Creating a contextually and culturally responsive education to cater for the needs of the Afromontane people
Dr Cias Tsotetsi, School of Education Studies

The purpose of this paper is to compare three projects aimed at creating a contextually and culturally responsive education to cater for the needs of the Afromontane people. It draws on *Ubuntu* as a theoretical framework on the currently ongoing projects. Students are engaged in three projects in Afromontane region. In each of these three projects students work in teams in response to the community needs. The projects followed a Participatory Action Research (PAR) with a Non-Governmental Organisation acting as a link between the university and the school communities.

About 30 students have already participated in one of the three projects. They held interviews with learners, educators and parents in 10 ten different schools. Students also observed classes and assessed the school environment for quality teaching. To conclude the first phase in the first project we will have a meeting which assist in reflecting and moving forward to the next phase of the PAR.

The next two projects will be focusing on creating a space for students' and parents' literacy empowerment. About twenty undergraduate students will be involved in conducting workshops in two schools. The students will be workshopped by the NGO and the university researchers. Thereafter students will be expected to conduct four workshops with parents on the role they (parents) can play in development of their children's literacy level. We will conduct frequent meetings with students and parents so as to reflect and plan the way forward through the lifespan of the three projects. Findings at the end of the three projects will be compared so as to evaluate the extent to which the projects have been beneficial to the needs of the Afromontane people.

For more information: Refer to Dr Tsotetsi's profile listed under Researchers/Project leaders