

THE ESTABLISHMENT OF AN ABET CENTRE IN A
RURAL SCHOOL
IN THE NORTHERN PROVINCE OF SOUTH AFRICA

SUBMITTED BY

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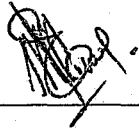
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A research report submitted in partial fulfilment of
the requirements of Master of Education degree at the
University of the Witwatersrand.

DECLARATION

I declare that this research report is my own, unaided work.

The report is being submitted in partial fulfilment of the requirements for the degree Master in Adult Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination to any other university.



Enos Noko Manamela.

24th day of November, 1998

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I would like to thank my grandfather Matthews, who taught and protected me by putting me on his lap during evenings while I was still young, joined in singing hymns and made me what I am today.

I would also like to thank my grandson Mmone (one who can foresee the future) - named after me, born during this research project and brought joy and happiness in my family.

Further, I would like to thank my supervisor Dr Jo Ewart-Smith for the guidance and support she gave me in completing this report; members of the Department of Adult Education of the University of the Witwatersrand; adult learners and ABET facilitators at the two ABET centres and community college; the stakeholders of my school and finally Moba in editing this report.

ABSTRACT

The aim of the study was to identify issues involved in the establishment of an ABET centre in a rural secondary school. A case study of two schools with ABET centres and one without an ABET centre as well as a community college was undertaken. The procedure involved gathering information on how ABET was established and how it is implemented in the two schools. Observations and unstructured interviews were carried out in the four institutions. The information which was gathered was analysed to identify themes related to the establishment of an ABET centre. Factors which were investigated in the four institutions included among others, strengths, weaknesses, opportunities and threats (herein referred to as swot-analysis, see Abbreviations, Acronyms and Terminology). All the stakeholders such as ABET practitioners and governing bodies were requested to, for example, list and explain factors of 'swot' which they were experiencing.

The analysis of the information gathered was used to inform the researcher what factors to consider in establishing an ABET centre in a rural school. A procedural model for the establishment of an ABET centre is proposed in this study. The proposed model can be used not only by the said rural school alone, but by other schools both in the rural and urban areas wishing to establish ABET centres in future. The decision to use the model will depend on the evaluation by ABET implementers.

Key words:

adult basic education and training
community development
adult education
rural education

ABBREVIATIONS, ACRONYMS AND TERMINOLOGY

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
ACACE	Advisory Council For Adult and Continuing Education
ANC	African National Congress
ASECA	Alternative Secondary Education Curriculum for Adults
COLTS	Culture of Learning and Teaching Services
ETDP	Education and Training Development Practitioners
GDP	Gross Domestic Product
HOD	Head of Department
INSET	Inservice Education and Training
NGO	Non Governmental Organisation
NQF	National Qualifications Framework
OBE	Outcomes Based Education
RDP	Reconstruction and Development Programme
SGB	School Governing Body
SWOT-analysis	'S' stands for Strengths. 'W' for Weaknesses. 'O' for Opportunities. 'T' for Threats.
TLC	Transitional Local Council
Debriefing:	Subjects or interviewees are informed about what they have just done OR giving

subjects the details of a study at the end of their participation.

Induna: A head of a tribe in the village.

Lapa: Court yard.

Kgoro: A place where meetings are held by the head of the community with the villagers. It could be under a big tree, in the cattle kraal or induna's lapa.

Snowball sampling technique:

The researcher asks the first person he/she interviews to recommend others. He/She interviews the second in a similar open-ended manner, withholding the theory he/she developed on the basis of his/her first interview.

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Chapter 1 : Research context

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- 1.8 Scope and limitations of the research
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1.1 Introduction

There is a difference between Adult Basic Education (ABE) and Adult Basic Education and Training (ABET). The former refers to education of adults in which only literacy and numeracy are taught and learned. The latter involves both literacy and numeracy as well as training of adults in life skills. These skills could include vocational training in activities such as plumbing, basics of electricity, needle work and cooking.

Adult basic education has been practised for a number of years in South Africa and abroad. In the South African context ABE was carried out as a form of night school education. This notion of night schools is gradually being phased out in the new democratic South Africa. Community centres running ABET, are the ones which are established to replace night schools. This shift from night schools to community centres shows that as South Africans, like any other international country, we are moving in the direction of the winds of change and not the opposite way.

1.2 Background

Northern Province is one of the nine provinces of the Republic of South Africa with its unique problems in education. This province is in a process of overhauling the education system of the previous apartheid (racial segregation) regime like the rest

of the provinces. In this study, I am not going to discuss all the spheres which are affected. I will only deal with the programmes of ABET in detail and refer briefly to community colleges.

ABET centres did not start with the new government of democracy. They existed even during the previous government mentioned above. Community colleges have only started early in January 1998. The reason why community colleges were established was that there were many colleges of education which were built by the then three Bantustans or self-governing states, (Lebowa, Gazankulu and Venda) in collaboration with the policy of apartheid system of education.

The Northern Province, which now incorporates the three Bantustans came with its own policy of having less colleges of education and more community colleges. Having more community colleges, which it is assumed are going to run ABET programmes, on top of the existing ABET centres in schools, is a very interesting phenomenon which will be discussed in this study.

We are living in a world of changes. No wonder our education system keeps on changing in response to changes in our political and economical systems. In supporting what I have just said, Tuijnman and Van der Kamp (1992), in their foreword, have rightfully said that, we live in an era of turbulent economic,

technological, demographic and social change. There can be no doubt that these changes represent opportunities and challenges for adult education and training providers.

As an ABET student, an adult learner as well as an employee of the Department of Education, I felt challenged to keep abreast of these changes in order to be able to understand and work effectively in the society which believes in the principles of change, transition and transformation.

1.2.1 My school's historical overview.

The school I am heading is about thirty minutes drive out of the city of Pietersburg in the Northern Province of South Africa. It consists of close to seven hundred and fifty learners from grade 8 to grade 12. It is surrounded by three villages with three primary schools which serve as feeder schools to mine. There are white farmers whose farms form a border between the city and villages.

Most members of the community used to work in these farms as farm labourers. Some of them are still working and staying in these farms. There is one very old and dilapidated small primary school in one of the farms. Most children from these farms have been travelling on foot for distances of fifteen to twenty kilometers for years to our school after completing grade 7 at this farm

school. Some of the old workers at these farms are employed at my school as security personnel.

My school resembles a typical rural high school from which developments are taking place. It is used as a source of information. Most information from outside this rural area filter through the school into the villages. Unemployment and poverty are rife in this part of the country. Better roads, electricity, water and telephones are slowly being supplied to these villages by the T.L.C.

There are very few skilled workers in the city of Pietersburg. Since this city does not have many industries, most parents work as unskilled labourers and domestic servants in the farms around and Gauteng Province. Children are left behind by their parents under the care of grandparents. There are still adult people who can neither read nor write.

Some adult people around here know few ABET centres which have been in operation for some years at other villages far away from this place. The old college of education which lies approximately thirteen kilometers from my school has since been converted into a community college early this year. We were made to believe that this college is going to offer ABET programmes by reading through copies of curricula and invitations to attend workshops sent to us by its rector.

1.2.2 Rationale for the research.

The idea of establishing a centre for ABET at my school is long overdue. Both the community and I, had always dreamt about it since somewhere around the year nineteen hundred and eighty five when I was appointed as the manager of the present school. Just when I was about to write my final research report, during my interview phase of the research, the present department of education in the Northern Province started to establish community colleges in accordance with the national policy on education. I could not put on blinkers and proceed with my research without making an inquiry into what these community colleges are all about.

The possible establishment of an ABET centre in my school already is a big challenge in my life. This challenge forms the background of my research. I have been the manager of this high school in the rural part of the Northern Province of South Africa for fourteen years. I have been asked on several occasions by the members of the community around the school to establish an ABET centre. Although I am in authority, I have been always hesitant to answer, 'Yes' or 'No'. I could not take a decision as I had little information about the establishment of ABET centres. I have been promising the community that I would take the matter to the circuit manager who would decide whether I should establish an ABET centre or not.

Fortunately, no one has ever come to ask me whether I have discussed the matter with the circuit manager or not. Otherwise I would be in trouble right now. I know the departmental protocol. Had I taken the matter to the circuit manager, the latter would have sent me back to discuss the establishment of the ABET centre with the governing body of my school. Immediately I registered for the course I am studying right now, this problem which has been haunting me for years came to my mind. I felt deeply relieved that, after the completion of this course, I shall go back to the community armed with an idea about the issues which need to be considered in the establishment of such a centre. I am highly confident that I will be able to contribute ideas towards a solution to this problem, which I accept as a challenge to me and the community. I shall be able to help other school managers who are faced with the same problem.

Several schools in the Northern Province and elsewhere in the Republic of South Africa are running ABET programmes in the same classrooms used by both primary and secondary school learners. ABET programmes are conducted after the normal day schooling. Teachers spend the day teaching the youth and continue in the late afternoons and evenings teaching adult learners.

As one of the managers whose school is not offering ABET programmes, I found it very fascinating to look inside the schools which have ABET programmes with a view to establishing

similar programmes at my school. I wanted to find out exactly what these schools are doing during ABET periods. The 'when' and 'how' ABET programmes are run, as well as the successes and failures or problems encountered in these ABET centres, guided me on what issues to consider in establishing an ABET centre in my school.

1.3 Research Problem.

My research problem stated in a question form is as follows:

'What are the issues involved in the establishment of an ABET centre in a rural school?' Based on the analysis of the issues of the research findings the following next question was asked: 'Should we establish an ABET centre at our school?' The issues include both elements which could form the foundation of the establishment of an ABET centre and those which could be avoided or rectified before an ABET centre could be established.

1.4 The importance of the research.

A research of this nature in a rural school is important in the sense that it will help many schools in this impoverished part of the country to decide how to run ABET programmes. The ETDPs will decide how to use the envisaged model in implementing ABET programmes in their schools. The department of education will also decide on whether to recommend the model to the committee

formulating the policy on the establishment of ABET centres both in rural and urban areas or not.

1.5 Aims and Objectives of the research

The aim of the research is to identify issues involved in the establishment of an ABET centre in a rural secondary school in the Northern Province of South Africa. The objective is to gain information concerning issues that might be useful in developing a model for the establishment of an ABET centre.

1.6 Research questions.

The primary question guiding the research is, 'What are issues to be considered in the establishment of an ABET centre in a rural school?' This question is accompanied by the following subquestions:

- . What are the strengths which the stakeholders (adult learners, tutors, supervisors and principals) regard as important for the establishment of an ABET centre?
- . What are the weaknesses which the stakeholders regard as important for the establishment of an ABET centre?
- . What opportunities are afforded by having established an ABET centre?
- . What are the threats posed to the established ABET centre?
- . How has the Department of Education engaged with ABET in the

Northern Province?

- . Is my school (teachers, members of the S.G.B, members of the community) ready to establish an ABET centre?

1.7 Assumptions.

The research was influenced by my experience of working with various communities in both urban and rural areas for more than fifteen years as a teacher and principal.

Firstly, I assumed that, for all practical purposes, there are some commonalities in the structures of programmes of both ABET centres. For instance, the centres are operating in the classrooms of the main stream schools after hours. Tutors of adults are the same people who teach young learners during normal teaching hours, that is, approximately between the eighth and fourteenth hour of the day.

Secondly, problems are unique to each ABET centre. For example, the centres do not have their own learning materials for adults. Adult learners do not pay school fund.

The research was further influenced by the assumption that, if we should establish an ABET centre at my school, we would:

- (a) be in a better position to attract financial donations from outside the province in order to upgrade our school.

(b) teach more adults to know how to read and write.

Other working assumptions of less note were the following:

- (i) ABET centres in the province seem to be having managerial problems.
- (ii) The government's policy on R.D.P has listed ABET as one of the priorities of this process. However, the policy seems not to be followed by the powers that be.

1.8 Scope and limitations of the research.

The scope of the research was limited to four institutions. These were: Two schools with ABET centres, a community college and my school which intended to establish an ABET centre. The four institutions are within a radius of forty kilometers from the circuit office.

Some limitations of this research were, firstly, that, my status as a high school headmaster, my qualifications, values, biases and idiosyncratic perceptions might jeopardise what I purported to find out about ABET. The participants might have pretended to have felt free to contribute to my research. The respondents might not have been totally honest in providing information. This dishonesty might have arisen from 'facade effect' and 'social-desirability' (SD):

Generally, most people tend to act in their own perceived best interest to the extent that their personal integrity will allow. When it is to one's advantage to 'fake bad' a negative facade can be expected.... The giving of socially desirable responses on a self-report inventory does not necessarily indicate deliberate deception by the respondent but, rather, may be an unconscious tendency to put up a good front. (Hopkins, K.D. et. al. 1990:310).

