WHAT THE CLING PROJECT IS NOW ABLE TO DISCUSS WITH

POLICY MAKERS

- Implications for education of the collapse of civil society and the failure of local government

- Creating platforms for community engagement with local officials and policy development

- Clashes between official and local meanings and understandings

- Community stances towards state institutions in their midst such as schools, clinics, jails and mortuaries

- The roles and effects of agency in community mobilisation and policy implementation

- Negotiating the tensions between the force of the specific and the apparent usefulness of the general

- Community activists and organisations as vehicles for policy generation and implementation

- Reconciling the 'one-size-fits-all' approach with local realities

- Enabling communities to deal with the new

- Absences of essential facilities such as libraries and resources centres, sources of information, community centres

WHAT THE CLING PROJECT IS NOW ABLE TO DISCUSS WITH

RESEARCHERS

- Insiders and outsiders in the research process

- Community mobilisation and knowledge production

- Reconciling the particular and the general

- Time and community-based research

- Principles of research engagement with communities

- Ways of thinking about community mobilisation and development

- The importance of complexity, contradiction and contestation

- Activists as producers of knowledge

- The political nature of literacy and Participatory Action Research

- Middle class researchers in working class and rural contexts

- Implementing "ethical reasoning" (Hoppers)

- Going beyond community 'voices'

- Shifting mindsets and expectations e.g. project = funding

- Attention to big questions such as democratic accountability and progressive change

WHAT THE CLING PROJECT IS NOW ABLE TO DISCUSS WITH

THE DEPARTMENT OF EDUCATION

- The roles and possibilities of Districts when working with communities

- Enabling educators to be self-analytical participants in research

- Ways in which schools can determine their priorities

- Relations between schools and communities

- Community participation in schooling: questions of accountability

- Forms of collaboration between the Department, educators, School Governing Bodies and community organisations

- Questions of 'community knowledge' and 'school knowledge'

- School participation in community activities

- Establishing CLINGs beyond the research sites

- The crucial connections between early ECD, Grade R, schools and ABET

- Departmental accountability for educational successes and failures

- The need for deeper understanding of the educational challenges faced by working class and poor rural and urban communities

- The significance of literacy and numeracy for communities

WHAT THE CLING PROJECT IS NOW ABLE TO DISCUSS WITH

COMMUNITIES

- Embedding a new organisation into the texture of community life

- Roles of teachers and other figures in leading and developing CLINGs

- The incorporation of different interests and sectors in forming and establishing CLINGs

- Empowerment and progressive forms of literacy and numeracy

- Taking back what belongs to the community e.g. schools

- Knowledge production, ownership and use

- Human rights and social justice in the complexities of urban and rural communities

- The importance of community cultural activities such as festivals, carnivals and celebrations

- How community members can come to understand what it is that ECD, schools and ABET set out to do and what they might do

- Communities and research processes

- Ways in which schools can be supported and encouraged by communities

- Relations between communities and local government, including municipalities