

SOUTH-SOUTH EDUCATIONAL COLLABORATION & KNOWLEDGE INTERCHANGE INITIATIVE

Africa-The Caribbean-Latin America

MINI SYMPOSIUM

NOVEL ENQUIRIES, SHAPING ALLIANCES & THE RURAL FACTOR

TUESDAY 19 JULY 2016

11:00–15:00

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

MOWBRAY CAMPUS

CAPE TOWN

SOUTH AFRICA



© *Thelma Mort* 2009: Atlantic, oil on canvas.

**FUNDING ORGANISATION
SOUTH AFRICAN NATIONAL RESEARCH FOUNDATION
GRANT NO. 98875**

PROGRAM

SESSION I

11h00-13h00

CHAIR

Professor Meschach Ogunniyi

WELCOME

NYARAI TUNJERA

INTRODUCTION

DR. CLIVE KRONENBERG

CHILDREN'S RESOURCE CENTRE

NOMHLE KITI

PRESENTATIONS

NYARAI TUNJERA

Better education using 21st century skills for a South-to-South partnership

TARRYN DE KOCK

Linguistic identity in postcolonial contexts: On national languages in oscillating spaces

REUBEN TALLIARD

The challenges associated with the teaching of English as additional language in rural multi-grade schools.

THELMA MORT

The English Experience – rural English second language learners' experience of loss, gain and change in their experience of learning English

LAURA EFRON

South-South educational experiences. Dialogues and exchanges through time

DISCUSSION

FILM DOCUMENTARY

DR CLIVE W. KRONENBERG

Education in Rural South Africa: Novel Ideas, Good Practices & Success Stories

LUNCH BREAK

13h00–13h45

With Solo Guitar Performance by Keith Tabisher

SESSION II

13h45–15h00

CHAIR

Professor Johan Wassermann

Key Speaker

LIC. TANIA MORALES DE LA CRUZ

Education in Rural Cuba: For the Greater Good of All

Specialist Contribution

DR. DIPANE HLALELE

Rural Realities and Education in South Africa: Lessons and Prospects

OPEN DISCUSSION

CLOSING

THANKS

Laura Efron

NYARAI TUNJERA: *Better education using 21st century skills for a South-to-South partnership.* 21st century is advocating for a relook on our current education systems. 21st century is emphasising the need for empowering learners with four key skills (4C), namely communication, collaboration, critical thinkers, and creativity thereby empower them for life-long learning. The world we are living in today is evolving incredibly rapidly with increased volatility; increased complexity; increased uncertainty and increased ambiguity. This goes beyond our traditional academic achievement or success or knowledge of subjects, or college readiness to accomplishment. The world is looking for smart team-oriented people that can bring real world solutions. This requires students to become conscious of their authentic accomplishment. Unfortunately, this cannot be achieved in isolation; the 21st century saw the globalisation through web and social media applications. I see the South-to-South partnership (S2S) initiative empowering learners to acquire the 4Cs skills as they are connected and establish collaborative projects. The 4Cs equip both rural and urban communities with better means to apprenticeship of the real world through better technology use. *Nyarai is a D.Ed candidate at CPUT. Her area of interest is digital technology and how it can enhance knowledge construction. She has published on teacher preparation programmes employing this methodology. Nyarai is sub coordinator: Africa of the South-South Initiative.*

REUBEN H. TALLIARD: *The challenges associated with the teaching of English as additional language in rural multi-grade schools.* What are the challenges associated with the teaching of English as an additional language at multi-grade primary schools? How effective are the teaching methods? What possible benefits can flow from a S-S approach? Diversity is a key component as to why *acquisition* has become more and more important. If South African students are unable to express themselves in their second language, which in this case is English, then education will degrade into schooling. Most theoretical frameworks attempt to understand particular methods for effective teaching, with Grammar commonly seen as the prominent mode for approaching second language teaching. When analysing the effects of a purely grammatical approach, researchers have observed that children habitually do not respond positively. (Pica, 1999). This calls for novel ideas and a scrutiny of more effective and productive approaches. *A prominent educationist in his region, Reuben Talliard is the principal teacher of a Multi-Grade primary school situated in the Overberg region. He also teaches grades 3 and 4 fulltime. Having previously studied at the University of the Western Cape, the University of Cape Town, and the University of Stellenbosch, where he completed his BEd Honours degree, Reuben is currently conducting masters' studies in the Education Faculty of CPUT. Reuben is the designated representative of the Overberg Region of the South-South Initiative.*