Secondly, information from the literature was limited. Literature on ABET is still surpassed by the ABE literature. Thirdly, due to time constraints, I was unable to ask for some sources of information like, minute books, attendance registers and policy documents. Fourthly, I was only able to make observations at one centre because, at the second centre, although I was able to meet adult learners during interviews, lessons had not started yet. In the case of the community centre, the organisation was totally different as will be explained in chapter 4. Finally, the number of participants was limited in order to make in depth interviews. A detailed and formal questionnaire could not be administered because it would not yield more depth as some learners could not read and write.

1.9 Validity.

I have engaged a qualitative research method. As a result, the

techniques I have used were subjective. I can therefore, not judge whether or not, the findings will have any validity or generalisability. I have planned before hand to use multiple sources of evidence to validate my findings (Borg 1993:201). Population validity was also taken into consideration by involving all the possible stakeholders mentioned earlier on. Regular debriefings were also done to validate information I have collected. (debriefing, see terminology page).

1.10 How the study was organised

My study comprised a case study involving three schools and a community college. I contacted the gatekeepers (supervisors, principals, a rector and the SGB) and requested permission to carry out my research. I explained to them that I was doing research to enable me to complete my masters degree programme.

I identified and interviewed all the stakeholders in the four institutions. In some cases, I observed some activities which had to do with ABET. I took field notes. The notes were analysed inductively for themes, models and concepts. The findings and conclusions evolved from the analysis of the notes. In my recommendations, I have suggested a model based on the findings and conclusions of this research. Hopefully it will be useful in establishing an ABET centre in a rural secondary school.

CHAPTER 2: Review of Related Literature

- 2.1 Introduction
- 2.2 Overview of related literature
 - 2.2.1 Historical chronological background review of related literature.
 - 2.2.2 Theoretical approaches in adult education
- 2.3 some international issues in literacy in the 1990s.
- 2.4 The South African context.
- 2.5 Adult education and needs analysis
- 2.6 Conclusions of related literature review

2.1 Introduction

The review of related literature constituted a search for existing concepts, theories, definitions and research findings about the establishment of ABET in rural areas. This chapter aims to explore and clarify the necessary issues involved in the establishment of ABET centre in a rural place. Research approaches, techniques and methods will be dealt with in more details in Chapter 3. Concepts from adult learning theories and definitions were used in this research to help me understand the perceptions of various stakeholders in ABET. There are many definitions of literacy because of: different languages of literacy; different levels and standards of literacy skills; people differing in their objectives (Bhola, 1994: 24). There are also various forms of literacy such as: cultural literacy, workplace literacy, school literacy and functional literacy (Bhola, 1994:2). Although these definitions and forms of literacy were not main features of the research, they happened to emerge in the findings of this research.

2.2 Overview of related literature

There were a few indications in the literature of key studies on ABET in South Africa. Among others, there are Wedepohl (1988),

Hutton (1992) and Sebakwane (1995). Review of their work appears later on in this section.

In my review of related literature I have decided to follow a chronological style. That is, I have reviewed literature on adult basic education and recent literature on adult basic education and training in this order as it appeared through my readings that the former preceded the latter. I reviewed literary works written from 1970 up to 1997. At the present moment literature on ABE is more than that on ABET.

There is quite extensive literature on adult education as a field of study. Some adult educators and researchers could have preferred to cover a wide spectrum in this field in as far as literature review is concerned. I preferred to start somewhere by providing a few dates in which adult literacy became widely publicised.

2.2.1 Historical chronological background review of related literature.

The history of adult education can be analysed both locally and internationally. We learn that adult education in a form of night schools in South Africa started taking place in factories and mines during the period 1920 - 1980 (Bird: 1984). These night schools were meant to help adults read and write. Adult literacy

programmes then, concentrated on the basics of reading, writing and numeracy. It would appear that educators of the night school movements were worried that these basics were not enough because adults could not get jobs by merely being taught how to write and read. They felt that, training too, was highly necessary. Thus, they had an idea of having to teach in their night schools: 'Adult Basic Education and Training' (ABET). This shows that the yearning of having ABET instead of just (ABE) was there long ago. This can be deduced from what Bird (1984: 200) said:

The night schools in fact wished to extend their activities to include training - a strategy which would supposedly strengthen the bargaining position of blacks. In the end the schools did not themselves initiate such training, but they were instrumental in 1943 in persuading the Technical College to open a 'department for Non-European adults'.

Accordingly, the so-called 'ABET' could not be established. As a consequence of the regulation requirements of the Bantu Education Act of 1953, they were forced to discontinue this service (Bird, 1984: 200). From then on the only way of helping an adult black to get educated was through Adult Basic Education (ABE).

Even in the late 1980s there was still talk about ABE. Wedephol (1988) still wrote about adult basic education and nothing on 'training'. The word 'training' disappeared temporarily until it resurfaced again in the early nineteen nineties with the

emergence of the new government of democracy in this country. During these years, a few people started to focus in the direction of ABET. Hutton's (1992) copy, although very little is said about ABET, shows some shifts from ABE to ABET. Sebakwane's (1995) article concentrates heavily on ABET. The reason could be that, the time he wrote it, South Africa had already taken a new phase in politics.

ABET according to Sebakwane (1995), refers to the provision of education and training to adults who have little or no formal schooling. This education and training includes literacy and numeracy up to a level equivalent to the General Education Certificate (GEC). It should aim at reconstruction and development. It should provide adults with access to lifelong learning.

All that the author is trying to put forward is in support of the ANC's policy document on Lifelong Learning Through a National Qualification Framework, (commonly known as the NQF) (1996). One of its main principles is that, ABET should help adults adapt to the rapid social, political and economic changes. The author refers intimately to another pro ANC publication, namely, 'Ways of Seeing the National Qualifications Framework' (1995) which emphasises redress, equity and equality in education. These are some of the themes which underpin the ANC's policy on adult education and training. Once more, a sudden change from ABE to

ABET shows that education cannot be separated from politics. As the South African government had to change as it did in the early 1990s, education too had to change.

Moving abroad, Smith et. al. (1970) give us a historical background of the United States's Adult Education Association and its publications of adult education. The publications follow chronologically from the first one published in 1934 up to the fifth one published in 1970. These authors show how the field of adult education progressed in its successive stages of development. According to them, the handbooks are a source of data for answering two important questions, namely:

1. How was the field of adult education defined in its successive stages of development by the editors and authors of the Handbooks?
2. What have been the shifting concerns of adult educators as the field evolved?

The 1934 handbook's main concern was the need for the public's better understanding of adult education as a field of social study. This book was an initial process of discovering the field which was not explored before. The 1936 edition presented a conceptualisation of the field of 'adult education in action'.

The 1948 edition took a different step all together because of world War II . In his foreword, Alain Lock, the President of the American Association for Adult Education wrote:

It is strange, or rather, sad to contemplate the extent to which we in America have tended to forget the social aim of adult education, or to subordinate it to opportunities for individual self-improvement. ... The corporate age of adult education confronts us. Group education for social, intercultural, and international understanding looms up from the context of today's living to become the paramount problem and primary concern of the educator (Smith et. al. 1970:xxi).

The 1960 edition brought another shift in the field of adult education. This time the authors concentrated on the understanding of the field in its historical, cultural and social context. The confusion of these elements referred to above, encountered in the 1948 edition were lessened. It was interesting to note that the 1960 handbook was the first to devote a section to 'The Future of Adult Education in America' (Smith et. al.1970).

For example one of the 1960's authors, Malcolm S. Knowles (1960) 'Handbook of Adult Education in the United States', covered aspects such as, the historical development of the adult education movement, learning theories in adult education, programme areas in adult education, and the future of adult education in America (Smith et. al. 1970:576-578).

I believe, it is indeed because of the historical, social and intercultural contexts as well as the shifting concerns of adult educators about the evolvement of adult education, that literacy programmes in the third-world countries responded to the

widespread and extensive problems of adult illiteracy. O'Sullivan (1993), argues that, despite the 1960s' optimistic predictions that, adult illiteracy could have been eradicated by the end of the century, this problem has in fact grown alarmingly.

O'Sullivan (1993:11) cites the Nicaraguan literacy campaign which has been variously referred to as a 'war of ignorance', 'a cultural insurrection' and the 'second war of liberation'. In Ethiopia, literacy education was seen as a dimension of programmes which were aimed at mobilising action against such third-world evils as diseases, famine, poverty and powerlessness.

By moving further into the 1980s, we meet authors such as Wedepohl (1988). For her, she took neither a radical nor an ethical standpoint but rather a practical one. She studied adult literacy by concentrating on the case studies she did in rural literacy projects. As mentioned earlier, she too, does not clearly spell out what ABET is. Much emphasis in her book is spent on literacy, that is, teaching and learning of the Montagu\Ashton Community Organisation (M.A.G.). I assume that, the period thereafter, the need to add a 'T' on 'ABE' for the latter word to read: 'ABET', was gradually moving into the 1990s authors' minds. It would not be surprising to see handbooks written after the 1990s dealing strictly on research in ABET and no longer on ABE.

In recent literature, Tuijnman and Van der Kamp (1992:191-192), pointed out that many insights into the factors enhancing effective adult learning could be derived from literature which deals with specific themes in adult education. Some of the literary works they have listed, include: Darkenwald and Merriam, 1982 and Brookfield, 1989. Themes discussed in these handbooks show that there are changes in adult teaching and learning.

In recent years there has been slow but significant shifts in emphasis from 'adult education' to 'adult learning' (Tuijnman and Van Der Kamp, 1992:205). These fundamental changes in adult learning were recognised by Darkenwald and Merriam in 1982.

Tuijnman and Van der Kamp (1992: 177) uphold that,

The current forms of provision originally emerged in response to spontaneous private demand, or because public authorities identified a specific economic or social need, such as improvements in farming methods or literacy classes for immigrants which might be satisfied through educational programmes.

Political, social, economical, including technological changes in one country, have an effect on the education, social, political or economic system of that country and world-wide. This is so because we are living in a 'global village' (Toffler 1980). Education is not free from politics and economics. We are

experiencing drastic changes in South Africa because of the political changes which came into effect since 1994.

Like any other third-world country, South Africa too, is trying to do what developed countries are doing. This is evident with adult education in this country. The acceleration of a shift from the 'ABE' paradigm to that of 'ABET' is increasing daily. A document on the NQF (1996:21), for instance, is emphasising an integration of education with training; academic with vocational; theory with the practice.

The South African contextual idea of the integration of education and training concurs with the recommendations of the ACACE (1979: 34-39). This advisory council recommended eight types of ABET work which the State could establish. Among them are, 'formal full-time centres' and 'half-time' or 'block part-time centres', for vocational training and job-seeking or vocational training respectively. South Africa is moving in the right direction by overhauling the then night schools and establishing in their places, community centres for a change.

2.2.2 Theoretical approaches in adult education

The history of adult education is based on different theoretical approaches. Some of them are the following:

Mezirow (1978), known for the radical status of his transformative learning theory, assumed that there is no higher priority in adult education than to develop its potentialities for perspective transformation. According to him, this 'perspective transformation' is a form of personal change in adult life. This pertains to 'meaning perspectives'. Meaning perspectives involve ways of viewing reality, how one should live one's life and decision-making as well as action.

Freire (1977) is one of the proponents of radicalism in adult education. He does not sound apologetic when he says that, oppressed people need to look at their own situation consciously. His theory is based on a practical situation of 'action - reflection', which he calls 'praxis'.

To Brookfield (1990: 60), the word 'community', which comes from his 'Community Adult Education', is one which has power to inspire a reverential suspension of critical judgement in the minds of concerned people like, adult educators and social workers as well as health workers. Therefore, the word 'community' in this sense occupies the status of 'need'.

2.3 Some international issues on literacy in the 1990s.

The first world countries have always been very far ahead of South Africa and other third world countries in matters relating

to adult education and rural development. For instance, in Great Britain, Banks (1990: 4) says that the needs , problems and levels of deprivation in rural areas need to be addressed. She gives us a picture of Durham Rural Community Council in rural parts of that country as part of Rural Adult Education Project. In South Africa we don't have such adult projects in rural areas.

Hillier (1991: 73) compares developments in England and Australia as having been occurring along the same lines. The reason is that the two countries have similar education provision.

The development of adult education in rural areas has always been problematic for centuries. Murphy (1992: 121) reminds us that,

Research in rural contexts is the (even poorer) cousin of adult education research. Financially and methodologically impoverished, action-oriented and descriptive, it has not shown, in any coherent and comprehensively documented way, what adult education in rural areas is or might become.

