

UBUNTU

Education Programme Pilot 2020



I am because you are

COGNITIVE
PATHS

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Ubuntu Programme

“The Ubuntu Programme offers children the opportunity to reflect upon their own culture, culture of others and culture in general. We do this to build confidence and creativity in the way young people engage with each other and interact with society. Teaching this to children is very important because it requires deep thought, reflection and consideration of others. It helps young people open their mind to different ways of learning, which can often feel daunting especially if that process relies heavily on group discussion.

I started the Ubuntu Education Programme because of the benefits I had learnt in South Africa through Practice Philosophy. The lessons and understanding allowed me to develop a deep sense of curiosity, self-related techniques and awareness of my identity. This information has enabled me to interact with people with an open mind, broaden my mental capacity and developed self-pride in my culture and heritage. Furthermore, I wanted to build a platform that could involve people who were interested in delivering structured enrichment programs or those who aspired to be teachers to get a tester in what that career path involves.

Growing up, my Grandma used to tell us stories about our family lineage and heritage. It was never stories of The Gruffalo or Snow White, it was always stories about the legacy of The Tshabalala Clan, migration, success over oppression, traditional african folk songs and cultural ceremonies and spirituality. I never understood how all this knowledge exchange would benefit me but now I see and feel its impact. This is why it's been imperative for Cognitive Paths to deliver culturally designed educational activities.

Ubuntu Education is a value-based principle and enables community, economic, wellbeing, humanity, indigenous knowledge and active citizenships. These principles are universal and my interest in area and skills development focused on structuring an educational offer that complements indigenous knowledge, academic achievement, mental and memory performance with modern learning.”

Sibusiso Tshabalala

Director of Cognitive Paths and
Founder of the Ubuntu Education Programme



Executive Summary

The Ubuntu Education Programme is an extra-curricular character development programme for 11-16 year olds. We ran the pilot programme with a £7710 grant from the The Youth Sector Support Fund awarded by Quartet Community Foundation over 11 weeks using Zoom (online video call software) and Slido (an interactive engagement tool) from Thursday 4th June - Thursday 13th August 2020. We had a total of 63 free tickets booked on our Eventbrite page for the introduction and 9 weekly sessions. Each session lasted for 1 hour and had a range from 2 - 15 participants in each. We saw that on average, each child participant had a stronger understanding of Ubuntu, a South-African philosophy, which deepened their soft skills and character development. The programme was anticipated to be part of an after school programme and the digital delivery held both strengths and weaknesses for the course. We can see from our findings that this programme is hugely beneficial and we are looking to secure funding to continue Ubuntu after a successful pilot programme.

We aimed to:

- ▶ Provide a global perspective to learning
- ▶ Equip young people with the social and emotional skills to enable them to thrive at school and beyond
- ▶ Reduce the attainment gap for disadvantaged young people

Our Youth Participants wanted to:

- ▶ Learn something new, boost self confidence
- ▶ To gain more confidence - To protect myself
- ▶ to learn more about the tribes
- ▶ To improve my self esteem and confidence
- ▶ More awareness
- ▶ I want to learn more about Africa
- ▶ Help to understand myself and my identity

Lesson Aims

We held an Introduction Workshop, and invited children to join with their parents and guardians or carers. This was an opportunity for us to explain more about the programme to potential participants, and also find out what the children wanted to get out of the programme, and what aspects of Ubuntu intrigued them, which helped us shape the content to tailor it.

We had to adapt two of our lessons' aims and objectives which were focused on group work and collaboration skills due to class sizes and difficulty of engagement when doing practical activities over video-call. We introduced the use of Slido to try and replicate how a child would participate as we been able to deliver this in a classroom. We put extra focus into open conversations during the session sessions and allowed the homework from each week to be the starting point of discussion. This meant young people were involved in the design and delivery of the project/activities funded by this grant.



Cultural



Our Cultural Workshops break down barriers and bring people together. They are an opportunity for young people to explore their own cultural assumptions and values and learn about other cultures. Here we will delve into the spirit of Ubuntu through gaining an understanding of our role in humanity. Ubuntu translates to 'I am because we are' and so it is a sense of social responsibility that we intend to instil in our young people. We also aim to develop an awareness of cultural identity and culturally appropriate behaviour.

