

CHAPTER 1

*Only after we start to know what the problem is, can we take steps to solve it.
Edward Vockel and William Asher (1995:18)*

STATEMENT OF THE PROBLEM AND METHOD OF INVESTIGATION

1.1 INTRODUCTION

There is a dire need for educator empowerment in Adult Basic Education and Training (ABET) in South Africa. All people, regardless of race, creed, economic status or innate potential, should be granted educational opportunities for the optimal development of their individual abilities. Since the differences among individuals, are however, many-faceted (e.g. illiteracy, poverty, unemployment and socio-economic differences to name a few), the educational opportunities which are provided for the optimal realisation of individual potential should cater for the relevant differences which individuals display. This means that there should be equity (fairness) in education, since equity in education can be defined as the creation of 'equal' opportunities for all learners, with a view to the development of their innate abilities. Adults who did not receive adequate educational support during their youth should be granted effective basic education and training.

Historically, Adult Basic Education and Training as a training sector in the Republic of South Africa, compared to other sectors, has long been neglected. Training of educators has been channelled to school-based learners in both primary and high schools. Several observers and researchers have recently made reference to the problems surrounding ABET delivery, but little has been documented regarding practitioners' empowerment.

The problems of ABET delivery are not discussed in isolation in this study, but are viewed against the background of ABET as a sector of the General Education and Training Band in accordance with the National Qualifications Framework (refer to Chapter 2), as alluded to in Curriculum 2005 (1997:30). Some of the problems in the present Limpopo (former Northern) Province are identified by Van der Horst and McDonald (1997:5) as lack of responsibility, dedication and commitment on

the part of many teachers and learners, and lack of practitioner empowerment to implement ABET programmes. These problems form foci of the discussion in this study. The Department of Education (1997:139) states that educator development is absolutely vital to the growth and enhancement of ABET delivery in South Africa, and the province of Limpopo in particular. Additional problems include ABET facilitation, e.g. addressing transportation problems because learners often work during the day and class attendance only takes place in the afternoon and evening.

Although this study takes cognisance of a whole range of problems that occur within the ABET field, it will focus primarily on the following important factors:

- (1) How educators can be empowered to facilitate ABET programmes in the Limpopo Province.
- (2) Factors relating to the empowered educators' competencies and roles.
- (3)** A case study on the facilitation of ABET programmes in Limpopo Province.

1.2. STATEMENT OF THE PROBLEM

1.2.1 Background to the problem

This researcher maintains that the need for ABET educator empowerment is urgent. According to the 1996 census report (released in October 1998), among people aged 20 years or older, more than four million South Africans have never had any education, and the SANLI proposal of 2000, implemented in 2002, intends breaking the back of illiteracy, which implies a current need for empowered educators. The report also revealed that just more than 3,5 million people around the country have had some primary school education, and more than 1,57 million have completed their primary school education. More than 7,13 million people have had some secondary education, and just fewer than 3,5 million people have acquired senior certificates, while a mere 1,3 million people have acquired higher education qualifications.

The provision of resources has in the past been directed to school-based learners who were then influenced by factors such as poverty, overpopulation, social and political factors to drop out of school, hence such a high rate of illiteracy, which determines the current need for ABET educator empowerment. The other reason why there is a need for the empowerment of ABET educators is that rationalised colleges of education did not concentrate on ABET, as they were required to focus only on the training of school-based educators. Many educators who are currently teaching ABET learners thus did not receive training which is suitable for adult learners.

International agencies which have an interest in Basic Education and Training for Adults such as the European Union; the Institute for International Cooperation of the German Adult Education Association (IIZ DVV); SANGOCO; NONGOCO; Tlhavhama; the United Nations Educational, Scientific and Cultural Organisation (UNESCO); the World Bank; the defunct National Literacy Cooperation; various universities, including the University of South Africa and its donor agencies; Non-Governmental Organisations (NGOs); the private sector; Community Development Organisations (CDOs); Section 21 Companies (Non-Profit-making Companies); the Kellogg Foundation; Leadership Regional Network; and Integrated Rural Development have all responded to the need for literacy education in different ways. Little has, however, been written or achieved in response to educator empowerment. Educators' training has also not addressed the 'T' for Training, particularly skills training in ABET. The role and function of an ABET educator is to enable adult learners to learn new skills and gain knowledge. ABET educators need to recognise and organise the prior knowledge and skills which learners bring to the learning process, and enable learners to make sense of their experience within the context of the rapidly changing world.