The author is stating a very serious problem which calls for attention of current researchers in adult education in rural areas. It is a challenge for researchers to address the problem in practical terms rather than theoretical ones. In other words if we should establish an ABET centre at my school we should bear in mind the type of adult learners we are going to produce. We should think about learning outcomes which will benefit the whole

nation and not only individuals. We should guard against repeating the same mistakes committed by other ABET centres.

Knox (1993) reveals a different perception altogether when he says that many US adult education providers are concentrating on serving rural residents. This is made possible by contributions which come from schools, community colleges, higher education institutions and banks. The state of affairs in South Africa would have been different today if such community colleges had been established in rural areas.

O'Sullivan (1993: 11) refers to literacy programmes in third world countries as waging a 'war on ignorance', a 'cultural insurrection' and 'second war of liberation'. This suggests that there have been small developments in the third world rural areas.

Lovett (1989), on the other hand, sees literacy programmes as community education involved in assisting local people in setting up their own alternative social and economic structures like cooperatives, credit unions and resource centres. This suggests that, should we establish an ABET centre at my school, graduated learners should be able to establish at least something like a self-help scheme from which they can generate income.

2.4. The South African context.

There are quite a number of writings about the historical developments of adult education in South Africa. I wish to discuss some of the views without necessarily repeating the points raised under section 2.2.1 of this research report.

A brief review of Bird's (1984: 192 - 221) adult night school movements for blacks shows linear developments of adult education in South Africa from as early as 1920 up to 1980. According to Bird (1984: 192), the Communist Party initiated the first effective night school movement. The aim of this party was to radically transform the structures of society. Party schools were established. More night schools followed thereafter in the 1930s. Around 1946, night schools wished to extend their services to include vocational training. As mentioned earlier in this study, the introduction of vocational training by night schools was abandoned because of political pressures of that era.

Hutton (1992) describes the attitude of the government of around 1970 as being less concerned about adult education activities. She says:

Until the mid-1970s, the state itself took no positive steps to promote adult education and literacy work. ...Progressive literacy projects were looked on with suspicion by the National Party government and the security police.

(They initially placed the blame for the 1976 Soweto uprising on adult literacy work) (Hutton, 1992: 57)

The government had 'good' reasons every time whenever it wished to stop new developments in adult education. Some of the reasons are the following:

(i) The reasoning of the 1970s

The neglect of Adult Education was justified by the blame placed on adult literacy projects. The National Party suspected that these projects instigated the revolt against the system of education put in place by then. The projects made the adult learners aware of the injustices of apartheid (Hutton, 1992: 57).

(ii) Renewal of Adult Learning Centres

Refusal to renew registrations of existing centres reflected a negative attitude of the government toward adult education.

For instance, Bird (1984: 208) wrote:

...Annual applications had been made to the Department for registration..., no replies at all were received until 1966. A letter received... was typical of those sent throughout the country: ...Kindly note that any application for the extension of the above mentioned period will not be entertained under any circumstances.

From what has just been said above, it shows that adult education was never taken seriously in South Africa. It was manipulated like a yo-yo by different governments on the one side and various implementers on the other side. It has been a tug of war between these two groups. The situation remains the same even today when one thinks about what is happening between government and the Non Governmental Organisations (NGOs). It remains to be seen what will happen in years to come from now on as it appears, the situation has not changed.

Again, it would seem adult education in rural areas has never been a first priority of any government which came into power in this country. That is why very little has been written about rural adult literacy in this country as compared to foreign countries indicated earlier in this piece of work.

As stated under the sub-heading: 'Some international issues in literacy in the 1990s', the first world countries have always been very far ahead of South Africa and other third world countries in matters relating to adult education and rural development.

Similar adult education centres which were introduced in urban areas were never established in rural areas. Rural areas were all along neglected although they are hard hit by poverty. In African rural areas, schools could be conducted only by African school

boards or committees in the 1950s (Bird, 1984: 207). As a consequences of financial difficulties most of them were closed.

(iii) The closure of adult literacy programmes

Adult literacy programmes were closed not only because of finance. Some were closed because money was there but wrongfully managed. Others were closed because of power mongering. Hutton (1992: 76-77) bears witness. She describes literacy work in the then self-governing states like Lebowa, Gazangulu and independent homelands like Ciskei and Bophuthatswana as a disgrace. In all these rural areas programmes fell to nothing because of limited structures and weak leadership. The little success these rural areas would make could not go too far because of political pressures in and outside South Africa. In elaborating on how the coffin of rural literacy was finally sealed, Hutton (1992: 77) had this to say:

Added to this there is also the isolation brought about by the fact that progressive literacy organisations and overseas agencies saw work with official homeland initiatives as an endorsement of apartheid and a betrayal of the struggle - especially before the beginnings of political change in 1990.

These reasons show how adult literacy programmes were neglected by previous governments including the present one.

Rural adult literacy receives more attention in first world countries unlike in third world countries. Knox (1993: 336) on rural development, shows how US providers serve rural residence. An example is that of the agricultural extension program through the Cooperative Extension Service (CES).

The CES contributes to rural adult education in a form of family life and community resource development. Besides the CES there are different bodies such as community colleges and library systems which provide additional contributions to rural adult education. The interaction of these various non-governmental providers with government, according to Knox (1993), encourages systematic perspective on rural development.

2.5 Adult education and needs analysis.

Educational programmes help rural residents and policy makers to understand issues, clarify and solve related problems as well as attract and use needed resources (Knox, 1993: 345). I assume that an establishment of a rural ABET centre could be more effective if right from the beginning it includes such educational programmes. It would be able to address the needs of the community.

Fordham (1995) examines four key questions which planners (planners of ABET centres in this case) could ask themselves

about recognising and assessing needs for such centres. They could ask themselves the following questions:

- . Who needs literacy?
- . What do they need it for?
- . What kind of literacy do they need?
- . How will the programme be planned and implemented? (Fordham, 1995: 17).

Fordham (1995) reminds us that, before a centre could be established, a discussion on its establishment should be held between implementers and the community at large.

Literacy projects are established in response to people's demands. An agreement on the need for an ABET centre emerges out of dialogue between various structures in the village. It arises when people's life changes.

An ABET centre may be needed for some areas of community development. These are some areas adapted from Fordham (1995: 17):

- (a) Education - for the adults to be able to help their children with schooling.
- (b) Law - to be able to read about their rights, signing contracts and recording land rights.
- (c) Employment - to be able to get a job; to get promotion.
- (d) Health - to read prescriptions, keep health charts and vaccination records and write down health problems.

(e) Credit - sign contracts, filling in bank forms.

There are ways of assessing needs. These are:

(i) asking informal questions or conducting a survey. An implementer could inquire about traditional practices existing in the society.

(ii) conducting an informal and relaxed local survey with a cross-section of the community. One could ask questions such as the following:

- . Have you ever thought about learning to read and write?
- . Can you think of any particular situations where being able to read things would make a big difference to you?
- . How have you dealt with situations like those in the past? (Fordham, 1995: 18).

The best way of assessing the kind of ABET centre needed in the area is by asking these type of questions and many more open-ended questions. Responses to a survey will reveal whether the community wants a centre or not. The analysis of responses will inform the implementer about the type of ABET centre to be established. An implementer may use insiders, that is, people who live in the area and might become learners in the centre, to carry out a survey.

An ABET centre should identify adult learners' needs and development. It should meet diverse needs of its learners by among other things, providing lifelong learning and establishing

ongoing learner support (Dadzie, 1993:12).

2.6. Conclusions of related literature review.

There has always been ups and downs in the development of adult literacy programmes over centuries in South Africa. One government would do this or that. Another government of the day would do something diametrically opposed to the previous government's activities in adult education. Rural adult education has remained 'a neglected species' throughout the years (Knowles: 1978). Too much work is still lying ahead. We need not suffer similar problems suffered by the old Bantustans, namely that of, weak leadership and less resources, for sustained organisations (Hutton, 1992: 76 - 77). Whether or not we in South Africa have succeeded in our leadership or not, will be revealed after the chapter on research design in this study.

CHAPTER 3: Research Design

- 3.1 Introduction
- 3.2 Research aims and objectives
- 3.3 Research questions
- 3.4 Research methods
 - 3.4.1 Philosophies and ethics guiding choice of research methods
 - 3.4.2 Qualitative method
 - 3.4.3 Case study
 - 3.4.4 Sampling
 - 3.4.5 Observation and interview
- 3.5 Research instruments
- 3.6 Research design - table
 - 3.6.1 Summary of the research design - table
- 3.7 Stages of research
- 3.8 Summary

3.1 Introduction

This chapter explores the procedures and means of conducting research. Research aims, strategies, approaches and methods are considered as useful in investigating issues for the establishment of an ABET centre in the rural area.

The elements of research design included here lay the foundation for the way research is conducted in the next chapter.

At first I only had a hunch as to how to proceed with my research design. The design was flexible and evolved as research proceeded and more information was gained (Bogdan, 1992: 59).

3.2 Research aims and objectives.

The aim of the research was to identify issues involved in the establishment of an ABET centre in a rural secondary school in the Northern Province of South Africa. The objective was to gain information concerning issues that might be useful in developing a model for the establishment of the centre.

3.3 Research Questions

The primary question guiding the research was a simple open-ended question: 'What are the issues to be considered in the establishment of an ABET centre in a rural school?'

This question was directed to adult learners, tutors, supervisors

and principal of existing ABET centres.

Secondary questions were:

- What are the strengths which the above stakeholders regard as important for the establishment of an ABET centre?
- What are the weaknesses they regard as problematic for the establishment of an ABET centre?
- What opportunities are afforded by having established an ABET centre?
- What are the threats posed to the established centre?
- How has the Department of Education engaged with ABET in the Northern Province?
- Is my school (teachers, members of the SGB, members of the community) ready to establish an ABET centre?

3.4 Research methods

3.4.1 Philosophies and ethics guiding choice of research methods

A research in adult education may include numerous research methods and techniques depending on the local context. These may include qualitative or quantitative methods. There may be various personal philosophies based on the positivist or progressivist ideologies which may influence the researcher's selection of research methods and techniques.

A personal philosophy is important in guiding research in adult

education. A personal philosophy goes hand in hand with code of ethics in adult education research. A researcher might think of elements such as respect and confidentiality which underlie the code of ethics. In addition to this, (Mer iam, 1988:146) says,

...Yet there are ethical concerns which relating to every step of the research process from conceptualizing the problem, to collecting and analyzing data, to reporting the findings.

In my case, in choosing research methods, techniques and approaches, I found myself being influenced by both humanist, radicalist and progressivist perspectives. Abiding by code of ethics was something which I considered very strongly.

A researcher may again decide on qualitative or quantitative method depending on the context of research.

3.4.2 Qualitative method

I decided to use qualitative research method. To me the qualitative method appeared to be appropriate to my research because of the following reasons:

- (i) I was going to work with adult learners who do not understand figures because of their low level of formal education.
- (ii) My research dealt with the study of human behaviour and

thinking in a particular context.

(iii) I was engaged in a social enquiry in a social context. In short, I followed what other social scientists are doing; namely, 'by following qualitative research based not on statistical tests but rather on a trained expert's ability to find meaning in complex phenomena through observation and analysis' (Borg, 1993:215).

3.4.3 Case study

I chose a case study approach. The reasons why I chose this method were:

- I wanted to study individuals' experiences of the phenomenon of ABET in depth.
- I wanted to develop an understanding of the individuals and events.
- I wanted to understand the phenomenological reality of the participants and the cultural settings within which they function.

In choosing the case study method I was also influenced by the fact that case study investigations are being conducted increasingly in education as researchers have become more interested in studying complex educational phenomena in their natural context (Borg, 1993:202). My field of research was a complex and dynamic one as it was comprised of different

personalities with complex different philosophies of life.

3.4.4 Sampling

It is very expensive when conducting a research for one to study the entire population of interest. The researcher must content himself/herself with studying a sample of persons who presumably represent that population (Borg, 1993: 96).

Although there are criteria for the selection of participants, I did not stick to cut and dried regulations in the choice of subjects for my research.

The size and procedure used in selecting the sample determines how confidently the researcher can make generalisations. There are points to recall in sampling by the researcher. Some of these points adapted from (Bor, 1993: 96-101) are:

- (i) Findings are generalised from the sample to a larger population.
- (ii) Sampling errors are likely to occur even when the sample is randomly drawn from the population (Borg 1993: 97).
- (iii) Sampling in qualitative research generates what sometimes is called 'thick' descriptions, rather than precise statistics calculated on scores yielded by objective measures. For this reason, qualitative researchers typically study only a few cases.

3.4.5 Observation and interview

Observation is essentially a technique for gathering 'live' data about the individuals and events being studied. The data are 'live' in that behaviour and events are recorded as they are occurring (Borg, 1993: 222). Observation involves simply watching behavior (Mitchell, 1992: 424)

In an interview, 'the investigator orally asks respondents a series of questions and the interviewer records responses' (Mitchell, 1992: 458).