Lesson	Aims	Learning Outcomes
Intro	To teach about the programme and to recruit participants	N/A
Identity	Develop an understanding of identity and heritage	Develop an understanding of your role as an individual within the community and society as a whole
The Spirit of Ubuntu	To understand the importance of and develop teamwork, To instil the principles of Ubuntu in their lives and to introduce the importance of networking	To develop a sense of community and solidarity, to explore cultural assumptions and values and to understand and embed the spirit of Ubuntu
Well-being and Nature	Understand the influence of natural and external influences such as the seasons, the cosmos, nature, impact of the environment Develop an eco-conscious attitude, sustainability, recycling and appreciation of raw material.	Understand the benefits of natural products and how these support our body care. To understand the impacts and implications of using chemical products and how these affect our mind, body and soul.

Social



The focus of our Social Workshops is to build young people's capacity to participate effectively in social settings, which is crucial to their wellbeing, career aspirations and that of their communities. The quality of our relationships define the kind of people we are and, ultimately, the kind of world we live in. We understand the power of resilience and so through developing strategies to manage setbacks we hope to instil this trait in young people. We will also focus on the importance of maintaining a positive mental attitude. The significance of language in our personal and social relationships is profound so we will explore positive affirmations and the power of words.

Lesson	Aims	Learning Outcomes
A Positive Mental Attitude	Develop resilience Learning to identify and manage positive and negative emotions, Develop positive affirmations	Students will learn about the Law of Averages, Students will develop strategies to manage their emotions, Students will identify and develop positive affirmations
The Power of Words	Understand the effect of words and language Develop a conscious attitude towards using positive language and words	Developing awareness of how words can impact others. Encourage fostering of self appreciation & those who care for them. Instill pride in their own personal histories, look beyond the superficial details and to get to know people in their community. To encourage them to write poetry.
Positive Expressions	Earn to positively express their emotions in a creative way	Students will explore and research creative forms of expression, Students will present and perform their piece of creative writing

LESSONS OUTLINE

03

Spiritual



Our Spiritual Workshops relate to that aspect of inner life through which young people acquire insights into their personal experience which are of enduring worth. They are characterised by reflection, the attribution of meaning to experience and valuing a non-material dimension to life. Through reflective and collaborative sessions, we will explore the power of the mind, the importance of introspection and develop the ability to recognise our own beliefs, values and attitudes.

Lesson	Aims	Learning Outcomes
Auras	Understand their impact as an individual within present society and for future generations, Understand and recognise the foundation and connection to their personal or clan persona.	Students will understand what is meant by auras To raise awareness about human sense of psychic energy centers, To improve understanding of what and how people and families develop public personas.
Ego & Illusions	To learn how ego is part of their identity and how it's been internalised through our experience. Learn how to observe their ego from their authentic self. Learn to transform between illusions, vision and perspective.	To understand the 4 stages of consciousness and narrative in the mind " voice". Develop techniques that enable them not to be too reactive and become responsive.
Sacrifice	To explain how sacrifice shapes character, leadership and personal development. Students get to see how their daily interaction shapes their inner and outer examples.	To build resilience and understand the different levels of natural sacrifice. Students learn how to prioritize their passion, earning potential and aspiration by developing techniques to evaluate their daily decision making .



Attendance

63 free tickets booked:

- Intro = 23
- Cultural = 15 (full capacity)
- Social = 15 (full capacity)
- Spiritual = 10

11 Certificates:

- Intro = N/A
- Cultural = 8
- Social = 2
- Spiritual = 1



8 Young People directly benefited from Ubuntu, successfully completing all 3 sessions within 1 or more workshops, which resulted in 11 certificates being awarded.

First two workshops
Attendance: 75%-90%
(82.5% average)

Final workshop
attendance: 10%





Participants

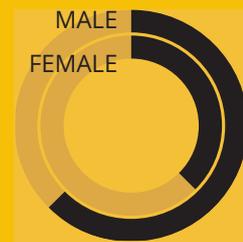
Age:

Ranging from
10-14 years old



Gender:

62.5% Male
37.5% Female



Ethnicity:

100% of our participants were from a Black, African and Caribbean background

Social Media Analytics:



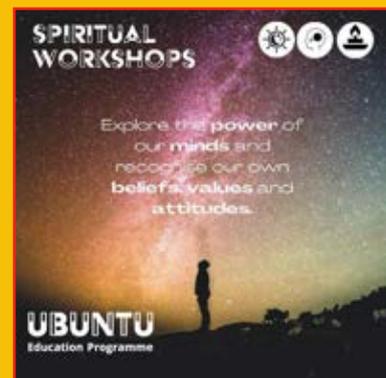
Instagram Cognitive Paths: 141 Followers
Instagram Black History Month: 1,329



Facebook Cognitive Paths: 300 likes 330 followers
Facebook Black History Month: 981 likes 1,058 followers



Twitter Cognitive Paths: 233 followers



YOUTH INVOLVEMENT 05



It is really important for us to have Young People involved in the design, delivery and evaluation of the programme. Over the course of preparing for and delivering Ubuntu, two college-age students on a Work Placement with us composed and designed graphics for the programme materials (such as certificates and presentations) and for social media. These students were part of the development of the programme from the very beginning, and it was the main focus of their placement.

