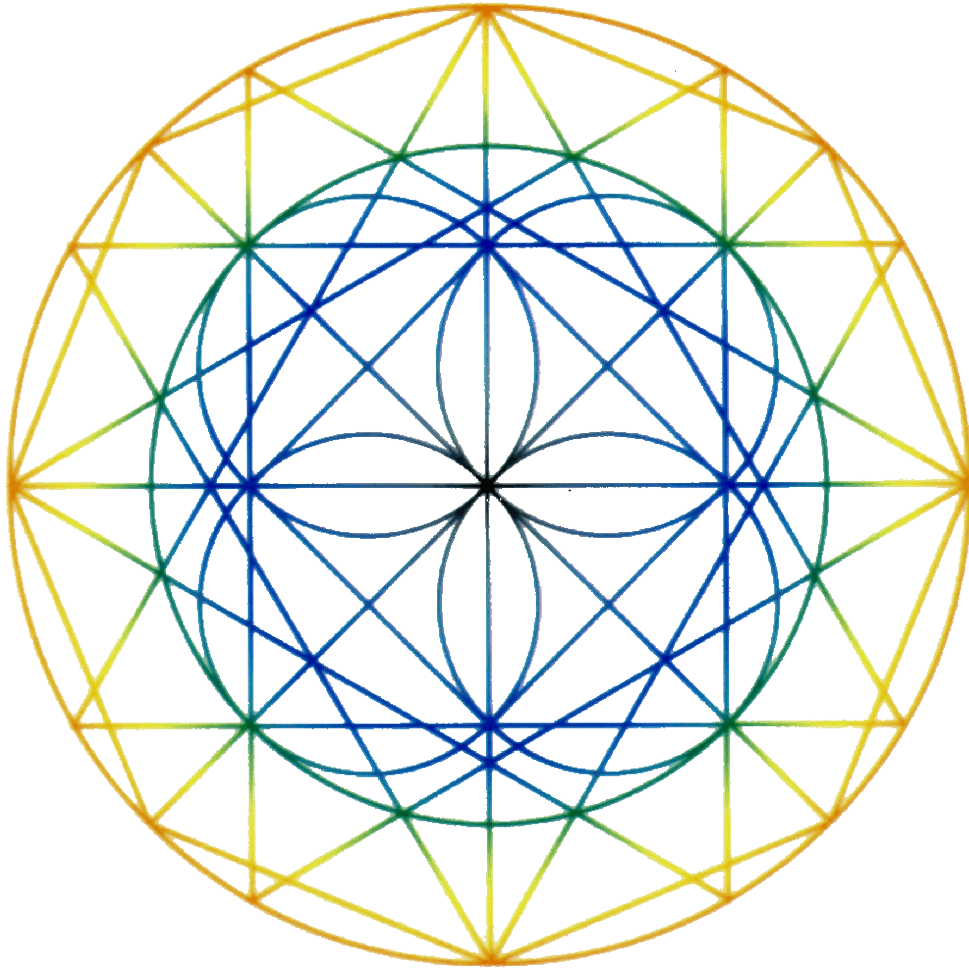


የጥምር፡ዕውቀት፡፡

yeh.t'.m.r : ur.wu.k'eh.t.:

UNIFIEDKNOWLEDGE

- abundancecentre.org
- blackopenuniversity.eu



THE UNIFIEDKNOWLEDGE APPROACH TO EDUCATION

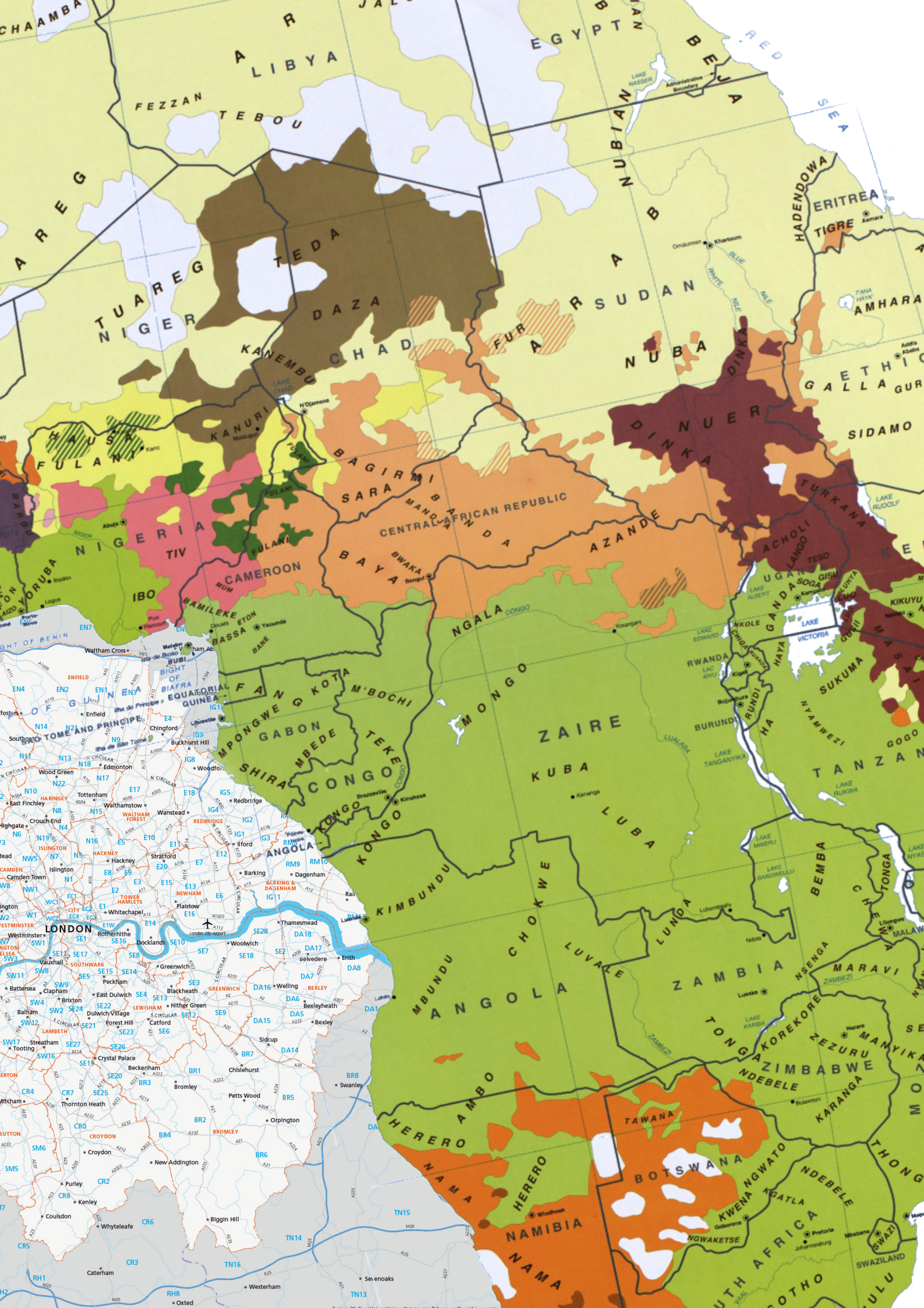
Africa's best pedagogical principles, protocols, processes
and practices in a summary overview.

by

Astehmari Batekun

Principal Teacher

uLearn Naturally Learners' Cooperative
Abundance Centres (UK) Development Trust



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Introduction

The unifiedknowledge Approach to Education establishes and maintains vitally important connections to Africa's far reaching history and heritage.

