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Kola, Soraya

1995
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UNIVERSITY OF THE WITWATERSRAND

DIVISION OF ADULT EDUCATION

MEd BY COURSEWORK AND RESEARCH DESIGN

A needs-based approach to curriculum development for the training of literacy teachers.

Submitted by: Soraya Kola Date: 1995

A research report submitted in part fulfilment of the requirements of the Master of Education degree (Coursework and Research Report) of the University of the Witwatersrand.

DECLARATION

I declare that this research report is my own, unaided work. It is being submitted for the Degree of Master of Education in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.



Soraya Kola

6th day of November, 1995

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ABSTRACT

The purpose of this study was to develop a curriculum for the training of literacy teachers using a needs-based approach.

Over 15 million adults are illiterate in South Africa and this could seriously hamper the new nations's reconstruction and development if not tackled effectively. To date the focus in the field has been the development of a national examination and curricula for learners. However little is being done to prepare the teachers who will have to take learners through the new system. It has therefore been the focus of this research project to establish the needs of these teachers and providers and thereafter to develop a training course that would address their needs.

This study was conducted over a period of 3 years starting in 1992. The curriculum development project was situated in a progressive literacy NGO in Johannesburg, in times of great change at organisational and national levels. In addition to carrying out a needs inventory and translating it into a curriculum for literacy teachers this research examined the participative process involved in developing the curriculum. A curriculum committee made up of literacy teachers and project co-ordinators was formed. The curriculum committee was responsible for the design of the research, as well as for conducting a survey of the needs of randomly selected teachers, learners and organisations, and for interpreting and translating these needs into a curriculum for literacy teachers.

The needs inventory revealed that learners wanted more direction in their learning, guided by a professional and competent teacher. Teachers' needs focused on improvement and upgrading of their skills and with greater recognition of and remuneration of their work. Organisational needs also centred around the demand for more professional and competent teachers.

The research revealed that a curriculum for literacy teachers should be based on a progressive methodology with the capacity to produce flexible, creative, self-sufficient, reliant and democratic teachers who will be able to use a core curriculum, and adapt it to local needs.

This research project further revealed that the use of the participative research methodology in developing a curriculum for literacy teachers, although rich in the production of information, is not ideal because it is time consuming, inflexible and often not actionable.

KEY WORDS

adult education
literacy
teacher training
needs-based
needs inventory
curriculum
participatory research methodology

ACKNOWLEDGEMENTS

I wish to thank the curriculum committee, Jane Castle my supervisor, the teachers and learners at TELL and my family without whom this research would not have been possible.

ABBREVIATIONS

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
CEPD	Centre for Education and Policy Development
CLC	Community Learning Centres
COSATU	Congress of South African Trade Unions
ELP	English Literacy Project
FEC	Further Education Certificate
GEC	General Education Certificate
IEB	Independent Examination Board
NGO	Non-government Organisation
NLC	National Literacy Co-operation
NTB	National Training Board
NQF	National Qualifications Framework
PRP	Participatory Research Project
SAQA	South African Qualifications Framework
TELL	Training in English Language and Literacy
USWE	Use, Speak and Write English

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CHAPTER ONE

INTRODUCTION

INTRODUCTION

Illiteracy is a global problem which is here to stay unless a concerted effort is made to eradicate it. Estimates put the number of illiterate people around the world at about 882 million (Hutton 1992) - most from the so-called developing or third world countries.

The scope of the problem in South Africa is unclear, with statistics on the number of illiterate people in the country ranging from nine million to 15 million. French (1992), however, states that 45 percent of the black adult population is illiterate, with a further 25 percent considered semi- or functionally illiterate.

Literacy agencies in South Africa echo the dilemmas faced by literacy providers internationally. A lack of funds, no clear organisational structures, a relative absence of relevant material, and a shortage of trained personnel are just a few of the difficulties.

A central concern for those involved in the field of literacy provision is the lack of trained teachers. The success of a literacy programme is dependant on well trained teachers (Ouane et al 1990), but it is often the case that the people involved in literacy teaching are not qualified or equipped to teach

literacy to adults.

When this research was started in mid 1992, work in the literacy field in South Africa was focused primarily on developing learner curricula, with the training of teachers and the development of a teacher training curricula being relatively neglected. After February 1990, with the prospect of a democratic election in sight, practitioners in the field of adult basic education began turning their attention to policy development. The process of developing a national curriculum framework was started in 1993 by the COSATU Participatory Research Project (PRP), and a competency or outcomes-based framework for the Adult Basic Education and Training (ABET) was proposed. This model emphasises ten generic competencies (see **Appendix 1** for the outline of the competencies) and is a departure from previous approaches to ABE which tended to prioritise skills and knowledge in the areas of literacy, english language and numeracy (ELP Discussion Document 1994). This new framework will be discussed in detail in the final chapter of this report.

Even in 1995 work in the ABET field is focused mainly on the development of a national examination for learners by the Independent Examination Board (IEB). Although the development of work around learner curricula and examinations is growing rapidly there is very little being done to prepare the teachers who will have to take learners through the new ABET system. The process of developing a teacher training curriculum within the context of a non-government organisation (NGO) will therefore be

the focus of this research.

Even with the formal abolition of apartheid, the advent of the 'new South Africa' and the increased attention given to education and training by members of the public and private sector, literacy NGOs will have to ensure that adult learners and their teachers are not forgotten and that the inequalities of the past are redressed. Furthermore literacy NGOs will continue to play an important role in promoting the development of literacy in South Africa by supporting trends that encourage shared working relationships between NGOs, the state and the private sector.

HISTORY OF TELL

The establishment of TELL, (Training in English Language and Literacy) a literacy teacher training organisation based in Johannesburg, was the outcome of a merger between the Johannesburg branch of USWE (Using Spoken and Written English) and the English department of Learn and Teach. Both Learn and Teach and USWE have had a long history steeped in the alternative education movement of the 1980s. USWE was established in 1981 mainly in response to volunteer literacy teachers' requests for help with their teaching. Most of these volunteers taught at churches in Johannesburg's white suburbs "to circumvent the law forbidding classes for 'other races' to be held in 'white' areas" (USWE Annual Report, 1990-91). By 1986 the Cape Town branch of USWE was established and five years later the Johannesburg branch of USWE merged with the English department of Learn and Teach and became TELL.

Learn and Teach was established in 1974 in response to the vast need for adult literacy in the country. It specialised in organising English and vernacular literacy groups. The area of work covered by Learn and Teach included the training of literacy teachers, the organising and establishing of literacy projects in rural areas and the production of literacy learning materials. More recently the work of Learn and Teach has expanded to include the training of trainers (Learn and Teach Annual Report, 1990/1).

The rationale for the formation of TELL in 1991 was an attempt by literacy NGOs, particularly those in the southern Transvaal region of the National Literacy Cooperation (NLC), to re-assess their role and to locate themselves within the changing political context. According to the NLC mission statement

> The NLC is an independent network of progressive projects and non-government organisations working in the area of literacy and adult basic education which aims to:
> *provide quality adult basic education to adults who missed out on basic education;
> *encourage institutions to do literacy and adult basic education;
> *act as an advisory body to all those concerned with illiteracy in South Africa.

During the early 1990's it was decided that each organisation in the NLC would specialise in a particular area, based on the organisation's strengths, resources, expertise and experience. TELL's focus would be in the field of teacher training.

LITERACY NGOs IN SOUTH AFRICA

Until a few years ago most South African literacy organisations promoted a loose, learner-centred, participatory approach to literacy teaching, with unstructured courses relying heavily on

the Freirian concepts of conscientization and dialogue. This placed a heavy burden on the teacher and the organisation providing literacy education as it did not succeed in preparing competent, confident professionals. Teachers often became too dependent on the materials and approaches promoted by their organisations and were unable to adapt the material or approach when necessary. It seems that organisations in their quest to 'empower' learners often forgot that the teachers themselves were not empowered. The education that many of the teachers received was inadequate and what happens in this scenario is that teachers revert back to what they know best and feel most comfortable with, in this case an authoritarian, top down approach to teaching.

Recently the trend in the private sector has been to move towards a more structured approach to training in an attempt to compensate for the inadequate educational background of many teachers. This runs the risk of teachers becoming dependent on menu-driven and prescriptive courses. In this scenario teachers rely totally on manuals or work-books and there is little room for creativity, learner-centredness, or to address the situational and immediate needs of the learners.

At the end of the day, the move toward a more structured approach to teaching literacy has not produced better teachers, but instead has created teachers who are more dependent on materials which neither they nor their learners have had a hand in developing. These teachers are not confident, self-reliant,

creative nor flexible, in other words these are not empowered teachers. Furthermore with the development of the new curriculum framework at national level greater demands will be placed on teachers. Teachers' own knowledge and competencies will have to be developed to an extent where they will be able to teach within the new outcomes or competency-based framework. This will mean that

> trainees (teachers) will need to orientate themselves within the outcomes-based educational approach and develop a broad understanding of the educational goals as well as more specific "outcomes" of the learner curriculum. This implies both theoretical and practical training processes and would involve a theoretical understanding of the need to develop each particular competency, the ability to identify competencies in existing tasks and to devise practical ways of developing the competencies in learners. (USWE/Pentech discussion document, 1994)

For many literacy teacher training organisations the new framework requires a complete shift in approach because most of their training is focused around a particular content area.

> Outcomes-based education differs from traditional approaches in its paradigm shift from content based learning to creative problem solving, from rote learning to learning how to learn, from memorising facts to finding information and developing reading strategies. (USWE/Pentech discussions document, 1994)

TELL's TRAINING

TELL's training is not content-based or materials bound. Rather, it deals with problem solving and encourages teachers to address the needs of the learners. The shift to an outcomes-based framework will not fundamentally alter the way in which TELL conceptualises its training. In fact this framework will help set boundaries and will offer teachers, learners as well as TELL trainers guidelines to work towards. At the same time it will

be more demanding of teachers. TELL visualises the new framework as a journey with a clear destination and signposts along the way.

This however does not mean that TELL as an organisation accepts the new curriculum framework uncritically. As an organisation we are still in the process of engaging with the new concepts, and encouraging our teachers to do likewise. Suffice to say at this stage, problems have developed around the areas of language, ABET levels, content, the role of the Independent Examination Board and most important for TELL, the demand for highly skilled teachers. In terms of developing a training curriculum taking into account the new framework and the notion of competencies, one of our teachers described her position beautifully in the following way "at this stage our understanding of the competencies comes and goes".

Before the introduction of the new curriculum framework, TELL offered a generic training course which aimed at providing trainees with the necessary skills to be competent practitioners. It could be said that TELL had no clearly defined theoretical approach to the training of literacy teachers, beyond what could be described as a combination of learner-centred and participatory approaches to teaching literacy.

Adhering to learner-centred, participative principles was not without problems for TELL. The majority of the teachers who attended the TELL training course were volunteers who had

inadequate formal education and were second language English speakers. Often teachers were not confident about the content of their lessons. The training course introduced a number of methodologies without going into sufficient depth, often due to time constraints. As has been mentioned before a consequence of insufficient or inappropriate training was that teachers tended to revert back to their past experience and adopted an authoritarian approach to teaching literacy.

A needs-based approach to adult education has always been important to TELL. TELL was also aware that needs continuously change and that they need to be constantly assessed. It became clear that a major needs assessment was necessary because:

* the kind of teacher employed by TELL was changing from a fairly well educated, volunteer teacher to less educated, paid teachers;
* new learner curricula being developed demanded teachers who could teach using a variety of materials rather than one prescribed approach;
* increasing demands for teachers to teach larger groups and to be more accountable.

A year after its formation TELL found itself in a position to re-examine its teacher training course and to address some of the problems outlined above. A need to develop a teacher training course that would maintain a balance between a structured and unstructured course which did not fall into the trap of adopting a purely functionalist approach was identified. The curriculum

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should ultimately produce teachers that are flexible, self-sufficient, reliable, creative and democratic. The teacher should also be able to identify and use teaching and learning materials as well as adapt them to local needs if and when necessary. Exploring the process of assessing as well as understanding the needs of the various stakeholders and translating these needs into a curriculum for the training of literacy teachers has been the focus of this research.

This research report aims to clarify TELL's theoretical approach to literacy teaching taking into account the new ABET framework. Exploring as well as understanding the process of reaching a sound theoretical perspective for developing a curriculum as well as carrying out a needs assessment has been a major focus of this research.

Whilst the research focused on achieving the above aim, the organisational context and the wider ABET environment has changed considerably since the inception of the research. As has been mentioned above discussions around a new ABET framework started in 1993 and in 1995 are in the process of becoming entrenched in national policy. This development has considerably affected the research. Three quarters of the way through the process of developing the teacher training course, an organisational decision was made to contextualise the training within the new framework. This research should thus be read bearing in mind a constantly changing policy context at organisational and national levels.

RESEARCH AIM

The aim of this research is to develop a curriculum for the training of literacy teachers, using a needs-based approach.

RESEARCH OBJECTIVES

1. To carry out a needs inventory for teaching literacy teachers. This would include an assessment of the needs of teachers, learners, literacy organisations and community based organisations.

2. To translate a needs inventory into a curriculum for literacy teachers.

3. To examine the participative process involved in compiling a needs inventory and in translating it into a curriculum for training literacy teachers.

SIGNIFICANCE OF THE RESEARCH

Although the ABET context as well as the political context in South Africa has changed considerably since the inception of the research the outcome of this research has proved to be valuable to TELL as well as other organisations within the NLC. To date most work in the literacy field has focused around the development of a learner curriculum while the training of literacy teachers has been neglected. As this research focuses specifically on the training of literacy teachers there is no doubt that the findings will be valued by many literacy

organisations in South Africa and elsewhere. Furthermore the curriculum that has been developed is not course/materials bound but rather tries to train teachers to develop the generic competencies identified within the new national framework.

OUTLINE OF THE REPORT

This research report is divided into five chapters. The chapter following this introduction will review the available literature focusing particularly on teacher training within a non-formal context, curriculum development and needs assessment.

Chapter three will discuss the research design and method and will motivate the use of the participatory research method. Chapter four will report on the findings. These will be discussed in chapter five.

CHAPTER TWO

LITERATURE REVIEW

The previous chapter explained the focus of the research and the context in which the research was carried out. This chapter will review literature in the following areas:

1. Training literacy teachers in a non-formal education environment, focusing on issues in the South African context.
2. Needs assessment.
3. Curriculum development (focusing on curricular models and processes in adult education).

TRAINING TEACHERS IN A NON-FORMAL EDUCATION ENVIRONMENT.

Many observers of the ABET field {(French (1991), Aitcheson (1992), Motala (1992) and Ouane(1990)} in South Africa and elsewhere emphasise that the training of literacy teachers is a neglected field. Within most programmes the training of literacy teachers has been ad hoc, often unsystematic and "on the job". Research in this area is sparse and literature concerning curriculum development for literacy teachers is almost non-existent.

South African literacy organisations involved in teacher training can learn much from the work taking place around the world but, according to Motala (1992: 4) three important points have to be made about the international experience:

*conditions within a country have a major influence on the success of a literacy campaign as well as the training of the teachers;

*there appears to be little consensus on the theoretical underpinnings of the training of literacy workers; and

*the training of personnel in adult education should not be regarded as neutral.

The training of adult educators is affected by various factors which can be divided into two broad categories. The first would be seen as

> contextual issues such as training models or approaches, objective conditions in a country (for example existing levels of literacy), the role of the state and NGOs; and the second category would cover issues that affect the training process directly such as, the content and length of training, training modalities, pedagogical practice and recruitment and selection of educators. (Motala, 1992: 2)

The way in which these two sets of categories affect each other has a major impact on training of literacy teachers. Furthermore the training of literacy teachers has to be contextualised within the approach that is taken.

Lyster (1992) has classified literacy work into the following three categories:

- the missionary approach (literacy for salvation; the main emphasis here is on literacy as a state of grace);
- the functional approach (literacy for modernisation and development - literacy as adaptation)
- the radical approach (literacy for empowerment -

literacy as power)

These approaches are not exclusive of each other but rather have influenced each other in various ways. None of them have developed or existed in a vacuum and each should be seen in a particular historical, social and economic context. According to Lyster (1992: 29) each approach has its own complex and often contradictory history and no one approach has remained static but rather each has responded to various forces and pressures. Literacy is seldom seen as an end in itself but instead is used as a tool to achieve other goals.

Following from this it is important that literacy organisations have a clear understanding of the approach they subscribe to. It could be said that for some time TELL leaned more towards the radical approach while incorporating aspects of the functional literacy approach. However, the teachers who attend the TELL training course come from varied backgrounds and would therefore come to TELL's training course with their own concept of literacy depending on their own theoretical position.

One of the aims therefore of the TELL training course is to ensure that teachers leave the training course with a broader outlook on literacy teaching. Teachers should feel more empowered and able to pass on this sense of empowerment to their learners. This is the context in which TELL as a literacy teacher training organisation has operated.

At the Fourth UNESCO conference held in Paris in 1985 it was decided that action needed to be taken on the issue of training, that trained teachers were better than untrained ones and that the future of adult education is dependent on this training. (Boshier, 1985: 3)

Boshier (1985: 9) like Oumane (1990) is of the opinion that

> there has been a continuing preoccupation with training of adult educators but exhortations, statements of need and even benevolently inspired attempts to mount training programs, often founder because of a reluctance to build theory.

With this in mind Boshier has developed a model that classifies roles and functions of adult educators which he claims is important and has universal variables.

Boshier's model identifies the outcomes wanted within a particular programme, the role occupied by an individual within the field and whether the adult educator's involvement in the field is a primary or secondary professional concern as the three major determinants of any adult education programme. These three variables are important in determining the content and process involved in training and are located in the socio-economic context within which the training occurs.

The model put forward by Boshier would serve to identify the content as well as the process which adult educators all over the world can use.

> The intent of the model is not to diminish the extent to which socio-cultural factors shape training content and processes. It merely provides a framework within which to

> consider issues that impinge upon the training of those in different parts of the field who occupy different roles. (Boshier, 1985: 9)

Boshier (1985) goes on to discuss each of the three variables in depth. He is of the opinion that the outcome wanted would "arise from broad sets of societal expectations that create a need for adult education" (Boshier, 1985: 12). He outlines four major orientations that adult education can provide:

> *social integration concerned with acculturation
>
> *social responsibility concerned with citizenship
>
> *social change concerned with transformation
>
> *technical competence concerned with skills
>
> The extent to which one or more outcomes is seen as important depends upon one's views about the nature of an ideal society, the extent to which adult education is perceived to be an instrument for securing it, and socio-economic, cultural or historical circumstances that impel or inhibit the responsiveness of the movement in particular countries. (Boshier, 1985: 13)

The broadening definition of adult education and the unclear distinction between formal and non-formal education have clearly led to complications in determining *outcomes wanted*. It would seem that in terms of the *outcomes wanted* identified by Boshier (1985: 12) TELL, prior to the installation of a democratic government in South Africa would be most likely to associate itself with adult education which emphasises social change through transformation followed by technical competence concerned with acquiring skills (functional literacy). However, as has been mentioned before TELL does not adhere strictly to a any one particular theoretical base. Prior to the installation of the government of national unity TELL was in opposition to the status quo and actively encouraged participation in the transformation

of society as it existed then. However, after the democratic elections TELL found itself no longer in a position of opposition but one of co-operation and support for the new government. There is belief that to an ex t political transformation has occurred, although economic and social transformation are in the process of transition. Although we have had a change in government we still need to transform our society from an unjust and unequal one to one that is more equitable and just. TELL still believes that adult education should emphasise social change through transformation because in South Africa it is only now, that the hard work of transforming society has begun. Furthermore, TELL believes that adult education is also concerned with developing skills and this is particularly important for South Africa at this point in its history.