Making the presentations meant that the students were directly engaged with the programme content, and were able to create social media posts that reflected their understanding. They also created a Social Media report of the analytics of their posts. They concluded we aren't targeting the right audience or making best use of the extensive functions on social sites. Their involvement in this project has prompted a social media and marketing rebranding with more emphasis put on strategy. Having Young People contributing to Ubuntu means we can co-learn from one-another, and helps us evolve as an organisation.



STORY OF CHANGE 06

Josiah's Story

Josiah, 10 years, was the only child who successfully completed all 3 workshops with his grandmother. He was initially reserved and was actively encouraged to speak louder and to look into the camera when engaging. Josiah was involved in the design and delivery of the activities funded by this grant. His homework was always completed, though at the beginning it came in late so we didn't have much preparation to integrate the homework into the session. We could see when starting the Social Workshop he was leading by example; his homework was early and he was confident and ready to present to the rest of the class.

Josiah's hobbies changed from "Football, Gaming, Rapping, Making up jokes" to "Chakras, Youtube, Gaming" after learning about Chakras in the Cultural Workshop; a direct example of the impact of his learning.



"I just want to say thank you for providing the programme that you have. Three different possibilities came up for a teaching programme for my grandchildren. I applied to 3 but yours was the one I went for. I'm really glad I did. The difference in Josiah from the beginning of the sessions to this point is phenomenal. His attitude towards learning, homework, writing and presentation has changed. He has learned about commitment which was reinforced by the reward of the certificates and your kind words in the mail. As a family we have learned through your programme. Mandy is Josiah's mum. Not only is she a brilliant mum but she is also one of the best administrators I know and it is she who has sat with Josiah enabling him to present his work in a way that is professional. Josiah is working on the three MA'AT principles and what they mean to him. Looking forward to the session" Josiah's Grandmother

STORY OF DELIVERY 07

//Kabbo Hue Fernand's Story

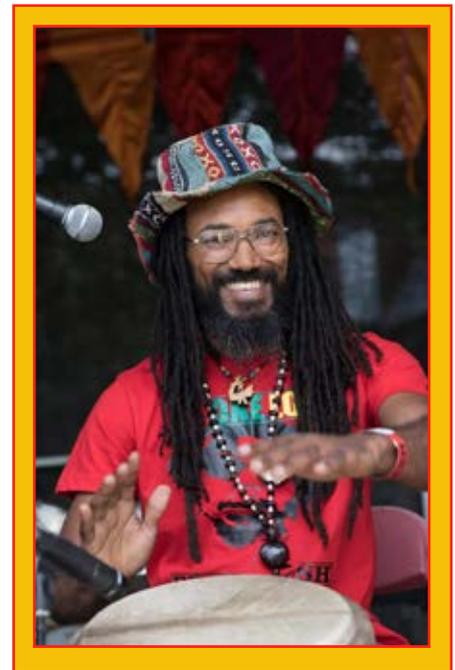
I had a very engaging, eye opening experience delivering my edutainment session as it was the first I delivered as a purely online presentation experience. It was fun while stimulating ideas on effective online audience participation. It is a process that I'll do again.

The digital delivery process is an interesting method to be utilised for creative, cultural edutainment processes. It requires the facilitator to deliver simple, yet engaging tasks that capture the attention and imagination of participants to actively contribute. The presenter is limited in their ability to be physically present and active in the digital presentation. Having technological tasks that keep the viewer active doing tasks while the presentation is ongoing.

The content must be easy to follow and understand, yet engaging enough as to not bore, while the facilitator needs to put extra enthusiasm into their offering to make up for the lack of physical presence.

The programme is fundamental in questioning and addressing some of the cultural stereotypes imposed on people from the Black, African and Carrabean community. The process makes them more holistically aware; by doing personal research, starting with their most identifiable aspect, their name and expanding their curiosity about their culture, community, family and social environment that is growing them.

Continuing Ubuntu will mean more students are made aware of contributions made by their ancestors that are not offered to them in formal education and popular culture. It is important to teach young people of the amazing, relevant contribution that Afrika and other BAME communities have given to evolving the experience and development of our cultures, communities and societies in the world; politically, economically, politically, culturally, educationally and historically.



//Kabbo Hue Ferdinand

Kabbo taught: Power of Words, Poetry, Spoken Word, Storytelling, The Importance of Honouring Your Word and how this affects other people.