An interview is a dialogue between the researcher and the subject.

Dialogue is 'the encounter between men, mediated by the world, in order to name the world' (Freire, 1970: 76). Dialogue presupposes 'intense faith in man'. Dialogue becomes a horizontal relationship of which mutual trust between the researcher and interviewee is the logical consequence. With dialogue, the whole process of interview becomes a task of praxis; that is, combining reflective activity with action (Freire, 1977).

Dialogue is always an exchange of ideas between two people. In most cases, they are engaged in dialogue face-to-face. In such a dialogue there is always the Husserlian phenomenological principle of intentionality (Ponty, 1981:xvii) . This principle states that consciousness is always directed towards something.

It is always consciousness of something. In my dialogue or interview with someone, say, an adult in my research, I am conscious of something (him/her). He/She is in turn conscious of something (conscious of me) (Sartre, 1977:257).

I have used dialogue referred to above with participant observation rather than naturalistic observation: that is 'I actively interacted' with stakeholders of ABET. I was in a sense 'one of them' - more especially at my school.

Research may involve both observation and interview depending on the local context of the research.

Alternatively, a researcher might follow one of these methods in one situation and switch to another method in another situation while doing the same research. For example if a researcher's intention was to interview adults, and he/she finds them planting vegetables, he/she can observe what they are doing or while observing them, interview them at the same time. The researcher will be guided by the code of ethics in research. The researcher cannot enforce an interview schedule while the situation does not allow it.

Observation and interview are good research methods which like other methods have advantages and shortcomings. It is of importance to the researcher to know some of these factors and try to guard against these factors.

The following are the advantages of interview:

- A researcher interacts more with the participant.
- Because of this interaction, the researcher is able to clarify the questions the respondents do not understand
- Group interviews may save time. However, the group interview depends on time and the subject of discussion.

Unstructured interviews allow for freedom of the respondents to provide as much information as they wish.

The following are the shortcomings of interview:

- They are more expensive than questionnaires in that a researcher cannot legitimately interview more than one person at a time. If they are interviewed in a group 'participants might go with the group rather than give their true opinion' (Mitchell, 1992: 458). It therefore takes more energy to administer an interview than a questionnaire.

In addition, the personal nature of the interview creates two major problems.

- One of them is that of interview bias: the researcher may influence respondents' answers by verbally or nonverbally encouraging correct responses.
- The second one is that respondents may be apt to give socially desirable responses than if they were writing their answers on an anonymous questionnaire.

Observation also has its advantages and shortcomings.

The following are advantages of observations:

- (i) Observation (especially direct observation) produces very reliable and valid measures of the variables being observed (Borg, 1993: 116).
- (ii) The observer participates with those being observed (Mitchell, 1992: 623).

The following are its shortcomings:

- (i) Observer bias: Here the observer sees and records what he/she expects or hopes the subjects are doing rather than what subjects are actually doing (Mitchell, 1992: 100).
- (ii) Random observer error - variation in scores due to unsystematic chance factors (Mitchell, 1992: 624).

3.5 Research instruments

An unstructured interview was used. This interview was based on the SWOT analysis. I could have used a questionnaire. However I found it to be inappropriate since I was not sure of the level of formal education of the adult learners I had to interview.

The interviews were conducted personally rather than telephonically. The telephone was found to be inappropriate since ninety eight percent of the interviewees were in the rural area where telephone facilities are not available. I used a tape recorder to record our interviews. A tape recorder was used in

some occasions after I had studied the situation to determine acceptability thereof. A notebook was also used to record interviews whose pace could be controlled. The research design table drawn on the next page was used to guide me in my interviews.

3.6 RESEARCH DESIGN TABLE

RESEARCH AIM: To identify issues involved in the establishment of an ABET centre in a rural secondary school in the Northern Province of South Africa.

RESEARCH QUESTION AND SUB-QUESTIONS	SOURCES OF INFORMATION	INFORMATION DATA GATHERING METHODS	METHODS OF ANALYSIS
<u>RQ:</u> What are issues to be considered in the establishment of ABET...?	People(learners and implementors) of ABET	Participant observations, open-ended interviews.	Ongoing analysis of themes,
<u>Sub-Q1:</u> What are the strengths..?	Small sample of tutors/ learners.		models & concepts
<u>Sub-Q2:</u> What are the weaknesses...?	The rest of sample		Ongoing theme Sub-
<u>Q3:</u> What are the opportunities?	suggested by snow-balling.	Record field notes	analysis
<u>Sub-Q4</u> What are the threats...?	people	interviews	
<u>Sub-Q5</u> How has the Educ. Dept. engaged with ABET?	documents.	Documents review	

(RQ = Research Question; Sub-Q1, Sub-Q2, etc. = Sub question 1; Sub question 2 etc. Implementers = tutors and supervisors)

3.6.1 Summary of the research design - table

The solution of the research question together with its sub - questions 1 to 5 were found by interviewing adult learners and ABET implementers as sources of information. Methods such as participant observation and open - ended interviews were used to gather information. I have analysed the information I have gathered into common themes and concepts. The word 'documents' in this design - table refers to the curriculum followed in the community centre and the text books used in the two ABET centres. These documents appear as appendices in this research report.

3.7 Stages of research

The research went through various stages. These stages were planned after going through related literature and obtaining clarity and direction of the research.

The stages included:

- Selecting target groups.
- Identifying gatekeepers.
- Gathering data.
- Analysis of findings.
- Interpreting findings.
- Writing the final report.

3.8 Summary

Any research method used without approaches or techniques cannot provide solution to a complex phenomenon such as adult education. A researcher needs to study the context first before he/she can decide on the choice of research method he/she thinks would be appropriate to his/her research. In the course of making a choice of a research method, a researcher can be guided by ethical codes and personal philosophies underpinning a social inquiry into a social context. A researcher should always remember that any research method has its own strengths and shortcomings. A research is conducted through stages. These stages are explained in details in the next chapter on 'Conducting research'.

CHAPTER 4: Conducting research

4.1 Introduction

4.2 How the college and centres were selected

4.2.1 Centre A

4.2.2 Centre B

4.2.3 The college

4.2.4 The school and feeder school

4.3 Research sample, size, and duration of interviews

4.3.1 Sample

4.3.2 Sample size

4.3.3 Duration of research

4.4 Data gathering

4.4.1 Methods of data gathering involved

4.5 Summary

Chapter 4 Conducting research

4.1 Introduction

This chapter is about how the research was carried out. It covers the ABET centres, the community college, my school and the surrounding villages. The analysis of the data and findings in these places are discussed in chapter 5. The first centre at which research was done will be referred to as centre A while the second centre will be referred to as centre B. The community college will be referred to as 'college'. The school at which the researcher is based will be referred to as the 'school'. The 'community' refers to the people in the three villages surrounding the 'school'. The 'feeder schools' refers to the three primary schools which are found in these villages. The term 'feeder school' is not only used by the researcher, but by local schools, circuit and area office because they 'feed' the local secondary school. This means that ninety percent of the pupils at this local secondary school come from these primary schools.

4.2 How the college and centres were selected

The school, college and centres are within the radius of 40 kilometers from one another. I knew some of the gatekeepers like supervisors and principals. However I initially did not know that some of them were involved with ABET.

I met with only one supervisor of centre A to whom I talked about my research. She indicated that she would be interested in taking part in my research.

4.2.1 Centre A

I made a telephone appointment for another meeting with the supervisor of centre A. We met at her house where I interviewed her. She had no problem with my request to have our interview taped. She helped in making arrangements for me to meet with the principal, tutors and learners at her centre one afternoon. Interviews at this centre dragged for some weeks. It was through this particular supervisor that snowballing of the sample began. (For snowballing, see page v, abbreviations, acronyms and terminology). It became obvious as I went on that I could not finish interviewing all the participants within one afternoon we had originally scheduled to meet.

4.2.2 Centre B

I arrived at centre B one morning and found the supervisor. I did not know her. The principal of the school who was known to me had gone out on official duties. I introduced myself and gave her a letter from my university which had a list of students, including mine. She welcomed me and took me to the principal's office. The interview went on smoothly for about an hour, with a pocket size

tape recorder between us on the table. She took me to the nearby day care centre where three of her adult learners were looking after toddlers. She introduced me to them and we immediately agreed on a later date to come and interview them individually. She also helped to arrange for interviews on separate dates for the principal and two tutors who help her at the centre. I interviewed the two tutors at their homes over the weekend. The reasons why I met them at their homes were that the first tutor could not have a time slot for me at the school as he was busy with pupils' lessons and preparing them in the afternoons for annual music competitions. The other tutor was teaching adult learners metalwork at his house and could not carry the big machine used to bend metals to the *centre*. The reader might be puzzled why the centre is written in italics. The reason is that there is no fully fledged centre. ABET programmes take place in a nearby primary school. There is no safety in leaving his machine in the school.

The principal was interviewed in her office one morning. The setup was almost the same as that of the supervisor in that we used the same office, same tape recorder, the same table and chairs facing the same direction. We took almost an hour chatting in between. For example, exchanging our views concerning our problems of adjusting to the new order in running schools as principals and how it is challenging to work with young teachers of today and unions.

4.2.3 The college

Most of us in the area learned about the college in this way: During the previous year there were rumours circulating around that the college in our vicinity was going to be closed the following year. According to the rumour, the lecturers would be deployed to secondary schools.

At the beginning of the following year, pupils from my school who intended registering for a teachers diploma at the said college were turned away. At first, the rumours about the closing of the college were not confirmed. It wasn't until we received an invitation letter from the college that we became aware of the existence of the community college and the new rector. The invitation was directed to surrounding school principals to a workshop on adult education. By then I had finished my examinations in course work for this masters programme. I was just about to start with my research work. Consequently, the college became one of my target fields of study, since I imagined that it would have some impact on our activities relating to the establishment of the ABET centre at my school.

Contact and arrangements to do research at the college was made through the rector. The rector is known to me since we went to university together. No appointment was made. I simply walked into his secretary's office one morning, introduced myself to her and requested to see the rector. After a few minutes in the

rector's office, one ABET lecturer was called in. The latter took me to one adjacent hall. It looked like a staff room and was full of the lecturing staff. We occupied a small table towards the corner together with two of his colleagues. The place was noisy. To add to that there was no time to negotiate for the use of a tape recorder at the reception I got when the other two joined us. I used time to ask two to three questions to one of the lecturers who was sitting next to me in the hall while the ABET lecturer was still gone to call his colleagues. The answers the lecturer provided will be discussed in the next chapter. I conducted a group interview. I can't even remember how long the interview lasted. It never lasted for an hour.

4.2.4 The school and feeder school

In order to conduct research at both schools, I contacted the chairperson of the SGB (School Governing Body) and the principal respectively. The SGB is the body which governs the school. It is constituted by parents, teachers and learners who are elected by their different constituencies to represent them in the day to day administrative and professional duties in and out of the school. The principal of the feeder school was the only person I knew in the administration of that school. He would communicate with his SGB. Due to time constraints, I was not able to meet other feeder schools' principals. The reasons why I involved the feeder schools are:

(i) They are our neighbours.

(ii) Parents have children in both schools.

(iii) Developments taking place at this school are open to scrutiny by the three villages as it is legally their school.

The SGB of my school gave me permission to interview other staff members and members of security as well as members of the community. Members of staff were initially interviewed as individuals. For example one HOD who is in charge of social sciences was interviewed. No specific criterion was used to select this teacher. The second one was a teacher who had taught at another ABET centre before. In selecting the teacher, I relied on his past experience in ABET programmes. The rest of the staff was interviewed as a group.

Unlike the formal interviews held with SGB members and teachers, members of the community and the security personnel were met in the street, greeted and asked a few questions like this :

(i) We want to start teaching adult people at school. What are your feelings?

(ii) How will you convince other members of the community including your friends and neighbours to come and enroll for lessons?

Answers to these questions are analysed in the next chapter.

4.3 Research sample, size and duration of interviews.

4.3.1 Sample

The sample was made up of the following groups of people:

- (i) Adult learners, ABET tutors, ABET supervisors and principals of the schools under which the two centres operate.
- (ii) Lecturers of the community college.
- (iii) Staff members, SGB and security personnel at my school together with the principal of the feeder school and the community members in the villages around our school.

4.3.2 Sample size.

At each of the centres A and B the following people were interviewed: three learners, one supervisor, one principal and two tutors. From the college, three lecturers were interviewed. From my school, the following people were interviewed: members of the SGB consisting of the chairperson, the vice chairperson and the secretary. In addition, three security personnel, one HOD, teachers who had taught at an ABET centre before. Twenty four staff members were interviewed as a group. From the feeder school one principal was interviewed. Three members of the community were also interviewed as a group. A total of fifty four respondents were interviewed either as individuals or as a group.