The extent to which adult education is a primary or secondary professional concern has been a bone of contention. The primacy of role has serious implications regarding training. "Few of the 'primary concern' and virtually none of the 'secondary concern' teachers are formally trained adult educators, though many may be qualified school teachers" (Boshier, 1985: 13). This applies to an organisation like TELL in which the teaching of literacy can very well be classified into these two broad categories. When TELL was formed many of the teachers that came from USWE were involved in literacy on a voluntary basis thus making their involvement a secondary concern. Recently, however, the trend seems to be changing in that, there is an increasing number of people becoming involved in adult literacy teaching as a primary

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concern. One of the main reasons for this is the increasing rate of unemployment forcing people to look for alternative ways of earning money. Many literacy organisations and community based organisations (CBOs) are beginning to see a need to pay literacy teachers and provide career paths for them, thus transforming their activity from a secondary concern into a primary one.

This shift has serious implications for an organisation like TELL. If people are to become involved in teaching literacy on a full-time basis while being paid for it, the importance of proper training cannot be over emphasised. Many literacy organisations are beginning to see the advantage of investing in training, developing proper structures, setting up accountability procedures and developing a career path for teachers.

The three variables outlined in Boshier's (1985) paper have definite effects on training content and training processes. The primacy of concern has the greatest impact on training **processes** whereas the outcomes wanted and roles occupied have the greatest impact on the **content**. According to Boshier (1985: 20) the important question is

> to what extent is the character (i.e. content and processes) of training shaped by the role occupied (planner, teacher), by the 'primacy' of his or her professional concern, and by the outcomes sought (social integration, social change, technical competence) in setting where the educator works?

According to Oumane, et al (1990: 15) the framework for the training of literacy teachers is closely linked to the conceptual

framework of the particular programmes concerned. These are usually derived from national policies related to socio-political and/or economic objectives. Programmes carried out by NGOs are usually in opposition to the government and are generally part of a struggle against oppression. The future role of NGOs in South Africa is still being debated and there is no guarantee that the new government will take their role in ABET provision seriously. However, most NGOs would be prepared to and in some instances are forced (because of a lack of funding) to work closely with the new state, provided consultation takes place and some form of autonomy is guaranteed.

Oumane et al (1990) are particularly concerned with educational process. They believe that training should be done for maximum effectiveness, should be related to the role and function of personnel, and should be focused on the attainment of objectives and goals of the programme. But it should also lead to changes in attitude and behaviour and not only concentrate on the development of skills. It should foster personal creativity, continuous growth and self-directed learning.

The authors have outlined the following guiding principles for training:

*active participation of trainees in all aspects

*learners' experience is important

*mutual learning takes place

*important to learn how to learn

*learn by doing

*exposure to field situations is important

*integration of theory and practice

*use varied methods and materials

*must reflect and review

*must be satisfying to trainees and meet their needs

For a training programme to be effective the importance of planning cannot be over emphasised. There is a need for a well-defined, systematic process, a well thought-out design, as well as an implementation and evaluation procedure.

According to Oumane et al (1990: 38) "developing a training programme should be viewed as a curriculum development process which may be carried out in four phases". The four phases outlined are the:

*pre-planning phase

*planning phase

*implementation phase

*recycling phase

The authors have further identified the following steps in designing and implementing a curriculum:

*identifying and assessing training needs
*setting training objectives
*determining training content
*sequencing the content
*selecting strategies, methods and techniques
*preparing and selecting training material
*allocating time to be devoted to different contents/activities
*designing the evaluation process
*organising the implementation
*carrying out the training programme. (Oumane et al, 1990: 41)

The steps outlined above may seem clear and straight forward, but the process involved in accomplishing each step is a complicated and long drawn out procedure. The question of needs alone is in itself a contentious issue especially in relation to TELL. Whose needs should be addressed? Should TELL focus entirely on learners' and teachers' needs or should the wider political community also dictate its needs? Should TELL preach social transformation now that we have a democratically elected government in place or should it conform to the current political climate? Who should be given priority in terms of access to training? Should it be people who are or who have the potential to be most productive, or should areas which are traditionally regarded as low priority, like women and rural populations, be given priority? These are questions that cannot be solved merely by deciding upon a particular model.

However, in relation to the above limitations, Boshier's (1985) model provides a useful framework for the training of literacy teachers. The three important variables outlined in his model have relevance for TELL and other literacy organisations. Within the South African context where we have recently come through the first democratic elections many literacy organisations are re-assessing their positions. Organisations are beginning to shift their focus from being oppositional to becoming developmental. Furthermore, many NGO's are moving into areas of specialisation and are concentrating on developing their organisations into more effective and efficient structures for the provision of ABET. This is resulting in more defined roles within organisations

making it easier to target specific areas of training for the different roles within an organisation. The issue of primary and secondary concern has already been discussed but it is important to emphasise that there is an increasing demand from literacy teachers for payment as they often have no other form of income. This means that for many, literacy teaching is becoming a primary concern.

The model used by TELL to design a literacy teacher training curriculum is an eclectic one situated within the new national ABET curriculum framework for learners. The issues outlined by Boshier (1985) are important and should be taken into account. The process outlined by Oumane et al (1990) is useful and has a logical sequence.

NEEDS ASSESSMENT

A need is often identified as a gap between what is and what should be or a gap between current circumstances and more desirable circumstances. The concept of needs is wide enough to encompass biological, emotional, spiritual, material, felt and unfelt needs to mention just a few. Most of these needs however can be placed within two broad categories:

* individual needs and
* group/community needs

Often the needs of these two categories may be the same but they could also differ. (Reddy, 1988)

A needs assessment is an examination to determine what is

lacking, be it in an individual, a community or organisation and the results of a needs assessment often form the basis for requests, demands or even plans for some sort of service. In developing a training programme the question of needs is of vital importance. The main focus of any adult educational or training programme is its relevance to the needs and demands of the target group.

> Training programs are usually designed to assist people to learn to live better lives and adapt to changing circumstances and environments. Therefore the success of any program can be largely contingent upon the program being structured in line with the needs of the target group and the ability of the professionals to discriminately identify and define what people want, what they think they need, and what they actually do need. (Reddy, 1988:2)

> Furthermore knowing why one should learn any given subject is a basic purpose of assessing educational needs of learners. (Price, 1982:25)

It is also important when developing or designing training programmes to constantly assess needs as they are continuously changing.

Monette (1982) contests that the concept need is a fuzzy one. Many writers have written about needs. For example Bergevin (in Monette, 1982) wrote about 'felt needs', 'symptomatic needs' and 'real needs', whereas Sheasha tried to distinguish between the "feelings" labelled 'needs' and 'wants'. Although both Robbins (in Monette, 1982) and Monette (1982) reviewed adult education literature on needs they have come out with very different conceptualisations. Monette (1982) distinguishes between 'basic human needs', 'felt' and 'expressed needs', 'normative needs' and 'comparative needs' whereas Robbins has identified condition,

dynamics and dimension as three classes for examining and discussing needs. (Long and Huey, 1983)

For the purpose of this literature review a brief summary of the various conceptualisations of the term 'need' will now be outlined using Monette's four major categories:

basic human needs;
felt and expressed needs;
normative needs and
comparative needs.

There are however two other categories which would merit mention because of the nature of TELL's work and because it would help further contextualise the notion of needs:

societal needs and
organisational needs.

Basic Human Needs

Both Maslow and Knowles in (Lonf and Huey 1983) have addressed the question of basic human needs.

Knowles categorised needs as:

physical needs;
growth needs;
need for security and
need for recognition.

Knowles is of the opinion that a knowledge of basic human needs is helpful for planning of any adult education activity.

Maslow's hierarchy of needs is categorised as follows:

need for self-actualisation;

ego and esteem needs;

love needs;

safety needs; and

survival needs.

According to Maslow a higher need on this hierarchy of needs will only emerge once the lower need on the hierarchy is satisfied. According to Long and Huey (1983) Knowles' concept of basic human needs would be very similar to the lower level needs in Maslow's hierarchy of needs.

At one level TELL's involvement in literacy teaching, according to Maslow's categorisation of needs would respond to teachers' and learners' survival. According to Knowles' categorisation, this would satisfy physical needs. Both these needs as identified by Knowles and Maslow can be linked to definitions of literacy as well as to the history of illiteracy in this country. As the majority of illiterate people in South Africa are black the whole question of illiteracy in South Africa is a political one. In the 19th century the ruling white government saw no "need" for the black population to be educated and thus the majority had to survive with little or no basic education. However as capitalism developed so too did the need for a more educated and skilled workforce. It became necessary for people to have some form of basic education in order to get a job and to survive in a more urban industrial society. Literacy thus became a necessity, a basic human need.

Taking into account what both Knowles and Maslow have said about basic human needs it is useful to identify where literacy teachers would fit into this. Previously TELL teachers were mostly white suburban housewives and it was possible to say that according to Knowles' categorisation, teaching in a literacy class would fulfil a 'growth need' and a 'need for recognition'. According to Maslow's hierarchy of needs these teachers would be fulfilling an 'ego and esteem need' as well as a 'need for self-actualization'.

However recently the trend has shifted. Many of the teachers currently being trained by TELL are unemployed township residents who view teaching literacy as a job which could provide an income. For them literacy teaching is a means of survival and fulfilling basic needs. In other words many involved in literary teaching are now involved in it to fulfil 'survival needs', in Maslow's terms and to fulfil 'physical needs' according to Knowles categorisation.

Felt and Expressed Needs

The terms "felt needs", "expressed needs", "wants" or "desires" are often used interchangeably. These terms are problematic firstly because of the different uses of the terms in the literature and secondly because what constitutes a real need would be limited by individual perceptions as well as an awareness of the choices available.

In order for needs to become motivating factors they must become

felt and very often adults are not aware of their most significant needs, in other words these needs can be classified as "unfelt" needs. Therefore when planning a programme it is important that programmers draw out these "unfelt" needs. If there is a failure to do this programs would not be very significant and would serve short-term needs.

In designing a literacy teacher training course many of the needs perceived by course designers are not expressed by teachers themselves. These would include how to learn, how to take notes, how to take minutes at a meeting etc. Often teachers are not aware of the choices available and are therefore unable to make informed decisions about what is appropriate or necessary for them. A good example would be an alternative teaching style to the authoritarian one that most teachers have had exposure to. Many teachers are not even aware of a learner-centred approach to teaching and would therefore not see becoming familiar with it as a "need".

Normative Needs

A normative need arises when a gap is identified between the required/desired standard and the standard that exists. A problem that arises here is that the standard set by different people could be conflicting. The fact that

> someone is in need is not a simple empirical fact, but rather a value judgement entailing three propositions: namely, that someone is in a given state, that this state is incompatible with the norms held by some group or by society, and that therefore the state of that someone should be changed. (Monette, 1983: 159)

Comparative Needs

This need is identified by a comparison of characteristics of individuals or groups who are either in receipt of a service or not. According to Monette (1983) comparative needs by itself does not adequately measure real needs.

Societal Needs

According to Kowalski (1988) a society can also express needs and these needs are often expressed either at community, state or national level. "Societal needs are aggregate needs. As such, they are common to a significant number of citizens. This may or may not constitute a majority" (Kowalski, 1988:124).

The question of reducing the level of illiteracy in the South African context could most definitely be seen as need expressed by society. The large number of illiterate people in South Africa is significant enough for it to become a need expressed at national level.

Organisational Needs

Organisational needs are seen to be similar to societal needs, the only difference being that these needs would relate to an institution rather than a community or nation. In relation to TELL, although reducing the number of illiterate adults is the primary focus, other organisational needs are also significant. These needs would include satisfying funders, ensuring that the work produced by TELL remains innovative and updated, being an important player in the field of ABET and making sure its work

r [illegible] a developmental focus.

A major problem arises out of the procedure for diagnosing needs because often it is assumed that this procedure is neutral. According to Monette (1983: 165)

> needs literature often implies that diagnostic procedure is politicall' neutral, or that it must assume the values of the client system, or that the so-called self-fulfilment models are self-justifying. These assumptions are challenged by Freire's contention that education is political, that is, that education is utilised either for individual adjustment to a given system or for the transformation of a system to the ends of the individuals involved.

The question arises as to who is in a position to determine "real need", to what extent would that person's world view be imposed upon the learner how can manipulation by the educator be overcome?

> Freire suggests, as an alternative, that the educational process begin with the felt needs of the constituency, pose the meaning of these needs as a problem, and thereby promote dialogue between the educator and the learner to the end of mutual liberation. (Monette, 1983: 166)

In order to try and overcome some of these limitations a participatory research methodology has been identified.

CURRICULUM

The term 'curriculum' like 'needs' does not have the same meaning for everyone mainly because of the variety of definitions found in the literature. In its broadest sense, curriculum covers the overall processes and outcomes of education, taking into account

societal needs in terms of the economic, social and political infrastructure. The curriculum, it is hoped, will produce the type of person a particular society desires. A curriculum should reflect the principles, philosophies and values a society considers important.

The confusion mentioned above surrounding the term curriculum often stems from an inability to distinguish between curriculum theory and curriculum development. According to Kowalski (1988:136)

> curriculum theory includes the study of what should be taught and how teaching should occur. It focuses on what is (descriptive theory) or what should be (prescriptive theory). On the other hand curriculum development concerns itself with the fundamental practices of moulding a course of study. It entails deciding what to teach, learning experiences, and related planning decisions. Whereas theory involves study and reflection, development entails doing and decision making.

This research is primarily concerned with developing a curriculum for literacy teachers and therefore the emphasis would be on curriculum development as opposed to curriculum theory.

Authors such as Hooper (1972), Oumane (1990) and Lawton (1983) are of the opinion that a curriculum is not developed in a vacuum but is socially, historically and culturally determined, based on a set of beliefs of how people learn, what people should be like and what society is. Like society itself, the context of curriculum is continually changing. Furthermore these authors feel that decisions about what a curriculum is are far from neutral and that these decisions are value laden and relative. Likewise the curriculum developed by TELL would of necessity be

one which would reflect TELL's ideology, promote TELL's philosophy and world view and could therefore not claim to be neutral.

Educational Ideologies

Malcolm Skilbeck (in Lawton, 1983) has identified three basic educational ideologies which in turn would generate different curriculum theories:

*classical humanism

*progressivism

*reconstructionism

Classical humanism is rejected by Lawton (1983) for educational institutions in the 20th century mainly because it is not applicable in a democratic society as it runs counter to democratic ideals such as social justice and equality of opportunity.

Progressivism or child-centred education stresses that it is more important for a child to discover things for him/herself than it is to get an overdose of its cultural heritage. A major criticism of this ideology is that "its view of human nature is unrealistic, partly because it fails to relate curriculum to society or knowledge" (Lawton, 1983; 13).

Reconstructionists believe that education should not be seen as only benefitting individuals but should also be a benefit to society as a whole. According to Lawton (1983; 13) "given a 'democratic' society which retains a number of undemocratic

features, some kind of reconstructionist approach would seem to be necessary".

In relation to the three basic ideologies outlined by Skilbeck (1983) it would seem that TELL would conform to both the reconstructionist as well as the progressivist. TELL works from the basis that education for individuals is important but that it should benefit society as well. Furthermore, although we in South Africa have made the transition from an apartheid state to a democratic one, there is no guarantee that we are a fully-fledged democratic state. It is therefore necessary for education to play a role in ensuring that democracy is strengthened and broadened. In relation to progressivism there is a strong tendency within TELL to encourage people to discover things for themselves. Training at present focuses largely on encouraging teachers to discover answers for themselves through various exercises such as discussions, role plays and simulation exercises etc. as opposed to a lecture method. The course content as well as process relies to a great extent on self discovery. TELL has a strong humanist and radical orientation to training in that it encourages learners to participate in shaping their own learning and also encourages learners to be critically aware of their environment and to challenge injustices and inequalities that may exist around them.

Curriculum Orientations

Miller (1983) is also of the opinion that one's world view will determine what is included in a curriculum. As curriculum

developers come from different backgrounds and have different orientations their input into the curriculum will be influenced by this background.

For Miller (1983) the curriculum orientation would determine how teaching and learning are approached and includes both theoretical and practical dimensions. These dimensions would include educational aims, conception of the learner, the learning process, the instructional process, learning environment, the teachers's role and evaluation of the learning.

Miller (1983) identifies seven orientations to curriculum development:

*Behavioral

*Subject disciplines

*Social

*Developmental

*Cognitive process

*Humanistic

*Transpersonal or holistic

He is of the opinion that most curriculum developers would fit one or more of these orientations.

> The orientations then interact with curriculum and curriculum planning in a number of ways and along a number of dimensions. It is imperative that we understand these orientations, and more importantly that we clarify our own position on the educational spectrum. (Miller, 1983: 8)

Although TELL has not theorised much about its orientation to curriculum, its practice would fit it in the humanistic, social and developmental orientation to curriculum.

Kowalski (1988) provides a clear outline of McNeil's (1981) conception of a curriculum which is placed in one of four categories. They are:

1. Humanistic

According to the humanists the curriculum should be personally satisfying to the individual. This factor has been a major influencing factor in adult education and has manifested itself in practices which encourage adult learners to participate in shaping their own learning.

2. Social Reconstruction

The social reconstructionist stresses the importance of society more than the individual. Within the adult education field in South Africa social reconstructionist' influence has been confined to improving the quality of community life and adult life within the community, and is promoted by organisations of the political left as well as the labour movement.

3. Technology

Within this category curriculum development is viewed as a technological process embracing certain methods which would ultimately ensure that intended goals are met.

> The technological approach in adult education is most prevalent in large organisations which use education to further institutional goals. Technical approaches are influenced by the desire for efficiency and become more common when demands for efficiency are increased. (Kowalski, 1988:137)

4. Academic

Here the emphasis is on subject matter and broader fields of study. The provision of essential knowledge and skill is given priority regardless of individual, societal or organisational needs. This type of curriculum is more prevalent in the formal education system.

Schubert (1986, in Kowalski, 1988) has also categorised curricular approaches according to their aims. He presents eight categories:

1. Content or Subject Matter

This category is very similar to the traditional image of a curriculum where the emphasis is on subjects to be taught ignoring issues such as cognitive development, creativity and personal growth. This orientation to curriculum development would not be very compatible with adult education, and relates more closely to Macneil's 'Academic curriculum'.

2. Programme of Planned Activities

This approach is broader than the subject matter approach and includes issues such as instructional techniques as well as motivational techniques. However this technique insists on the teacher rigorously following only planned learning activities leaving little or no room for classroom dynamics. Clearly this approach would restrict adult learning in that there would be little room for creativity and it would be very inflexible.

3. Intended Learning Outcomes

Here, a curriculum is perceived as the statement of what is expected from a learning experience. The emphasis is upon ends and not means (Kowalski, 1988:138). This approach to curriculum development does not take into account unintended outcomes of the learning experience.

> In adult education, there is a greater tendency for the students to exhibit a wide range of interests and needs than in the education of younger persons. Predetermined outcomes, therefore, are more likely to be restricting. Many benefits of engaging in adult education occur because the teacher is able to seize upon critical incidents and to be opportunistic in linking these incidents to learner needs and wants. (Kowalski, 1988:138)

4. Cultural Reproduction

Within this approach the curriculum is a reflection of the culture and society which is determined by either the leadership in a state, nation or community. The values which a particular state, nation or community hold dear are the focal point of education. This approach to curriculum development runs against the trend towards critical adult education in which learners are encouraged to criticise and question their own and others' value systems.

