

ABSTRACT

This study is a systematic, objective investigation of educator empowerment, where the researcher explores the perspective of ABET educators. This study is presented against the backdrop of striking a balance between the conventional curriculum and Curriculum 2005 (OBE) because they exhibit a variety of challenges, anomalies and imbalances which led to the Revised National Curriculum Statements which will be implemented in 2006. It is informed by the fact that educators, if empowered, form an integral and central feature of changes in educational centres, especially in teaching adult learners to be able to assist their school-leaving children so as to improve provincial matric results, for example. The researcher focused on educators of ABET in Limpopo Province as the unit of analysis in this study. Interactive, cooperative, peer teaching, dialogic meditation, group and team teaching, constructivism and human resource development, reflective and multi-level approaches, are discussed with a particular focus on educator empowerment, including in-service training programmes. The researcher regards “church settings” (her term) as inappropriate for effective teaching as they reduce educators to preachers and learners to congregants. This occurred as a result of the failure to recognise the importance of educator-learner, learner-learner and educator-educator interaction in the past curriculum. The study argues that the approaches mentioned are appropriate for this study.

Educator empowerment is a lived-in and continuous process, monitoring and evaluating of in-service training to ensure quality. It was therefore necessary to develop a research design that would make it possible to enable educators to implement the new curriculum. Qualitative research is based on an in-depth inquiry which captures an educator's personal perspectives and experiences. Focus groups and in-depth interviews, which exemplify qualitative methods, were seen to be the best research tools in gathering the data for this study.

The respondents, were UNISA ABET certificate students, and also professional educators at formal schools. They showed zeal in improving the educational situation. Their responses led to the model which has been developed in the thesis, culminating in uplifting the teaching profession and handling its multi-level led dynamic in an interactive and cooperative manner and reflecting in their

experiences so that purposes of the National Qualifications Framework can be attained.

SOME OF THE IMPORTANT CONCEPTS USED IN THIS STUDY

ABET educators/Practitioners/Facilitators/Teachers; ABET learners; Alternative Educator Empowerment model; Andragogics; Arts and culture, Assessment; Assessment standards; Cooperative; Constructivism; Core learning areas; Curriculum studies; Didactics; Economic Management Sciences, Education, Focus groups; Further Education and Training Band, General Education and Training Band, Higher Education and Training Band, Human Resource Development; In-service Training; Integration; Interactive approach; Languages, Literacy; Learning; Learning outcomes; Learning programme; Leadership, Life orientation, Maths, Mentoring; Monitoring; Natural sciences, Reflective approach; Rubrics; Skills; Social sciences, Special needs, Team teaching; Technology, Training, Tourism

DEDICATION

This work is dedicated to my family:

My father, Ezekiel Moraka Ngoepe (BA UNISA, B.Ed UNIN) (Retired Inspector of Schools);

My mother, Mary Phuthi Ngoepe SED (Vista) (Retired Primary School Educator) and my siblings; the late sesi Thabitha, buti Sydney, Ouma and Mokgadi.

My husband, Mmakatitjane Joas Mothiba B.A. (UNISA) B.Ed (RAU) LOCAL GOVERNMENT (UNISA) (ACDP Councillor, Mopani Region) for the love, resounding encouragement, unfaltering support and motivation which led to the completion of this study;

My three children, Surprise Ezekiel Moraka (Completed B.Tech at Central University of Technology Freestate) and working at Western Cape, Kagisho Morongwa Margarete (B.Com Law student at Rhodes University) and Kholofelo Phuti Mary Mothiba (Grade 10 learner at Merensky High School).