Accepting that the infrastructure *panAfrica* ("across" Africa) and the integrity of its educational systems has been profoundly challenged in recent centuries the approach boldly proposes an integrated body of guiding principles. These are essential in the development of more *wholistic* and thus more effective educational practices.

From the beginning this overview opens with words and ideas that are not commonly used, reflecting the fundamental need to challenge and change some of our most basic educational norms, **Unifiedknowledge brings forward the right language for success**. This summary guide is concise and so the 'new' ideas are further explained in the glossary, which in itself is a good read and can be accessed via our eLearning space; blackopenuniversity.eu.

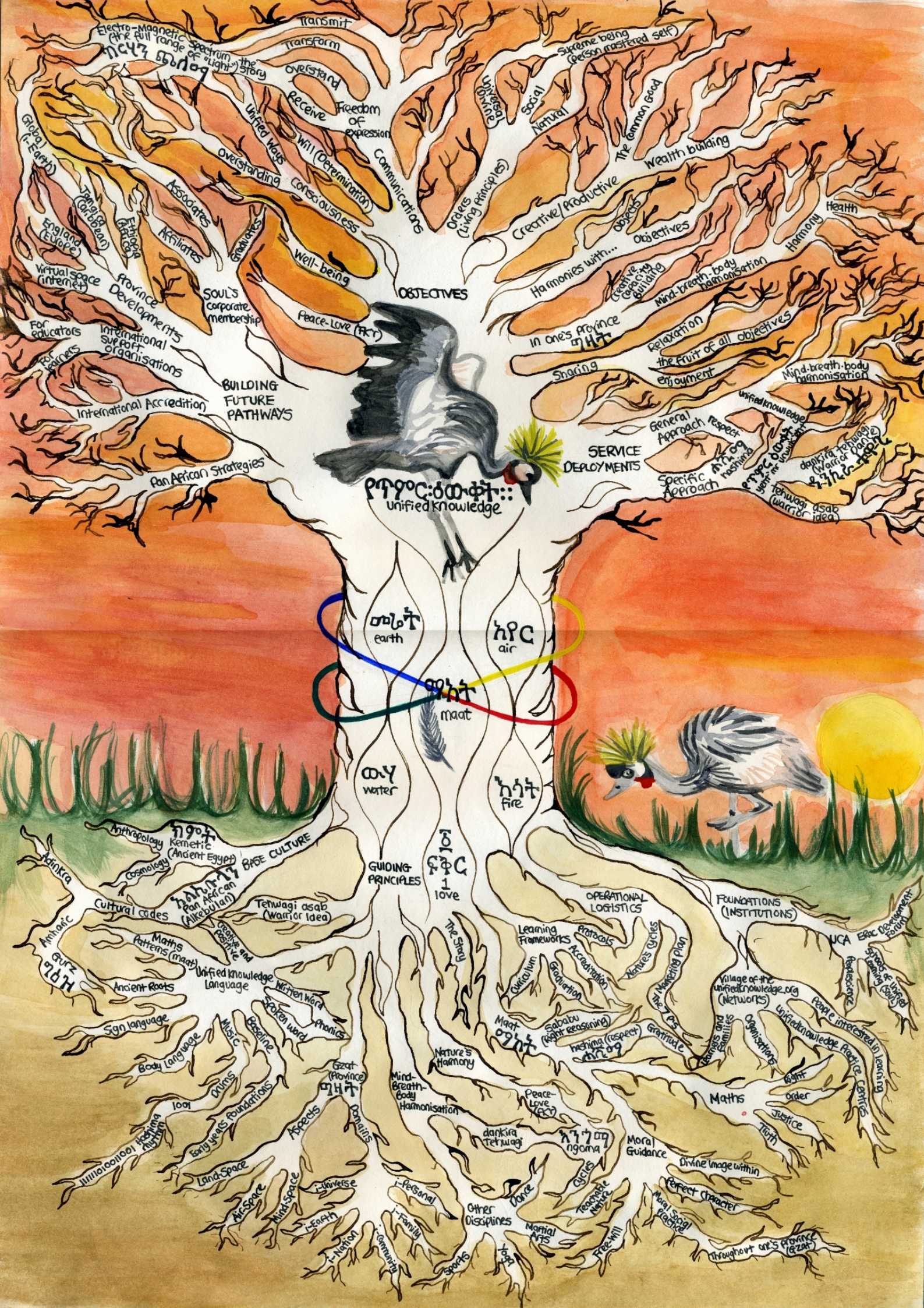
Bringing together Africa's best pedagogical principles, protocols, processes and practices in a summary overview has taken much time and effort for the author, over 20 years in fact. Yet this is just a small tip of a larger body of very grand works built by previous teachers and guides, We give thanks to those who have come before enduring much to keep the flow alive.

እግዜር : ይመስገን :: ሐሺማ : ተዋጊ : አሳብ ::

urgzer yimehsgehn:: hashima tehwagi ahsab::
Creator be praised. Respect the Warrior Idea.

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W: abundancecentre.org



Who are you?