5. Experience

Within this approach the curriculum is not a set of predetermined ends or fixed but is rather evolving constantly. The subject matter is not overlooked but is constantly modified as circumstances and experiences dictate. Both the means and ends are seen as being

important and inseparable. This approach to curriculum according to Kowalski (1988:139)

> is congruent with most principles of adult education. In fact it is more likely to be successful with adults than with children. This is true because adults often are more capable of assuming responsibility and of determining direction for learning experiences. It also requires teachers who accept the notion that the learner is capable of selecting meaningful experiences.

6. Discrete Tasks and Concepts

Within this view a curriculum is perceived as a set of tasks to be mastered and once these tasks are mastered a specified goal is achieved. This view is particularly relevant for training in private industry or the military as it is quite effective in helping people acquire certain mechanical skills.

7. Social Reconstruction

This view has been discussed above and it would be sufficient to say that some adults would find this a useful approach depending on whether they see education as a means of improving community life.

8. Cuerrere

> Cuerrere is the root verb form of curriculum. This image contends that a curriculum should be a reconceiving of one's perspective of life. It is a social process by which individual learners come to a greater understanding of themselves. The curriculum is the interpretation of lived experiences. (Kowalski, 1988:139)

According to Kowalski this approach has some merit for some areas of adult education such as improved mental health and self-

actualization.

The outline provided above merely furnishes a framework for the planner and the paradigms described should not be viewed as mutually exclusive. It is precisely because adult education takes many forms that deciding what is most relevant for a given situation should be guided by what the purpose of the program is, the learners interests, learners needs and organisational needs to name but a few.

It is quiet possible that a curriculum developer would draw from more than one approach. In relation to TELL it would seem that an eclectic approach would be the route to go as aspects from the various perspectives such as the *humanist, developmental, social reconstructionist,* as well as the *experienctial* perspective would feature. Furthermore, the *intended learning outcomes* approach, better known as the objectives based approach which traditionally has not played an important role in the progressive sectors within the country, seems to now feature more prominently. However, it is important to stress that competency in this context would not be seen as the ability to perform narrowly defined tasks.

> In this case competency refers to the broad outcomes/end point of the learning process and can be described as having three dimensions:
>
> 1. the ability to apply a skill to perform a task
> 2. a theoretical understanding of the task
> 3. the ability to transfer knowledge, skill and understanding to other tasks and situations. (Cosatu, 1993:3)

Some Problems

One of the major problems facing adult educators is that their notions of curriculum are often based on curricula used for schooling. There have been writers such as Griffin (1983) who attempted to distance the process of developing a curriculum for adult education from the process of developing a curriculum for the formal school system.

According to Jo Campling (Griffin, 1983) there is a need for a curriculum theory of adult and lifelong education which is concerned with the aims, content and method of adult learning and is located in a context of knowledge, culture and power. Curriculum theory of adult education should analyse its practice in terms of definition, distribution and knowledge. Kowalski (1988) is of the opinion that a learner-centred approach is essential in adult education and the importance of taking into account learner needs, and ensuring learner involvement in planning and developing a curriculum cannot be over emphasised.

Special Considerations For Adult Educators

For Kowalski (1988) there are several features of an adult education curriculum that merit special attention:

Uniqueness of Adult Learners

Although we are constantly being made aware of the differences between adult and preadult learners it is important to bear in mind that not all these differences are valid. However, "adults appear to exhibit notable

differences with regard to:

* motivation [higher]
* physical speed [lower]
* personality [more fixed behaviour]
* vision and hearing [regressive]
* independence [more independent than children]
* expectations [desire self-directed learning, demand high levels of relevance]" (Kowalski, 1988:140)

Adults are not very different from preadult learners in relation to intelligence, however consideration should be given in terms of philosophical and practical issues in planning.

Goals and Objectives

Adult education is not usually governed by state laws and this allows greater flexibility in curriculum planning. This has a major advantage for adults in that needs which have been expressed by the adult learner can be transformed into goals and objectives of a particular programme.

Critical Consideration

According to Kowalski (1988) frequently made claims of flexibility and less restriction in planning in adult education are somewhat deceiving. "An examining of critical variables which impinge upon planning decisions suggests that the programming of adult education may be

less structured but not necessarily less restricted" (Kowalski, 1988:141). Kowalski (1988) has outlined five criteria which modify instructional planning:

*Philosophical considerations (from what philosophical basis does a planner work from - this, however, would not only apply to adult education)

*Psychological criteria (here issues such as motivation, relevance, beliefs about needs etc would be important criteria)

*Educational technology (analysing tasks, developing behaviourial objectives, etc)

*Political issues (selecting material or activities that are not offensive or discriminatory)

*Practicality (programme costs, resources, etc)

> These restrictions point out that flexibility is not as great as some perceive. A number of forces converge to restrict decisions. The programmer is faced with the task of bringing the less formal restrictions on the surface so that they can be given ample consideration. (Kowalski, 1988:141)

CONCLUSION

As has been outlined above developing a curriculum involves detailed consideration of issues such as educational ideology and world view. Once these issues have been thought out and are clear, there are issues such as the uniqueness of adult learners, the goals and objectives of the programme, philosophical, political and psychological issues, etc to be dealt with. Hereafter, a model can be chosen to develop the curriculum.

In order to understand the pro involved in developing a curriculum using a needs based approach, a joint understanding of what a curriculum is as well as negotiating a common theoretical perspective with all the stakeholders is important.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

The previous chapter looked at the training of teachers in a non-formal education environment, focusing o issues in the South African content, needs assessment, and curriculum development. It was shown that TELL, in keeping with recent trends in instructional design and adult education principles, favours a participative method of curriculum design, based on a thorough needs analysis.

This chapter will set out the research design, the participatory research method and the way in which the participatory research method has been used to develop a literacy teacher training curriculum.

THE AIMS AND OBJECTIVES OF THIS RESEARCH

The aim of this research has been to develop a curriculum for the training of literacy teachers, using a needs-based approach. The research objectives are to:

*carry out a needs inventory for teaching literacy teachers;

*translate a needs inventory into a curriculum for literacy teachers; and

*examine the participative process involved in compiling a needs inventory and in translating it into a curriculum for training teachers.

The above aims and objectives would include involving teachers in collecting, analysing and interpreting data that would help improve their own practice and at the same time expose and demystify the notion of research to the participating teachers.

THE QUESTION C METHODOLOGY

The question of choosing an appropriate research methodology is a complex one and is based ultimately on the researcher's assumptions about the nature of society and world view. The research method is also determined by the purpose of the research and of the problem that is being investigated. Furthermore the outcome of the research is very much dependant on the social context, the theoretical framework, as well as the methodology that has been used.

Research should not merely be done for the purpose of being written up for academic purposes as it is then usually accessible to only a small elite. Rather, the main purpose of research should be that it serves a practical purpose where the findings lead to action that can bring about a change for the better. This researcher has come to believe firmly that "we have too many problems to spend our energies pursuing research which does not lead to some social action or change related to the improvement of life for the majority of people" (Ellis, 1990:24). If we accept that the purpose of research is to bring about change, then traditional research approaches would in most cases not be appropriate. It is largely for this reason that participatory research has been selected for this study. Other reasons are

given in the sections that follow.

PARTICIPATORY RESEARCH

The use of participatory research has grown dramatically over the last decade. People involved in adult education, the social sciences, as well as community activists, have increasingly turned to participatory research as an alternative form of gaining knowledge.

Participatory research has grown out of a dissatisfaction with traditional research which is dominated by positivism and empiricism. The fundamental aim of the dominant research paradigm is that design and results be objective, neutral and value-free. Social scientists have begun questioning reliance on quantitative methods which characterises this paradigm. It can be said that participatory research has been one attempt to create a new methodological and epistemological approach to research.

Participatory research has also been seen as a response of the Third World to traditional research, whose investigators tended to study Third World problems and communities and then leave with their findings. The research undertaken by these traditional researchers did not directly benefit the people they studied and did not bring about much change for them.

Most social science research in the Third World has been related to two purposes:

1. For "experts" to gather information to solve problems of underdevelopment;
2. For researchers' own economic needs - to present their findings in books, articles, journals, etc. where the major consumers are policy makers.

Most research until recently has been shaped by these purposes. This type of research has been seen as the "creation of knowledge". In other words the formulation, analysis and creation of knowledge in most research has been done by the researcher.

Until recently, research has been seen as an academic exercise especially in relation to the Third World. However the trend is changing as "thinking about development and the role of social research in development has evolved dramatically of late" (Hall, 1982:36). There has been a major shift in thinking about development - previously development was seen as an "injection" from above. Development now is being seen as an awakening from the bottom where the creative and productive powers of the impoverished and oppressed are freed.

This shift in thinking about development has led to considerable questioning about the values from which research proceeds, particularly in the field of adult education. Many researchers are looking for new methods.

It has been suggested that their experimentation derives

> from three main concerns:
> 1. The concern that quantitative research methods are not providing an adequate understanding of complex reality;
> 2. The desire for practical research that can be used as a base for setting policy and developing programmes which will promote social justice and greater self-reliance;
> 3. A view of human behaviour which sees individuals as active agents in their environments rather than as passive objects to be researched. (Hall, 182:37)

Participatory research has some distinct characteristics which clearly distinguish it from other approaches. These will be outlined in the next section.

An Educative Process

Participatory research is an educative process for those involved. People become more knowledgable about their situations and about possible ways of changing it. "It is this component of learning-for-all that makes participatory research a distinct approach" (Tandon, 1981:26).

Collective Nature of Participatory Research

The collective nature of participatory research is one of its important characteristics. It is important that people engage together in a collective analysis of a given situation. Very often the process involved in participatory research brings people together through collective understanding, sharing and action, which often results in the growth of organisation of the oppressed. (Tandon, 1981)

Participatory Research Challenges Inequality

Supporters of participatory research like Hall (1981, 1982,) and

Walters (1983) are of the opinion that participatory research is a research approach which challenges social inequality and works to eliminate exploitation. It plays a liberating approach in the learning process by promoting a critical understanding of social problems, causes and possibilities to overcome them. It challenges the way knowledge has been produced by conventional social science methods and how it has been disseminated.

Participatory research originates from people's reality and is geared towards change. In some situations the people themselves initiate the process whereas in other situations an outsider can be called in to help provide the initial problem focus. E en in the latter situation it is crucial that the people be involved.

An Integrated Activity

Participatory research can be described as an integrated activity that combines social investigation, education and action (Hall, 1981). The process starts from people's concrete experience and then includes a theoretical analysis which will inform action for change. Hall (1981:7) lists the features of participative research as follows:

> *The problem originates in the community or workplace itself;
> *The ultimate goal of the research is fundamental structural transformation and the improvement of the lives of those involved. The beneficiaries are the workers or people concerned;
> *Participatory research involves the people in the workplace of the community in the control of the entire process of the research;
> *Focus of participatory research is on working with a wide range of exploited or oppressed groups, immigrants, labour, indigenous peoples and women;
> *Central to participatory research is its role of strengthening the awareness in people of their own

abilities and resources and its support to mobilising or organising;
*The term 'researcher' can refer to both the community or workplace persons involved as well as those with specialised training;
*Although those with specialised knowledge/training often come from outside the situation, they are committed participants and learners in a process that leads to militancy rather than detachment. (Hall, 1981:7)

In addition to these features Hall (1982) has identified seven principles of participatory research:

1. The research project has to be of immediate and direct benefit to the community.

The whole concept of participatory research is opposed to doing research merely as a basis for an academic paper. It is important that the community being researched is involved both the process and results of the research and the articulation and initiation of the search for solutions comes from the community.

2. The research process should involve the community in the entire project (formulation of problem, interpretation of findings and corrective action).

The researched are part of the process of participation in the discussion, investigation and analysis. Research is not done for the purpose of testing theories but rather the theories are developed from the people's reality.

3. The research process should be part of an educational experience.

This should be seen as a means to determine the community's needs as well as to increase awareness and commitment by the community

to possible solutions.

4. Research should be viewed as a dialectic process.

Research should not be a static picture of reality at one point in time.

> Gathering and interpretation of information should be viewed as a continuing activity characterised by two mutually reinforcing kinds of dialectic:
>
> a) interaction between community and researcher; and
> b) interaction between gathering and interpretation, with the information gathered fuelling interpretation while, in addition, interpretation yields new needs for information that must be gathered. In this way, the chances of producing a stilted, static and unidimensional image of reality are reduced. (Hall, 1982:46)

5. The object of the research should be the liberation of human creative potential and the mobilisation of human resources.

Participatory research aims to bring about a beneficial change for the researched - in this way the researcher and the researched are involved in a joint venture to bring about human liberation and mobilisation.

6. Research methods have ideological implications.

All research has political implications and a hidden agenda/curriculum - we need to be aware of this.

7. If the goal of the research is change then the research team should comprise of representatives who will have a bearing on that change.

CRITICISMS LEVELLED AGAINST PARTICIPATORY RESEARCH.

There have been various criticisms levelled against participatory research, some which are outlined below.

Manipulation

The charge here is that literature on participatory research does not explore the question of manipulation adequately. If common political and social objectives are not present and if intrinsic and extrinsic benefits for all involved are absent then there is room for manipulation (Walters(a), 1983). If everyone involved in the research is not equally committed to it there is the possibility that the researcher can manipulate the research process. This point is also closely linked to the role of the participants and researcher.

The Role of Participants and Researcher

Often the difference as well as similarities between the role of the researcher and the researched is overemphasised. This overemphasis can greatly affect the outcome of the project.

One possible way to overcome this difficulty is by getting the researcher and participants to negotiate their similarities and differences. According to Brown (1982) by negotiating the differences and similarities a positive result can be achieved. Similarities would provide a foundation for communication and trust while differences could offer possibilities for mutual learning and development.

It is not easy to transfer technical expertise or analytical skills to all the people within the community. The degree to which the participatory research process is controlled by the people is often dependent on how successfully these skills are transferred to them. One way to do this is to recognise the differences and similarities which would in turn provide a foundation for communication and encourage mutual learning.

Integration of the Three Elements

It is difficult to integrate the three elements (investigation, education and action) within the participatory research process at the same point. Often investigation and conscious self-education occur early whereas action and less conscious learning occur later. By consciously integrating the three elements the gulf between theory and practice can be lessened (Walters(a), 1983).

Social Change

As participatory research is committed to social change, one of the major criticisms of participatory research is the question of which theory of social change influences the study. The researcher believes that fundamental social change will only occur through popular and collective struggle as well as by the restructuring of the social, economic and political aspects of society. In other words this change will only occur when appropriate action in an environment supportive of that action is present. By merely tackling one aspect of society, in this case the development of a literacy teacher training programme,

major political and economic changes can hardly be expected. It is important to remember that:

> participatory research is not a recipe for social change. It is a democratic approach to investigation and learning to be taken up by individuals, groups and movements as a tool aimed at social change. We do not, however, underestimate the obstacles to effective social change. (Society for Participatory Research, 1982:4)

Furthermore

> participatory research is not a short-cut to have better socio-economic and/or educational conditions for adults. The researcher must have very good knowledge of traditional (empirical) methods as well as of the action research methods. But the most important thing is that the researcher regards himself as a member of the community to take part in the research activity. This means that the object of the educational process should be the freeing of human creative power and the mobilization of human resources. The participatory research process should be viewed as a dialectic process, a dialogue over time and not a static picture from one point in time. (Enyia, 1983:92)

It is however important that participatory researchers be clear about their objectives (ie. what change they are pursuing no matter how limited). Being absolutely clear about the objectives of a participatory research project would better enable researchers and participants to solve dilemmas and contradictions.

Control and Accountability

The question of control and accountability are also major problems in participatory research. In most cases small projects or programmes are dependent on donors for funding. These donors have their own agendas and often have a strong desire to control programmes. "A major obstacle to the goals of participatory research is, of course, the very power of the dominant forces"

(Society for Participatory Research, 1982:43). This domination could take the form of ideological oppression that can condition the way people think and reason. At other times this domination can be more blatant. More often than not, research is funded by those who represent the interests of the dominant forces. Often researchers, educators as well as community activists are faced with these issues and often it is a "strategic choice to use institutional resources for work aimed at social change" (Society for Participatory Research, 1982:43). The point here is to never lose sight of what the ultimate aim of participatory research is - transformation of society for the benefit of the majority (even if it is in its initial stages of getting people to start thinking about their conditions).

Pragmatic Nature of Participatory Research

Another criticism against participatory research is that it is too pragmatic and favours action over theory-building. According to Conchelos and Kassam (1981) advocates of participatory research are moving towards more analysis and refinement. However

> a key issue here is whether the gaining of scientific knowledge should be done through purely 'observational' procedure or whether action-based approaches are admissible. The Marxist concept of 'praxis', Lewin's idea of action research, and other influences, are being drawn upon to make the case that practice can be made a systemic, integral part of theory-building. (Conchelos and Kassam, 1981:55)

Methodology

Many critics of participatory research have pointed out that participatory research constitutes merely a broad approach and

not a definite methodology or a comprehensive research package.

However Kassam's (1980) response to this is to argue that the strength of participatory research lies in its eclectic nature. He stated that:

> The apparent eclecticism and pragmatism of participatory research are, in fact, its very strengths in that the researcher is able to work within a wider variety of constraints (such as politics of local and external funding agencies, institutional membership, bureaucratic authorities, and ruling ideologies) and also within a wide range of socio-political settings.....To adhere to a single explicit methodology in participatory research approach is to greatly delimit its potential for even a modest social change among the many different groups of the oppressed, disadvantaged and exploited people. (Elyia, 1983:87)

As has been mentioned before many proponents of participatory research (Hall, Tandon) reject the methods of traditional research claiming that these methods maintain the status quo and mainly serve the interests of the elite. However according to Brown (1982:207)

> if traditional research methods contribute to the hegemony of the present elite, can participatory researchers afford to ignore those methods entirely? It seems to me that we should keep the door open to social science research technologies for two reasons:
>
> (1) to neutralise their contributions to an undesired status quo, and
>
> (2) to utilise them where possible for participatory research objectives. Some elements of survey research methodology, for example, can be adapted for use in participatory research projects - and other social science methods may also be suitably altered to fit participatory research assumptions.

This researcher tends to agree with Brown on condition that any research method used is to be used critically and its limitations thoroughly understood.

Brown (1982:207) goes on to say that

> participatory researchers can and should draw on social science, education, political movements and any other activities that offer methods relevant to project objectives. It is the syntheses that emerge from this borrowing that will simultaneously vitalise participatory research and in turn enrich donor traditions.

Participation in Participatory Research

Concern has been raised about the question of participation - specifically how is high quality participation obtained from people not accustomed to this type of interaction? It has been argued that for most people participation is directly related to the purpose of making a living (ie most people will participate if it will bring in an income). It is important to remember that:

> The subjects are usually involved in the process of production as a means of making a living. This involvement leaves little time and energy for extensive participation in research ..... The people also lack a perspective of the social structures in which they are embedded and of possible alternatives to it. (Enyia, 1983:91)

The level of participation of the people involved in the participatory research is a problematic area. The participants have to be made aware of the benefits to them and if this is not absolutely clear the researcher will have to constantly drive the process, encouraging the participants along. This is also directly related to the social distance between the researcher and the researched. Often the researcher comes from a totally different background and there are differences as well as similarities between the researcher and the researched. These similarities and differences have to be recognised and dealt with adequately and at the same time the necessary technical and

analytical skills have to be passed on to the relevant people to ensure that participation is genuine and of a high quality. Often this is easier said than done.

