and mobilisers, working alongside communities to build collective power.



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Issue 2 of the *MOJA Journal of Adult Education*, dedicated to the theme of 'Building Community Food Systems and Livelihoods', emerges at a time when communities across Africa are contending with overlapping crises - the ecological and economic shocks of climate change, mass unemployment, hunger, and political instability. The call for submissions framed this Issue as a space to share practices of resilience and imagination during crisis. It sought contributions that could help adult educators re-think, re-imagine, and re-build theory and practice for community food systems, and to foreground hope as well as struggle. In this reflection I consider the editorial framing, the individual contributions, and the Issue as a whole, through the lens of critical food systems education and the wider politics of food sovereignty in Africa. I write in appreciation of what the editors have achieved, while pointing to ways adult educators might mobilise the material as political education.

The editorial and its framing

The editorial anchors Issue 2 in the urgency of food struggles, locating them within broader crises of inequality, climate change, and precarious livelihoods. Particularly valuable is the explicit distinction made between food security and food sovereignty. Food security is presented as a narrow frame concerned with calories and availability, often co-opted by corporate and state actors to justify industrial agriculture. Food sovereignty, by contrast, is situated as a people's project: the right to define food and agriculture systems based on ecological sustainability, cultural relevance, and justice. This distinction helps adult educators sharpen their political vocabulary. The inclusion

of the Nyéléni Declaration and quotations from global movements roots the *Journal* in a long lineage of peasant, feminist, and Indigenous struggles. It makes clear that this Issue is not only about growing food but about reclaiming agency and building collective power. As a resource for educators, these sections could serve directly as study circle material: prompts to differentiate between technical fixes and systemic transformation.

The community food garden of Cissie Gool House

This article by Karen Hendricks, Melissa Jansen Arendse and Bevil Lucas, grounded in the occupation of a former hospital in Cape Town, demonstrates how food is woven into housing, dignity, and collective survival. Through testimony and poetry, it frames gardening not only as food production but as healing and solidarity. For educators, this piece offers a vivid entry point into discussions of food as a commons. Its strength lies in storytelling, though it leaves implicit the connections to wider national struggles for food sovereignty. Adult educators can take up this article to explore with learners the ways ordinary acts of cultivation embody resistance.

ALE as a response to climate change and food insecurity in the Sahel

Mamadou Mariko presents a structured approach to adult education for climate adaptation, outlining stages of awareness-raising, collective diagnosis, and action. The



piece offers educators practical tools through practical methodology, but is more technical than political. Educators can take from this piece the importance of process design, while supplementing it with critical questions about the global forces driving climate collapse. The article invites us to consider how pedagogy can prepare communities not only to cope but to resist.

Adult extension practitioners' contribution to community food systems in Botswana

Keba Hulela's reflection on adult extension practitioners shows how ALE has been mobilised to support food systems through formal programmes. It also exposes the vulnerability of such initiatives to the withdrawal of state and donor support. The lesson for political educators is clear: while institutional support matters, long-term resilience depends on community control and autonomy. This article can help learners analyse the tensions between state-led and community-led education.

The struggle for a just community food system in the Eastern Cape, South Africa

The Abamelwane collective describes farming as both survival and resistance in a context of poverty and unemployment. Their emphasis on farming as therapy and collective renewal deepens the meaning of food sovereignty: not just access to land, but healing from the traumas of dispossession. This is perhaps the strongest example of critical food systems education in the Issue. Educators can take up this article to prompt reflection on how food work restores both bodies and communities.

Seed sovereignty's role in achieving food security: Limphasa Rice Irrigation Scheme, Malawi

Sangwani Tembo and Ellen Kapeleta foreground the politics of seed. Their piece shows how local seed saving sustains culture, biodiversity, and food security in contrast to the dependency fostered by corporate seed regimes. This article underscores food sovereignty as a struggle over knowledge. Adult educators can use it to examine with communities how seed embodies both memory and future, and how defending it is a political act.

How refugees in Uganda are re-building livelihoods and food systems

Salome Joy Awidi's contribution repositions refugees as active agents who use food to rebuild livelihoods, identity, and dignity. It challenges deficit narratives and shows how ALE supports cultural continuity amidst displacement. While the critique of humanitarian aid structures is muted, the article is valuable for opening dialogue on resilience and self-determination in crisis contexts.

Women's livelihoods and food security in Algeria

Zahia Kacher documents women-led cooperatives and intergenerational learning. This piece highlights the centrality of women in food sovereignty, demonstrating how ALE can enable economic participation and gender justice. It is a vital reminder that gender cannot be an afterthought in food systems education. Educators might use this text to spark conversations about power, patriarchy, and solidarity economies.

Profiles of food sovereignty organisations

The profiles of organisations across Africa - Better World Cameroon, Kenyan Peasants League, Observatory of Food Sovereignty And The Environment, South African Food Sovereignty Campaign, Terre Verte, and GRAIN - offer a valuable mapping of movement infrastructure. They show that communities are not isolated but part of continental and global struggles. Though brief, these sketches can help educators introduce learners to the breadth of food sovereignty organising, and to imagine alliances beyond national borders.