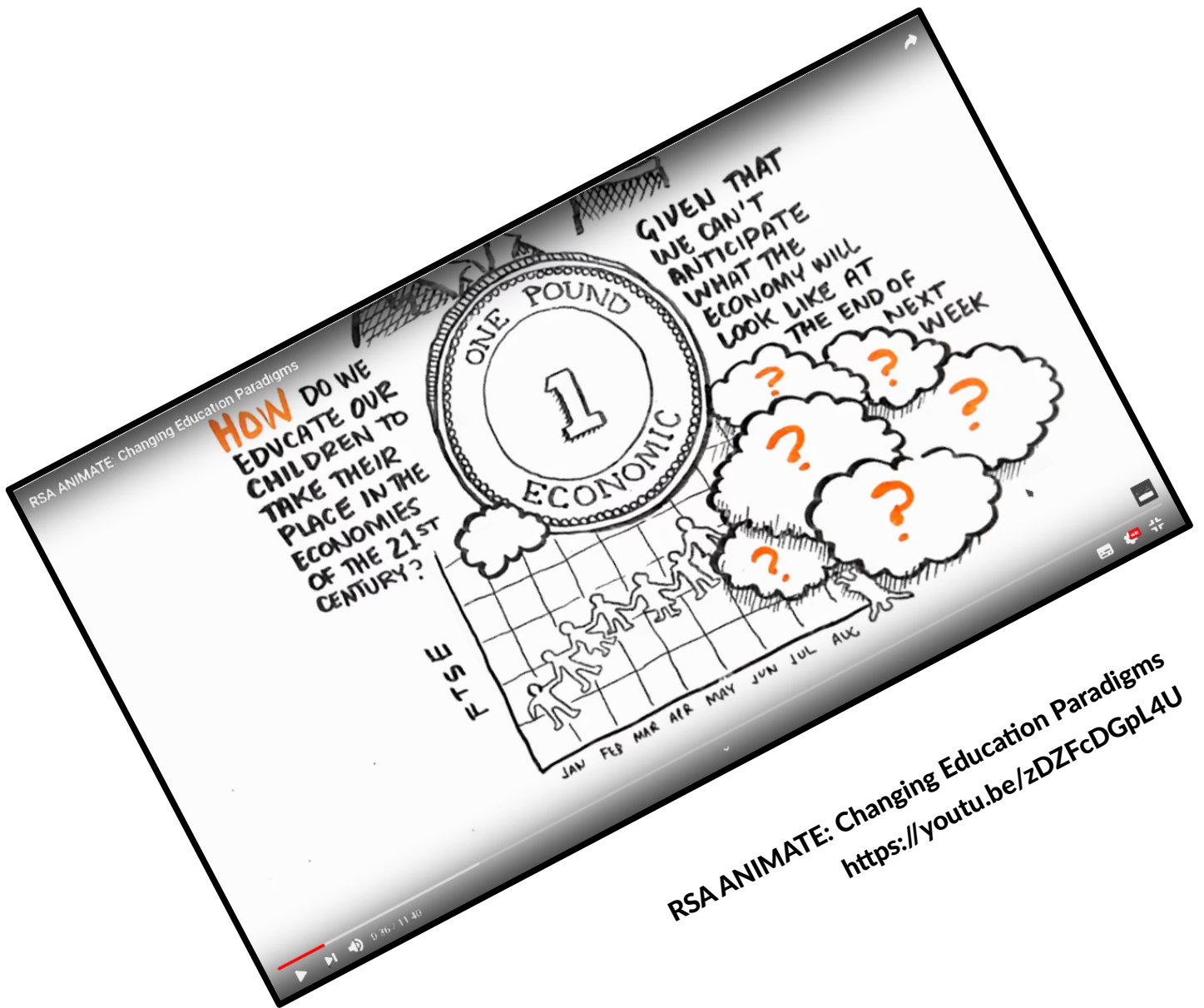
- You may be a parent valuing family directed learning and keen to ensure that your child/children have the highest quality independent, complementary and supplementary education. You may have children in standard system learning or they may be independent learners under family directed learning (commonly termed home education).
- You may be involved in educational initiatives or businesses, facilitators of learning in some way or professional teachers and be seeking to broaden the quality of your community service capacities in wholistic nature friendly ways.
- You may be a manager and or leader of national authorities, local schools (primary, secondary, complementary and supplementary), further education (college, university etc) seeking educational reform in this dynamic era.
- You may be a person simply seeking to learn more about learning and educational culture from an African place of being, if this is you then you'll be striving in these serious times to envision your role in enriching the future.



GCSE competence & consciousness

- With younger children...
- In a shorter time...
- To a higher standard...





**Is this what you want
for your children?**

The importance of Culture and History

Culture is clearly the important context for education, this overview presents a value of the *panAfrican cultural way*, that is to say we value the cultural unities “across” Africa; *patterns of growth and ways of being*.

With today's dominant global use of western education models (pedagogy; principles and forms) the growing evidence of its failings makes the *conscious* look carefully for reasons, and at options for positive change, revolutionary change..

As a part of that reasoning when we examine the history of 'modern' approaches we find that they have a significant emergence from the time commonly referenced as the European 'Industrial Revolution'. This period in the late 18th and early 19th centuries was when major changes in agriculture, manufacturing, mining and transportation had a profound effect on the socio-economic and cultural conditions in Britain/Europe. The era is often highlighted as a period of great technological development; indeed it was. However, the depth of human exploitation that underpinned this “growth” was great too. At this time Britain's (and Europe's) exploitation of 'their' colonised countries and people was brutal and in truth forms the main reason for the 'industrial success'.

Family Directed Learning

DLC:

"Schools" Determined Learning Centres

- Library Services
- Community Centres & Projects
- Youth Clubs and Centres
- Local learning events
- Primary Schools
- Home Education networks
- Children Centres
- Colleges & Universities
- Private tuition services
- Secondary Schools
- Supplementary Schools
- Complimentary Schools
- Alternative Schools
- Training Centres

uLearn Naturally Media Services:

The Futurist:
Publications; in-print & digital online

uLearn Naturally Radio;
live streams, shows, podcasts & events

Young Learners and Families

uLearn Naturally Learners' Co-op:

- Learning resources
- Access to networks
- Cooperative infrastructure
- Organisational resources
- Unified pedagogies
- eLearning platforms
- Courses & workshops

help us connect to more:



Classes For Children:

- Creative Maths Learning

Classes For Adults

- Pedagogy for Parents & Teachers
- Hair Structures Science Course

Volunteering Opportunities

- Admin
- Media
- Marketing & more

T: 020 8815 3939

Home-School-Knowledge-Exchange

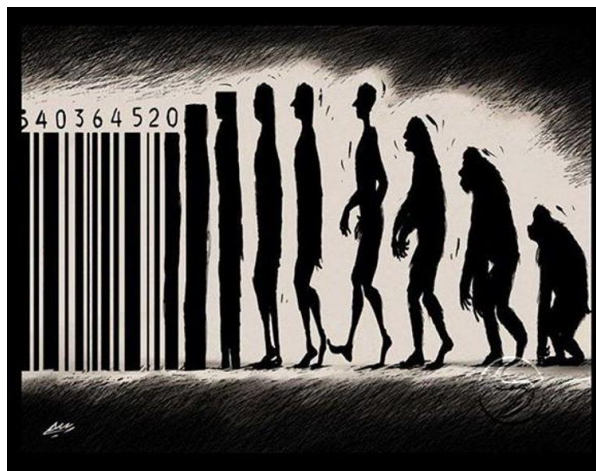
a key to our project's organisation
at Abundance Centres (UK)

MORE INFO:
abundancecentre.org • uLearnNaturally.org • futuristSTEAM.co.uk

Stop the dehumanisation, our pivot to more unified ways.