PARTICIPATORY RESEARCH AND LITERACY

The use of participatory research in developing a literacy teacher training course is closely linked to the definition of literacy. If literacy is defined as more than just being able to read and write and includes concepts such as critical consciousness, participation, action, purpose, context and development then a **progressive** approach in teaching and developing a curriculum as well as research is a prerequisite.

> A progressive approach to teaching adult literacy, then, should lay the foundation for the development of a range of critical, creative and analytical skills which enable people to participate actively in society. It should stimulate people's thinking about the kind of society that would best contribute their desire to participate in struggles to achieve such a society. (Learn and Teach, ELP and LACOM, 1991:10)

In this case the concept of empowerment in literacy is crucial - this empowerment should include the empowerment of learners as well as teachers.

The use of participatory research in developing a literacy teacher training course would seem the logical way to proceed if we accept that literacy should be doing the above.

Participatory research has been used by people involved in literacy over a long period of time. According to Lind and Johnson (1990:20) participatory research has been used for two distinct purposes in the context of literacy:

*more commonly, for the so-called 'community' which should antecede a Freirian type literacy project, and which seeks to identify the most important aspects and contradictions of community life and the level of social awareness, in order to select out the themes and generative words which will constitute the literacy 'curriculum';
*less often, where the researcher is a participant (or, ideally, all the participants), and the research activity seeks to assist in laying bare local reality and in maintaining a continuous joint evaluation of the literacy programme and its social insertion; the research is based on the praxis of action-reflection-action, and should immediately assist in changing the process towards the better attainment of its objectives.

PARTICIPATORY RESEARCH METHODS IN DEVELOPING A LITERACY TEACHER TRAINING COURSE

The previous section looked at the theoretical framework for the approach adopted in this study. This section will relate how this approach was used.

In participatory research, as in all research, there are various methods that can be used. However it is important that any method that is used, be used critically. According to the Society for Participatory Research (1982) methods that can be used in participatory research include group discussions, open-ended surveys, public meetings, community seminars, factfinding tours, collective production of audio-visual materials, popular theatre and educational camps. Some of these methods will be looked at in relation to the development of a literacy teacher training course using participatory research.

The context in which participatory research has been used to develop a literacy teacher training course for teachers has been an organisational one, the organisation in this case being TELL

(see the previous chapter on more information on TELL). TELL has over the past three years been involved in developing a curriculum for literacy teachers using the participatory research method. The reason for using the participatory research methods were outlined in the above section.

The research design includes using a number of strategies for gathering data but the most important aspect of it has been the interactive process between the researcher and the other actors in the research process. Furthermore the design and methods used not only encourage collective analysis, reflection and interpretation of data but also invite participants to reflect on their own practice of adult education.

Presently TELL has approximately 400 trained teachers. Including all these teachers actively in the research was practically not feasible. In August 1992 teachers were informed at a TELL Teachers Forum of the plan to develop a new curriculum and volunteers were asked to come forward. These volunteers became the curriculum committee. The curriculum committee was initially made up of seven people five of whom attended a pilot teacher training course run by TELL in 1991. Six of them are literacy teachers and one the researcher, employed by TELL. In the course of 1993 two people dropped out leaving the committee consisting of just five people. People's reasons for leaving were mainly job related. All these people worked for NGOs and because of the lack of capacity were expected to do other work besides literacy teaching. Furthermore most of these NGOs did not have the

funding to pay people regularly and often people did not have money for transport to attend meetings regularly. This uncertainty and heavy workload eventually led to two people dropping out of the curriculum committee.

All of the five remaining teachers were between the ages of 27 and 37 years. Four of the five members were at that time (1992-1993) teaching their own groups and would between them have had approximately 15 years of experience as literacy teachers. Two of the members of the curriculum committee became involved in the literacy field as learners while they were employed as domestic workers. They then went on to become teachers and were employed by TELL, and paid a honorarium. Both these teachers are currently co-ordinating community learning centres (CLC's), one in Tembisa in the East Rand and one in Botshabelo in the North West Province. The rest of the members of the curriculum committee were trained by TELL. Two members are currently co-ordinators, one of a literacy centre on the West Rand and one of an Advice Centre in the South.

The years of experience that some teachers have had in teaching (some of them have been teaching for up to nine years) has proved to be a major contribution in this process. Their concrete reality has been a starting point from which to build. Most of the members of the curriculum committee come from the townships and in most cases so do their learners. As most of these teachers come from the same psycho-social environment (at this stage an unstable and frequently violent one) as their learners

and this in itself has provided valuable information of issues that needed to be investigated. Without the teachers' participation the opportunity to gain this type of insight into learners' lives and hence information with which teachers can work with would otherwise have been lost.

The three interrelated processes which give participatory research its strength:

* social investigation;
* education; and
* action,

have provided grounds for developing a literacy programme which aims for the empowerment of people. How the three interrelated processes have been used in this study will be outlined below.

Social Investigation

The purpose of this investigation has been to:

* identify problem areas of past training courses;
* identify what is perceived as a general problem in literacy teacher training;
* what and how teachers want to learn; and
* what they need to learn.

In order to identify problem areas of past training courses a focus group interview was held in October 1992 with the curriculum committee. This focus group interview was aimed at providing insight into the attitudes, perceptions and opinions

of participa ts of their past training. The interview lasted approximately three hours a. was recorded and transcribed and summary notes were made. This discussion outlined very superficially what a future course might include and also indicated that further discussions were necessary.

The researcher held discussions with other individuals and organisations. Individuals selected were involved in literacy and in most cases were regarded as "experts" in the field. Organisations selected at this stage were delivery organisations, in other words they were the clients of the training organisations. The discussions provided information on what organisations required in terms of training of literacy teachers, what they saw as problems of current training courses as well as what they would like future courses to look like. After these initial discussions the researcher then met with literacy teacher training organisations, from which she obtained a clearer idea of their objectives, philosophy and models of training.

Armed with information from these initial discussions a workshop was held with the curriculum committee in January 1993 to look at how to take this process further. This workshop was very useful in that it served as an educational experience for all those involved. People started to ask themselves questions like:

* Why do we want to teach adults literacy?
* Up to what level should literacy be taught?
* What should literacy teachers learn?
* Should we have a flexible or set curriculum for

learners?

* What level of education is needed to become a literacy teacher?
* Why is it important to have the certificate in our literacy and adult education classes recognised?

The workshop also began to challenge our own beliefs in areas such as the needs of teachers, learners as well as what actually happens in a learning situation, as reported in the next chapter. It was decided that the next logical step to take this process further would be to conduct a needs analysis amongst teachers, learners and organisations involved in literacy provision.

Questionnaires were developed for the various stakeholder groups by the researcher in consultation with the curriculum committee and TELL staff. Developing these questionnaires took a long time as it was important to ensure that curriculum committee as well as TELL staff were satisfied with the final questionnaires. The idea was to make the development of the questionnaire an inclusive process in order to identify:

* problem areas of past training courses;
* what were perceived as general problems in literacy teacher training;
* what and how teachers wanted to learn; and
* what they needed to learn. **(See Appendix 2)**

Once the questionnaires were developed members of the curriculum committee practised interviewing techniques with each other as

most of them had never conducted formal interviews before. The practice sessions also helped some members of the committee gain confidence. Practicalites such as transport money, choosing interviewees that were easily accessible from their place of work as well as arrangements for telephone usage were all sorted out.

A total of 56 learners, 42 teachers and 23 organisations were interviewed. As far as possible most of the interviews were done in person. Where this was not possible the interviews were conducted telephonically.

The methods used for investigating the above were focus group interviews, workshops, informal discussions and telephonic interviews. The idea here was to find out the above by:

sharing experiences;

sharing information; and

sharing support; and thereby reaching a collective understanding of concepts and deciding collectively on the next step. Furthermore this process gave participants a chance to clarify attitudes and beliefs.

A research diary was kept by the researcher in which notes of all discussions, workshops and interviews were recorded.

Patricia Ellis (1990) in her study on the needs of Caribbean adult educators, seems to have gone through a very similar experience and has managed to sum up the process aptly:

> As preliminary information was studied, research instruments were developed by the researcher to be used by

> the various groups of persons from whom it was necessary to gain information, perspectives and perceptions on the training of adult education practitioners. At every stage in the research process, data from the previous stage was used to inform the collection, analysis and interpretation of the data in subsequent stages. At the same time, data from the latter influenced the interpretation and deepened the understanding of that from the former. Moreover, as the process of analysis and interpretation continued, new ideas emerged and new concepts were formed. These, in turn were compared with the previously held assumptions of the researcher and other actors in the process. Consequently, new definitions, deeper insights into, and greater understanding of the training needs of adult education practitioners were grounded in the experience and reality of the extension workers on whose situation the research was focused. (1990:28)

During this process the curriculum committee discussed the information gathered from the investigation - to reach an understanding of the needs. As data was analysed and processed each step informed and reinforced the other. A collective understanding of concepts emerged during this process and it was then that the link between the information gathered and the action to be taken was made. In other words by going through this process a profile of training needs and consequent action was developed.

During this phase of the research the researcher had an important role to play.

> It is frequently found that some of the opinions expressed by the individuals of the group have no critical component, but belong to the corpus of the dominant ideology. Thus, this phase of the experience requires a permanent dialogue between the external research, who contributes his/her understanding of reality, and the group that repeatedly confronts their own interpretations. (Vio Grossi, et al, 1983:27)

It is important that the researcher be sensitive, flexible as well as responsive. There should also be flexibility in the

research design so that maximum use is made of the different settings and situations. However it is important to remember that the entire process is a collective one.

TELL staff, some of whom have been in the field of literacy teacher training for a number of years, were also asked to sit in on these discussions, to share their experiences and observations on teacher training. Their contribution in this process proved to be useful and they often expressed that the findings confirmed their experiences.

A collective decision by the curriculum committee and TELL staff was made on what action was necessary to improve the quality of the teacher training course. It was decided that the first step would be the development of a literacy teacher training curriculum which is the object of this research. Any other course of action would be secondary.

The teachers had outlined their own learning programme taking into account their previous shortcomings. They had also suggested the learning process and content - this in itself was evidence of a process of empowerment for the teachers who formed the curriculum committee.

The detailed curriculum development work has been carried out by the researcher who is employed by TELL for this purpose. However during the initial development phase every aspect of the curriculum was constantly checked with the curriculum committee

for critical feedback. Once the new national ABET curriculum framework was in place the researcher had to consult more widely with other players in the literacy field - in this case the Independent Examination Board (IEB) and the NLC. The new national curriculum framework has placed literacy in a new context from the one in which this research project started (this was discussed in the first chapter and will be further discussed in the final chapter).

Literacy programmes may empower their learners but they alone, irrespective of how radical or progressive they are, cannot bring about major social changes. Such transformative processes have to be accompanied by real changes in the structure of society. However after the birth of the new South Africa and the new national ABET curriculum framework these ideals seem to have become less important. The emphasis now is on articulation with the formal system and on ensuring that workers become trainable in order to be more productive. It is however important to remember that literacy programmes can lead to building of strong organisations or lobbying/pressure groups which could campaign for a better deal for the oppressed. The question of social change is therefore dependant on the dynamics that develop within the learning groups and over this nobody has any control. Furthermore the teachers themselves through this process have come to realise that with proper training through an accredited course they would be in a better position to bargair for adequate remuneration as well as for a better professional future in the literacy field (eg. a career path, further education and training).

The interrelated process would be illustrated in the following manner:

Stage 1	
Social investigation	Needs analysis
Stage 2	
Education	Understand needs Insight into research process Develop interviewing skills
Stage 3	
Action	Transform needs into a curriculum

CONCLUSION

Although the request to develop this course came from TELL staff and some of the teachers, the decision to use the participatory research methodology came from the researcher. The teachers had no way of knowing that they could be part of the process of actually developing this course. In other words, to some extent getting the teachers involved was imposed upon them by the researcher.

In the same way there is the possibility that other factors could be imposed on teachers for example the new ABET curriculum

framework. In this scenario there is definitely room for manipulation. However throughout the process there was the intention that the procedure unfold in a voluntary participatory way and that teacher involvement would be dominant during the whole process. It was the teachers' needs and ideas that initially dominated the direction of the research and in turn determined the questions they asked.

Most times the researcher had to take a faciltatory role in the process. However there were numerous opportunities for the researcher to become dominant intentionally or unintentionally - this had to be constantly guarded against. One of the reasons for this was pressure from the outside, that is from funders or the management of TELL, both of which wanted to see results within a particular time period (most teachers have other jobs and would not be in a position to make themselves available when necessary). The researcher also had to guard against imposing her own agenda on the teachers. It is important to note here that a major source of pressure from the outside was the new APET curriculum framework. It was at this point that the development of the curriculum started happening independently from the curriculum committee. It almost seemed as though as the national picture had a ripple effect on this process. Developments nationally overtook the researcher and TELL in turn introduced them to the teachers.

During this process the realisation dawned that

> the participatory researcher or trainer is usually in a position of power and that, even though she may be

> committed to empowering those with whom she is working, she is still in danger of imposing her own values and views on the latter. I have come to realise how important it is for me as a facilitator committed to using participatory approaches, to be more willing to negotiate with groups with which I work. I must not only appear to be allowing them to have some say in, and to influence, the process of learning, but I must be willing to give them real options and the freedom to choose, to accept their choices, and to reflect with them on the implications of these choices for them as well as me. (Ellis, 1990:33)

Avoiding taking control of the process and driving it individually, was perhaps the major challenge in this research process.

CHAPTER FOUR

FINDINGS

The previous section set out the theoretical framework for the approach adopted in this study as well as the way in which the approach was used. This section presents the findings of the research drawing on the process outlined in the previously. As has been mentioned before a curriculum committee was formed and broadly the task of the committee was to:

*identify problem areas of past training courses;

*identify what is perceived as a general problem in literacy teacher training;

*what and how teachers want to learn; and

*what they need to learn.

As soon as the various stakeholders were identified questions were developed around areas which needed to be investigated. Draft copies of the questionnaires were circulated as widely as possible (TELL staff, teachers, supervisor) until a consensus was reached on the final version of the questionnaire. The result of all the consultations were three separate questionnaires, one for teachers, one for learners and one for organisations.

In total 56 learners were interviewed - some in groups and others as individuals, 42 teachers and 23 organisations were interviewed.

After the interviews were conducted the curriculum committee

analyzed the data, extracted the various themes and finally developed a rough guide for developing a teacher training course. This rough guide was refined again through consultation and finally an outline of a training course was developed. The researcher then worked on the outline and developed the curriculum. The responses to the various questionnaires have been thematically summarised below.

DEFINITION OF LITERACY

Terms Of References

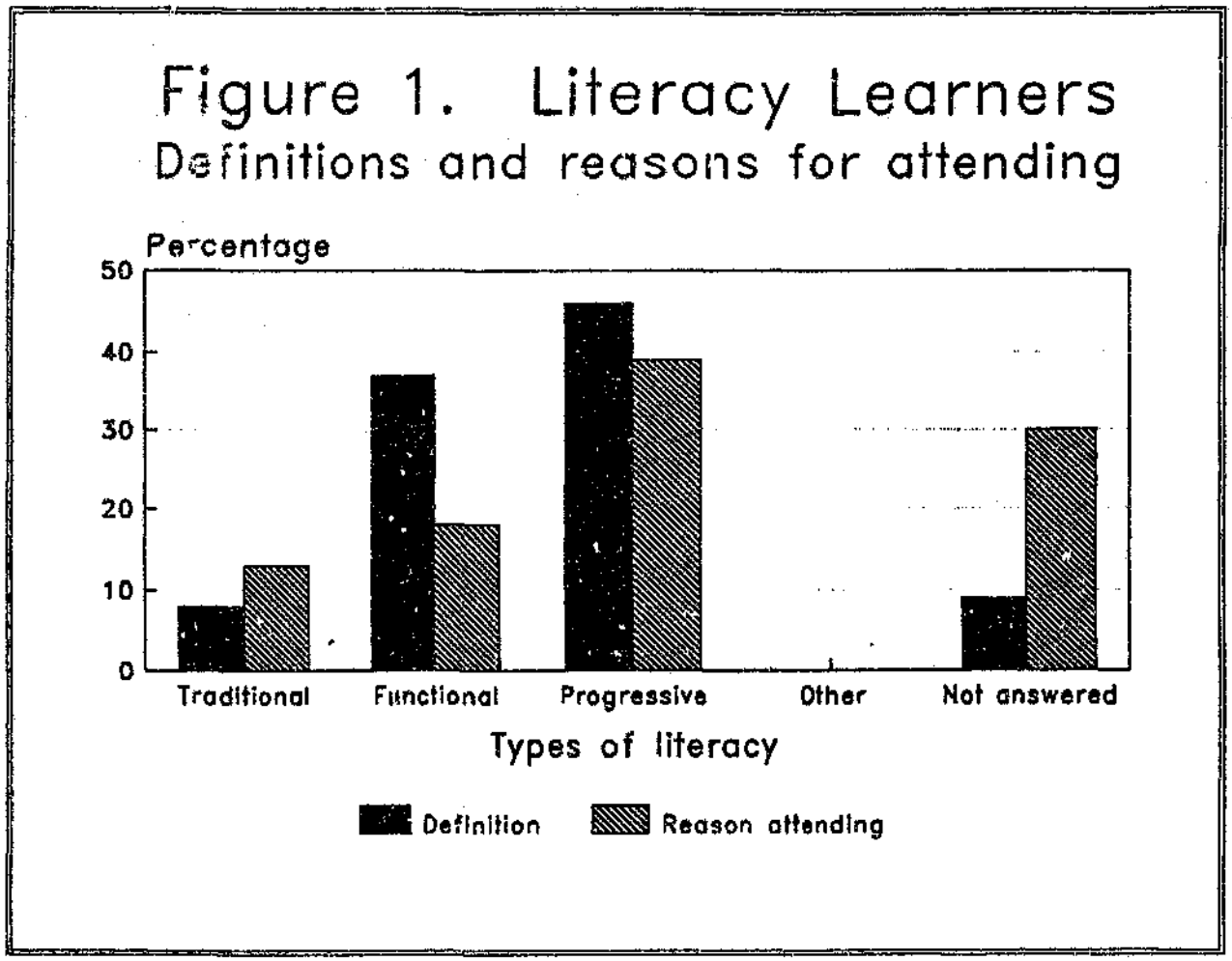
In order to make this section less cumbersome and more readable the researcher introduced simple definitions to facilitate common understandings between the reader and researchers.

Learners

Of the learners interviewed 46% identified with progressive literacy defined as the ability to read, write, use language and numbers to enable adults to cope with daily life, question and challenge society and work for change. Thirty six percent identified more closely with functional literacy defined as the ability to read, write use language and numbers so that adults can cope with daily life in society. Nine percent associated with traditional literacy, defined as the ability to read and write. Nine percent of the learners interviewed did not respond to this question.