4.3.3 Duration of research

Commuting from one centre to another and from the community college to the feeder school and the surrounding villages took me a total period of four months, starting from February to May. In some cases, interviews lasted for a period of approximately thirty minutes.

In other cases interviews ran for approximately sixty minutes. Durations of interviews differed in accordance with the type of respondents being interviewed. For instance, in some cases, interviews lasted for a few minutes because of the negative attitude of respondents. On the whole, interviews went for hours because of a warm reception I was given by majority of respondents. A few respondents were somewhat hostile while some were friendly. The latter would go to the extent of offering additional information even outside the scope of my research.

4.4 Data gathering

4.4.1 Methods of data gathering involved

The methods used to gather data were observations and unstructured interviews. In some cases a tape recorder was used together with a notebook for taking down field notes. During other times either the notebook or the tape recorder was used.

Collection of data was divided into five stages.

(i) The first stage consisted of interviewing and observing the stakeholders; that is, in this case, learners, tutors and supervisors at the existing ABET centres. I preferred to start with them to make an investigation into what they are doing; when and how they are running their ABET programmes.

(ii) The second stage consisted of interviewing the principals of the schools under which the centres were operating. The purpose was to get their feelings about ABET programmes at their schools.

(iii) The third stage was to interview the community college lecturers. The purpose was to find out whether there are any similarities and/or differences between what the colleges are doing and what ABET centres are doing.

(iv) The fourth stage was devoted to interviews with stakeholders of my school. These comprised of the SGB, teachers and security personnel.

(v) The fifth and last stage involved interviews with members of the community in the villages around my school.

4.5 Summary

My interviews were based on the 'SWOT' analysis. Open-ended questions asked read like this: 'What are the strengths, weaknesses, opportunities and threats of your centre?'

The questions were not maintained in the same order from respondent to respondent.

I would first greet and introduce myself. Then I would explain the purpose of my research. This would be followed by the interview questions.

To make the situation more comfortable and relaxed, I would do some ice breaking exercise, like pausing to allow respondents time to ask questions on varying topics, say about Witwatersrand as a university, my school, or anything including the weather. I followed this method to allow my respondents to share information freely.

I pledged confidentiality by indicating that their names, would not be mentioned in my research report. Questions relating to indicators such as infrastructure, finance and management and how they would affect the establishment of an ABET centre, were asked.

Only two observations were conducted. The first one was at the day care centre, where 'ABET graduate learners' take care of approximately fifteen toddlers. The toddlers were happily jumping around while their caretakers were preparing meals. Learners used recipes learned from the ABET centre to prepare food for the children. If one were to think in terms of OBE, these would be the 'outcomes' of ABET. The second observation was conducted at the tutor's house. The tutor demonstrated how he teaches adult learners how to make buckets for carrying water. The said tutor

also taught them how to use a 'Box Finger Bending Brakes' machine to make dust bins with a metal sheet (see Appendix G).

Notes taken down into a notebook and the conversation recorded on a tape recorder assisted me in writing down a comprehensive report. The report forms a greater part of my analysis of the research findings in chapter five.

CHAPTER 5: Analysis of research findings

5.1 Introduction

5.2 Analysis of data into common themes found in the two ABET centres

5.2.1 Responses by learners

5.2.2 Responses by tutors and supervisors

5.2.3 Responses by principals

5.3 Responses by community college lecturers

5.4 Responses by the stakeholders of my school

5.5 Overview of interviews at centres A and B

5.5.1 Adult learners

5.5.2 Tutors and supervisors

5.5.3 Principals

5.6 The curriculum and entrance requirements at ABET centres A and B and the community college

5.6.1 The curriculum and entrance requirements at ABET centres A and B

5.6.2 The curriculum and entrance requirements at the community college

5.7 Summary of responses

5.8 Summary of research findings

5.8.1 The structure of ABET management from the district to college and centres

support to the centres. A learner at centre A sounded discouraged when she said, 'Mmuso ga o re naganele bjalo ka batho ba bagolo. Mmuso o a ditelega ge o swaetse go re fa ditlabelo'. This means, 'The government does not think for us as elderly people'. The government is hopelessly too slow to give us facilities'. This point was further emphasised by learners in centre B, who took it further to suggest that the teachers are poorly motivated due to lack of financial incentives. One adult learner, Lillian rightly points out: 'Re tla mo masegareng a mangwe re hwetse dikeiti di notletswe barutishi ba sepetse ba lapisitswe ke go se lelliwe'. This means, 'We come here at the centre some afternoons only to find that gates are locked, tutors left because of being tired of not being paid'.

Financial problems crop up over and over again whenever respondents are interviewed, as one learner (Betty) points out: 'We collect our own money to pay for transport when we go to exhibitions'. One supervisor (Keke, centre B) points out: 'The R80,00 registration fee for our centre comes from the adult learners'. Another learner remarked: 'Some of our friends leave because they got jobs. Our friendship and our group is disturbed. We struggle to adjust to new groups'.

By saying that the government is too slow, the learners were giving the response they received from their tutors when they asked why the centres were being suspended. The tutors told the

learners that the government was still sorting out some problems. That seems to be the reason why the centres were suspended and the tutors did not get their salaries.

(c) Opportunities

This is what adult learners have said:

Today I can read and write.

I can read a recipe book and cook delicious food for my family.

I can use a measuring tape.

I can cut a cloth according to a pattern.

I managed to get a job.

Some of us cook food and sell in the street at the industrial site. We are using the knowledge we gained from the centre.

Some of us bought sewing machines. We buy material, sew garments and sell them to the community.

We make income by catering during wedding ceremonies.

(d) Threats

- By suspending the activities at the centres, there is a threat that the centres might ultimately be closed.
- Female learners's safety is at risk because of the lessons which take place between three and five in the afternoon. They walk from the centre to their homes after the lessons. It is often already dark during winter.

- 'Neighbours laugh and intimidate us'.
- 'My husband gets cross when I come home late'.

5.2.2 Responses by tutors and supervisors

(a) Strengths

- The number of adult learners increases annually.
- 'We learn from learners from their vast experiences'.
- The community supports ABET activities.
- There is dedication, patience and sacrifice on the part of the learners and tutors.
- Members of staff who are not teaching ABET learners support those who are teaching ABET learners.

(b) Weaknesses

- The government does not give support to the centres in a form of regular supervision. The same goes for financial support.
- Centres are poorly equipped. There are few sewing machines. Stationery and other learning equipment are not supplied by the department of education as expected.
- There are no guidelines concerning the textbooks to be used. (A National Multi-Year Implementation... October 1997: 29), has investigated this and found this: 'There is a lack of adequate and/or appropriate learning and support materials'.

- Tutors and learners use pupils' textbooks more especially in continuation classes (grades seven to twelve).
- Learners tend to play truant. 'Ba tla letsatsi le ba ratang', meaning, 'They come the day they want', said one tutor.
- Adult learners prefer skills training (cooking, sewing, etc) rather than literacy (reading and writing).
- Only female adults attend.

Afternoon lessons are demanding to tutors since they would have been at school with their pupils since early in the morning.

- Some adult learners have learning problems which retard the progress of the rest of the group.
- Sometimes learners do not accept to be placed at grades they regard as too low for them.
- Transport: By five in the afternoon, transport is scarce for the tutors who have to travel home.
- The government does not pay the tutors' salaries in time. It often takes up to six months and more for them to get paid.
- Adult learners' time is too short.

(c) Opportunities

- Adult learners get jobs.
 - Adult learners create self-help schemes.
 - ABET has opened doors of learning for tutors and supervisors.
- By teaching adults, tutors are motivated to study further, specialising in diplomas and degrees in ABET.

- Most tutors have learned many things from adults. Some adult learners brought skills like cooking and sewing with them from previous employers. 'I learned how to bake a banana cake from Melita who was employed as a domestic worker some years ago', said Troy, one of the tutors.
- ABET centres helped adult learners to pass matric. From centres they went to colleges of education where they obtained teachers diplomas and are currently employed as teachers. For instance, Mrs Mogala passed matric at centre B, went to college of education and she is now a teacher at one of the local primary schools.

(d) Threats

By the indefinite suspension of continuation classes in ABET centres, the government is threatening to close them down. The establishment of community colleges poses a threat to existing ABET centres. The unemployed matriculants and newly qualified teachers challenge tutors in that they too want to teach in ABET centres. Tutors giving the unemployed matric youths a 'chance' to teach adults, is explained in details in the next sub-heading: 'Overview of interviews at centres A and B'.

5.2.3 Responses by principals

(a) Strengths

- The communities support ABET programmes. An example is the large response of the community when invited to ABET meetings and exhibitions.
- Products produced from the ABET centres are sold in the village where they are bought without complaints. An example is that of dungarees sold to junior primary children's parents. The material is bought from town and sewn at the ABET centre.
- During meetings and sport meetings, adult learners do catering. That is, they cook food for people attending the meetings at a price. Tutors participate actively in ABET activities.
- The number of learners increases annually. This point was acknowledged by tutors and supervisors as well.
- Tutors' interest in ABET activities is aroused. Many of them wish to teach at one of the villages.

(b) Weaknesses

Accommodation: ABET centres do not have their own buildings.

Finance: The department finances the ABET centres in as far as renumerating tutors is concerned. The rest of the ABET activities

are not catered for financially. For example, adults use the children's classrooms and furniture after school.

Stationery: Stationery such as chalk, exercise books, and textbooks are properties of the school. Centres do not have theirs.

Time: Adult learner's time is too short. This was pointed out by both tutors and supervisors.

Sometimes gates and classrooms are left unlocked which poses a security problem.

Qualifications: There are tutors who teach without having being properly trained in ABET.

Administration: There are no regular visits by ABET advisors from the area office of education.

(c) Opportunities

Products made by adult learners such as food and clothing are sold at a good profit at school, in the village and at exhibitions.

Tutors are motivated to do private studies to upgrade their standards and earn more notches in their salaries.

Methods of teaching young pupils improve. After teaching adults, tutors' approach in teaching young pupils change. They improve. Young learners are motivated to come to school when they see that their parents also do come to school.

(d) Threats

- The department suspended continuation classes.

The department discontinued issuing certificates to adult learners.

- The department suspended graduation ceremonies during which certificates were awarded to adult learners who passed grades.

Since then adult learners are no longer motivated to participate in programs as before.

- Supervision; Supervision of schools becomes more difficult with the addition of ABET programmes. Example: 'I am a principal of two schools. As a result the workload becomes too heavy to an extent that I might fail to handle some problems. Consequently, I may get accused of being inefficient by the department and the community', said the principal at centre B.

According to the principal at centre A: 'In recruiting adults we make use of pupils and the school's stationery to write to these adults. This might cause the school to run at a loss and I am held responsible'.

The correspondence and communication go through the principal's office even if the supervisor does not want.

5.3 Responses by community college lecturers

The responses received from the lecturers of the ABET section were not supportive of the establishment of an ABET centre at my school. In the first place, when asked about existing centres at schools, one lecturer emphatically said, 'There are no such centres of ABET at schools. We are the only ones practising ABET'.

When asked what he thinks about a school wishing to establish an ABET centre, the same lecturer responded as follows: 'We can establish satellite centres at schools by training teachers to go and open ABET centres at schools'.

Secondly, the responses were not supportive in the sense that, while they said that they were still campaigning to establish ABET programs, what they said about entrance requirements of ABET learners, contradicted what was written in the 'information booklet' (see appendices H, I and J)

The lecturers tended to be very nervous about the questions asked to them. The reason could have been perhaps emanating from rumours about a bill to be tabled in the provincial legislature, aimed at deploying them to teach at secondary schools.

5.4 Responses by the stakeholders of my school.

The stakeholders at my school included the following people:

Members of the teaching staff at my school, the security personnel, SGB, the community of the neighbouring villages and the principal of the feeder school.

The staff members of my school supported the idea of establishing an ABET centre at my school. Some teachers said that they have relevant qualifications in ABET and were looking forward to apply theory onto practice. This is what they had to say:

Anna, 'I have a diploma in ABET'.

Kubu, 'It is high time that I teach adults'.

Security personnel, members of the SGB and members of the community said this about the establishment of an ABET centre at our school: 'Maybe our children who have failed standard ten will have a chance of coming back to school, unlike sitting at home without work'.

'Bana ba ga ba nyake go bala, ba a raloka. Nna nka iteka'; meaning, 'These children don't want to study, they are playing. I can try my best'.

'Go soma ka dipolaseng tsa makgowa go re ditetse. Re ka tla ka bontshi go tlo ithuta'; meaning 'Working for whites in the farms hampered our progress. We can come in majority to learn'.