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Department of Education (Provincial and District Offices)

DECLARATION

Student number: 668-129-8

I declare that **ABET EDUCATOR EMPOWERMENT: A CASE STUDY IN THE LIMPOPO PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....
Signature
(Mrs D R Mothiba)

.....
Date

TABLE OF CONTENTS

Abstract	i
Dedication	iii
Acknowledgements	iv
Declaration	v
Table of contents	vi
List of abbreviation	xiii

Chapter 1 : Statement of the problem and method of investigation

1.1	INTRODUCTION	1
1.2	STATEMENT OF THE PROBLEM	2
1.2.1	Background to the problem	2
1.2.2	Formulation of the research problem	8
1.2.3	The rationale of this study	9
1.3	CLARIFICATION OF CONCEPTS	9
1.3.1	ABET and literacy	9
1.3.1.1	Defining adult basic education and training	9
1.3.1.2	Literacy	11
1.3.1.3	ABET educator	12
1.3.1.4	Empowerment	13
1.3.2	Limpopo Province	15
1.3.3	The socio-economic profile of the Limpopo province	17
1.4	METHOD OF INVESTIGATOIN	33
1.4.1.	Questionnaire	35
1.4.2.	Interviews	36
1.4.3	Literature study	36
1.4.4.	Motivation of methodological choice	38
1.5,	Synthesis	38
1.6.	Limitation	39
1.7.	FURTHER PROGRAMME	39

Chapter 2 : The current provision of ABET programmes in the Limpopo Province

2.1	INTRODUCTION	41
2.2	CHALLENGES AND ACHIEVEMENT REGARDING ABET PROGRAMMES IN THE LIMPOPO PROVINCE	42
2.2.1	The limits of infrastructure in current ABET provisioning	43
2.2.2	Increasing costs	44

2.3	PROVISION OF AN INTEGRATED CURRICULUM IN ABET AS AN INTERVENTION STRATEGY/DRIVE TO WIPE OUT LITERACY IN THE LIMPOPO PROVINCE	47
2.3.1	National Qualification Framework	53
2.4	GENERAL EDUCATION AND TRAINING (GET)	54
2.4.1	Levels of Adults Basic Education and Training	54
2.4.2	Further education and training (FET)	55
2.4.3	Higher education and Training certificate (HETC)	56
2.5	THE EXISTING PROGRAMMES OF ABET PROVISIONING, CHALLENGES AND OPPORTUNITIES	58
2.5.1	Various departments, organizations providing ABET	58
2.6.	Supervision, monitoring, governance structures and Accountability for effective ABET provisioning	60
2.6.1	State – ABE (Adult basic education)	67
2.6.2	Malawi versus South Africa	67
2.6.3	ABET in Industry	69
2.6.4	Community Development – AED(Adult Basic Education and development)	76
2.7	TYPES OF ABET EDUCATOR DEVELOPMENT IN CURRENT ABET PROVISION	76
2.8	THE REFLECTIVE TEACHING IN EDUCATION AS A SUGGESTED SKILL FOR BOTH ABET PROVISION AND EMPOWERMENT	76
2.9	MAJOR APPROACHES TO EDUCATOR EMPOWERMENT FOR THE ABET PROVISION	80
2.9.1	Radical approach	81
2.9.1.1.	Conscientisation	82
2.9.1.2.	Dialogue	83
2.9.1.3.	Generative terms	83
2.9.2	The functional approach	85
2.9.3	Freire’s method	86
2.9.4	The missionary approach	87
2.10	DEVELOPING ABET PRACTITIONERS’ TEACHING STRATEGIES/SKILLS THROUGH IN-SERVICE TRAINING PROGRAMMES	89
2.11	SUMMARY	90
 Chapter 3 : Skills needed for efficient facilitation of ABET programmes		
3.1	INTRODUCTION	92
3.2	IDENTIFICATION OF SKILLS WITH REFERENCE TO THE IMPLEMENTATION OF ABET AND HOW THEY WILL BE USED	