Capitalistic ambitions and fear drove a process where the *dehumanisation* of people became more culturally acceptable in Europe. This is the time in which today's educational models were forged, *the dehumanisation idea* profoundly tainted the system and with it came a sharp shifting of educational power from the person, family and community to the nation state and corporations for reasons driven by economic 'necessities' (greed) and the ignorant denial of human dignity.

In contrast Unifiedknowledge now guides learning centres (including "the home" and other Determined Learning Centres (DLCs)) forward to properly value natural (modular networking) principles like "family directed learning ", which from a panAfrican (cultural) place of being helps ensure the integrity of the child's education.





HSKE:
Home-School-Knowledge-Exchange

Projects, Resources & Networks

Arts Council

Other projects

BSA
British Science Association

BSW
British Science Week



Black Open university
Local education for all those of being

uLNMS:
uLearn Naturally Media Services

Magazines & Periodicals
The Futurist:
Online: weekly & In-Print: monthly

STEM
+Art
STEAM

uLearn Naturally Radio
Internet Radio Broadcasting



uLNLC:
uLearn Naturally
Learners' Co-operative



Brilliance

@ Abundance Centres (UK)

uLearn Naturally Learners' Co-op
strengthening the brilliance of the child

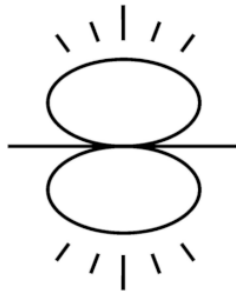
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twitter: [@uLearnNaturally](https://twitter.com/uLearnNaturally)
Facebook: [uLearnNaturally](https://www.facebook.com/uLearnNaturally)

Office:
Abundance Centres (UK) Development Trust,
Chestnuts Community Centre, 280 St Ann's Road, London N15 5BN

We need more Strategic Plans

This overview is styled as a guide into *strategic* planning and objective achievement but you don't need to be a "Strategic Planner" to use it (although you may become one through the process). We need to plan more strategically and tactically the ways we do education, that is if Ones intend to bring out and about the very best of our innate potential. This summary overview along with our courses and media services enables the kind of mental engagement with the principles that makes them come alive in an active, humanly sensible, experiential way.

All readers are invited to realise (make real) that heartfelt vision of a better way to do education and community. Beyond your personal experience and situation there is a world of agreeable others of like-mind; ready and needing to connect. Through these initial steps of studying this summary overview we trust that you are starting to see how deeply Abundance Centres and the uLearn Naturally Learners' Cooperative are committed to supporting your continued effort and success, we are committed to relentlessly building for the global common good; the establishment and maintenance of peace across ALL our areas of interest.



ታጃታ

uSing tajaba

The secrets of basic and advanced learning for beginners.

tajaba (ታጃታ) is a visual icon (a symbol), uniquely created for the *unifiedknowledge Practice*, it represents *five key values* in the learning process;

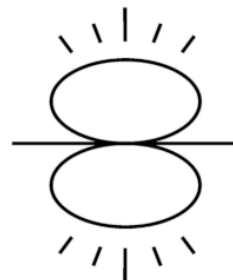
- ራዕይ:: *ra.ur.yi ::* - Vision
- መሠረታዊ ደንብ:: *meh.seh.reh.ta.wi : deh.n.b ::* - Principle
- ፍቃደኝነት:: *f.k'a.deh.gn.neh.t ::* - Will
- ልምምድ:: *l.m.m.d ::* - Practice
- ዐስተማረ / ተካፈለ:: *ah.s.teh.ma.reh / teh.ka.feh.leh::* - Teach / Share

The icon is used to evoke synergistic (unified) thinking in One's approaches to *learning experiences* and *objective achievement*. It may be helpful to point out from the beginning that when One enters a *determined learning* experience they are seeking to *achieve learning objectives*.

ታጃታ  **tajaba**

the secrets of advanced learning
a conceptual modeling tool for beginners

- • ራዕይ - Vision
- • መሠረታዊ ደንብ - Principle
- • ፍቃደኝነት - Will
- (X) • ልምምድ - Practice
- ⋮ • ዐስተማረ / ተካፈለ - Teach / Share



tajaba - Present Learning Organically

In Unifiedknowledge practice we have many learning tools. With the one called **tajaba** we can come into more advanced perceptions by viewing One's learning objective through these five reference points; 1) **Vision**, 2) **Principle**, 3) **Will**, 4) **Practice** and 5) **Sharing**. Here the tajaba process yields a more naturally connected and organic presentation of the principles and considerations of Unifiedknowledge practice.

“የጥምር ፡ ዕውቀት ፡፡ yeht'mr urwuk'eht (Unifiedknowledge)

is an approach to education in which art, maths and the sciences are taught as One – reflecting their naturally integrated basis.”. Today this can be considered part of the global **STEAM** movement, that's **STEM + the Arts**; science, technology, engineering and maths plus the integrative value of the creative and cultural arts.

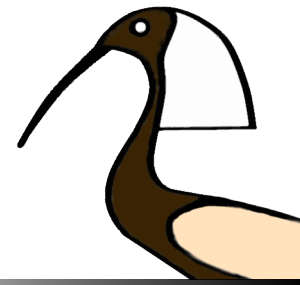
- As you read this introductory guide try first letting your **vision** flow, see the beauty in the potentials, principles and the tasks at hand.
- Take time to think about the **principles** presented and even the principle of how the principles have been presented !
- This guide is for the determined learner, use it to help strengthen One's **will**, what will you do as a result of absorbing this overview?
- Natural steady implementation is key, here in you are being presented with Africa's best pedagogical principles, protocols, processes and practices, step by step put them into **practice** and observe their interconnectedness (maat). As you know, practice makes perfect and repetition is the mother of success, but in the repetitions always keep in mind that mastery is the goal across all principles, protocols, processes and practices: self-mastery.
- **Share** One's inherent yet emerging self-mastery in family, community, nationally, internationally and beyond in the knowledge (or investigation) of the essential Self of the individual being connected to the essential Self of the All; all is One with due respect (hashima).

