

**Fourth Annual Julius Nyerere Memorial Lecture
Presented by Ms Anne Hope in 2007**



Biography of Ms Anne Hope

M.Sc (Pastoral Counselling); MA (Adult Education)

Anne Hope is a South African feminist, educator, and activist, who has spent a large part of her life in Africa, training community developers and adult educators in the methods and approaches inspired by, amongst others, the acclaimed former President of Tanzania, Julius Nyerere, and the Brazilian educator and activist, Paulo Freire. She, together with her co-author Sally Timmel, published 4 volumes entitled “Training for Transformation”, which have been used by adult and community educators around the world for over twenty years. She attended a training workshop together with Julius Nyerere and Paulo Freire in Tanzania in the late 1960s before she went into exile in 1973.

During 1972 she worked with Steve Biko and a group of SASO students adapting Paulo Freire’s approach for use in Southern Africa, analysing the key issues of local communities, preparing problem-posing materials and training them in adult education methods, group leadership skills and action planning and organisational development. She has always told people that this was the most committed group of participants that she has ever worked with.

Anne’s years in exile were spent mainly in Kenya, Zimbabwe, and USA, working for the liberation of South Africans, through training grassroots development workers and activists in a ‘bottom up’ approach to people’s development. She has been invited to train community educators in India, Philippines, Brazil, Portugal, many parts of Africa, and elsewhere. When she returned to South Africa in the early 1990s she helped to establish women’s development organizations of DELTA, Wheat Trust, the Grail Centre in Kleinmond, amongst others, which encourage participatory approaches to leadership development. She is still active in training workshops, which bring women and men from countries of the south, to grapple with alternative understandings of development in a world dominated by neo-liberal economics.

The topic for her ‘lecture’ is: “Creating a convivial society: Insights from Julius Nyerere and Paulo Freire”. It is a participatory, creative event, which will encourage dialogue amongst all of us participants. We warmly welcome Anne Hope to lead us.

**Julius Nyerere Annual Lifelong Learning Lecture
University of the Western Cape
Wednesday, August 29th 2007
Presented by Anne Hope**

Common Insights of Paulo Freire and Julius Nyerere on Adult Education and Development

1. Freire said: The Aim of both education and development is **Radical Transformation**. Education is never neutral. It is either domesticating or liberating”.

Nyerere said: The first function of education is to inspire both a desire for change and an understanding that change is possible. A belief that poverty or suffering is the “will of God” and that people’s only task is to endure is the fundamental enemy of freedom”
“The purpose of education is liberation of people from the restraints and limitations of ignorance and dependency. Education has to increase people’s physical and mental freedom – to increase their control over themselves, their own lives and the environment in which they live”. “Adult educators cannot be politically neutral. The very nature of their work is to activate the people and arouse their consciousness.”

Both Freire and Nyerere recognized the transforming power of hope, which Robert Kennedy expressed with the following quotations:

“The way things are is not the only way that they can be.”

“Some people see things as they are and they ask “Why?” Others see things as they never yet have been, and they ask “Why not?”

Amartya Sen has revived the connection between freedom and development, saying:
“Development is freedom to live the way you want to live.”

2. Freire said: Education must be **Relevant**.

“The content should not only be chosen by the people. It should be based on the “generative themes” of the community, the issues on which the people have such strong feelings that they will be motivated to take action”.

Nyerere said: “Adult education should help people to determine the nature of the change they want and how to bring it about”. His understanding is quite similar to what Freire calls “Conscientization” - the need to change an adult’s pessimistic and fatalistic perspective of reality and enable that person to acquire a critical and creative vision of their environment.

3. Freire said: “**Dialogue** is crucial in every aspect of participatory learning. Transformation is only valid if it is carried out with the people, not for them. Trusting the people is the indispensable pre-condition for significant change.”

Nyerere said: “Education must prepare people for their responsibilities as free workers and citizens in a free and democratic society. They have to be able to think for themselves, to make judgments on all issues affecting them. They have to be able to interpret the decisions made through the democratic institutions of our society, and to implement them in the light of the circumstances where they happen to live.

4. Freire said: **Problem-posing** is prophetic, and as such is hopeful... It affirms people as beings who transcend themselves, who move forward and look ahead. Looking at the past must only be a means of understanding more clearly what and who they are, so that they can more wisely build the future”.

Nyerere said: “Education must contribute to an enlargement of people’s ability in every way; in particular it must help people to decide for themselves – in co-operation - what development is. It must help people to think clearly; it must enable them to examine the possible alternative courses of action, to make a choice between those alternatives in keeping with their own purposes, and it must equip them with the ability to translate their decisions into reality.”

5. Freire said: “The **Cycle of Reflection and Action Cycle** is central to the whole purpose of community transformation. Reflection without action is just empty verbiage, and action without reflection is merely busyness”.

Nyerere said: Education must lead to **Self –reliance**. Adult Education incorporates anything which enlarges people’s understanding, activates them and helps them to make their own decisions, and to implement these decisions for themselves. It includes training but it is much more than training. It includes what is generally called “agitation” but is much more than that. It includes organization and mobilization, but it goes beyond them to make them purposeful”.