When questioned further and asked as to why they were attending classes 39% said for progressive literacy, 18% for functional

literacy, 12,5% for traditional literacy while 30,5% failed to respond. **(see figure 1)**



Teachers

Of the teachers interviewed 32% identified with traditional literacy, 20% with functional literacy, and 11% with progressive literacy. A large proportion of teachers (32%) had their own definition of literacy and these included:

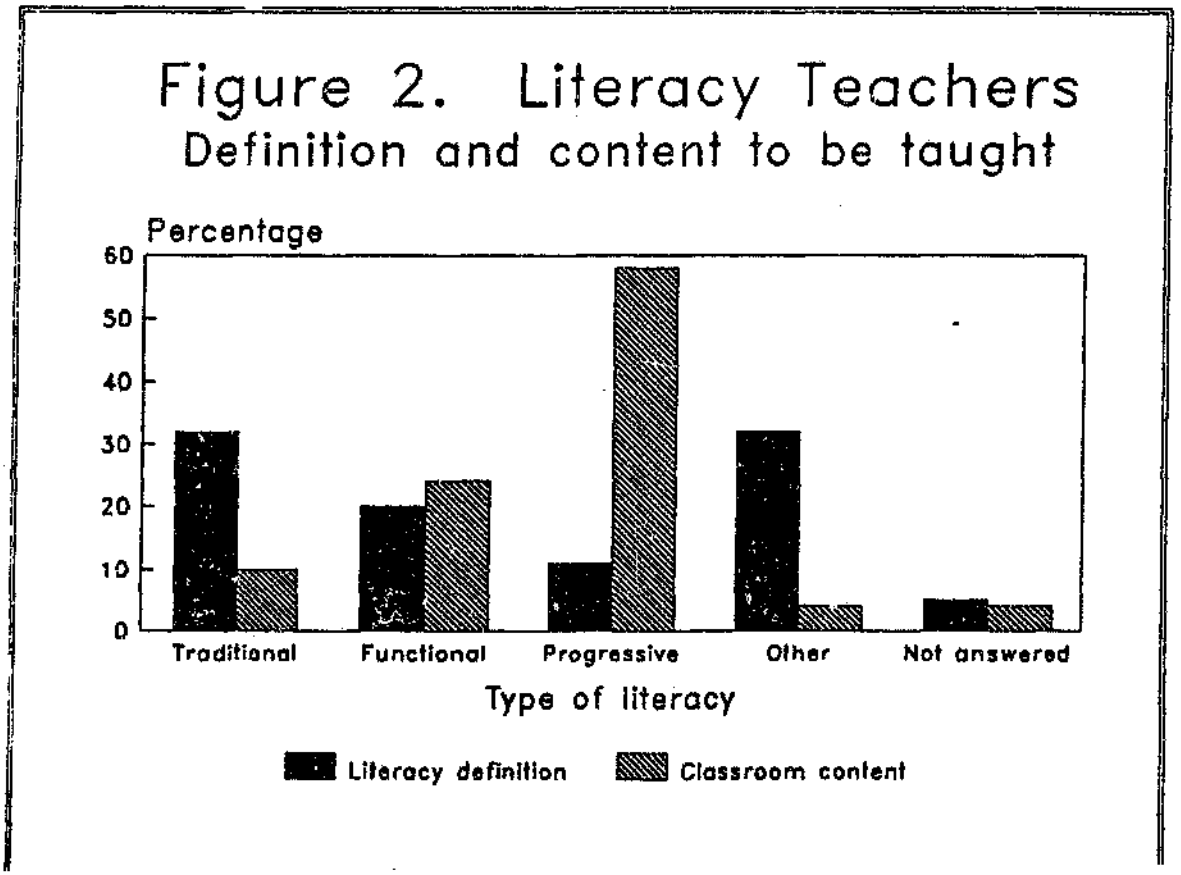
*To help each other;
*Literacy helps those who did not get to go to school;

*Literacy is education without standards. Education about people's needs not syllabus;
*I understand that literacy is a good project of educating adults;
*Ability to use language effectively for communicating with others and being communicated with - enough resources in that language to think in that language;
*Loaded term. English non-speaker know other languages - definition problems;
*Literacy is a training of a person both mentally and physically and
*Literacy is upgrading adults to be literate.

Five percent did not respond to this question. However when literacy teachers were asked what should be taught in class the responses were very dif .ent. Fifty eight percent said progressive literacy, 24% functional literacy, 10% traditional literacy. Four percent responded in the following way:

*Must be based on learners needs;
*History of literacy and literacy in other countries especially in Africa;
*One has to be politically correct.

This question had a 3% spoilt rate. **(see fig. 2)**



The striking difference in response to the two above questions could be attributed to the fact that most literacy teachers when asked what they do, merely respond by saying "I teach people to read and write" and not that people are taught to be critical thinkers and to challenge society. When probed further as to what they teach, they responded that this would include teaching people about questioning and challenging society. The fact that numeracy was not mentioned could also be attributed to the same reason.

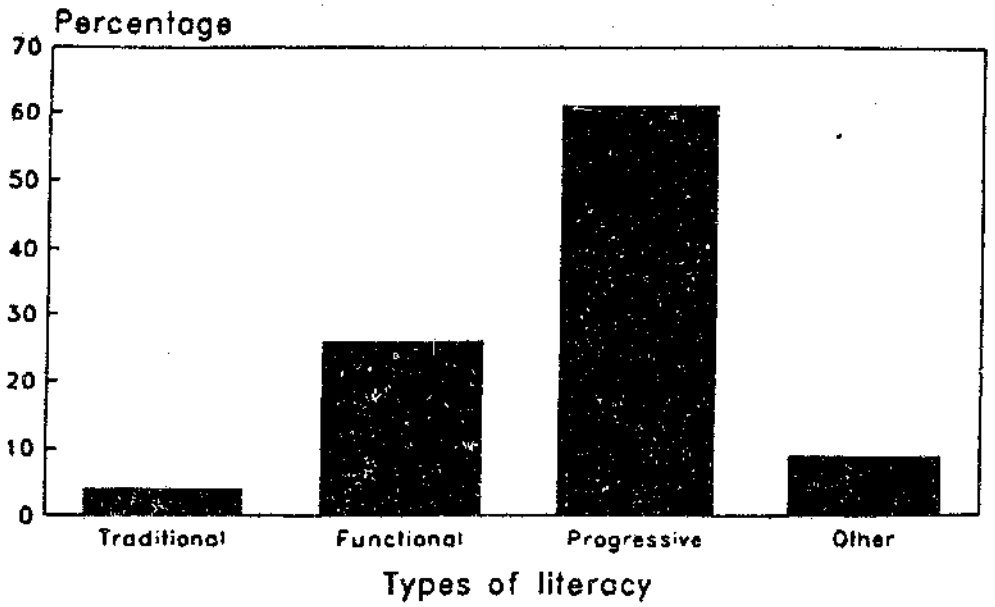
Organisations

Most organisations (61%) associated closely with progressive literacy, followed by functional literacy (26%) and lastly traditional literacy (4%). Nine percent defined literacy as:

> *Life skills, learners participation in running projects, which makes them fulfil social functions or roles.
> *Will have ideas and feel confident to express their ideas.

Most organisations interviewed identified closely with progressive literacy. The reason for this could be that most of organisations interviewed saw themselves as progressive, or on the other hand told us what they thought we wanted to hear, in other words they were being politically correct. **(see figure 3)**

Figure 3. Literacy Organisation
Definition of literacy



LEARNERS PROFILE

Age Of Learners

Most learners interviewed (27%) were between the age of 20-25 years, followed by 36-40 years (21%), 31-35 years (18%), followed by 26-30 years (16%). Nine percent of the learners were between the age of 46 and 50 years, while 7% were between 41 and 45 years and 2% were below the age of 20 years. **(see table 1)**

Table 1. Age of learners

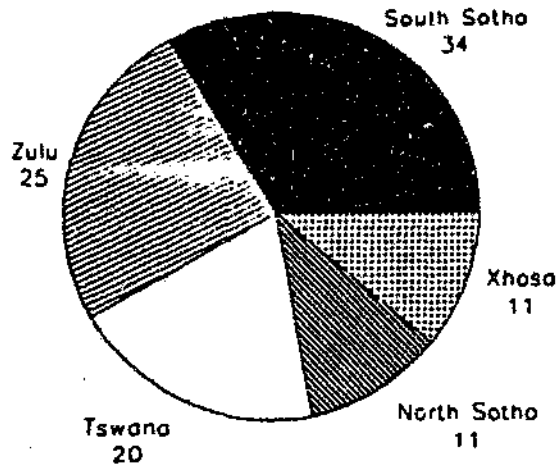
Age Groups (years)	Percentage
< 20	1
21 - 25	27
26 - 30	16
31 - 35	19
36 - 40	21
41 - 45	7
46 - 50	9
Total	100

Most of the learners interviewed were between the ages of 20-25 years (27%) followed by 36-40 years (21%). From these figures an earlier trend of mainly older people attending literacy classes is being disproved. This however could be attributed to the disruption, breakdown and generally poor quality of the formal education system for blacks in the 1980s.

Home Language

Of the total number of learners interviewed 34% spoke South Sotho, 25% spoke Zulu, 20% spoke Tswana, 11% spoke North Sotho and a further 11% spoke Xhosa. All learners interviewed claimed they were literate in their mother tongue. (see fig. 4)

Figure 4. Learners Home Language



Level Of Education

Of the fifty six learners interviewed 38% have had more than five years of formal education. Thirty percent have had between three to five years of formal education and 30% had less than 3 years

of formal education. Two percent of learners interviewed had no formal education at all. **(see table 3)**

Table 3. Learners level of education

Years of formal education	Percentage (%)
none	2
< 3	30
3 – 5	30
> 5	38
Total	100

All fifty six learners interviewed claimed to be literate in their mother tongue. Literacy teachers are encouraged to accept learners who are literate in their mother tongue as it is thought, to be easier for learners to then learn an additional language. However it is often found that learners are not literate in their mother tongue but insist on learning English.

According to the UNESCO definition a person who had 5 years of schooling would be defined as functionally literate. The fact

that 38% of learners interviewed have had more than five years of formal schooling but are still attending a literacy class raises serious doubts about the quality of schooling and continuing education in South Africa.

Occupation Of Learners

Of the learners interviewed 71% were employed while 27% were unemployed. Employed learners were mainly domestic workers. Two percent did not respond to this question.

According to teachers most of their learner's are:

- Domestic workers 40%;
- Unemployed 26%;
- Factory workers 25%;
- Farm labourers 4%;
- Other: 3%
  - School cleaners
  - Shop assistants.

Learners' Problems

Most learners (13%) felt that the biggest problem arising out of not knowing English and not being numerate was that they were too dependent on others. This was followed closely by not being able to understand instructions (14%), not able to understand signs (12%), inability to interact with people who speak only English (11%). This was followed by not getting information, having communication problems at the workplace, needing interpreters, not being able to read medical prescriptions, all at 8%. Having a problem finding a job and not getting a promotion at work did not seem to be very important and rated 7% and 5% respectively. Some learners encountered different problems to the ones above and they ranged from:

- I want to help my child;
- Somebody can say bad things about us and we can't

understand;
There are many opportunities which I failed to do;
We can't even apply for jobs, we can't answer the phones and write messages;
We need more time to attend classes.

Literacy Improves Li

When learners were asked about how attending a literacy class could improve their lives, "being more independent" received the highest response. The ability to get better jobs and helping children with their school work raced equally important after "being more independent".

Literacy Meeting Needs

Ninety six percent of learners felt that literacy classes were meeting their needs. The other 4% were spoilt responses.

There is a possibility that this is not an accurate response, especially in relation to the response to the next question. The reasons for this response are numerous including the possible presence of the teacher in the room with learners as they completed the questionnaire. Learners may have felt reluctant to "hurt the feelings" of the teacher. The other possibility was that in group interviews some learners may not have felt comfortable to respond honestly and might have kept quiet. The third possibility was that the needs that were not met, might not be all that important. However the first option is the more likely one, especially in view of the response to the next question - attendance at literacy classes.

Attendance At Literacy Classes

Of the total number of learners interviewed 75% had been attending for less than one year. It is unlikely that learners achieved their desired level of literacy in less than one year. It is likely that the literacy class did not meet their needs for literacy. Another explanation is that learners changed or lost their jobs and stopped attending classes.

Should Literacy Teachers Be Trained

All learners interviewed felt that literacy teachers should be trained.

Learners Perceptions Of Ideal Teachers

Learners responded in the following way to questions around an ideal teacher:

> "One who trained to teach adult. Somebody who's patient and someone who cares about his or her job."
>
> "The trained teacher from TELL patient, honest, open etc."
>
> "To be a regular attending teacher. To arrive in time."
>
> "The trained teacher from TELL good, patient, open, honest."
>
> "Someone who trained and knows very well how to teach adults."
>
> "Someone who patiently, who respect black man."
>
> "Someone who patiently and respectively."
>
> "A teacher who will guide me and let me do some of the things on my own."
>
> "Cruel teacher who does not smile all the time."

"I would like a teacher who can explain clearly what I should do and letting me to understand."

"Well trained teacher and friendly."

"A training teacher."

"I like the teacher like my teacher now, she is alright."

"I like a teacher always happy everyday. I like a teacher to help if i don't understand."

"English teacher because english is the best language because we use any where."

"The teacher that I have."

These quotations from learners indicate a preference for teachers who had some form of training. A number of learners commended the qualities of patience and respect. It would seem that this may have been lacking in their past experience.

TEACHERS' AND ORGANISATIONAL RESPONSES

Level Of Education

Of the teachers interviewed 45% had more than 12 years of formal education followed by 38% who had received between 8 - 12 years of formal education, 7% between 5-8 years and 5% between 3-5 years. Five percent did not respond to this question. **(see table 2)**

Teachers were then asked what they thought the minimum level of education was needed to become a literacy teacher. Thirty three percent of the teachers were of the opinion that a high level of formal education was not crucial and therefore felt that less

Table 2. Teachers level of education

Years of formal education	Percentage (%)
3 – 5 (std 3)	5
5 – 8 (std 6)	7
8 – 12 (std 8)	38
> 12 (post std 8)	45
(spoilt)	5
Total	100

than standard 8 was sufficient. However 29% felt a matric was necessary in order to be an effective teacher, followed by 24% who thought a standard 8 would be sufficient. Seven percent felt a post-matric qualification was necessary while another 7% felt other criteria should be taken into account and this should include:

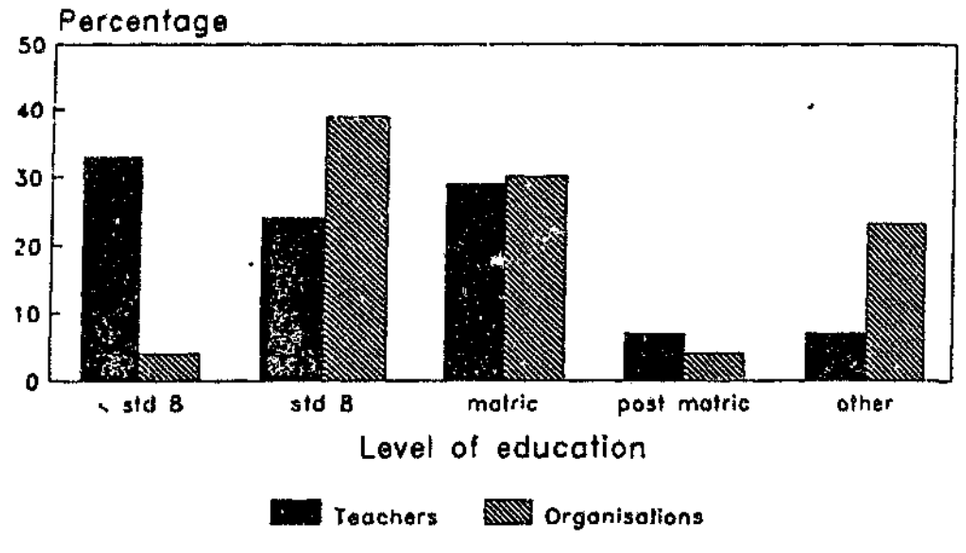
*A person who is trained and is interested to teacher others;
*A person who is dedicated to learn more;
*Anyone who is literate in MT;

*Standard 7 for older people but matric is O.K. for younger people;
*Learners in formal education;
*Standard 7 (they have completed primary school and have an idea of high school)
*It is more than formal education. **(see fig. 5)**

Most (39%) organisations felt that the minimum level of education that is needed to become a literacy teacher is standard 8, followed by 30% who felt a matric was necessary. Four percent felt below standard 8 was sufficient while 4% felt post matric was appropriate. Other (23%) responses were:

*People who are willing to work for the oppressed and are capable;
*Language is important in literacy;
*Not only formal education but need to look at experience as well;
*Depends on peoples potential to acquire and impart knowledge. **(see fig. 5)**

Figure 5. Preference of level of education for teachers



It seems that there is still no general consensus around the issue of an appropriate educational level of teachers. The responses mentioned above are typical of what is happening in the ABET field and to date there is much debate around the issue of entrance requirements for literacy teachers. Many people in the ABET field tend to look for creative solutions to deal with entrance requirements. Many NGOs administer a selection procedure which consists of an interview, some form of written response and often, the interviewer's gut feeling.

Choice Of Teachers

When organisations which were considering starting a literacy project were asked who they would choose as teachers for their organisations, unemployed matriculants ranked the lowest, while qualified teachers ranked the highest. Other suggestions were:

*People committed to building and strengthening workers organisations;
*Would like a trained teacher/young or old who is liked by the learners;
*Volunteers;
*Conglomerate of both especially people who are literate enough to teach others;
*Selected unemployed matriculants preferable those committed to teach and work with others;
*Anyone as long as you train them first;
*People who understand how to teach adults;
*Known by the community;
*People drawn from the community.

When organisations were asked which potential teachers TELL should target, unemployed matriculants featured the highest (32%) followed by people belonging to community organisations (26%), unemployed people (16%) and qualified teachers (11%). Other (13%) suggestions included:

*Those concerned with the plight of others;

*People who prefer to offer themselves on a regular basis;
*Through a screening process of people who have the desire to teach literacy;
*All.

Two percent of respondents did not answer this question.

Amongst organisations that were interviewed, qualified teachers ranked second lowest as an option. This is starkly different from the previous question's response. This could imply that unemployed matriculants are good enough for other organisations but not for one's own. This could also indicate that organisations show a great preference for people with formal educational qualifications, perhaps more than they would like to let on?

Teachers Still Teaching

Eighty eight percent of teachers interviewed were conducting their own learning groups. Reasons cited by the 12% of teachers for not teaching were:

*Problems of getting learners;
*Just come back from overseas;
*No longer working at place he was teaching at;
*Student;
*Went back to school to complete standard 10.

Most teachers interviewed are paid to teach (64%), while 29% are volunteers. This could be related to the conscious effort made by TELL to pay teachers rather than to rely on volunteers. There is a general reluctance to rely on volunteers as they tend to be erratic, unreliable, not cost effective and there is not a very effective way to deal with the problem of accountability.

Problems Teachers Perceive Learners To Have

Teachers perceive learners to have the following problems:

*Writing (13%);
*Reading (13%);
*Not enough time to attend classes (12%);
*Money (11%);
*Speaking (11%);
*Pressure from employer (9%);
*Health (8%);
*Not literate in mother tongue ((7%);
*Transport (5%);
*No progress (4%);
*Pressure from spouses (2%);
*Other:
Finding time to practice what they've learnt in class;
Accommodation;
Employers jealous of them attending classes because they want them to remain in the dark;
Main problem is pressure from employers;
Eyesight problems;
They read without comprehending;
Give them transport;
Learners have to go to the hospital regularly and it limits the teachers when doing lessons in class.

Teachers define the problems they encounter in teaching as the following:

*Irregular attendance 16%;
*Lack of appropriate materials 14%;
*How to handle mixed ability groups 12%;
*Learner drop-out 11%;
*Inability to develop a curriculum related to learner's needs 10%;
*Venue 7%;
*Not knowing how to use materials in class 8%;
*No curriculum to follow with learners 4%;
*Where to start after training 4%;
*Other areas included:
Big classes, different levels and starting any time;
Make sense to give general outline of learner's curriculum;
Do not have self-confidence to stand up;
Learner's want me to explain in mother tongue;
Classes very small, more teachers because of volunteers, not good teachers.