	TO IMPROVE EDUCATION	93
3.2.1	Empowering educators with materials development skills	94
3.3	EDUCATOR DEVELOPMENT IN TECHNOLOGICAL SKILLS IN AN ABET INSET PROGRAMME	96
	INTRODUCTION OF COMPUTER READING EXCELLENCE SKILLS	98
3.4.1	Multicultural approach	98
3.5	READING AND WRITING SKILLS AS A KEY TO PROFESSIONAL DEVELOPMENT TO ENABLE EFFICIENT FACILITATION OF ABET PROGRAMMES	101
3.6	SPEAKING AND LISTENING SKILLS AS ENABLING FACTORS FOR THE EFFECIVE IMPLEMENTATION OF EDUCATOR'S COMPETENCIES AND ROLES IN FACILITATING ABET PROGRAMMES EFFICIENTLY	103
3.7.	The interactive approach as enabling skill for the effective implementation of empowered educators' competencies and roles	104
3.8.	The skills of lesson plan	111
3.9	Co-operative learning as a teaching strategy	118
3.9.1.	Forming Skills	120
3.9.2.	Functioning skills	120
3.9.3.	Formulating skills	120
3.9.4	Fermenting skills	120
3.10	Grouping of learners in the classroom as a way of implementing the interactive and corporate approaches to teaching	121
3.10.1	The class group : Small scale in-service training	125
3.10.1.1.	Individual instruction	126
3.10.2	Various groupings/settings in the classroom as another way of improving educator teaching skills	127
3.11	Patterns of teaching	128
3.12	Lesson formats	131
3.13	Summary	147

I. Chapter 4 – Interpretation of data: State of teaching-learning process

4.1	INTRODUCTION	149
4.1.1	The profile case study where from focus groups are drawn	151
4.1.2	Educational situation in Limpopo Province	152
4.1.3	Interpretation of data (questionnaire)	157
4.1.4	Presentation and interpretation of data obtained from the questionnaires completed by Limpopo Province ABET educators, center managers/supervisors and ABET officials	159

4.1.5	The following describes curriculum and didactical implications : teacher problems and strategies	162
4.1.6	Comment in three sentences about improvement of the teachers' strategies in ABET class	163
4.1.7.1	Give two (2) comments regarding the learning programmes (syllabus) : The following are the respondents opinions	164
4.1.8	Manual and guides	166
4.1.9	Give reasons for your answer in 3.3	166
4.1.10	What is the attitude of the society to parental involvement in the education of their children	168
4.1.11	This is another open-ended question wherein the respondents gave the following comments about the facilities in their community	169
4.1.12	Assessment	169
4.1.13	Qualification framework	170
4.1.14	To which ABET association did you affiliate	175
4.1.15	Summary	175
4.2	FINDINGS	176
4.2.1	Findings with regard to problems of illiteracy, reading, writing, speaking and listening skills	176
4.2.2	Findings with regard to problems surrounding adult education : venue, certification, transferability, adult learners and practitioners, fragmented nature of ABET, training, learning programmes, syllabi, curriculum.	176
4.2.3	Redeployment of school teachers to ABET	176
4.2.4	Focus groups	178
4.2.5.	Background to case study of the focus groups	178
4.3	Some problems associated with ABET implementation	180
4.4	Structure for ABET provision	181
4.5	Advantages of focus groups in the case study	182
4.6	Disadvantages of these focus groups	183
4.7	The establishment of an adult learning center as a forum for training practitioners	183
4.8	The curriculum of the Dosgalp center	185
4.9	Training intervention to induce practitioner reflection	186
4.10	Training fro reflection	187
4.11.	Summary of students observations and reflections	188
4.12.	Focus groups as a reflective process	223
4.12.1.	Selection of focus group discussions	223