STEM

+ Art



STEAM

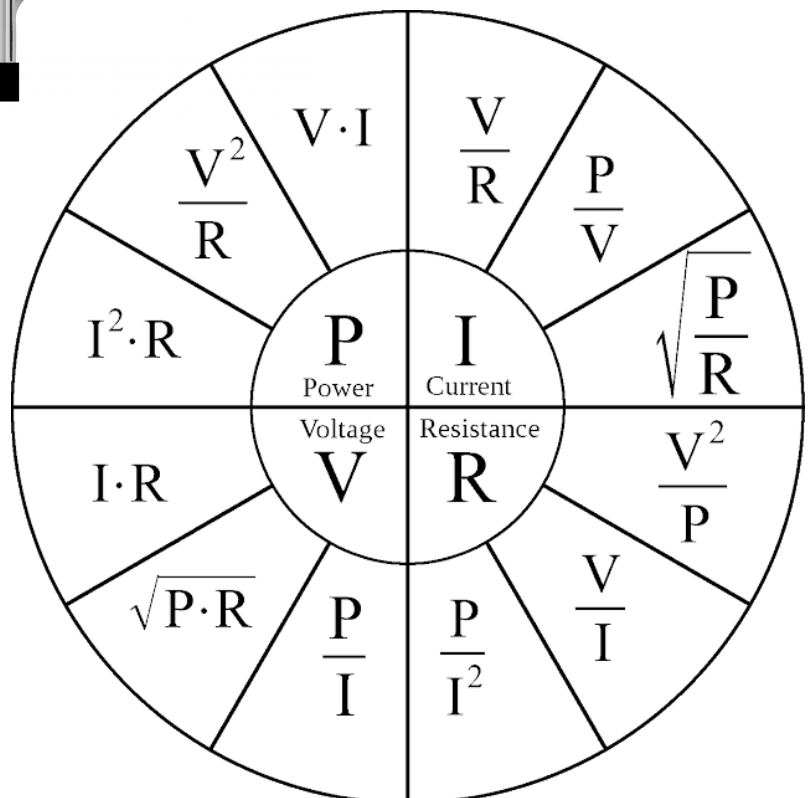


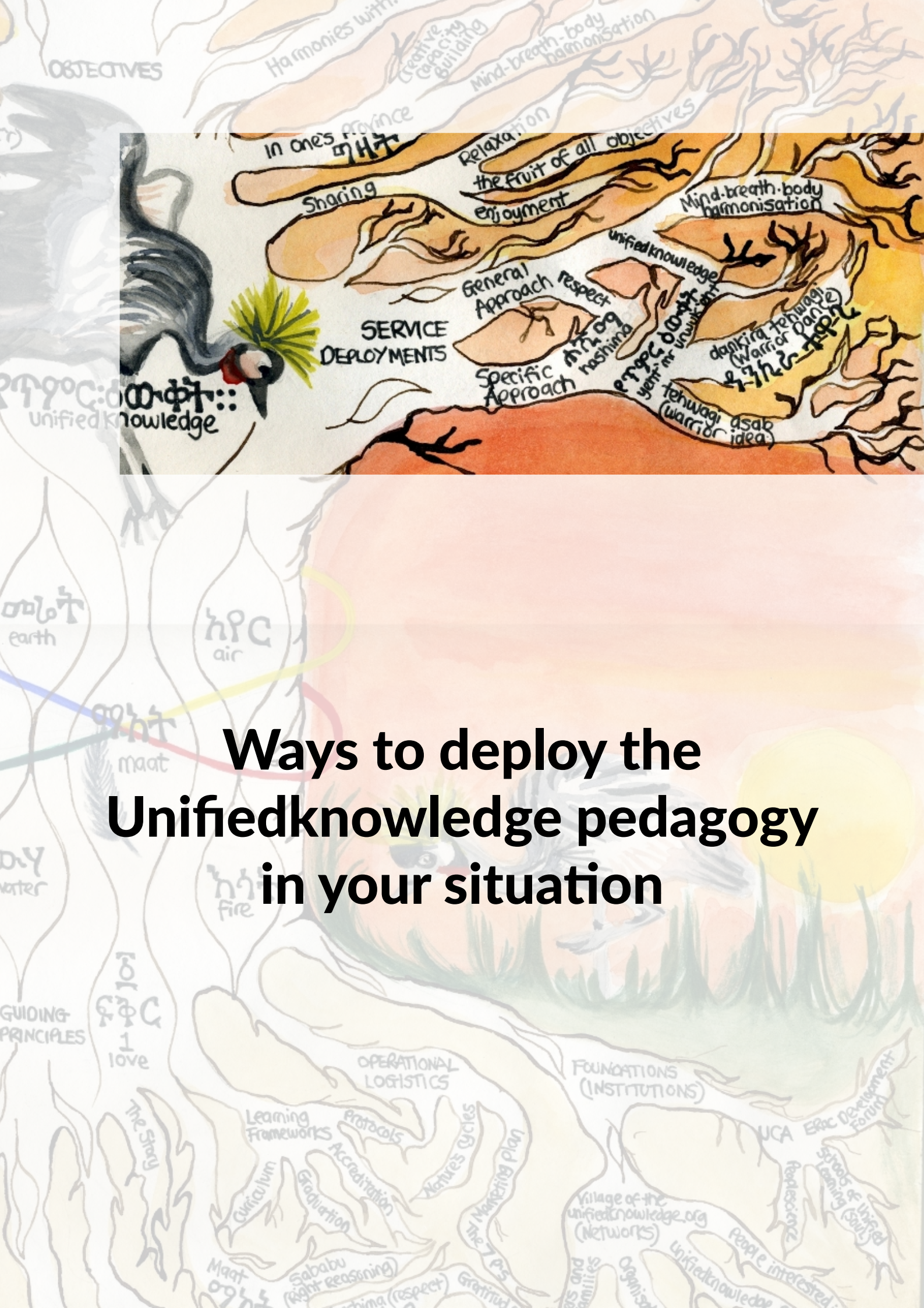
The importance of Mathematics (Maat)

In Unifiedknowledge we value that mathematics is a central idea in STEM. However here, in our practice centres, it is clearly overstood from a deeper African place of being, in its highest purest and ancient expression as **maat** (ማእዳ), which is the **Kemetic** (Ancient Egyptian/African) root principle (ግጥጥ, ntr). This has many natural, social (moral) and universal implications which our pedagogy fully overviews. Together with the notion of **panAfrica**, the **Kemetic cosmology** form the base culture of *Unifiedknowledge practice*.



600 million people,
70%
of the population of
sub-Saharan Africa are
without electricity.





Ways to deploy the Unifiedknowledge pedagogy in your situation

The Practice expressed from a General or Specific Approach

Operationally the practice can be deployed as “General” or “Specific” Approaches.

The logistics of both ways are coordinated with and reflective of nature's cycles. For the **General Approach** its focal points are *hashima* (respect), *yeht'mr urwuk'eht* (Unifiedknowledge pedagogy in general) and at least one *mind-breath-body harmonisation* discipline (eg. a sport, dance, martial art or yoga form). This approach is well suited to those with a fixed cultural basis which may be for example socio-political, religious, philosophical or spiritual.

The **Specific Approach** focal points are *hashima* (respect), *yeht'mr urwuk'eht* (Unifiedknowledge pedagogy in general), *dankira tehwagi* (Warrior Dance) and *tehwagi ahsab* (the Warrior Idea). This Specific Approach is the one used today by our learners' cooperative networks. It is best suited to graduates of our teacher training programme, closely aligned affiliates and those seeking the advantage of a complete package. Abundance Centres and our associated cooperatives reference *dankira tehwagi* as the definitive *mind-breath-body harmonisation* discipline and the *tehwagi ahsab* is our panAfrican *philosophical contemplation* it was developed in the specific context of Unifiedknowledge.