Curriculum

The question of developing a curriculum for learners is quite a

contentious one. It seems that people involved in ABET have taken extreme positions - some feel that no curriculum is necessary while others are of the opinion that having no curriculum places an unnecessarily heavy burden on the teachers. Asking the people involved produced some surprising results. Eighty three percent of teachers felt that a curriculum should be developed for learners while 59% of learners wanted teachers to follow a curriculum with them.

Effectiveness of training

Of the total number of teachers interviewed 74% felt the current training programe was effective, while 14% felt it was not effective. Five percent were unsure while there was a 7% spoilt rate. Teachers felt that they need:

*More theory and training to deal with mixed groups;
*More training to be sure of what I am teaching;
*More methods to deal with mixed groups;
*Refresher courses and information on new developments;
*More training - advance and intermediate training.

Teachers' Perception Of Ideal Teachers

The teachers themselves were asked to describe an ideal teacher and the following were the ideas:

*Aware, committed, reliable;
*Honest, open, respect;
*Patient;
*Believes everybody can learn;
*Able to assess and respond to learner's needs;
*Enjoy teaching;
*Arrives on time and regularly;
*Understands adults;
*One with teaching skills;
*Self-discipline;
*Self-confidence;
*Able to impart knowledge effectively;
*Use creative methods of teaching;
*Able to build learner's confidence;
*Able to achieve positive results;

*Has diploma in teaching;
*Flexible;
*Knows problems in community;
*Prepared to help illiterate people and to work hand in hand with the community;
*Well organised;
*Teacher who has certificates;
*Have experience in teaching;
*Knows how to use material;
*Above matric;
*Be over 25 years;
*Have knowledge of mother tongue;
*Try to solve learner's problems;
*Level of education not important;
*Sense of humour;
*Keep up with literacy developments ;
*Explain things in a clear way;
*Look at political, economic and social context.

Teachers' perception of an ideal teacher is very similar to that of learners'. Both believe that respect and patience are important and both realise that training is crucial.

Expectations Of Training

Teachers felt they would like to achieve the following in a training course:

*Learn about approaches to adult education 14%;
*To acquire teaching skills 13%;
*To develop own confidence 13%;
*Learn how to identify needs of learners 13%;
*Learn about appropriate sources and materials 12%;
*To teach critical thought 11%;
*To acquire general knowledge 11%;
*To learn about definitions of literacy 9%;
*Become professional in literacy 3%.

Other areas teachers expected to be covered in a training course included:

*Learning theory and how adults learn;
*To learn to design curriculum;
*Socio-political context of literacy, raising learner's expectations;
*The approach and method and syllabus;
*To be able to test learner's at the end of the year to find out what they have learnt.

Teachers' expectations of a training course relate to both

functional and progressive definitions of literacy.

Areas That Should Be Covered On A Training Course.

Teachers

For most teachers (19%) practical skills was the most important aspect of training, followed by theory (16%), methodology (16%), general information (15%), organisational development (15%) and resource information (15%). Other areas included:

*Basic skills;
*How to behave with an adult in order to get co-operation in your group and not to lose good attendance in your class;
*Give them support.

Four percent did not respond to this question.

When teachers were asked to identify specific areas that should be covered on a literacy teacher training course they responded as follows:

*What is literacy and numeracy	16%
*Starting a literacy group	19%
*Learning how to learn	14%
*Classroom interaction	16%
*Teaching methodology	17%
*Teaching practice	27%
*Other	0,6%
*Spoilt	2%

Teachers were of the opinion that the following areas within theory, methodology and practical skills should be covered:

THEORY

How adults learn
Definitions of literacy and numeracy
Dealing with mixed ability groups
Links between literacy and poverty
Bantu education legacy
What is adult education
How beginners learn
Learning more about illiterates
The importance of teaching literacy

METHODOLOGY

Learner-centred approach
Different approaches
Mixed ability groups
Role play
Numeracy teaching methods
Giving feedback
How to keep learners interested
Bible studies
How to use materials

PRACTICAL SKILLS

How to teach reading
How to teach numeracy
How to organise a literacy class
How to develop material
Handling different levels
Designing worksheets
How to teach speaking
Where learners must start and end with literacy
How to teach pronunciation
How to teach basic life skills
How to be independent
Teaching reading with comprehension
How to use available resources & how to adapt them

OTHER

Presentation of lessons
designing tasks that people can use
Health education
Limitations of literacy
Instill confidence in learners to challenge issues
People should be directed and informed about places to go after completing a particular standard
Extrinsically motivated
To let learners become aware of their progress

Organisations rate practical skills as the highest priority (57%) in a teacher training course, followed by theory (48%), general information (39%), organisational development (39%), resource information (39%) and methodology (30%). Other responses included:

> *A combination of the above with an initial course about what is literacy and numeracy;
> *Information on disability issues related to our project;
> *Learn to be patient with learners and give them a supportive environment in which to learn.

Most of the above areas are already covered to some extend in the current training course. This information confirms that most of the areas covered in the present training course are still valid and should be included in the new curriculum albeit in a different form perhaps. The only two new areas which came up were "linking literacy to poverty" and "how to handle different mother tongue and levels". These are important areas and should be included in the new curriculum. The request to include these areas suggests that teachers are in search of a course that provides more than just techniques on how to teach reading and writing.

Intensive Literacy Teacher Training Course

Of the forty two teachers interviewed 37 (88%) said they would like to come for an intensive teacher training course. There was a 12% (5) s.oilt rate. The reasons teachers felt they would like to come for an **intensive** teacher training course were the following:

> *Gain more knowledge about literacy,
> *To learn more skills;

*To gain more experience;
Reminder of new teaching methods;
*To update teachers in new teaching methods;
*Would be challenging - we would get certificates;
*Focus career on literacy path;
*Deal with various levels of literacy paths;
*Need to be evaluated;
*To upgrade what I have learnt;
*Self-confidence;
*Learn about approaches to adult education;
*Identify needs of learners;
*To equip teachers;
*To do job well;
*To get to know other teachers.

Although most of these areas could be covered in a short training course like the one presently being run by TELL, it would be impossible for these issues to be dealt with in an adequate manner. Furthermore, developing self-confidence, a career path in ABE, etc require extensive training. Gaining more experience, updating teaching methods and so on are areas that could only be dealt with over a longer period of time, ideally during inset/support workshops.

Support

Teachers felt support should be provided in the following way:

*Salaries, venues and transport;
*Refresher courses;
* Workshops;
*Inspection/assessment of teachers;
*Provide materials
*Visits/give feedback;
*Discussions;
*Trainer assists teacher to train in order to assess efficiency;
*Certificates;
*Test learners;
*Test teachers and give certificates;
*Telephone teachers trained;
*Form groups of 3 teachers to act as sounding boards for each other;
*Trainers to call up 3-4 teachers regularly
*Have intermediate and advanced courses
*Have critical sessions of teaching;
*TELL teachers could visit a learning situation and make

recommendations on improving/changing style/method etc of teachers.

Organisations felt the following support should be provided for teachers after training

*Practical teaching skills;
*Theoretical issues on adult literacy;
*Materials for giving lessons;
*Liaise with other teachers to see how they offer their lessons;
*Networking of teachers about the progress and problems;
*Updating resource material;
*Refresher courses;
*Education workshops;
*Career paths to uplift their standards;
*Monitoring Sessions;
*In-service training;
*Courses updating people for new ideas;
*An information service;
*Sharing of ideas and resources;
*Constant supervision;
*Have a forum where they can discuss problems they have in the field;
*Planning sessions;
*Visits;
*Honoraria; and
*More training and follow-up.

Most of the suggestions made by teachers and organisations interviewed are by no means new ones. The need for a creative form of teacher support is vital for the success of any training course. However it is often the problem of funding that makes this crucial area a neglected one. From the list generated above there is evidence that in addition to the usual technical/skills type support as well as financial support, teachers seem to feel isolated. Therefore in addition to the regular support a training organisation should encourage teachers to form their own support groups.

Assessment Of Teachers

Thirty percent of the teachers interviewed felt they should be assessed on practical application, 28% on assignments, and 23% on a combination of tests, assignments and practical application.

Most (67%) organisations agreed that a combination of tests, assignments and practical application would be a good form of assessment. Seventeen percent were of the opinion that assignments would be good while, another 17% felt practical application would be a better form of assessment.

There is general agreement at TELL in particular and the literacy field in general that assessment is an important area and that there is a need to shift away from the traditional forms of assessment (tests) and develop new, creative ways of making sure that the objective of the learning exercise is achieved. This feeling has also been expressed by the teachers themselves. Thirty percent felt they should be assessed on practical application, 28% on assignments, and 23% on a combination of tests, assignments and practical application.

CONCLUSION

Once all the needs were assessed and analysed a course outline was drawn. The many changes in the ABET field resulted in the development of two training courses. Below is an outline of the course that was developed prior to the formalisation of the new ABET framework and was based exclusively on the needs of the various stakholders identified in the research report.

Following the course outline is the brochure which outlines the course which was finally piloted in February 1995. This course was called the Adult Basic Educator Training Programme and was located within the new ABET framework. It was run in collaboration with two other NLC affiliates (Learn & Teach and Operation Upgrade).

AIM AND OBJECTIVES OF THE PILOT TEACHER TRAINING COURSE

AIM

To develop an accredited teacher training course based on a progressive methodolology which will produce flexible, creative, self-sufficient, reliant and democratic teachers who will be able to use a core curriculum - adapting it to local needs.

OBJECTIVES

At the end of the course teachers should:

Have a clear understanding of literacy and numeracy.
Have an understanding of the core principles of adult education.
Have an understanding of how adults learn.
Know the processes involved in starting a literacy group.
Have the ability to carry out a needs analysis, understand these needs and transform these needs into learning objectives.
Become well acquainted with developing a curriculum for learners.
Be competent in planning and carrying out the literacy activity.
Know how to test and assess learners.
Have the ability to evaluate teaching activities, programmes and learners progress.
Have the ability to know where to find, how to use and adapt material.
Be well versed with the theory and practice involved in teaching speaking.
Be well versed with the theory and practice involved in teaching reading.
Be well versed with the theory and practice involved in teaching writing.
Be well versed with the theory and practice involved in teaching numeracy including:

- learners numeracy problems;
- teaching measuring;
- going shopping;
- percentages; and
- place values.

Have a sound knowledge of the main principles involved in the theory and practice of ESL.
Be well versed with the principles of using a learner-centred approach to the teaching of adults.
To be competent in the various teaching methods that would be applied on the course.
Be comfortable in handling group dynamics and intervention strategies.
Be able to create a supportive environment conducive for learning and the further development of teachers ensuring that teachers become independent and confident.
Possess the necessary skills to handle the varied situations that might arise within the classroom.
Be a resource for learners.
Be creative in the use of visual aids.
Be able to design and develop work-sheets for learners use.
Have the following organisational development skills to ensure the smooth running of an organisation/project:

- fundraising skills;
- conflict management;
- organise meetings;
- record meetings; etc.

Have a desire to continually want to learn.

MODULE ONE
INTRODUCTION TO ADULT EDUCATION

AIM OF MODULE

At the end of this module participants will be able to describe different approaches to literacy and numeracy and be able to list and explain core principles of adult learning and education.

MODULE OBJECTIVES

By the end of this module participants will be able to:

* provide the different definitions of literacy and numeracy and explain the theoretical basis for the different definitions;
* demonstrate an awareness of the important issues surrounding literacy and numeracy education by being able to argue their personal perspectives convincingly;
* identify the main principles of adult education and apply these principles in practice;
* provide explanations of the different ways in which adults learn; and
* identify the principles of and use a learner-centred approach to teaching adults.

MODULE TWO
DESIGNING AN EDUCATIONAL EVENT

AIM OF MODULE

At the end of this module participants will be able to plan, design, present and evaluate a literacy activity.

MODULE OBJECTIVES

At the end of this module participants will be able to:

* list the steps involved in starting a literacy group;
* carry out a needs analysis and transform these needs into learning objectives;
* construct a syllabus and thereafter individual lesson plans taking into account learners needs;
* plan and carry put literacy activities (in terms of logistics);
* test and assess learners in order to ascertain where they're at and how they're progressing;
* evaluate teaching activities, programmes and learners progress to determine progress; and
* identify where to find material, know how to adapt and use it.

MODULE THREE
INTRODUCTION TO TEACHING READING, WRITING, SPEAKING, NUMERACY AND ESL

AIM OF MODULE

At the end of this module participants will identify the relevant theories of reading, writing, numeracy and ESL to their practice as adult literacy teachers.

MODULE OBJECTIVES

By the end of this module participants will be able to :

* demonstrate an understanding of the theory and practice involved in teaching speaking;
* demonstrate an understanding of the theory and practice involved in teaching reading;
* demonstrate an understanding of the theory and practice involved in teaching writing;
* demonstrate an understanding of the theory and practice involved in teaching numeracy;
* demonstrate an understanding of the main principles involved in the theory and practice of ESL;
* identify how a second language is learnt; and
* compare the role of the first language in second language acquisition.

MODULE FOUR
ADMINISTRATIVE AND FACILITATION SKILLS

AIM OF MODULE

At the end of this module participants will be able to demonstrate competence in organisational administrative skills in order to ensure the smooth running of an organisation/project or within a literacy class.

MODULE OBJECTIVES

At the end of this module participants will be able to :

* do long term and short term planning;
* identify possible donors;
* write fundraising proposals;
* solve conflicts that might arise within the project/programme;
* organise meeting; and
* record meetings

The Pilot Adult Basic Educator Training Course

Adult basic education and training (ABET) has been identified as one of the special presidential projects ecause it is vital to the reconstruction and evelopment of our country. Only when education and teracy are securely rooted in the mass of our opulation will it be possible to make a genuine ransformation to democracy.

earn and Teach, Operation Upgrade and TELL have combined their ears of experience in literacy provision to offer an educator raining course to meet this challenge. These organisations are all iembers of the National Literacy Co-operation.

Aims

The course will test whether it is possible and appropriate to rain educators to use a broad ABET programme, involving first anguage literacy, English second language and numeracy, rientated towards development initiatives and democratic articipation.

Educators will be provided with the information and skills eeded to teach according to the new outcomes-based urriculum framework. Through this they will be able to prepare earners to sit for the Independent Examination Board's level 3 examination.

Why the pilot is unique

★ it is the product of collaboration between three NGOs who have combined years of experience and expertise in ABET provision;

★ it will be located in the new ABET curriculum framework;

★ it will link ABET to development;

★ it will equip educators to prepare learners to sit for formal examinations;

★ it will offer in-service training and support to educators in the field;

★ it will provide the basis for establishing professional careers for ABET educators.

How the pilot is structured

The pilot is a 12-week course that will be conducted over a period of three years, divided into three phases. The pilot will be based on a modular programme with each module covering a combination of theory and practise.
Experience has shown that educator support is as important as initial training. The pilot will therefore offer a strong support component consisting of in-service training and field support.

Phase 1

The first phase will consist of seven modules focusing on first language literacy, English second language, numeracy, project management, ABET and development and educator development. The phase will be twelve weeks in duration including a three week break. At the end of the phase educators will be equipped to take learners to Level 2.

Phase 2

The second phase of the pilot will commence in 1996. It will consist of two modules that equip educators to prepare learners to write the IEB Level 3 examination.

Phase 3

The pilot will be evaluated throughout its duration. The focus of the third phase of the pilot will be to conduct an impact evaluation.

Who the pilot is for:

Participants must:

★ be fluent in an African language;

★ have a minimum of a standard 8 certificate or its equivalent;

★ pass a maths and English fluency test;

★ be working in a community based organisation.

Dates for the pilot

Phase 1	Modules 1 and 2	13 February 1995 – 3 March 1995
	Modules 3 and 4	13 March 1995 – 5 April 1995
	Modules 5, 6 and 7	24 April 1995 - 5 May 1995
	In-service training: Dates to be confirmed on the course.	
Phase 2	Dates and modules to be confirmed.	

Contents of the modules for Phase 1

Phase One of the course consists of seven modules which will prepare educators to teach ABET levels 1 and 2.

Module One: Adult Education

- ☐ Context of literacy/ABET in South Africa
- ☐ Theory and principles of adult education
- ☐ Introduction to the outcomes-based curriculum framework
- ☐ Research related to ABET

Module Two: First Language Literacy and Methodology

- ☐ Literacy Methodology
- ☐ Syllabus and lesson planning
- ☐ Materials selection and development
- ☐ Assessment and evaluation

Module Three: Numeracy

- ☐ History of numeracy in South Africa
- ☐ Current trends in maths education
- ☐ Ethnomathematics
- ☐ Content and methodology
- ☐ Materials and teaching aids

Module Four: English Second Language Methodology

- ☐ English Second Language methodology
- ☐ Syllabus and lesson planning
- ☐ Materials selection and development
- ☐ Assessment and evaluation

Module Five: Educator Development

- ☐ Study methods
- ☐ Time management
- ☐ Learning how to learn

Module Six: Project Management

- ☐ ABET project management
- ☐ Project planning and evaluation

Module Seven: ABET and Development

- ☐ Integration of ABET and development
- ☐ Income generation
- ☐ Education for democracy

The course presenters:

TELL

Training in English Language and Literacy (TELL) is a non-profit making organisation specialising in literacy, numeracy and English Second Language teacher training. The primary function of TELL is to offer training courses and workshops on an ongoing basis for anyone who is interested in teaching literacy and numeracy to adults.

LEARN and TEACH

Learn and Teach is a literacy NGO specialising in mother-tongue training. It was one of the first NGOs to become involved in Adult Basic Education (ABE). Learn & Teach has helped in establishing many literacy NGOs inside and outside of South Africa. To date more than 350 teachers have been trained, and groups are operating in areas such as Bergersfort, Port Shepstone, the East Rand, and Winterveld.

OPERATION UPGRADE

Operation Upgrade was established in 1966. From the start it has viewed spreading literacy as a way of giving more and more people the means to participate in our economy, government, and social affairs, as well as to achieve greater personal development. More than 13 000 adult literacy tutors have been trained across SA by Operation Upgrade.

To apply for registration or for more information contact:

MZI GAGA
Training in English Language and Literacy (TELL)
185 Smit Street
6th Floor Auckland House
Braamfontein
Johannesburg
2017
Tel: (011) 403-2660
Fax: (011) 403-1424

THE ADULT BASIC EDUCATOR TRAINING PROGRAMME

An adult basic educator training course to pilot the training of educators within the new ABET curriculum framework.

A collaborative effort presented by Learn and Teach, Operation Upgrade and Training in English Language and Literacy (TELL).

LEARN AND TEACH

OPERATION UPGRADE

TRAINING IN ENGLISH LANGUAGE AND LITERACY

CHAPTER FIVE

DISCUSSION

The previous chapter presented the broad findings of the research and commented on some of the findings. This chapter will relate the findings to the original research objectives. In other words the findings will be discussed in relation to the following research objectives:

To carry out a needs inventory for teaching literacy teachers;

To translate a needs inventory into a curriculum for literacy teachers;

To examine the participative process involved in compiling a needs inventory and in translating it into a curriculum for training literacy teachers.

The broad aim of this research was to develop a curriculum for the training of literacy teachers, using a needs-based approach. Although this brief has been carried out the context in which the research was undertaken has changed considerably since the inception of the research project. This new context, mentioned briefly in chapters one and three, has had a profound influence on the content and process of the teacher training curriculum developed in this research. This chapter will first discuss the research findings in relation to the original research

objectives. Thereafter the reader will be updated on new developments in the field and the implications of these for the curriculum designed in this research.