Resources and recent publications

The resources and recent publications section offers educators material to extend their learning journeys. It could have been strengthened by clearer guidance on how to use these texts pedagogically. As it stands, it provides a starting point for study circles and curriculum development. The inclusion of global reports and local materials reflects the editors' intent to situate African struggles within wider debates.

Reflections on editorial choices

Editorially, Issue 2 achieves accessibility through language, diversity of voices, and the creative use of poetry and visuals. Its greatest strength lies in presenting food as a political and cultural question, not simply a technical one. The emphasis on food sovereignty, and the anchoring in the Nyéléni Declaration, aligns the Issue with global movements and provides educators with strong political framing tools. At times, however, the editorial voice is cautious, preferring to describe rather than directly confront the forces of corporate power, finance, and imperialism that shape Africa's food systems. Yet this restraint may also be

strategic, keeping the Journal open to a wide audience. For adult educators, the task is to radicalise the material in practice - drawing out systemic critique in dialogue with learners.

Conclusion

Issue 2 of the *MOJA Journal of Adult Education* is a significant resource. It offers stories, testimonies, and reflections that can be used as living curriculum for political education. For educators, it provides material to mobilise with communities: to distinguish food sovereignty from food security, to explore seeds and land as commons, to reframe refugees and women as leaders, and to see food work as healing as well as resistance. The inclusion of the Nyéléni Declaration roots the Journal in the global struggle, and the diverse African contributions demonstrate that food sovereignty is not an abstract idea but a lived, urgent practice. Adult educators reading this Issue are called to see themselves as political educators and mobilisers - those who not only transmit knowledge but who join communities in building power. In times of polycrisis, this is the vocation of adult education: to plant seeds of survival, dignity, and transformation.

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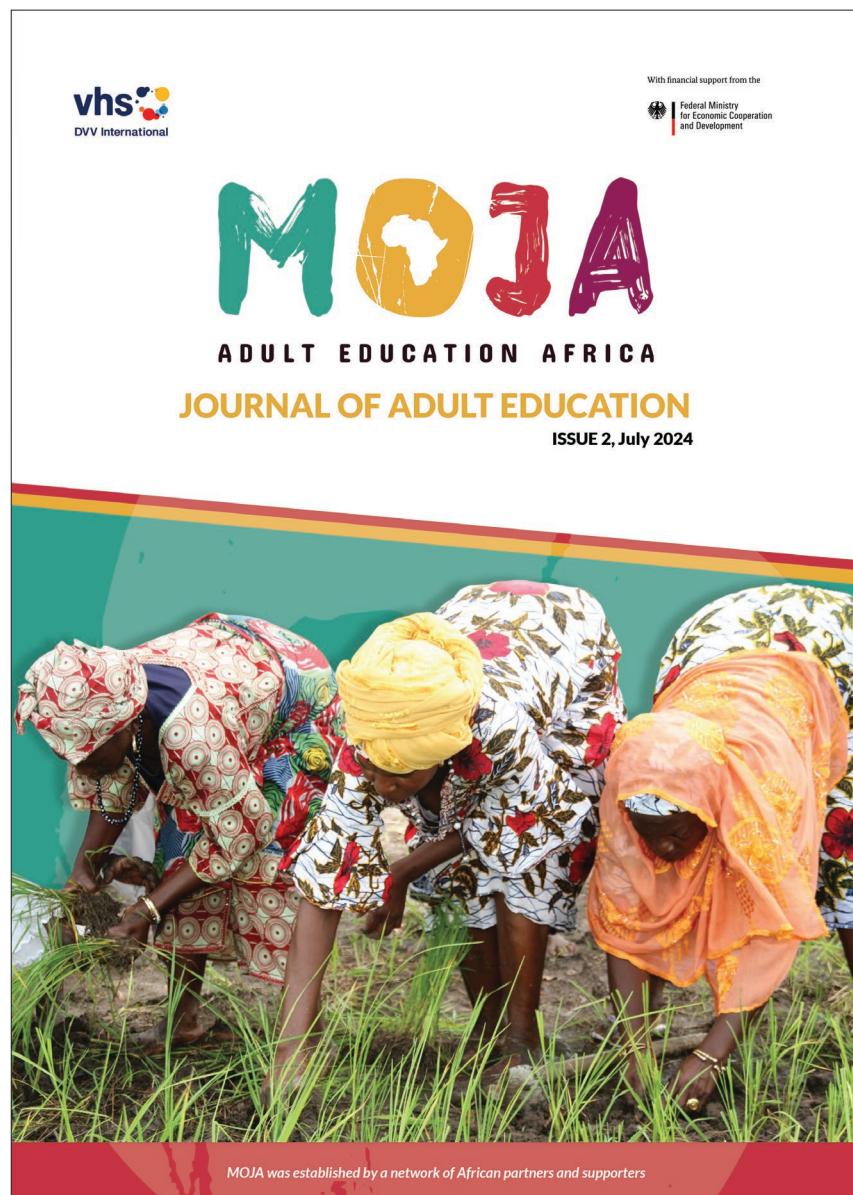
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