Outcomes:

Our unexpected outcome was that the activities deepened the relationship between child and adult when attending the workshops together. We are now developing a strand of the programme for intergenerational learning.

Social Media:

Social media did not engage or reach the right audience. We would need to improve our targeting skills and link with youth organisations and schools to make sure we are advertising to the right people. The outcome of our social media analytics, compiled by Alexa, one of our City of Bristol College Work Placement students, shows that we aren't reaching or engaging with the right audience. In the next budget we will need to secure specific social media funding as the grant allowed for only a small amount of focus into this. Remote working stunted our advertising plan, having to promote everything online. We anticipated to link with a specific school or community group, dropping off flyers and liaising in person with their representative. The students concluded that we weren't engaging enough with our target groups on social media, and that we needed sponsored posts and more targeted ads. In this way they helped us evaluate the promotion of the programme. With this in mind, we will be utilising the skills of our Work Placement students and creating Social Media Strategies alongside the next round of the programme.

Tracking Progress:

Some feedback given was that some sessions were not graded to the appropriate age group. We actively encouraged all participants to fill in a survey prior to their workshop and a progression survey after they had finished. Because of the remote delivery, it proved difficult to get people to fill these in. We made a progression star to track the progress of each student. Unfortunately we could not use this as reference as it was not filled in by any of our attendees. We believe that in order to record experience/feedback/progression for young people it needs to be done immediately and, where possible, in person.

Engagement:

We recognise the final workshop started as the summer holidays commenced and believe we had less attendees because of this. We could see that having an introduction session before the first workshop improved participant numbers. With no re-engagement besides from emails/social posts which the children may not have seen, numbers dropped towards the end.





Next Steps:

There are lots of ways The Ubuntu Education Programme could be taken forward and applied to different contexts. Our ideas for the future include delivery:

- ▶ For schools
- ▶ As alternative Provision
- ▶ As an Extracurricular programme for individuals
- ▶ As an intergenerational programme
- ▶ As a collaboration with Youth Services or other community organisations
- ▶ In person
- ▶ Online
- ▶ Pre-recorded

Because of how malleable our delivery can be we hope to continue the programme through diverse streams of income. These could include but are not limited to:

- ▶ Sponsorships
- ▶ Grants
- ▶ Paid per head
- ▶ On a commissioned basis



PARTNERS

Partners



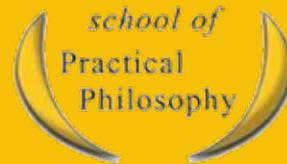
Inspiration

Ubuntu Education Program is inspired by Sibusiso Tshabalala's early years learning



KARA HERITAGE
INSTITUTE

www.kara.co.za



www.practicalphilosophy.org.za

This project has been facilitated and developed by

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PATHS
VE

Get involved, contact us on education@cognitivepaths.co.uk

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*"Sometimes,
it falls upon a
generation
to be great. You can be
that great generation.
Let your greatness
blossom."*

Nelson Mandela

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Programme Packages:

Through our findings we have decided on dividing the programme into four packages:

- ▶ Parent & Child Programme - sponsorship & grant led.
- ▶ Extracurricular - schools paid per child per head (city council and schools based)
- ▶ Virtual education pathway through children's university
- ▶ Organisation bespoke delivery - who order us in paid per workshop.

The Parent and Child Programme has been devised through the evidence of a Grandmother and Grandson who took part in our pilot. They were the only participants to take part in all 3 workshops. The benefits of this was continued feedback from an adult throughout and first hand evidence of their progression. This will be Sponsorship and grant led to offer a free service for attendees to improve our community. We can see from our findings that this is the best way to deliver a remote extra-curricular programme that isn't governed by a school or organisation the child is directly involved with.

Extracurricular means we can still offer the structure we initially planned in the ever-changing climate. This will be paid on a per-head basis, and can be delivered remotely or physically depending on Government guidelines. They can choose which workshops with which children, delivered on a regular weekly basis as per the pilot. Having a governing body for the programme will solve any lack of engagement, where the main issue highlighted was attending. City Council and Schools based.

We will be signing up with the Children's University, a Charity that works with schools to encourage a love for learning. As a key learning provider organisation, we will offer our services through the Children's University free of charge to help develop areas of our programme especially with guest workshop leaders. It gives them a chance to practise their lessons, testing and trialing new content whilst igniting the development of soft skills so a larger pool of children.

Organisational Bespoke Delivery - using the context of Ubuntu but being delivered in a way that suits the client eg. a full day of workshops delivered to a specific set of children or the same workshop delivered multiple times in a day to lots of different groups of children.