To carry out a needs inventory for teaching literacy teachers. The literature review stressed the importance of needs assessment as a foundation for developing a training programme. It identified a "need" as a gap between what is and what should be or a gap between current circumstances and more desirable circumstances. The purpose of carrying out a needs inventory for literacy teachers at TELL was to establish what the "more desirable circumstances" would be, and, at the same time, to suggest ways of reaching the "more desirable circumstances".

> Training programs are usually designed to assist people to learn to live better lives and adapt to changing circumstances and environments. Therefore the success of any program can be largely contingent upon the program being structured in line with the needs of the target group and the ability of the professionals to discriminately identify and define what people want, what they think they need, and what they actually do need. (Reddy, 1988:2)

As Reddy (1988) and other adult education theorists point out, the first questions to be asked in carrying out a needs inventory are, "whose needs should be addressed?" "Should needs focus only on the immediate stakeholders (teacher and learners) or should a wider stakeholder list be entertained?"

Because of the emphasis placed on inclusiveness and participation by adult educators in local, regional, national and international settings, a curriculum committee was formed in order to make the process of developing a teaching training course as inclusive as

possible. The burden of deciding who should be included as a stakeholder thus became a group decision. After a series of meetings the committee identified the following stakeholders:

trained teachers;

untrained teacher;

organisations; and

learners.

Questionnaires were developed during a series of meetings and eventually interviews were conducted by members of the curriculum committee. These questionnaires were targeted at organisations involved in literacy provision, literacy teachers trained by TELL, and learners. A total of 23 organisations, 42 teachers and 56 learners were interviewed. Learners' questionnaires attempted to establish what problems learners encountered because of not being able to read and write and how this motivated them to attend literacy classes. The questionnaires also explored what literacy classes currently provide for learners, and how this could be improved to meet the needs of the learners. Questionnaires for teachers and organisations focused on establishing a profile of both the teachers and organisations. This enquiry established the needs of both these stakeholders by looking at current training and support and comparing them to recommendations for what future training should look like.

The process of carrying out a needs inventory was a time consuming but nevertheless informative one. Teachers' needs were categorised into two main areas, one dealing with improvement and

upgrading of their skills and the other with recognition of and remuneration for their work.

Although many of the specific skills and content areas identified in the needs inventory were known to TELL staff, the inventory highlighted three areas of concern which effectively pointed the teacher training curriculum in a new direction:

1. Learners' needs tended to focus around getting more direction in their learning with a sense of "going somewhere".

2. Learners emphasised a need for a more professional approach to teaching, using trained teachers.

3. Organisations' needs also centred around the demand for more professional and competent teachers.

Most members of TELL's staff were in agreement with the changes suggested by the needs inventory. They also felt that a new training course should address the issue of professionalising the teaching of literacy and that the training course should link up to the new framework. Furthermore the various options for accreditation should be seriously considered.

The literature review identified two models for teacher training - one put forward by Boshier (1985) and the other by Ouane, Armengol and Sharma (1990). Both these models stress the importance of training with Boshier's (1985) model emphasising

the importance of roles functions of adult educators.

Boshier's (1985) model further identifies the outcomes wanted, the role occupied and whether teaching is a primary or secondary concern. It was found that all three aspects were important when trying to develop a curriculum for training literacy teachers. For a long time literacy and literacy teachers in particular have existed on the fringes of the education arena. There is a strong feeling that this needs to be changed and that literacy teaching should become a primary concern for those involved and should no longer be a casual, voluntary activity. Furthermore literacy teachers want to be recognised as people who have an important role to play as educators but also as administrators, fund raisers and project co-ordinators. There is overwhelming support for literacy teachers to be recognised as educators and for the importance of their work to be acknowledged.

Ouane et al (1990) are particularly concerned with educational process. They believe training should be related to the role and function of personnel and should be focused on the attainment of objectives and goals of the programme. Training should concentrate on the development of skills as well as lead to changes in attitude and behaviour and should also foster personal creativity, continuous growth and self-directed learning.

The curriculum committee as well as members of TELL staff had to think clearly about what the outcome of the training should be, whether the training would be aimed at people who would make

literacy their **primary or secondary function** and whether people trained would be expected to **fulfil other functions** within their organisations. Furthermore decisions had to be made on what the **overall aim** of the training would be.

Once needs were identified they had to be assessed. This assessment would have to ensure that the training programme be relevant.

> A critical analysis of the needs identified and a compilation of these in meaningful categories helps to focus attention on relevant issues. The needs assessment attempts to clarify :
> -what the critical factors are in relation to the needs
> -whether and how these factors can be controlled in the training situation and how the needs can be related to the characteristics and background of the trainees
> -how these may assist or impede the effectiveness of training. (Ouane et al, 1990: 50)

To translate a needs inventory into a curriculum for literacy teachers.

Once the needs were assessed they had to be transformed into a curriculum. The curriculum committee subscribed to some general goals which had to be related to the purpose of the organisation. This to some extent ran contradictory to the participatory nature of the research as the purpose of the organisation is a given and the curriculum committee would have to work around that given. The contradiction in this case is that the purpose and goals of the organisation would form the boundary within which the curriculum committee would have to work and in this way create

certain limitations.

This curriculum had to pay special attention to the learners' need for a more professional approach to teaching with trained teachers as well as an organisational desire for a professional and competent teacher. Taking these factors into account it was decided that the training should promote social change through critical awareness followed by technical competence concerned with acquiring skills. Furthermore the course should promote literacy teaching as a primary rather than a secondary function of teachers. The overall aim of the curriculum would be to:

> Develop a teacher training course based on a progressive methodology which will produce flexible, creative, self-sufficient, reliant and democratic teachers who will be able to use a core curriculum - adapting it to local needs. (see the outline of the course in chapter four)

In translating the needs into a curriculum some important decisions needed to be made. Questions arose about whether TELL should be making these decisions or the curriculum committee as part of the participatory process of designing the curriculum. It was decided that the curriculum committee would first meet and make recommendations, and thereafter the researcher would hold a similar workshop with TELL staff. The final outcome would have to satisfy both groups.

To examine the participatory process involved in compiling a needs inventory and in translating it into a curriculum for training teachers.

The most challenging aspect of the research was the use of the participatory methodology. It is a widely held belief that participatory research is an approach which challenges social inequality and works to eliminate exploitation. Furthermore it purports to plays a liberating approach in the learning process by promoting a critical understanding of social problems, their causes and possibilities to overcome them. It challenges the way knowledge has been produced by conventional social science methods and how this knowledge has been disseminated. An important aspect of participatory research is that it is an integrated activity that combines social investigation, education and action.

In order to ensure that the development of the curriculum was carried out through a participatory process a curriculum committee was formed at a TELL Teachers Forum meeting. It was the intention that the process of developing a curriculum would start from the members of the curriculum committee's concrete experience and move on to include a theoretical analysis which would eventually inform action for change.

The process of developing a curriculum for literacy teachers using the participatory process was not without problems. One of the main problems was that the curriculum committee saw no

visible or concrete benefit to themselves of their engagement in the project. Although it could be argued that the whole process was a learning exercise, there were some members of the committee who did not understand how this could benefit them. Serious problems arose out of this situation, one of which was the question of accountability and manipulation. As committee members did not feel they could directly benefit from participating in this research they tended to be very casual about their participation and in this way left space for manipulation by the researcher and to some extent the organisation. It became very tempting to impose an organisational position on, for example, whether the course should become materials bound or not, or whether the training model should be one that the organisation (TELL) felt they would work or, one that teachers claim to prefer. This problem might not have arisen had the selection of the committee been carried out in a more rigorous manner. Often committee members felt unable to make informed decisions on various issues for example, how to link theory to practise especially in relation to language teaching, the teaching of mathematical concepts in English or the mother tongue, clearly understanding assessment and evaluation issues. A way to overcome this issue would have been to include "experts" and others on the committee identified by TELL. This type of exposure would have been mutually beneficial to both the teachers as well as the "experts".

In addition to the above the researcher was under pressure from donors who funded the research. The use of the participatory

methodology is time consuming. Funders are often not concerned about the inclusive process of the research but are impatient to see the end product, in this case a literacy teacher training curriculum. The important aspect for the funders in this exercise was the product and not the process.

Another problem encountered by the curriculum committee was their lack of research skills. It is not easy to transfer technical expertise or analytical skills to all involved and the degree to which the participatory research process is controlled by the participants is often dependent on how successfully these skills are transferred to them. Although a few workshops were held to train participants to conduct interviews these were by no means adequate and even, to some extent, disempowered the members of the curriculum committee. This however was not viewed by the researcher and the curriculum committee as a major problem because the whole process of establishing needs and conducting the research was viewed by the curriculum committee as a learning exercise. Occasionally the people interviewed did not share this view and on some occasions complained to the researcher that the interviews were not conducted in a very professional manner.

A fourth factor that considerably affected the progress of the research was that most members of the curriculum committee were not well versed in the wider implications of training. This was especially true in relation to external educational and political factors to which teachers had limited access and also because their main involvement in literacy was primarily with the

technical aspects of teaching. This became a significant shortcoming especially in light of the new political and policy developments within the country especially in relation to the new framework and the move towards outcomes-based framework. Most of the important decisions were made by members of TELL staff and not members of the curriculum committee. This problem again relates to committee members not being selected in a rigorous manner.

An important aspect of participatory research is that it is an integrated activity that combines social investigation, education and action. It seems that members of the curriculum committee participated in the social investigation but were perhaps not given the opportunity to fully engage in the education and action aspects of participatory research. In other words members of the curriculum committee interviewed the various stakeholders, sifted through the information and helped categorise data. However translating the needs into a curriculum became a problem for most members of the curriculum committee.

Although the problems highlighted above may give the impression that the participatory research methodology was highly problematic, especially in relation to the formation of the curriculum committee, it was not always so. Many of the problems discussed above were not problems related to the participatory research methodology itself, but rather with the incorrect implementation of the methodology resulting from time pressure. In hindsight using the participating research methodology to

develop a curriculum may not have been the best choice. Although the method promotes cohesion, consensus, acceptance and encourages transparency and sharing of resources and skills, it is not nimble, flexible and actionable. Above all it is a time consuming process.

The process of developing this curriculum using the participatory research methodology was a time consuming one. During the time, approximately twenty seven months it took to carry out this research many changes occurred within the field of ABE in South Africa. These changes and how they affected the development of the curriculum will now be discussed.

In 1990 COSATU embarked on a Participatory Research Project (PRP) to look into formulating a new adult education system for South Africa. COSATU's PRP involved stakeholders from selected interest groups who investigated systems that were in use in various other countries. A competency or outcomes-based framework was proposed, based on Australian and British models. The COSATU (PRP) recommended that education and training be combined into a single system with a single qualifications structure, hence ABE became ABET (Adult Basic Education and Training).

Eighteen months prior to South Africa's first democratic elections in 1994 the Centre for Education Policy Development (CEPD) was set up to advance the work of the COSATU PRP and to plan a new education and training system for South Africa. At

the same time a parallel process was taking place within the National Training Board (NTB), a statutory body representing the interests of employers and organised labour. The NTB presented a similar ABET model to the one presented by the COSATU PRP. The models proposed by both the NTB and the COSATU PRP have been very influential in the process of determining state education policy.

It is envisaged that the South African Qualifications Authority (SAQA) would be responsible to the National Qualifications Framework (NQF) for monitoring and regulating all qualifications in South Africa and this would include ABET qualifications. The Independent Examination Board (IEB) would administer the examinations for adult learners.

A General Education Certificate (GEC) which would be equivalent to the formal school leaving certificate while the Further Education Certificate (FEC) would be issued to learners who qualified for study at tertiary level by completing two more years of secondary education. This new system emphasizes vertical and horizontal movement between and within the formal and non-formal systems.

This new ABET system is not without its problems. One of the most important features of the policy which affects TELL is that the new system will require highly skilled educators, forcing the field to become more professional. For educators to deliver within the new system they would require as much training as teachers within the formal system. This would also mean that

they would need to be remunerated in a similar way. With the state giving a very low priority to ABET both issues are unlikely to be addressed in the near future.

At the time of writing, in mid 1995, the above are recommendations and not official policy though it is unlikely that much will change. Already organisations involved in ABET are developing work within this new context.

These new developments have changed the literacy field in South Africa and this has meant that any work in progress needed to take these changes into account. It was in the light of these changes that TELL decided all the process of developing the new training course (participatory process) as well as the proposed content of the course needed to be reviewed and possibly changed.

The new outcomes-based curriculum framework has not been easy to comprehend and it is not difficult to see why members of the curriculum committee found it difficult to engage critically with the new framework. Often TELL staff members had difficulty in trying to fully comprehend the changes and it has been through intense debates within the organisation and with other organisations that staff members feel more informed and comfortable with the new concepts. These difficulties as well as the time constraints made it impossible to continue using the curriculum committee to work on the development of the teacher training course. In other words the process of developing the course had to change. From here on the TELL staff played a major

role in the development of the course.

While the curricular outcomes and examinations for learners were developed there was very little to go on as far as the requirements for training teachers or the educators were concerned. In other words there was very little being done to prepare educators who would have to take the learners through this system. Encouraginly the professionalising aim of the TELL curriculum was compatible with that of the ABET proposals. From this it was evident that the research could still prove valuable in helping design a training course for educators.

In terms of content the new framework meant that people would have to be taught to reach standardised performance outcomes for different ABET levels. It was no longer important how and what they were taught as long as the outcomes are achieved. For educators this meant a need to understand the competencies and outcomes very well. They would have to decide how to prepare their learners to best achieve these competencies in a way that was most relevant to their situation.

TELL in consultation with other literacy NGOs proceeded to re-re-design the educators course in light of all these changes and piloted the Adult Basic Educator Training Programme in collabortion with other NLC organisations. This pilot highlighted amongst other issues two very important ones namely, that a short 5 or 10 day training course cannot adequately address the needs of teachers and secondly that organisations

within the NLC can work together to produce something worthwhile.

CONCLUSION

A needs based approach to developing a literacy teacher training curriculum using a participatory research approach has proved informative but laborious especially within the current funding crisis affecting most literacy NGOs in South Africa. The needs inventory identified some new directions, but mostly served to confirm informed opinions of staff members about learners needs, teachers' needs as well as literacy organisations' needs. Furthermore the fluid ABET policy situation in this country identified new needs which could not be dealt with efficiently by using the participatory research methodology, especially in relation to time constraints.

The process initially placed too much emphasis on being inclusive, sometimes at the expense of gaining critical information. This changed three quarter way through the research, and meant going against the grain of the participatory research methodology. In other words policy developments challenged a somewhat blind and naive faith in the process.

Using the participatory research methodology on a large scale is a luxury which the adult education field can scarcely afford. With funding becoming more and more difficult to secure, research which demands a long gestation period is not feasible. Although participatory research has many positive aspects and has a space in appropriate local contexts, its transformative dimension may

be exaggerated.

The needs assessment process however, did generate ideas and interest in curriculum development and certainly assisted in the design and re-design process.

The years of experience members of the curriculum committee have, has been an important strength in the development of a curriculum for the training of literacy teachers. Although problems were experienced during the process of developing the curriculum there were members of the committee who that felt it was a worthwhile experience for them from which they learnt a "little bit" and perhaps the only opportunity they would be given to do some "research". Furthermore the enthusiasm with which some members of the committee tackled the research was encouraging and in itself worthwhile.

The process of developing the course however flawed, did result in the production of a curriculum for teacher training which currently in use at TELL.

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APPENDIX 1
GENERIC COMPETENCIES FOR THE NEW ABET FRAMEWORK

Competency		Roles
Competency 1	Thinking about and using learning processes and strategies	Critical and reflective learner
Competency 2	Solving problems and making decisions	Creative problem-solver
Competency 3	Planning, organising and evaluating activities	Competent planner and organiser
Competency 4	Working with others as a member of a team/group/org./community	Collaborative worker
Competency 5	Collecting, analysing, organising and critically evaluating information	Critical information user
Competency 6	Communicating ideas and information	Effective communicator

NOTE: Competency 6 includes acquiring the language skills to support the acquisition of all the other competencies/outcomes

Competencies/outcomes 7-10 describe the range of knowledge that learners need in order to fulfil these roles. This is summarised by the table below:

Competency		Areas of Knowledge
7	Participating in civil society and democratic processes through understanding and engaging with a range of interlocking systems (legal, economic, political, social)	• systems (legal, economic, social, political), • how to access and participate in these systems
8	Using science and technology critically to enhance control over the environment in a range of fields and contexts	• scientific and technological knowledge, processes and procedures • how to apply this knowledge in different contexts
9	Applying mathematical concepts and tools	• mathematical knowledge, processes and procedures • how to apply this knowledge in different contexts
10	Understanding and using the core skills, concepts and procedures that underlie the domains of social and	• social and human sciences, natural sciences, arts, language and literature,

(Centre for Education Policy Development)

APPENDIX 2

QUESTIONNAIRES

Questionnaire (Organisations)

1. Name of organisation: _____

2. Address: _____

_____

_____

_____

3. Tel No: _____

4. How would your organisation tend to define literacy?
- ☐ Traditional literacy (ability to read and write)
- ☐ Functional literacy (ability to read, write an use language so that one can cope with daily life in society. Also includes numerical skills)
- ☐ Progressive literacy (ability to read, write and use language and numbers so that one can cope with daily life, and the ability to question and challenge society and work for change)
- ☐ Other (please explain) _____

_____

_____

* 5. Would your organisation consider starting a literacy programme?
- ☐ Yes
- ☐ No

If no, why? _____

_____

_____

* 6. If your organisation were to start a literacy programme who would you choose to be your teachers? teachers?
- ☐ Unemployed people
- ☐ Qualified teachers
- ☐ Unemployed matriculants
- ☐ People that are currently working for your organisation
- ☐ Other (please specify) _____

_____

7. Who should **TELL** target to train on our literacy teacher training programme?
- ☐ Unemployed people

- ☐ Qualified teachers
- ☐ People belonging to community organisations
- ☐ Unemployed matriculants
- ☐ Other (please specify) _____

_____

8. What are the areas that should be covered on a literacy teacher training course?

- ☐ **Practical skills** (how to teach reading, how to develop materials, information on materials and curriculum etc.)
- ☐ **Theory** (how adults learn, what is literacy/numeracy, what is adult education etc.)
- ☐ **General information** (socio, political and economic information eg. AIDS, voter education, our history, what is a democracy, what is capitalism, what is socialism etc.)
- ☐ **Methodology** (methods eg. what is a learner-centred approach etc.)
- ☐ **Organisational development** (how to run your groups, how to call up and have a meeting, taking minutes, how to fund raise etc.)
- ☐ **Resource information** (give learners information on where to continue their studies, where to get legal aid, bursaries etc.)
- ☐ Other (please specify) _____

_____

_____

_____

9. What minimum level of education is needed to become a literacy teacher? (choose one)

- ☐ Below std 8
- ☐ Std 8
- ☐ Matric
- ☐ Post Matric
- ☐ Other (please explain) _____

_____

10. When would training be most convenient for your organisation?

- ☐ One full weekend every month?
- ☐ Week long sessions 4 or 5 times a year?
- ☐ Once a week for 3 to 4 hours throughout the year?
- ☐ Other suggestions? _____

_____

11. Should training be done during office hours or after hours?

- ☐ Office hours
- ☐ After hours

* 12. Would you be able to employ full time literacy teachers?
☐ Yes
☐ No

13. What kind of support should be provided for teachers after training? _____

_____

_____

_____

_____

_____

14. Who should provide this support?
☐ TELI
☐ Your organisation
☐ Other (please specify) _____

_____

_____

_____

15. Are there any other comments you would like to make?

_____

_____

_____

_____

_____

_____

☺ ☺ ☺ ☺ ☺ ☺ ☺

Name of interviewer: _____

Comments from the interviewer: _____

_____

_____

_____

Questionnaire (Learners)

1. Name: _____

2. Learning Centre: _____

☐ Male ♂ ☐ Female ♀

3. Age:
☐ Below 20 years
☐ 20 - 25 years
☐ 26 - 30 years
☐ 31 - 35 years
☐ 36 - 40 years
☐ 41 - 45 years
☐ 46 - 50 years
☐ Over 50 years

4. Home Language:
☐ N. Sotho
☐ S. Sotho
☐ Zulu
☐ Tswana
☐ Xhosa
☐ Tsonga
☐ Afrikaans
☐ English
☐ Other (please specify): _____

5. Can you read and write in your mother tongue?
☐ Yes
☐ No

6. How many years of formal education have you received?
☐ No formal education
☐ Less than 3 years
☐ 3 - 5 years
☐ More than 5 years

7. Are you employed?
☐ Yes
☐ No

8. If employed what work do you do? _____

9. How would you define literacy?
☐ As the ability to read and write.
☐ As the ability to read, write, use language and numbers so that you can cope with your daily life in society.