As a person interested in this approach to education you are invited to envision and apply one of these deployment approaches as or with your educational situation or service. Enrol in **Educating with Unifiedknowledge - Foundation Course One** for the comprehensive overview: <https://www.abundancecentre.org/course-enrolment>

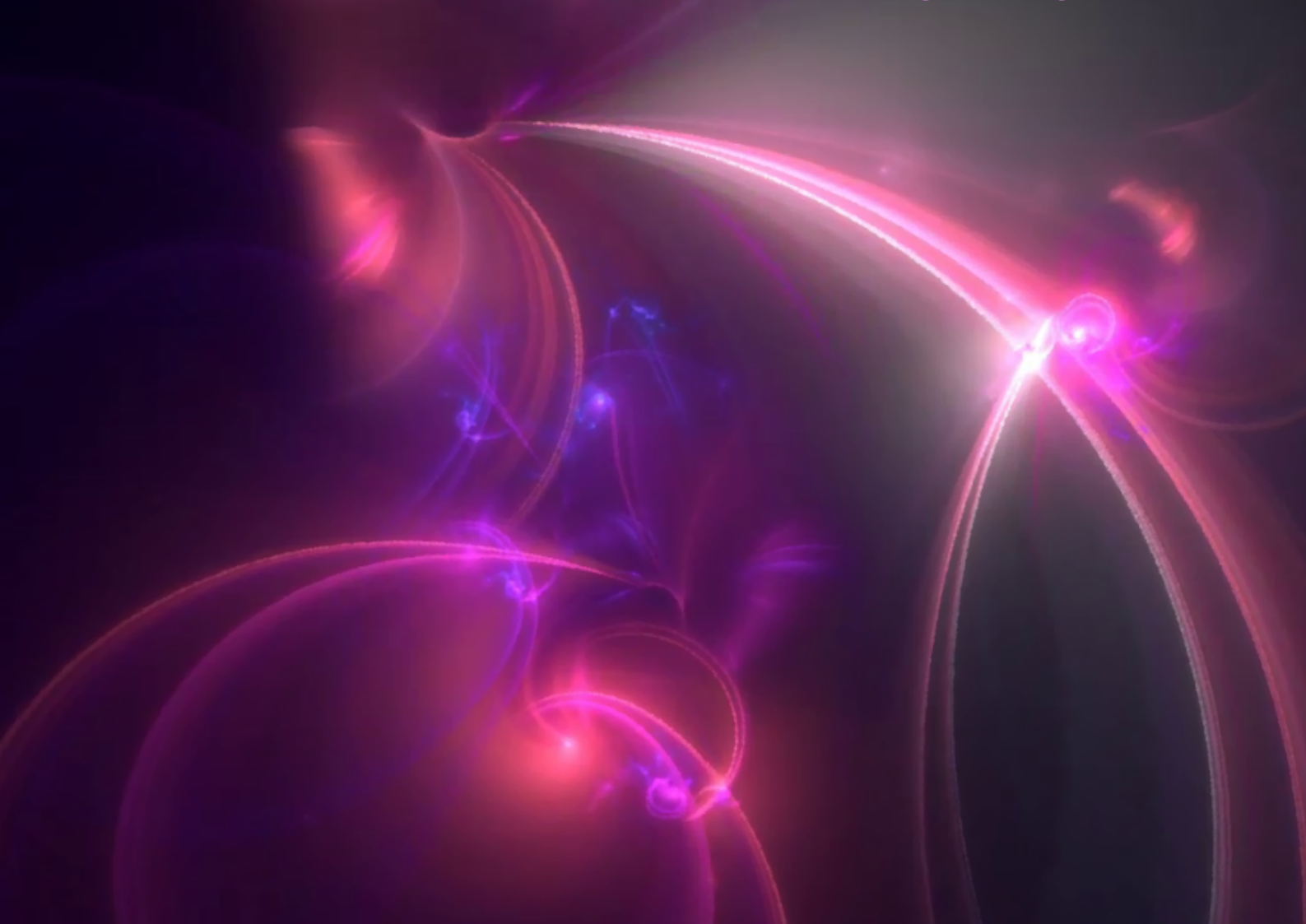


fk'r

love

ƒ ϕ C

$$e=mc^2$$



g	<i>gze (gize)</i>	:time
wu	<i>wuzwaze</i>	:rhythm
ur	<i>urwuneht</i>	:truth
l	<i>lyu</i>	:special
m	<i>mlkt</i>	:sign
s	<i>smmneht</i>	:agreement
l	<i>lk</i>	:measure
a.la.ma	<i>a.la.ma</i>	:objective (aim/goal)

gwu : urim : sl : alama ::

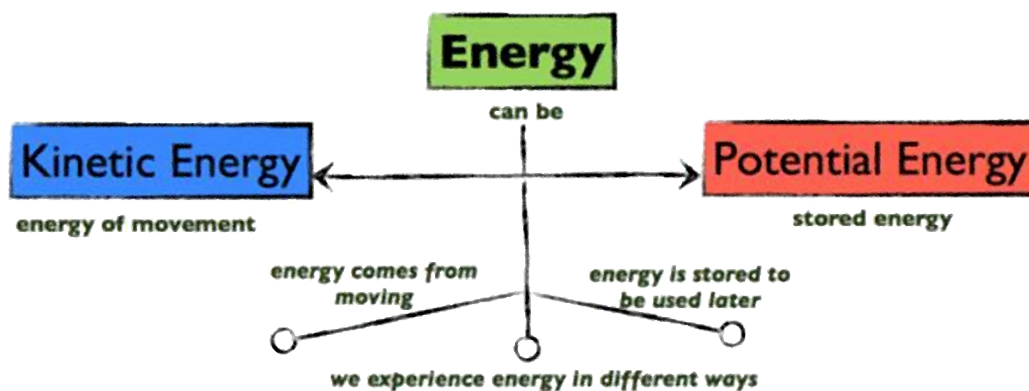
is a tool to help One clearly state, visualise and achieve One's objectives (goals).
It is an *objective achievement tool*.

The Primary Objectives

The *principle of maat* (fundamental mathematics, truth, justice, order, right) carries the dynamic of being both *the way* (guiding principle) and *the objective*. Upon deeper reflection and experience the broader objectives and principles of *Unifiedknowledge practice* are also both the seed and the fruit of our dynamic approach to education. The practice's broader objectives are the development of

- 1) Peace (love, fk'r),
- 2) The Mind's Core, which comprises consciousness, will, communication and creativity,
- 3) Principled Living (Maat),
- 4) Productive Capacity,
- 5) Healthful Space,
- 6) Humanity Overstood (unities and distinctions between humans and other animals).