TARRYN DE KOCK: *Linguistic identity in postcolonial contexts: On national languages in oscillating spaces.* Language policy and practice in postcolonial contexts has varying effects on the possibilities for identity formation. Coupled with the differing relationships between urban and rural centers in different states, it could be argued that the process of education is deeply influenced by issues of location, development, and proximity to the dominant national language, such that learners in rural schools do not experience their schooling and self-actualisation in the same way as those closer to or in urban centers. This paper will reflect on both African and Latin American examples in consideration of the hypothesis presented here. *Tarryn is currently completing an M.Ed in Language, Identity and Inequality at the Centre for International Teacher Education (CITE). She completed both her Honours in Politics and International Studies and BSocSci in Politics and Anthropology at Rhodes*

University. Her research and academic interests include gender and race, critical social theory, Africana existential philosophy, and critical education studies.

THELMA MORT: *The English Experience – rural English second language learners’ experience of loss, gain and change in their experience of learning English* This presentation explores the stories of trainee teachers, who in interviews, narrated their early encounters with the English language, including their experiences learning English, and the effect this language had on their lives. In the telling of these stories an amount of cultural loss and change is shown, alongside a burgeoning love for English as a language, and a sense of new possibilities. The research offers a window on South Africa’s very fast – changing society through the lens of those at the forefront of this change – largely rural young people born after the first democratic election, born into traditional homes, who are typically the first in their families to complete their schooling and go into tertiary education. The research has much to contribute to First Additional language pedagogy by illustrating learners’ personal experience of learning, and emotional effects of learning English language. *Having previously obtained her M.Ed. in Arts, Culture and Education at Cambridge University Thelma is an accomplished and active visual artist in the process of completing her Ph.D. at the Centre for International Teacher Education (CITE). Her areas of interest encompass cultural studies, social transitions, how learning occurs in the expressive arts, as well as language education in rural contexts.*

LAURA EFRON: *South-South Educational experiences. Dialogues and exchanges through time* As Paul Gilroy (1993) explains, the Atlantic Ocean has been a space of particular historical exchanges and creation of complex cultures and identities; this knowledge then cannot be linked into one continent or the other, it’s a transatlantic production. The initial point of that exchange and new creation was the Slave Trade. Nevertheless, it kept developing through time. The aim of this paper is to make a historical review of the exchanges of alternative ideas and educational practices in the South Atlantic during the 20th century and to reflect on the importance of the South-South dialogues in an actual context in which the educational systems are in crisis. *Laura Efron is an Argentinian historian. Until 2015 she was an assistant professor in African Contemporary History at the University of Buenos Aires, Argentina, and a High School teacher and social sciences coordinator. Presently she is a PhD candidate in the Centre for African Studies, UCT. She is interested in the history of the South-South intellectual links, specifically through the analysis of educational experiences; social history, colonial and post-colonial identities and history of education. Laura is sub-coordinator: Latin America of the South-South Initiative.*

Dr. CLIVE W. KRONENBERG: *Education in Rural South Africa: Novel Ideas, Good Practices & Success Stories: Part I: Cederberg & West Coast Regions* This DVD Production is part of an NRF-funded Educational Field Research Project, undertaken under the auspices of the Education Faculty of the Cape Peninsula University of Technology. Rather than focus on the many negative aspects of rural schooling in South Africa, this program places the spotlight on a few outstanding, exemplary primary schools, situated in the West Coast and Cederberg Regions of the country. Though these focus schools are relatively small, poor and modest - and situated on a distant periphery, like many of their counterparts elsewhere, they have achieved a fair measure of success in addressing the “core basics” fundamental to the educational advancement of the school child. The lessons these rural schools offer may seem modest and rudimentary, yet they are fundamental in making a

positive impact on the child's accomplishment at school, rural and elsewhere. This, as it is argued, forms the foundation for the child's maturation into productive, rewarding, and meaningful adulthood. *An NRF accredited research scholar and grant holder attached to the CMGE, and the principal coordinator of the South-South Educational Collaboration & Knowledge Interchange Initiative Clive has since 2013 focused on the sociological experience of rural school students. Receiving previously CPUT's Bronze and Silver Publication Awards, he has conducted in-depth field studies of Cuban educational-cultural practice and philosophy and presented his findings to some of the island's leading intellectuals, earning him in 2015 the Contribution to the Cuban University Award. Essentially a transdisciplinary scholar (cultural theory, critical thinking, media, philosophy, and education) he is actively engaged in utilising dvd documentary production as a viable means to publicising his findings on wider, communal level.*