The above-mentioned quotations indicate that the community was excited about the possible establishment of an ABET centre. One

said this about the recruitment of adults from the three neighbouring villages to register as learners at the centre:

'Ge re ka letsa tshipi kgorong ra ba botsa, ba tla tlala sekolo se'; meaning, 'If we ring the bell at the kgoro and explain to them (community), they will fill up the school'.

All the respondents within and outside the school were highly positive about the establishment of an ABET centre. In as far as the challenges (weaknesses and threats) facing these stakeholders when it comes to the actual establishment of the centre are concerned, the attitude was that of waiting until the centre is established and then take it from there. This is what one said: 'Se bolelelele nonyane masegong', meaning, 'we will cross the river when we get to it'.

The principal of the feeder school supported the idea of establishing an ABET centre at my school. In supporting the idea, this is what he said: 'You can manage because you have a big staff of graduates and facilities'. For him an ABET centre at a secondary school could be more effective because secondary schools in our area tend to have better facilities than the primary schools. A secondary school such as ours is in the centre of the three villages unlike his school which is located in one village only.

5.5 Overview of interviews at centres A and B

I have only done an overview of interviews at centres A and B and not at the 'college' and 'school' because the two centres shared many commonalities and more information more than the 'college' and 'school'.

5.5.1 Adult learners

All the six adult learners in the two ABET centres showed satisfaction with what they were taught at the centres. This is what they had to say: 'Most of us are able to get jobs after graduating from the centre'. On the question of what they think about the establishment of an ABET centre at our school, all the respondents supported the idea which was suggested by the following statements among others: 'It is good and helpful to have an ABET centre'. 'We are better off compared to other villages which do not have ABET centres'. For them the threats and weaknesses encountered at their centres were just some of the problems of life. These should not discourage reasonable adults. Determination to continue attending adult programmes would be helpful to them. Their successes in life were based on the outcomes of ABET. However, as a researcher, I could not differentiate between personal achievements and ABET outcomes as

this was not the field of my research.

5.5.2 Tutors and supervisors

The indefinite suspension of continuation classes were perceived as creating problems for adult learners. Learners who have passed grade seven at these ABET centres became frustrated because they could not continue with grades eight to twelve at these centres as the department had suspended continuation classes (Grade eight to twelve). Literacy classes were also affected as tutors were not clarified by the department about what to do with adult learners who had completed these classes.

In some quarters, the community raised a concern that tutors were receiving double cheques. One cheque is for teaching pupils and the other one for teaching adults. This threat came as a result of the department's introduction of finishing centres at various secondary schools. These finishing centres enrolled many pupils who failed matric the previous years. Tutors at these centres comprised teachers fresh from universities and colleges, who were newly qualified and inexperienced. Due to the escalating rate of unemployment in the Northern Province, tutors at ABET centres were accused of being selfish by receiving two salaries:

At centre A, tutors discontinued teaching adults temporarily. They gave a 'chance' to unemployed youths who had passed matric or teachers diplomas to teach the adult learners. The youths

could not cope for three months due to the following reasons:

(i) They got impatient after working for months without being paid by the government.

(ii) They did not know how to handle adult learners' problems.

(iii) On the other hand, the adult learners also struggled and failed to understand the teaching methods employed by the youths.

When the youths failed to impress the adult learners, the community recalled the tutors to continue teaching adult learners.

Time: Adults attend for three days per week for only two hours per day. It is not easy to cover everything in this short time.

5.5.3 Principals

- Placement of adult learners: according to the assessment made at the centre, if for example, a learner belongs to grade one and wished to be placed in grade three, it is not easy for the tutor, supervisor or principal, to encourage her to go back to grade one class because her neighbour or friend is in grade three.

- Furniture: Tables and chairs at these schools are small. As a result, adult people do not fit comfortably in them. They can neither sit comfortably nor write properly on these small chairs and tables.

- Payments: Principals and supervisors revealed that the Northern province department of education had on various occasions delayed payment of tutors and supervisors' salaries for six to eight months.

Young learners are motivated to attend school when they see that their parents also come to school to learn.

According to one principal, namely Joy: 'My school's culture of learning and teaching and services (COLTS) has improved tremendously after the introduction of ABET programmes as compared to other schools which do not have ABET centres. Children from these schools are met in the streets during school hours'. She went on to say that if an ABET centre could be introduced at a secondary school, extra-mural activities and afternoon studies would be attended by learners with greater meaning and motivation as they would be encouraged to stay behind after school with their parents attending lessons.

- Workload: The principal is a full-time teacher and administrator for the mainstream school. She is also in charge of the administration of the centre. She must make sure that classrooms are available for adult learners. She must check and sign tutors and supervisors' claim forms for ABET salaries. She must complete requisition forms for material for teaching and learning. Social and academic problems of adult learners must go through the principal's office.

To recruit adult learners, the principal makes announcements at

assembly and request pupils to tell their parents to come and register at school. Letters inviting adult learners to come for registration are sent to indunas. The indunas are the administrative heads of villages. This method of recruitment is risky. The community might complain that their children are used for non-academic duties. If school funds are depleted the principal might become unpopular with the department and the community. The principal may be expelled from work on the grounds that he is misusing school funds.

5.6 The curriculum and entrance requirements at ABET centres A and B and the community college

The curriculum and entrance requirements at ABET centres A and B and the community college were not the same.

5.6.1 The curriculum and entrance requirements at ABET centres A and B

The centres registered adults who could neither read nor write and those who left formal schooling between grades one and twelve. Registration takes place at any time during the course of the year. There is no specific time for starting with a new group of learners. Lessons start immediately when ten to fifteen learners have been registered. If a learner knows the basics of

reading and can write his name or can combine a few consonants with vowels to make a simple Northern Sotho sentence, like, 'kudu', (see appendix K) meaning, 'too much', he/she can be placed in a level higher than that of beginners, which is level one.

The exact entrance qualification in metalwork was not mentioned. There was no specific curriculum followed in metalwork except that learners were trained to make utensils mentioned below. The metalwork tutor used an old book which was first published in 1952 and later 1967. Its title reads: 'General metals' (see appendix A to G). The tutor taught learners basic skills of metalwork. The learners were for example, taught how to make and repair home utensils such as buckets, kettles and garden chairs. He used an old machine like the one appearing on Appendix G.

Both centres A and B used Book One to Book Four (see appendix K). This series is used by tutors in literacy classes.

5.6.2 The curriculum and entrance requirements at the community college

It was not easy for me to establish the correct entrance requirements for learners at the college I visited. I was told during interviews that a questionnaire was sent out to

neighbouring schools for adult learners to complete. I was informed that the analysis of the responses of the questionnaire would inform them how they would determine their entrance requirements. Due to the time factor, I was not able to meet the 'prospective' learners at the college. The college had just started to offer adult programmes at the beginning of the year. Most of the lecturers were attached to the defunct colleges of education. From what I learned, the programmes offered at that college included ASECA, INSET and ABET. ASECA has to do with the youths who failed matric. INSET is meant for inservice training of teachers of primary and secondary schools on skills based on the 'information booklet' issued by the college, (appendices H to J). It was stated by the lecturers that the entrance qualifications were that the learner should have failed matric. Secondly, courses offered at this college such as 'Care for the aged', 'Care for the handicapped', and 'Business studies' required learners who could read and write. On the whole, the community college would take people with higher standards than those at the ABET centres. Based on these facts I would assume that a community college poses no threat to ABET centres. Another reason could be that the colleges and ABET centres entrance requirements are different.

5.7 Summary of responses

A total number of people interviewed were fifty four. Fifty one

out of fifty four answered 'Yes' to the question of whether we should establish an ABET centre at our school. This finding showed that an establishment of an ABET centre at our school was highly important.

Questions about the 'strengths', 'weaknesses', 'opportunities' and 'threats' were asked to fifteen ABET learners, tutors, supervisors and principals. All of them said that the 'strengths' of ABET centres were more than their 'weaknesses'. The responses made us more confident that we could properly manage an ABET centre at my school. All of them revealed that learners and tutors supported one another.

On the question of 'threats', only two learners said that their husbands 'threatened' them when they attended ABET programmes. Only two tutors felt threatened by the community colleges whereas most of the respondents did not understand what was taking place at the colleges. All three community college lecturers indirectly showed that they were threatened not only by ABET centres but by the insecurity and uncertainty of their posts at the college. Poor facilities and lack of financial support from the Department of Education was common in both ABET centres. The responses on 'threats' could not discourage us from establishing an ABET centre at our school since they were not seen by many as threats. All fifteen respondents saw 'opportunities' in ABET centres. All the twenty four teachers at my school and the members of the SGB

as well as those of the community showed an excitement about the establishment of an ABET centre at our school.

5.8 Summary of research findings

This section intends to summarise observations and interviews at centres A and B, the college and my school.

I conducted two observations. The first one was at a day care centre . The second one was at the home of a metalwork tutor. Both observations were about the outcomes of ABET, that is about what adult learners were taught and achieved at the centres. Interviews were conducted in both centres, the college and my school.

The experience of interviews differed from one site to another. At the centres and the school, interviewees were very open and free to part with information. At the college the interviewees responded with mixed feelings. While some showed support, others reacted suspiciously. I had expected the same reaction before I went for the interviews. There were rumours to the effect that most lecturers employed at the colleges were disillusioned about their future in the colleges. This was due to the fact that the colleges were to be closed and their posts were at stake. The process of interviewing them as a group would not have gone for more than thirty minutes if I had asked them about their community college's strengths, weaknesses or threats in ABET.

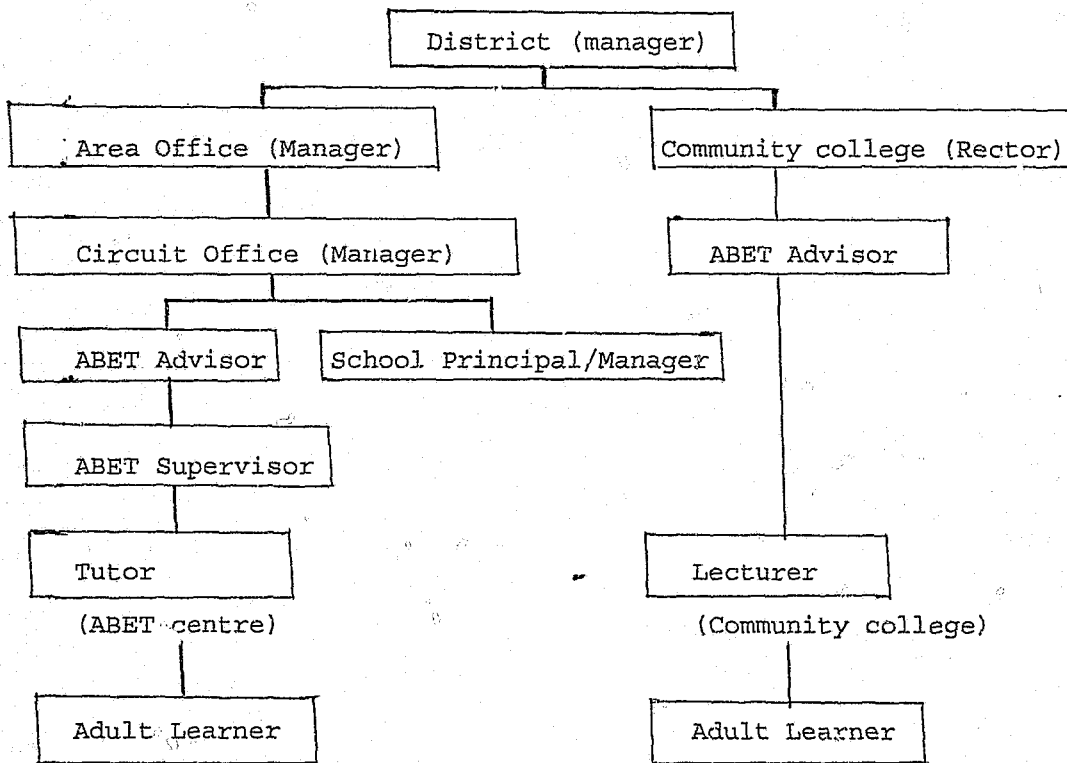
Apart from that, they admitted that they were starting to recruit learners. They were not aware of the existence of ABET centres at schools. This was the most interesting part of my interview; namely, the lecturers at the community college being unaware of the existence of ABET centres attached to schools and ABET implementers at centres being unaware of the existence of community colleges and what they were doing. I am saying this because at one centre some tutors said that they were not sure of what was done at the colleges. Some other tutors said that the college admitted only learners who could read and write. This was very interesting and surprising to me because all the lecturers and tutors at the centres fell under the same area and district office of education (see table below).