With these six primary objectives of *Unifiedknowledge* we also value the development of the *common good*, building *wealth*, experiencing *enjoyment* and *relaxation* and also engaging in *equitable (just and harmonious) exchanges* in life.



Our educational pedagogy

የጥምር ዕውቀት
yeht'mr urwuk'eht

The unifiedknowledge Approach to Education
~ The Basic Bullet Point Summary ~

The most concise way to summarise the unifiedknowledge approach to education is to view the key elements through three sections:

1. - Culture
2. - Objectives
3. - Principles, Processes & Protocols of Practice

1. Culture

The cultural basis of yeht'mr urwuk'eht (unifiedknowledge) is:

- 1) Pan-African አልኩባን
- 2) Kemetic (classical references) ክምት

2. Objectives

The main objectives of yeht'mr urwuk'eht (unifiedknowledge) are the development of:

- 1) Peace (love - fk'r ፍቅር, well-being)
- 2) The Mind's Core
 - Consciousness
 - Will
 - Communications
 - Creativity
- 3) Principled Living (ማክት)
- 4) Productive Capacity
- 5) Healthful Space
- 6) Humanity Overstood

3. Principles, Processes & Protocols of Practice

The principles, processes and protocols of the yeht'mr urwuk'eht (unifiedknowledge) practice are:

- 1) Hashima ሐሸማ respectful ways with a sense of truth, justice, order and right - maat at the nucleus.
- 2) Maat ማክት: Universal Orders, Natural Orders & Human Social Orders (ethics)
- 3) Maat ማክት: Hisab (Mathematics)
- 4) Tehwagi Asab የተዋጊ አሰብ (The Warrior Idea) for contemplation and points of agreement.
- 5) Gzat ግዛት (Province) province is space; [land, air & mind] in [personal, family, community, national, earth (planet) & universal domains]
- 6) Harmony with Nature
- 7) Mind, Body & Breath Harmonies consciously applied forms such as dance, sports, yoga, martial arts etc.
- 8) The unifiedknowledge Language ቋንቋ
- 9) Curriculum, Graduations & Accreditation
- 10) The Story

The above bullet points give the complete concise overview to our approach to education (our educational pedagogy)

Matrix of Principles

The practice's broader guiding matrix of principles used to achieve these objectives are:

- 1) **Hashima**; respectful ways with code of conduct that values truth, justice, order and rights. Maat is at the nucleus of hashima,
- 2) **Maat** as Universal Orders, Natural Orders Localised and Human Social Orders,
- 3) **Maat** as Hisab (mathematics), pattern studies and applications, calculations, visualisation and proof of truth,
- 4) **Tehwagi Asab** (The Warrior Idea); for contemplation and points of agreement,
- 5) **Gzat** (Province); the study of space (One's province; [land, air & mind; physical (from dense to light) & metaphysical] in all domains [personal, family, community, nation, earth (planetary) & universally],
- 6) **Harmony with Nature**,
- 7) **Mind-Breath-Body Harmonies**; consciously applied forms such as dance, sports, yoga, martial arts etc.,
- 8) **The Unifiedknowledge Language**; language reintegrated - speak, read, write (with African scripts), hand sign, play as music - valuing classical forms and making them clearly expressible,
- 9) **Curriculum, Graduations and Accreditation**,
- 10) **The Story**; the primal and classical way humans bring out, preserve, develop and convey important knowledge.



[abundancecentre.org/pedagogy](https://www.abundancecentre.org/pedagogy)

enrol : <https://www.abundancecentre.org/course-enrolment>

A Pedagogical Framework for Development

Together these objectives and the matrix of principles form the heart and body of the Unifiedknowledge approach. Use of this pedagogical framework opens many important developmental pathways and opportunities, crucially it provides the essential reference points for the unlimited development of effective curricula; relevant to *learner culture*, unskewed by eurocentric bias and true to today's STEM realities. Due to its considerable depth some may find the comprehensiveness daunting. With proper digestion (with the support of our courses and cooperative networks) it will be found to be very natural, with all elements integral to success. With this natural connect learners and facilitators have with Unifiedknowledge the widespread adoption of the practice is clearly foreseen, initially in fertile regions and gradually on a more global basis.

Already, through pilot projects and programmes, it has been warmly received in Ethiopia (Africa), England (Europe) and Jamaica (Caribbean); regions where we have graduated members, associates and alliances with national institutions. This growth presents a future where for example leaders, educators and cooperative communities may, for the first time, develop robust panAfrica-wide educational *strategies*, initiatives and infrastructure from both a grassroots and national leadership level. In time and with due respect these will take up their rightful places in world development.



Teaching GCSE level consciousness and competence to:

- younger children; 5y+
 - in a shorter time
 - to a higher standard; Level Being 9
 - In a deeper unified way.
-
- Maths
 - Science (Combined / Synergy)
 - Physics
 - Chemistry
 - Biology
 - English Language
-
- Integrated with STEAM'd uP thought.
 - Enrol your children today:
 - <https://abundancecentre.org/levelbeing9>