- ☐ As the ability to read, write, use language and numbers so that you can cope with daily life, question and challenge society and work for change.
- ☐ Other (please explain)

10. How long have you been attending a literacy class?
- ☐ Less than 1 year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ More than 5 years

11. Why are you attending a literacy class?
- ☐ So that you can learn to read and write.
- ☐ So that you can learn to read, write, use language and numbers to enable you to cope with your daily life in society.
- ☐ So that you can learn to read, write, use language and numbers to enable you to cope with daily life, question and challenge society and work for change.
- ☐ Other reasons (please specify) _____

_____

12. What would you like to learn about in your literacy classes and why?

_____

_____

_____

13. Can you give examples of where you need to use English (eg at work, at the bank, at the doctor etc)?

_____

_____

_____

_____

_____

14. What problems do you have because you don't know English and numeracy?
- ☐ Can't get information
- ☐ Can't understand instructions
- ☐ Have communication problems at the workplace
- ☐ Can't read and understand signs

- ☐ Can't interact with people who only speak English
- ☐ Need interpreters
- ☐ Have problems finding jobs
- ☐ Can't read medical prescriptions
- ☐ Too dependant on others eg. banking, filling in forms etc.
- ☐ Can't get a promotion at job
- ☐ Other (please specify) _____

_____

15. How would attending a literacy class improve your life?
- ☐ To get a better job?
- ☐ To help your children with their school work?
- ☐ To be more independent?
- ☐ Other reasons (please specify) _____

_____

16. Do you think the literacy class is meeting your needs?
- ☐ Yes
- ☐ No

Explain _____

_____

_____

17. What sort of problems do you have in your literacy class?
- ☐ Irregular attendance of teacher
- ☐ Making no progress
- ☐ No books or material
- ☐ No tests
- ☐ No set syllabus
- ☐ Syllabus does not relate to your needs
- ☐ Teacher doesn't speak your first language
- ☐ No certificates are issued
- ☐ No follow up after literacy classes
- ☐ No problems
- ☐ Other (please specify) _____

_____

_____

18. What can TELL do to help with these problems? _____

_____

_____

_____

_____

19. Would you prefer the teacher to use a course and a set of books or would you prefer the teacher to prepare his/her own lessons after consulting with you?

☐ Follow a course or books
☐ Prepare own lessons after consulting with you

Why? _____

_____

_____

20. Could you explain in a few words what type of teacher you would like?

_____

_____

_____

_____

21. Do you think literacy teachers should be trained?

☐ Yes
☐ No

Why? _____

_____

_____

22. What should TELL include in its teacher training course to ensure that you have better teachers? Please give your ideas and suggestions. _____

_____

_____

_____

23. Can you briefly describe what you would like to achieve in your literacy class other than learning to read, write and speak English? _____

_____

_____

_____

_____

24. Please feel free to make any other comments that you think would help TELL in its work _____

_____

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○ ○ ○ ○ ○ ○ ○ ○

Name of interviewer: _____

Comments from the interviewer: _____

_____

_____

_____

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_____

Questionnaire (trained teachers)

1. Name: _____

2. Address: _____

_____

_____

3. Tel No: _____

4. How many years of formal education did you receive?
- ☐ 3 - 5 years
- ☐ 5 - 8 years
- ☐ 8 - 12 years
- ☐ More than 12 years

5. Have you had any training to teach literacy?
- ☐ Yes
- ☐ No

If yes, by whom and when? _____

_____

_____

6. Are you teaching?
- ☐ Yes
- ☐ No

If no, why? _____

_____

_____

7. Are you:
- ☐ Paid to teach
- ☐ A volunteer teacher

If you are a volunteer teacher how do you feel about it?

_____

_____

_____

_____

_____

8. Do you think the training you have received thus far has equipped you to teach effectively?

- ☐ Yes
- ☐ No
- ☐ Unsure

Please explain _____

_____

_____

_____

9. What do **you** understand by literacy?

_____

_____

_____

_____

_____

10. What would you like to achieve in a training course?

- ☐ To develop own self confidence
- ☐ To teach critical thought
- ☐ To acquire teaching skills
- ☐ To learn about approaches to adult education
- ☐ To learn about appropriate materials and sources
- ☐ To learn about the definitions of literacy
- ☐ To learn how to identify needs of learners
- ☐ To acquire general knowledge
- ☐ To become professional in literacy teaching
- ☐ Other (please specify) _____

_____

_____

_____

11. What should we teach in literacy classes?

- ☐ **Traditional literacy** (ability to read and write)
- ☐ **Functional literacy** (ability to read, write and use language so that one can cope with daily life in society. Also includes numerical skills)
- ☐ **Progressive literacy** (ability to read, write and use language and numbers so that one can cope with daily life, and the ability to question and challenge society and work for change)
- ☐ Other (please explain) _____

_____

_____

12. Who are/were your learners?

- ☐ Domestic workers
- ☐ Farm labourers
- ☐ Factory workers
- ☐ Unemployed
- ☐ Other _____

13. What sort of problems do your learners have?

- ☐ Not enough time to attend classes
- ☐ Transport
- ☐ Money
- ☐ Pressure from spouse
- ☐ Pressure from employer
- ☐ Not literate in M.T.
- ☐ Reading
- ☐ Speaking
- ☐ Writing
- ☐ No progress
- ☐ Health
- ☐ Other (please specify) _____

_____

_____

14. What car we equip teachers with in our training to help them address these and other problems?

- ☐ **Practical skills** (how to teach reading, how to develop materials, information on materials and curriculum etc.)
- ☐ **Theory** (how adults learn, what is literacy/numeracy, what is adult education etc.)
- ☐ **General information** (socio, political and economic information eg. AIDS, voter education, our history, what is a democracy, what is capitalism, what is socialism etc.)
- ☐ **Methodology** (methods, what is a learner-centred approach etc.)
- ☐ **Organisational development** (how to run your groups, how to call up and have a meeting, taking minutes, how to fund raise etc.)
- ☐ **Resource information** (give learners information on where to continue their studies, where to get legal aid, bursaries etc.)
- ☐ Other (please specify) _____

_____

_____

_____

15. Could you list some of the problems you encounter in teaching literacy?

- ☐ Irregular attendance
- ☐ Learner drop outs
- ☐ Venue
- ☐ Lack of appropriate materials

- ☐ Not knowing how to use materials in class
- ☐ Not enough time to prepare lessons
- ☐ How to handle mixed ability groups
- ☐ Learners not literate in M.T. but want to learn English
- ☐ Your own lack of confidence to teach
- ☐ No curriculum to follow with your learners
- ☐ Inability to develop a curriculum related to learners needs
- ☐ Where to start after the training
- ☐ Other (please specify) _____

_____

_____

16. Should TELL develop a curriculum or syllabus for learners that teachers can follow?

- ☐ Yes
- ☐ No

Why? _____

_____

_____

_____

_____

17. Could you identify specific areas that should be covered on a literacy teacher training course?

- ☐ What is literacy and numeracy (definitions, statistic, problems)
- ☐ Starting a literacy group (needs assessment, assessing learners, practicalities)
- ☐ Learning how to learn (theories of AE, setting learning objectives lesson, syllabus and curriculum planning)
- ☐ Classroom interaction (group dynamic, giving and receiving feedback)
- ☐ Teaching methodology (how to teach numeracy, reading, etc)
- ☐ Teaching practice (integrating literacy and numeracy, dealing with mixed ability groups, developing teaching materials)
- ☐ Other (please specify) _____

_____

_____

18. What kind of follow-up support should be provided for teachers after they have attended a teacher training course?

_____

_____

_____

19. Who should provide this support?
☐ TELL
☐ The organisation you work for
☐ Other (please explain) _____

_____

20. Do you have any suggestions on what we should include in the following areas?
Theory (eg how adult learn, definitions of literacy numeracy etc): _____

_____

_____

_____

_____

Methodology (methods eg learner centred approach, top down approach to teaching etc): _____

_____

_____

_____

Practical skills (eg how to teach reading, how to teach numeracy, how to fund raise, how to organise a meeting etc):

_____

_____

_____

_____

_____

Other areas: _____

_____

_____

_____

_____

21. Would you like to come for an intensive literacy teacher training course that would be run over the course of the year?
☐ Yes
☐ No

Why? _____

_____

_____

_____

_____

22. When would training be most convenient for you?
- ☐ One full weekend every month (Saturday & Sunday)?
- ☐ Week long sessions four or five times a year (eg 1st week in February, 2nd week in April, 3rd week in June etc)?
- ☐ Once a week for four hours throughout the year?
- ☐ Other suggestions? _____

_____

23. What is the minimum level of education needed to become a literacy teacher? (choose one)
- ☐ Below std 8
- ☐ Std 8
- ☐ Matric
- ☐ Post Matric
- ☐ Other (please explain) _____

_____

24. How should teachers be assessed before, during and after the training?
- ☐ Tests
- ☐ Assignments
- ☐ Practical application
- ☐ Combination of above
- ☐ Other (please specify)_____

_____

_____

25. Could you describe an ideal literacy teacher?

_____

_____

_____

_____

_____

_____

26. Are there any other comments you would like to make?

☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

Name of interviewer _____

Comments from the interviewer: _____

APPENDIX 3a

WHAT ARE OUTCOMES/COMPETENCIES?

A competency is:

* "The ability to apply a skill to perform a task"

  "A theoretical understanding of the task"

  "The ability to transfer knowledge, skills and understanding to other tasks and situations"

  (Christie, 1993)

An outcome (performance outcome) is:

* "...what a learner can do with the knowledge or skills s/he has learnt. Performance outcomes can be assessed (measured) through a task that requires learners to come up with a product (e.g. filling in a timetable, writing a report, doing a mathematical calculation, making a speech etc.)"

  (IEB, 1995)

* In other words, an outcome measures the attainment of a competency at a certain level

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APPENDIX 3b

THE DIFFERENCE BETWEEN OUTCOMES/COMPETENCIES AND OBJECTIVES

* An objective is a specific skill at a specific level

* An objective is usually measured by performing a standardised test that demonstrates the newly-acquired skill

* A competency is the *capacity* to do something---It includes a number of different skills, and it can be measured at a number of different levels

* Competencies are measured through outcomes by applying skills and knowledge to the solving of problems

* Competencies can be generic (i.e. apply to the overall ABET system), or specific (i.e. apply to a particular course or subject area within the system).

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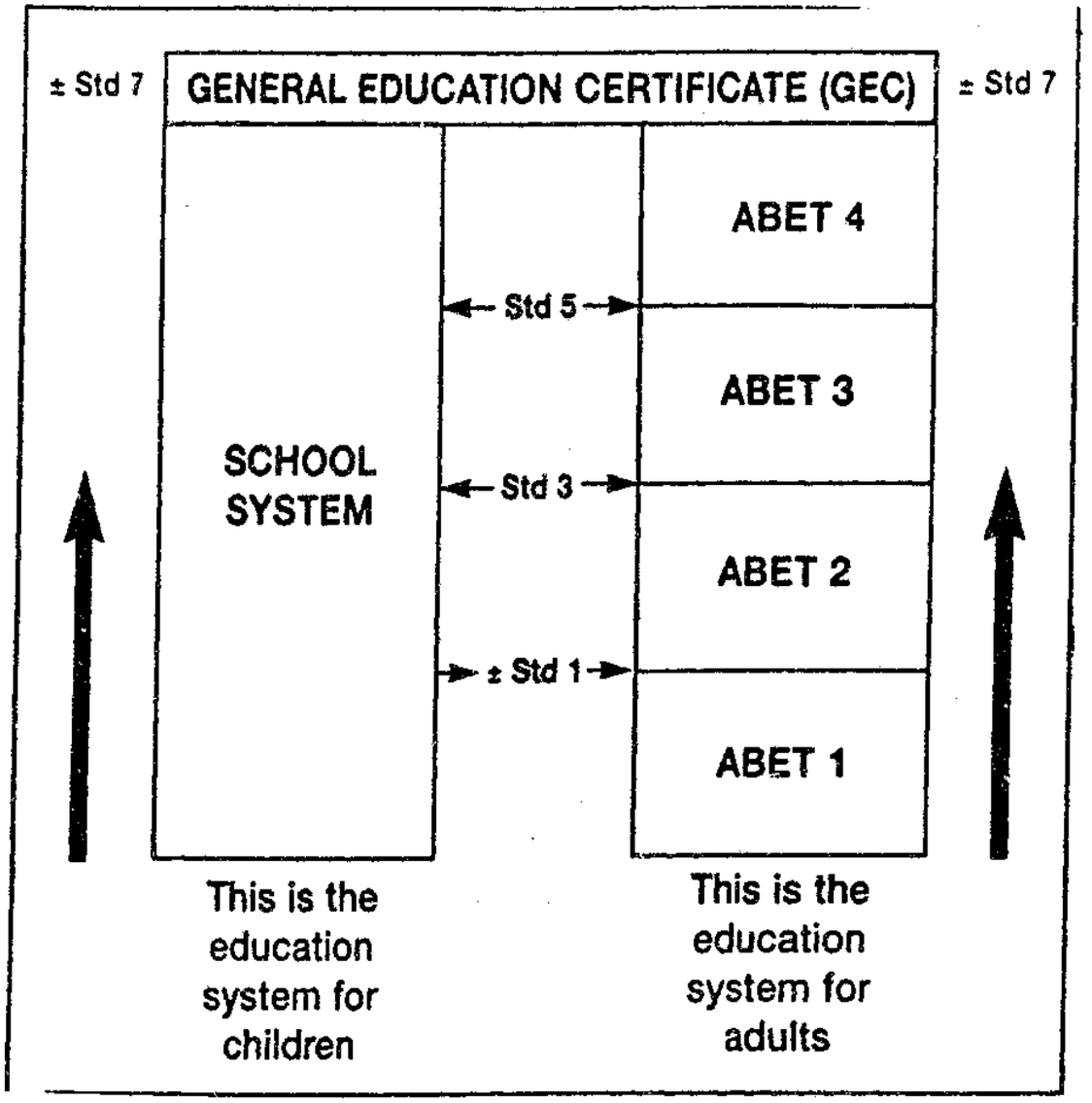
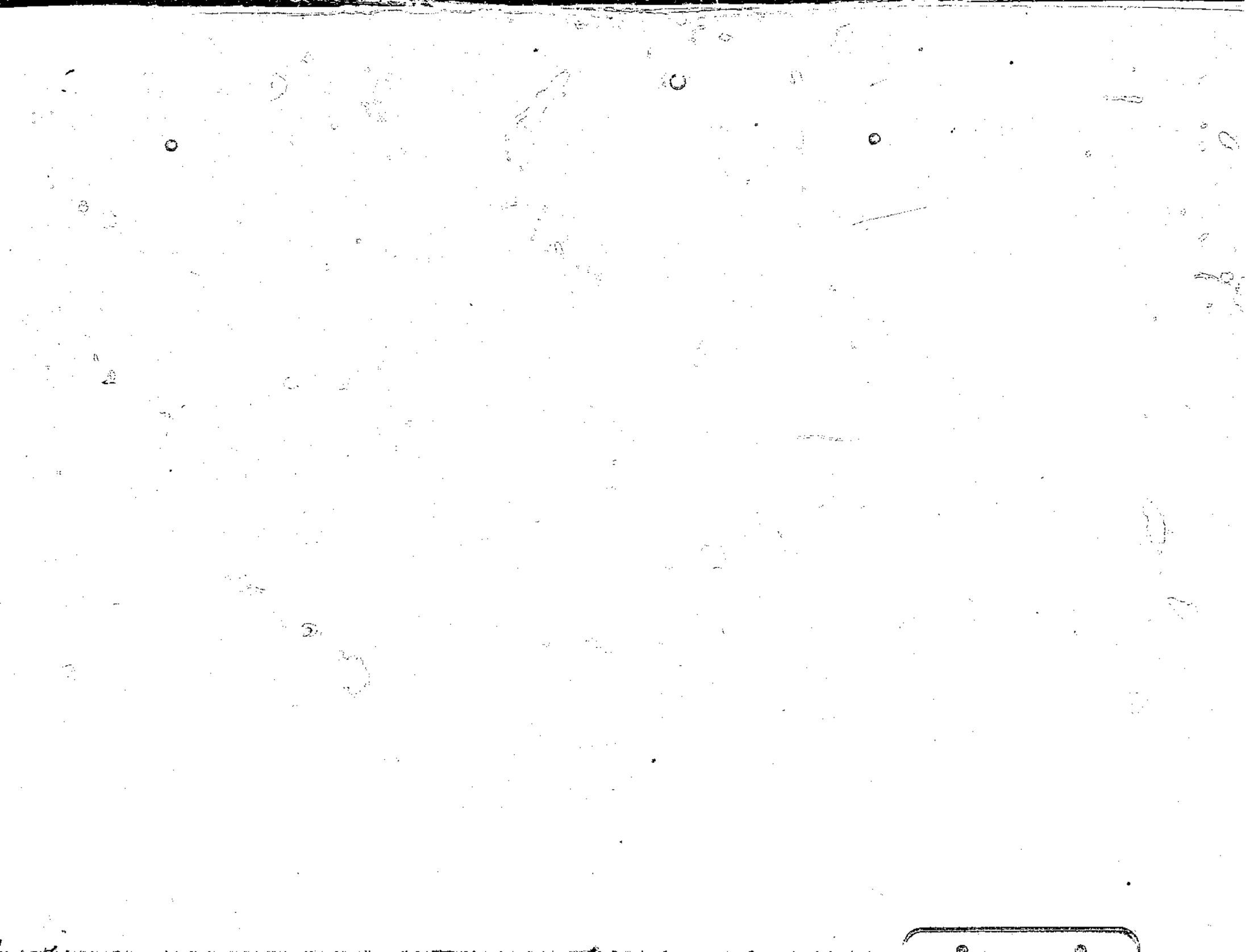
APPENDIX 4

THE NEW ABET FRAMEWORK WITHIN THE NQF



(English Resource Unit: 1994)



Author: Kola S
Name of thesis: A needs based approach to curriculum development for the training of literacy teachers

PUBLISHER:
University of the Witwatersrand, Johannesburg
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