At the two centres, both supervisors and principals complained about lack of support in finance and management on the part of the department of education. They complained that salaries were not paid on time. Centres were not supplied with their own equipment like stationery and textbooks. There were no regular visits by the management officers from the area office to see the conditions under which the centres operate.

Although my research was not about the hierarchical structure of the management of ABET in the province, I requested this information to verify where the strengths, weaknesses or threats could be emanating from or centred around in the running of ABET programmes. The diagram below was developed after asking the

centres and college interviewees how their system of protocol and channels of communication were manned.

5.8.1 The structure of ABET management from the district to college and centres



The diagram above shows that the two sites operated independently from one another (that is, the area office structure on the left hand and the college structure on the right hand sites). It was not surprising to learn why the two parties were ignorant of one another's existence and functioning. Perhaps in some research to follow an endeavour could be made to merge the two to make information flow to both sites.

CHAPTER 6: Summary

6.1 Introduction

6.2 Summary of the research

6.3 Research conclusions

6.4 Recommendations

6.4.1 A recommended procedural model of an ABET centre

6.1 Introduction

This chapter deals with the importance of the findings and their possible implementations in a real ABET situation. It highlights some observations made from the findings which support the establishment of an ABET centre in a rural school. It also sets out principles for a model of establishing an ABET centre in either rural or urban schools. The validity and significance of the research will depend on how findings will be generalised.

6.2 Summary of the research

The idea of the establishment of an ABET centre was supported by fifty one out of fifty four the respondents. This was evidenced by the strengths and opportunities which surpassed the weaknesses and threats. Both ABET implementers at the centres and college were ignorant of one another's ABET activities at their respective places. The curricula and admission requirements in both institutions were different. Centres survived for years although support services in a form of finance, infrastructure and supervision from the Department of Education were not forthcoming or regular. In drawing this summary, I relied on observations and in-depth interviews of few cases. What was important for me was not to interview a huge number of respondents, but to get the 'potential of each case' to aid me to develop theoretical insight into the area of social life I was

studying (Taylor, 1984: 83).

6.3 Research conclusions

The establishment of ABET centres at rural areas is of utmost importance. Adults could be taught at these centres on how to form self-help projects which would bring them income. These centres would survive on condition that:

- they were run on full time basis;
- they were run by tutors who were trained in ABET;
- they were managed professionally from district to centre levels;
- they were financed fully by the Department of Education.

According to a document on 'National Multi-Year Implementation Plan for Provision and Accreditation' (October 1997: 28 - 30), set out by the Department of National Education, there were problems identified in the provincial ABET - subdirectorates.

Some of these problem areas included:

- (i) 'No clear distinction between ABET and the Further Education and Training band...'
- (ii) 'No clear linkages with community colleges - even though these are seen as the logical reference point for adult learning centres - and no linkages with the 'T' in ABET'.
- (iii) 'Marginalisation of ABET at provincial education budgetary levels'.

These problems show that there is a big confusion and destructive elements within ABET. Indeed there is confusion between community colleges and ABET centres on who should run ABET programmes. This confusion or tug of war could be similar to the historical one between the NGOs and government in this country. The former has capacity in the form of human resource and no capital whereas the latter has capital but no capacity (in the context of this research).

It is the responsibility of the government to resolve conflicts between ABET centres and community colleges. It is its obligation to provide ABET centres with money and infrastructure in order to redress the imbalances of the past and bring integration; flexibility; equity; equality in education (Lifelong Learning through a National Qualification Framework...February 1996: 21-23).

ABET centres will continue to be established in both rural and urban areas despite the difficulties encountered by existing centres. Some of the difficulties may include, lack of funding and support services (A National Multi-year implementation plan for Adult Education and Training, October 1997) because of a high demand of adults who want to learn and high failure rate in matric. They will be established to bring 'action against diseases, famine, poverty and powerlessness' (O'Sullivan 1993: 11)

There are ways of establishing these ABET centres.

Some of these ways suggested by respondents are listed below:

- The idea of establishing a centre should be lobbied among the SGB, teaching staff and community.
- The principal should invite registration of adult learners through announcements at assembly.
- Local governing structures such as the civics, indunas and TLC should be approached to air their views.
- The principal should use the services of experienced ABET implementers such as ABET advisors to address interested parties about ABET.
- Teachers who volunteer to teach adults should be requested to send their names to the principal's office.

It should be borne in mind by ABET implementers such as, principals, supervisors and tutors that even if ABET centres should be established, they (implementers) would still meet problems like when they are teaching young learners. Some of the problems suggested by respondents are listed below:

- Adult learners are not only having social problems; they are having learning problems as well. For example, their span of memory is poor.
- Adults do not like to be treated like small children. They deserve patience and respect from whoever is teaching them..

- Adult learners do not prefer to work individually. Allow them to work in cliques.
- Adult learners are having a problem with a tutor who discuss their personal problems with other learners. A tutor should try his/her best to discuss an adult learner's unsatisfactory learning progress with the learner concerned.
- Adults have a problem of being addressed as 'You' instead of being called by their names, such as 'Moshe' or 'Koni' when requested to work on a project or problem. The tutor should sometimes ask for volunteers to work on a problem in order to allow for free expressions.
- Adult learners have a problem with a teacher who is not punctual. A teacher should show dedication to his/her work by being punctual and exemplary as well as treating adults politely with respect.

6.4 Recommendations

The purpose of this research was to formulate a model for the establishment of an ABET centre at a rural school in the Northern Province of South Africa. The suggestions on how to establish an ABET centre and the problems of adult learners listed above, among other things, influenced me to recommend that schools in rural areas, including those at urban areas, use this model when wanting to establish ABET centres. I have summarised some few points below in respect of the above model:

6.4.1 A recommended procedural model of an ABET centre

- The government to state ABET policies clearly, like, clarifying the status of ABET centres and community colleges. (A National Multi-year... October 1997).
- Steps like, the ETDPs conducting thorough need analysis within the community by involving insiders to conduct a survey and asking questions such as, 'Who needs literacy? ; What do they need it for?' could be taken.
- The ETDPs should identify relevant social and economic needs such as improvements in farming or literacy classes which could be satisfied through ABET programmes.
- The Department of Education should empower the members of the community to run activities themselves so that they should feel as part of the centre.
- An ABET centre should serve the needs of the community in which it is established. It should help adults to form self - help projects which can bring them income and contribute to the GDP of their country.
- ABET centres to operate as full time institutions, separate from main stream schools with their own full time and well trained ABET implementers.
- ABET programmes to be budgeted for and fully subsidised by the government. The Department of Education should provide learning materials relevant to adult learners. This is presently not the

case with other sectors of ABET (A National Multi-year October 1997: 126).

- There should be improved and efficient management and administration of ABET from at least district to centre levels. (A National Multi - year October 1997: 29). Effective management goes well with effective delegation (Maddox 1990). Delegation as the order of the day which could be assimilated in the organogram as indicated in 'The structure of ABET management from the district to college and centres', illustrated in chapter 5 of this research report, should not be confused with instruction. Delegation should be in a form of empowering subordinates to execute their job descriptions diligently with accountability (Gelatt, 1992: 189 - 194).
- I would further recommend that, ABET implementers in charge of ABET's line of delegation like in the structure of ABET management, adopt an attitude of 'receptiveness; willingness to let go; willingness to let others make mistakes; willingness to trust subordinates' (Koontz, 1988: 222).

These recommendations serve only as guidelines for a model for the establishment of an ABET centre and should not be seen as rigid laws or prescriptions for the establishment of an ABET centre or critical overview of the existing ABET status quo in the government of the Northern Province. I would positively accept any challenge in a form of future research which would highlight any limitations exposed in this research.

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- Appendix G: Box Finger Bending Brakes
- Appendix H: Northern Province Department of Education
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- Appendix J: Annexure A Access Programmes
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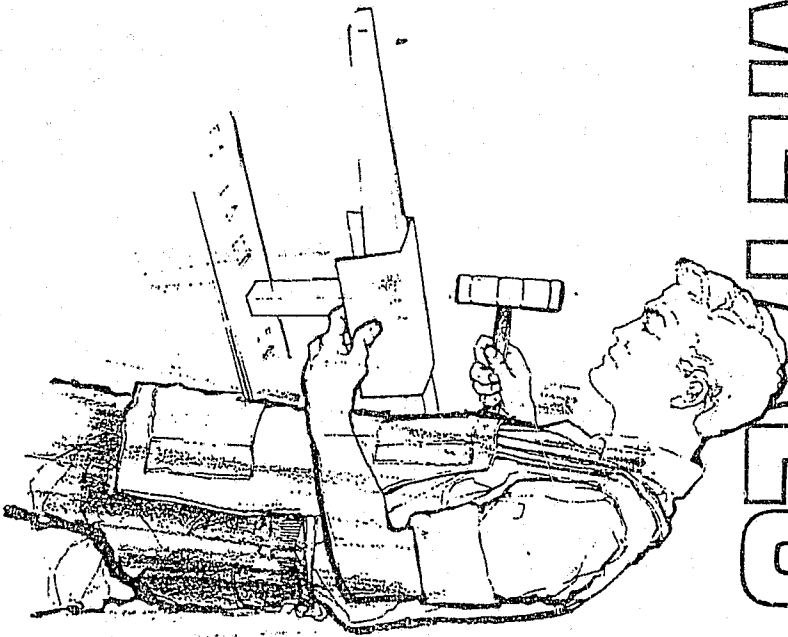
APPENDIX A GENERAL METALS

THIRD EDITION

John L. Feirer

MCGRAW-HILL BOOK COMPANY

New York • San Francisco • Dallas • London • Sydney



APPENDIX B

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APPENDIX C

Metal in Construction

It is impossible to know just how much metal there is in the bridges, dams, and buildings in this country. There are certainly hundreds of millions of tons. It is estimated that there are about 24 million tons of steel in the buildings and docks of Manhattan Island in New York City alone.

Home Utensils

The kitchen pots and pans in common use today are usually made of metal. Aluminum pans are good conductors of heat and cold and are fairly easy to keep clean. However, they should not be plunged in cold water when they are very hot, as this puts them out of shape.

Porcelain and enamel pots and pans are of thin mild steel coated with porcelain or enamel, which is baked on the steel. The enamel is a glasslike substance. Its chief drawback is that it stains and chips easily.

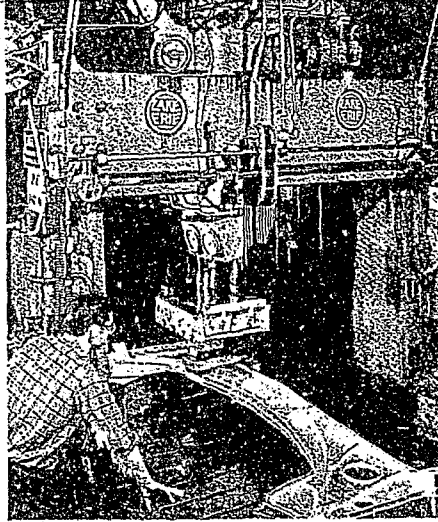
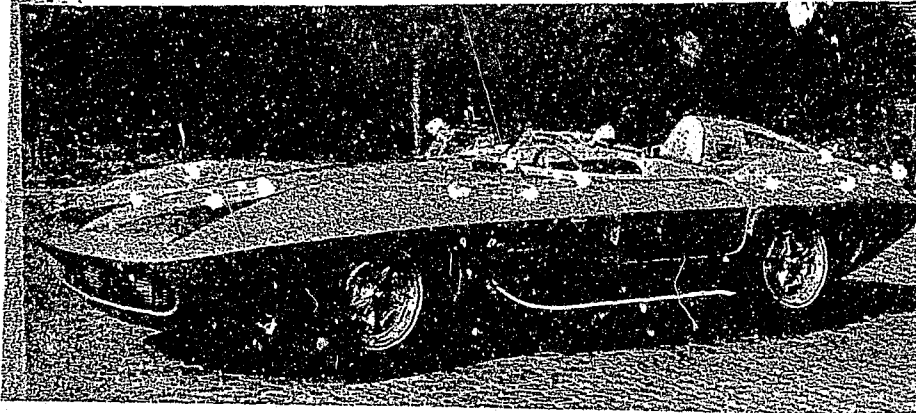


Fig. 65-2. A high-strength, closed-die forging is being straightened by a press. The forging is one of the largest used by the aircraft industry.

Fig. 65-3. This experimental sports car requires a variety of metals and many manufacturing processes.