LIC. TANIA MORALES DE LA CRUZ: *Education in Rural Cuba: Towards the Greater Good of All* Cuba has paid a special interest to rural education since the very beginning of the revolutionary process due to the special set of circumstances generally characterising this domain of erudition. Communities, parents and teachers work together to fulfil the objective of bringing good, quality education to all. The preparation of teachers for multi-grade schooling has been planned with significant dedication, with the purpose of promoting a rounded education to especially those who live in remote, historically-underdeveloped territory. The national aim is to provide all school children the same possibilities: to attain a high cultural level and thereby contribute to social development and integration. *Tania Morales de la Cruz is a longstanding Professor in the Education Faculty of the University of Matanzas, Matanzas Province, Republic of Cuba. She is Head of Teaching of English as a Foreign/Additional Language, and specialises in Public Education in Rural & Multi-grade Contexts. The scholar has wide experience in the domains of Integrated English Practice (15 years), Cultural History of English Speaking Countries (20 years), and Teacher Training (25 years). She is also an Assessor of Teaching Practice Methodology (20 years), Promotor of Reading, and a Literary Analyst. Her current studies focus on Special Needs Education: Impaired Hearing & Sign Language. Tania is sub-coordinator: Caribbean Region of the South-South Initiative.*

Dr. DIPANE HLALELE: *Rural Realities and Education in South Africa: Lessons and Prospects* *The distinguished scholar was appointed Senior Lecturer in Psychology of Education at the University of the Free State, Qwaqwa campus in 2004, Assistant Dean in 2014 and is currently Acting Campus Vice-Principal: Support Services. As one of Africa's leading specialists in rural education, he received the Sustainable Learning Environments Special Award for the best ever publication output in the Faculty of Education at the UFS in the 2012 academic year as he concluded the year as the 4th top researcher at the UFS in respect of publication output units and further received the Vice Rector's award for Community Engaged Research in 2014. His research interests include: sustainable rural learning ecologies, for which holds the National Research Foundation [NRF] grant for the period 2014-2016; HIV/AIDS curriculum integration; community engagement, for which he served as co-investigator in the NRF funded Community Engagement and Service Learning (2013-214) research project; and currently leads the Sustainable futures for the people of the Afromontane project. He has mentored and supervised postgraduate students up to doctoral level.*

PROF. MESCHACH OGUNNIY *is the recipient of the 2014 Life Time Achievement Award for meritorious service to the South African Association for Research in Mathematics, Science and Technology Education (SAARMSTE). In 2015 America's National Association for Research in*

Science Teaching (NARST) bestowed him with a distinguished researcher award, for his life time contributions to science education. Professor Ogunniy is globally acclaimed for providing notable leadership and making a substantial impact in the area of science education. He is currently Emeritus Professor in the Education Faculty at the University of the Western Cape.

JOHAN WASSERMANN *is Professor in History Education in the Faculty of Education at the University of Pretoria. He teaches at under and postgraduate level. He is active in numerous national and international professional and academic societies. In the recent past funding for research has been obtained from the National Research Foundation, Georg Eckert Institute and AEGIS Trust Rwanda – Preventing Crimes Against Humanity. Prof. Wassermann has authored/co-authored more than 40 peer-reviewed accredited academic articles, 13 book chapters, edited two books, sole authored 1 book, published three research monographs and had six co-authored conference papers published. At present his research foci includes: Teaching controversial issues in post conflict societies, history textbooks, youth and history and the African diaspora and Argentina.*

THE CHILDREN’S RESOURCE CENTRE *seeks to assist struggling primary school-going children to organize themselves into a united, national children’s organisation. It offers support with training, organisation, and the provision of resource equipment. The Centre upholds three key values: Respect for one self; Respect for others; and Respect for the environment. The Centre believes children have the potential to be agents for change, by assisting in the process of creating and sustaining a qualitatively better world for themselves and for others. The CRC furthermore seeks to uphold and bring into concrete fruition the **Rights of the Child**, as enshrined in the South African Constitution. Having completed her matriculation in 2015, Nomhle Kiti currently is an intern at the CRC, endeavoring to pursue studies in social work.*

MR. KEITH TABISHER *is WCED: Deputy Chief Education Specialist for Music, engaged in research, on-going curriculum development, and enhancing quality teaching and learning practices. A skilled musician (guitarist) himself Keith enjoys working in a wide variety of musical milieus, both formal and informal. He is also the Music Director of youth bands, such as The Belhar Music Collective (BMC) and The All Saints Gospel Band. Keith devotes much of his free time to the development of the creative faculties of especially historically-marginalised youth.*