4.12.2.	Motivation for the sample and case study	223
4.12.3	Focus group topics	224
4.12.4	Conducting the focus group discussion	225
4.12.5	Summary	226
4.13	General summary	226
5.	Guidelines for empowering ABET educators : An alternative model for ABET delivery	
5.1.	Introduction	228
5.2	Effective models of ABET programmes : A guideline	229
5.2.1	In-service training – a guideline for educator empowerment	235
5.3	In-service training model – a guideline	242
5.3.1	Formulation of a policy for and objectives of in-service training and creating of jobs in the ABET sector	243
5.4	Planning and design of in-service training	247
5.5	Those responsible for the in-service training of educators	248
5.6	Unit standards of in-service training programmes	249
5.7	Attendance at in-service training	249
5.8	Funding of in-service training	249
5.9	Implementation of in-service training	250
5.10	Times when in-service training is carried out	250
5.11	In-service training methods	251
5.12	Educator guidelines for ABET facilitation	251
5.12.1	Multilevel or mass teaching of an outcomes-based approach – guidelines	252
5.12.2	Co-operative interactive teaching – guidelines for Implementation	254
5.12.3	Lesson plans	256
5.12.4	Educators' profile-portfolio record : a guideline for recognition of prior learning	257
5.13	Professional development	259
5.14	Mentoring the educators	259
5.15	Intervention programmes	260
5.16	Monitoring of centre	260

5.17	Evaluation of educators in in-service training programmes	261
5.18	Appointment of an ABET specialist or mentor in districts	262
5.19	Summary	263
6.	Summary, conclusions and recommendations	
6.1	Summary	265
6.1.1	Background to the problem investigated in the study	265
6.1.2	The problem	266
6.1.3	Method of investigation	266
6.1.4	Limitations of the study	268
6.1.5.	Literature study	268
6.1.6	Synthesis	270
6.2	Data collection	271
6.3	Data analysis	271
6.4	Findings	272
6.4.1	Findings regarding the new curriculum	272
6.5	Conclusion	272
6.5.1	Conclusion 1	274
6.5.2	Conclusion 2	274
6.5.3	Conclusion 3	274
6.5.4	Conclusion 4	275
6.5.5	Conclusion 5	275
6.5.6	Conclusion 6	275
6.5.7.	Conclusion 7	275
6.6	Recommendations	276
6.6.1	Recommendations and implications for ABET practice	276
6.6.2	Recommendations and implications for ABET training	276
6.6.3	Recommendations and implications for ABET training	276
6.7	Future research	277
6.7.1	Looking beyond level 4 of ABET and the limitations of FET (with special reference to adult learners who have passed Level 4 and want to register at tertiary institutions	277
6.7.2	Problems encountered in the teaching of specific learning areas In the ABET centres, eg Mathematics, Economics and Management Sciences in the ABET centres	278
6.7.3	Problems encountered in the interactive approach surrounding Electronic distance training for ABET practitioners at tertiary Institutions	278
6.7.4	The role of libraries in ABET	278
6.7.5	Reflections on teaching practice at tertiary institutions Offering ABET	279

6.8	Concluding remarks	279
7.	Bibliography	281
8.	Annexure 1	304
9.	Annexure 2	315

LIST OF ABBREVIATIONS

ABET:	Adult Basic Education and Training
AEEM:	Alternative Educator Empowerment Model
AC:	Arts and Culture:
CBO:	Community-Based Organisation
CDO:	Community Development Organisation
EMS:	Economic Management Sciences
EPT:	Educator Participating Time
EU:	European Union
FET:	Further Education and Training
GET:	General Education and Training
HET:	Higher Education and Training
IIZDVV:	Institute for International Cooperation of the German Adult Education Association
INSET:	In-service Training
L:	Languages
LPT:	Learner Participating Time
LO:	Life Orientation
LSM:	Learner Support Material
Maths:	Mathematics
NLC::	National Literacy Cooperation
NPO:	Non Profit making Organisation
NQF:	National Qualifications Framework
NS:	Natural Sciences
OBE:	Outcomes-Based Education
OBET:	Outcomes-Based Education and Training
RNCS:	Revised National Curriculum Statements
SANGOCO:	South African Non-Government Organisation Coalition
SANLI:	South African National Literacy Initiative

SAQA: South African Qualification Authority

SETA: Sector for Education and Training Act

SGB: School Governing Body

T: Technology

UNESCO: United Nations Educational Scientific and Cultural Organisation