APPENDIX D

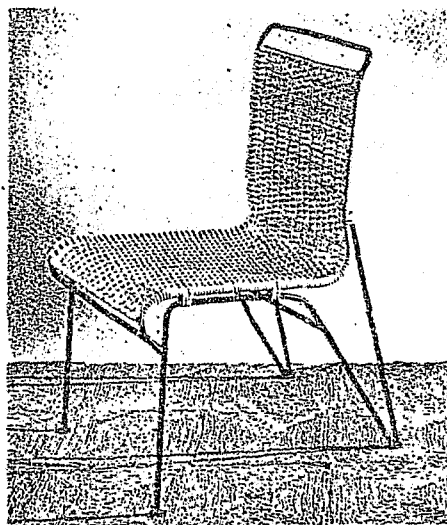
Unit 65. Metal Products

The number of products made of metal continues to grow year after year. So many of the things you use are made of metal that it is well for you to know more about them. It is estimated that there are over 20,000 pounds of metal in use for every man, woman, and child in this country.

Metal in Homes

The home of today has much more metal in its construction and furnishings than the home built years ago. About one-third of the metal used in recent years has gone into the construction of homes and

Fig. 65-1. Metal furniture is used both in and out of doors. This attractive red and metal chair is a good example.



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furniture, kitchen appliances, food containers, toys, lawnmowers, automobiles, and other products purchased for family use. Three or more tons of metal go into the construction of a six-room house. For example, window sashes, screening, hardware, and the plumbing and heating system are made of metal (Fig. 65-1).

Metal on the Farm

The farmer is an important consumer of metal. Most farm machinery is made of metal. Many farm buildings are made of metal. There are, for instance, about 4 million tractors used on farms in the United States, each one containing three-fourths of a ton of metal.

Metal in Industry

Everything manufactured either contains metal or is built by machines made of metal. Today, about 6 percent of all the metal manufactured goes into the making of industrial equipment (Fig. 65-2).

Metal in Transportation

Every medium of transportation—airplanes, railroads, trucks, ships, and passenger automobiles—contain large amounts of metal. There are so many different kinds of steel, copper and aluminum in the various automobile parts, for example, that it would be impossible to list them all here. Automobile manufacturers are constantly trying to develop metals for bodies and frames that are better, harder, and more lasting, more shock resistant and of thinner gage, so that the car will be both rigid and light (Fig. 65-3).

APPENDIX E

4. Learn what good design is and how to plan, design, and construct projects. You will learn to appreciate good design and to judge the quality of metal products.

5. Apply your mathematics and science. You must use your math to make layouts, to figure speeds and feeds, and to use various tools and machines. Applied science is all around you in the shop—in the chemistry of metals and the physics of machines.

6. Develop a hobby. Many of the skills you learn can be used in your leisure time in such activities as gunsmithing, amateur rocketry, building sports equipment, and making jewelry.

7. Help yourself to learn more about metal products, so that you will be able to select those built with correct materials and learn to use them wisely.

8. Give yourself a chance to build a project with the skills you acquire, and feel pride in a job well done.

9. Learn to live and work with others. Most of you will someday work in a plant, office, or company with other people.

In short, general metals will teach you to work with the *four main ingredients of life: ideas, things, people, and you.*

How to Get the Most Out of General Metals

The time you spend in general metals will be most worthwhile if you:

1. Learn to read and follow directions. The skills will be demonstrated by your instructor. This book will round out your teacher's explanations.

2. Always look for new ideas. Many magazines in the library describe new metal products, new metals, and new uses for metals.

4

3. Study each tool and machine before you use it. Get to know the names of the parts and how each operates. A good craftsman knows the tools of his trade.

4. Get acquainted with the metals you are using. Find out about their chief characteristics. Every metal has a personality all its own. You will use some of the more common metals in building your projects. There are many other metals and alloys used in industry. Many of these have special purposes or uses. Learn as much as you can about them.

5. Be interested in industries and occupations in the metalworking field. Whenever you have a chance, visit a plant or shop to see what is happening. You will see metal being machined and fabricated in many different ways. Sometimes you will see workmen doing things the same way you do them in the school shop. Other times you will see large machines and different production methods accomplishing what you do with hand tools.

Opportunities in Metalworking

Each area of metalworking offers many different careers and jobs. Engineers and skilled technicians are needed in industry to plan and supervise the work. Skilled craftsmen are needed for the difficult operations, and semiskilled men for operating production machines. The routine jobs are done by unskilled workmen.* If you have visited the laboratories in which Thomas Edison, Henry Ford; or Walter Chrysler worked, you know that each was a fine metalworker with a wide variety of skills.

* Detailed information on occupations is available in *Occupational Outlook Handbook 1966-67, Bulletin No. 1450*, U.S. Government Printing Office, Washington, D.C.

APPENDIX F

Metal products now in use—and there are thousands—total about 20 tons of metal for every man, woman, and child in the United States. All of us buy and use many kinds of metal products, from toys to cars, from kitchen utensils to bicycles. We should be interested in their design and in the quality of craftsmanship that goes into them. Our skills in metalworking will help us repair and maintain them to make them last. Those of us who find other careers will still find fascinating hobbies in such activities as etching, spinning, modelmaking, and making jewelry.

Skills Basic to Metalworking

Before you can begin to make a project in metalwork, you should learn how to work safely in the shop, how to select and design projects, how to read drawings, how to plan a project, how to choose metals, and how to measure and make layouts. When you have learned these things, you are ready for the wonderful experience of making something worthwhile of metal. Though you may not have the time or

experience to make projects in every area, you will have a chance to learn about them all.

QUESTIONS

1. In what way are electricity and general metals related?
2. Name the areas of metalworking covered by the term "general metals."
3. Name some of the occupations in the field of general metals.
4. What is "general metals"?
5. How can you gain the most from a class in general metals?
6. What information is given in each section of this book?

EXTRA CREDIT

1. Find out all you can about the following individuals, and report on their activities in the metalworking field: Paul Revere, Eli Whitney, Thomas Edison, Henry Ford, Walter Chrysler, William Knudsen, and Henry Bessemer.
2. Look up some specific occupation in the *Occupational Outlook Handbook*. Report on it in class.

Unit 2. Safety in the Metal Shop

You will get more out of shop activities if you avoid accidents. It's smart to be careful, for an accident can change your life. The following is a true story:

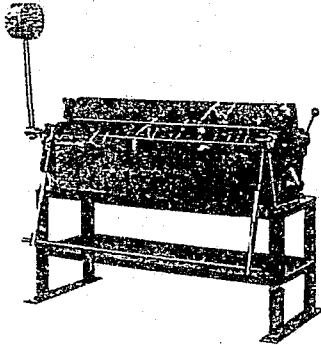
Two boys were cutting small pieces of metal on the *squaring shears* (a machine for cutting sheet metal). The pieces were too small. They should have been cut with *tin snips* (a hand tool for cutting sheet metal). One boy was in front of the machine and the other in back of it. The boy behind the machine had his fingers under the sharp

blade. Without looking, the boy at the front lowered the blade, and his friend lost a thumb.

If you think guards and goggles are "for the birds," you shouldn't be in the metal shop. Proper attitudes toward safety are your own best insurance.

It's important for you to learn how to be both a good and a safe craftsman. The best way is to do each step carefully and correctly as described in this book or as demonstrated by your instructor. Accidents

APPENDIX G



BOX FINGER BENDING BRAKES 2021 and 2022

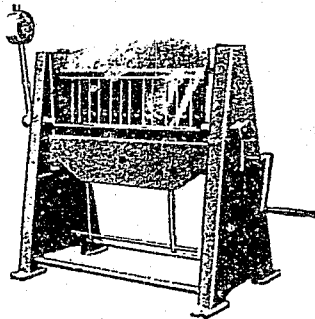
Every bending length can be composed from 20 mm up to the full working-length rising with 5 mm. Eccenterclamping which can easily be adjusted to the sheet-thickness. Great precision of the bending is obtained by the special construction of the topbeam, that can be adjusted in one move as well horizontally as vertically to the sheetthickness. An adjustable gauge assures similar bending angles.

Max. height of box: 75 mm. Clearance through top opening: 40 mm. Max. bending angle: 135°. Complete with table.

Extra:

a.o. Radius fingers $r = 2,5$ or $r = 5$ mm

Block mounting blade, divided in fingers of the same size for tab forming center section



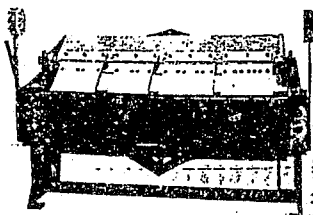
BOX FINGER BENDING BRAKE 3402

This type can be used with a normal sharp blade or with a finger blade. Sheetclamping by means of heavy screwspindles and exactly milled spurwheels. The fingers have an usefull height of 210 mm and are made so rigid, that they can be used for the max. capacity. The lower clamping-beam can be adjusted over 100 mm for radiusbending. Radiusblades are extra. Complete with sharp blade 45°, fingerblade and adjustable bending gauge.

Extra:

Round nose blade $r = 2$ or $r = 4$ mm

Backgauge



BOX FINGER BENDING BRAKES serie 3800

With exactly adjustable eccenterclamping. Robust welded steel construction. The topbeam can be adjusted for exact bendingradius. Max. height of box 165 mm. To obtain very precise angles, clamping- and bending-beam can be counterbend by spanningscrews for exact bendings of top-capacity. Bendinglengths can be composed from 50 mm up to the full workinglength, rising with 25 mm.



APPENDIX H

NORTHERN PROVINCE

DEPARTMENT OF EDUCATION

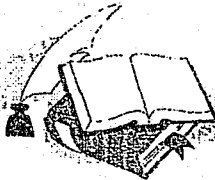
COMMUNITY COLLEGES

Student Information Booklet

A Secondary Education Curriculum for adults

A S E C A

APPENDIX I



1. What are the Northern Province Youth Colleges?

Many learners have not completed their secondary education for a number of reasons. The Northern Province Youth Colleges focus on those learners, like yourself, who have reached Standard 10 but have failed the final examinations and aim to provide them with a second chance to complete their secondary education.

The Youth Colleges provide a National Senior Certificate course aimed at preparing young people for formal or self-employment.

The intended outcome of this Further Education and Training Certificate (FETC) is to equip learners with those skills which will ensure employment in the workplace and/or allow them to proceed with further education at tertiary level.

2. Which courses will be offered?

The Youth Colleges will follow a new curriculum which together with the Alternative Secondary Education Curriculum for Adults (ASECA) and a range of technical courses will provide an FET certificate.

All learners will take two compulsory foundation courses in the first year. These are **Communication in English** and **Mathematics**. Even learners who have no secondary education background in Mathematics will do a Mathematics course. With a bit of dedication and hard work you should pass!

The Mathematics has been specifically designed for learners like you at the Youth Colleges. All learners will be given placement tests to determine the entrance level best suited to their mathematical knowledge. There are two levels at which you can be placed. Within the two levels there are a number of options, namely: Level 4 Mathematics and Level 5 Mathematics.

There are three mathematics courses available at Level 5: ASECA Intermediate Mathematics which is equivalent to Functional Mathematics; ASECA Mathematics which is equivalent to Standard Grade Mathematics; and ASECA Advanced Mathematics which is equivalent to Higher Grade Mathematics. The results of the placement tests will give an indication for which course you will be able to register. Your ultimate goals for further

APPENDIX J

ANNEXURE A

ACCESS PROGRAMMES

I ASECA (Alternative Secondary Education Curriculum for Adults)

- 1 Communication In English
- 2 Mathematics
- 3 Combined Sciences (Biology, Physics, Chemistry, Astronomy, Physical Geography)
- 4 Integrated Social Studies (History, Geography, Sociology, Economics, Politics)

II TECHNICAL STREAMS

AGRICULTURE (1 Semester)

BUSINESS STUDIES (Acc / Admin) (2 Semesters)

CARE FOR THE AGED (2 Semesters)

CARE FOR CHILDREN (2 Semesters)

CARE FOR THE HANDICAPPED (2 Semesters)

EDUCARE (2 Semesters)

III VOCATIONAL SKILLS TRAINING PROGRAMMES (Technopreneur Programmes)

SKILLS

- 1 AGRICULTURE
- CARE FOR THE AGED
- CARE FOR CHILDREN
- CARE FOR THE HANDICAPPED
- DESKTOP PUBLISHING
- DRESSMAKING
- INFORMATION TECHNOLOGY

na ku a ta tše bi ke sa
 na te ga ko du wa ne
 se o e bu to ka ma

kudu

boemo

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O kuka mala a namane.

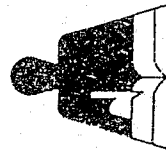
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Go Bala Le Go Ngwala

Puku ya batho ba bagulo babolelang Sepedi

PUKU YA PELE

Literacy Workbook in Sepedi - 1



1992

APPENDIX K

Author Manamela E

Name of thesis The Establishment Of An Abet Centre In A Rural School In The Northern Province Of South Africa Manamela E

PUBLISHER:

University of the Witwatersrand, Johannesburg

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