FACULTY OF EDUCATION

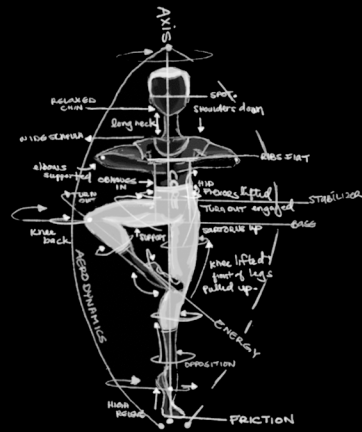
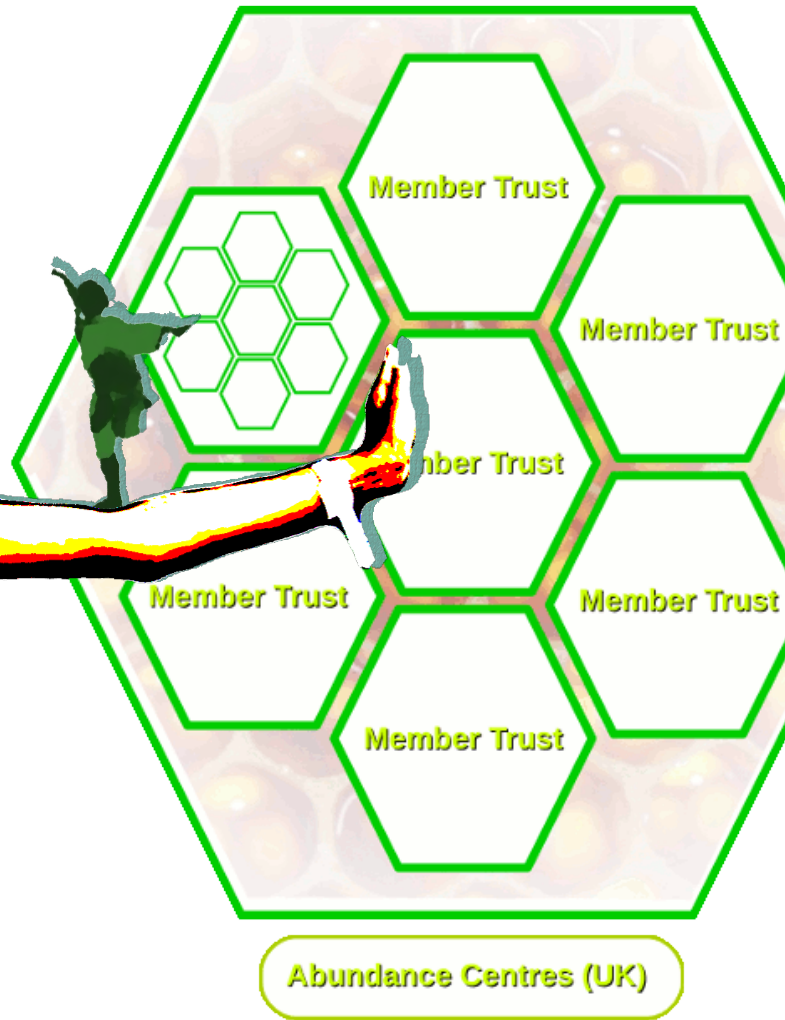
SUPPORTING THE GROWING URGENCY
AND IMPORTANCE OF TEACHER TRAINING

A Pedagogical Framework for Development (continued...)

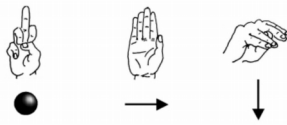
The beauty of this well principled educational framework is that it can be taken up at all levels of educational need and “service delivery”. It has been designed to work this way.

- You may be a parent valuing family directed learning and keen to ensure that your child/children have the highest quality independent, complementary and supplementary education. You may have children in standard system learning or they may be independent learners under family directed learning (commonly termed home education).
- You may be involved in educational initiatives or businesses, facilitators of learning in some way or professional teachers and be seeking to broaden the quality of your community service capacities in wholistic nature friendly ways.
- You may be a manager and or leader of national authorities, local schools (primary, secondary, complimentary and supplementary), further education (college, university etc) seeking educational reform in this dynamic era. Now is the time to act.
- You may be a person simply seeking to learn more about learning and educational culture from an African place of being, if this is you then you'll be striving in these serious times to envision your role in enriching the future.





Exploring the physics of Warrior Dance

R E S P E C T
 H A S H I M A
 ሐ ሺ ማ
 15 52 25
 ፲፭ ፶፪ ፳፮

 ● → ↓
 1111:110100:11001
 MATHEMATICS

Hashima, respect is due to all.

Respect is due to all exploring yeht'mr urwuk'eht:: The Unifiedknowledge Approach to Education. We trust that with this summary overview an insight to One's true cultural wealth is now better perceived. As this is a relatively intense summary please do take time to digest it. Be free to engage with any of our cooperatives with questions, reasoning and advancements of best practice. With all that has been said it will be obvious that our approach also values *life long learning* and is committed to the management of *total quality*: as an organisation we are ready to learn with you and to share our experience which is well grounded and full of important insights.

When properly absorbed from an African place of being the greatest powers of creative potential will naturally be realised and expressed.

Let's use this moment to advance our interest, refine our attitudes and establish the best practice agreements, locally, nationally and globally. Abundance Centres and the uLearn Naturally Learners' Cooperative network are at your service.

To gain a deeper grasp of our approach to education enrol in our ground breaking introductory pedagogy course for parents, teachers and community developers;

Educating with Unifiedknowledge – Foundation Course One.

Find out more here:

<https://abundancecentre.org/pedagogy>

Enrol NOW:

ሐሺ.ማ :: *hashima*.

እግዜር : ይመስገን :: ሐሺ.ማ : ተዋጊ : አሳብ ::

urgzer yimehsgehn:: hashima tehwagi ahsab::

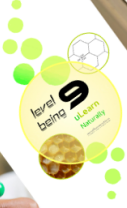
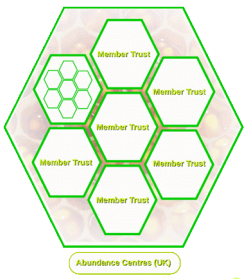
Creator be praised. Respect the Warrior Idea.

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Parent TEAMS
for Raised Attainment

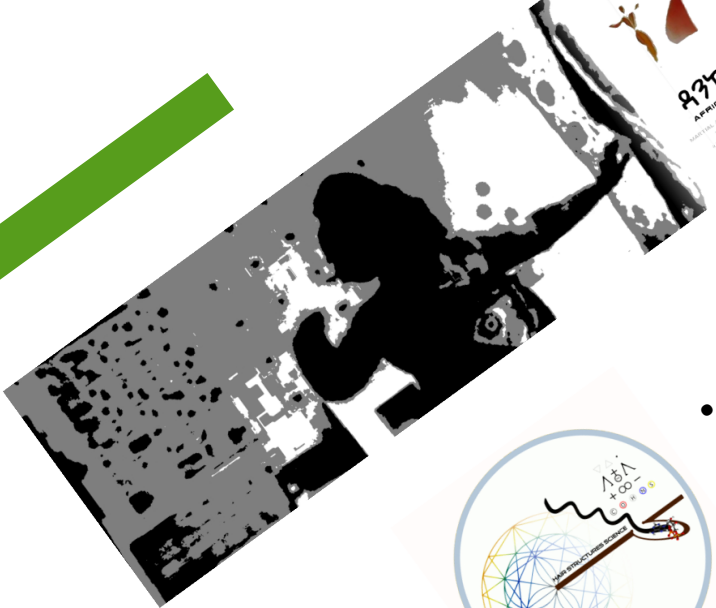


ENROL NOW

DANKIRA TEHWAGI
AFRICAN WARRIOR DANCE
NEW CLASSES FOR BOLD & CONFIDENT BOYS
CONTEMPORARY DANCE 11-16
DANCE 16-18
DANCE 18-25
DANCE 25-35



**Pedagogy Training for:
Parents & Teachers**



- GCSE competence & consciousness
- With younger children...
 - In a shorter time...
 - To a higher standard...

- GCSEs
- Science
- Maths
- Language



Dark & Wild
N15 5BN
gathering freedom • movement

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Black Open university
Liberal Arts education from
an African place of Being

Technical knowledge of hair's nature,
practical harmony with nature,
because...



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