The socio-economic context of the Limpopo Province has not been conducive to progression in education. Whilst there are a considerable number of agencies responding to ABET and issues of literacy in particular, rural schools in Limpopo, for instance, continue to produce poor matric results because matric learners lack guidance from their poor and illiterate parents. Illiterate adults continue to live in

poverty because practitioners have not been trained in Poverty Alleviation Strategies, new methodologies and leadership skills.

According to Edusource, from information provided by the Directorate Information Systems, the Department of Education (1998:2) records that the matriculation results obtained by the Limpopo Province in 1997 and 1998, were the lowest of all the nine provinces in South Africa. The pass rate of 32% obtained by matriculants in the Limpopo Province can be compared to the 52% pass rate obtained by matriculants in Gauteng in the same year. Even the December 1999 and 2000 matric results (according to a media release on 27 December of these consecutive years) indicate that the Limpopo Province obtained the last, and last but one, position of all the nine provinces in South Africa. The 2001 the Limpopo Province matric pass rate was 59,5%, which is a significant improvement as compared to 1999 and 2000, enabling the province to obtain sixth position among the nine provinces. According to a media release (27 December 2001), Minister Asmal announced the country matric results as follows:

Table 1

	2000	2001	2002
Northern Cape	71,2%	84,2%	89,9
Western Cape	80,6%	82,7%	86,9
Gauteng	67,5%	73,6%	78,1
KwaZulu-Natal	57,2%	62,8%	70,8
North West	58,3%	62,5%	67,8
Limpopo	51,4%	59,5%	69,5
Free State	52,7%	59,0%	70,7
Mpumalanga	53,2%	46,9%	55,8
Eastern Cape	49,8%	45,6%	51,8

The rural education districts, namely: Nebo, Zebediela and Bolobedu dragged the province down by obtaining the three last positions in the province and in the country in 2000 but the province did improve in 2001 and 2002, as seen above.

The table hereunder gives the results of the Grade 12 examination arranged by the province and by gender in 1998: Education Africa (1999:150)

TABLE 2

Provinces	Candidates	No	Total Passes	%passs	University exemption	%	Total	Failures
Eastern	Male	34 875	17 414	50%	3 183	9	17 461	50%
Cape	Female	49 182	20 074	41%	3 362	7	29 108	59%
	Sub total	84 057	37 488	45%	6 545	8	46 569	55%
Free	Male	18 097	8 987	50%	2 334	13	9 110	50
State	Female	22 283	8 712	39%	2 004	9	13 571	61%
	Sub total	40 380	17 699	44%	4 338	11	22 681	56
Gauteng	Male	34 138	19 798	56%	12 498	16	34 076	44%
	Female	42 638	22 902	54%	6 963	16	19 736	46%
	Sub total	76 776	42 700	56%	12 498	16	34 076	44%
KZN	Male	48 928	25 436	52%	8 490	17	23 492	48%
	Female	60 631	29 236	48%	9 531	16	31 395	52%
	Sub total	109 559	54 672	50%	18 021	16	54 887	50%
Mpumalanga	Male	17 895	13 430	75%	3 822	21	4 465	25%
	Female	21 787	15 325	70%	3 270	15	6 462	30
	Sub total	39 682	28 755	72%	7 101	18	10 927	28%
Northern Cape	Male	3 408	2 358	69%	395	12	1 050	31%
	Female	4 021	2 500	62%	411	10	1 521	38%
	Sub total	114 333	4 858	65%	806	11	1 571	35%
Limpopo	Male	51 028	20 027	39%	4 290	8	31 001	61%
	Female	63 305	20 191	32%	3 490	6	43 114	68%
	Sub total	114 333	40 218	35%	7 780	7	74 115	65%
North	Male	18 646	10 882	58%	2 775	15	7 764	42%
West	Female	23 743	12 276	52%	2 916	12	11 467	48
	Sub total	42 389	23 158	55%	5 691	13	19 231	45%
Western	Male	17 025	13 913	82%	4 071	24	3 112	18%
Cape	Female	21 521	16 525	77%	4 967	23	4 996	23%
	Sub total	38 546	30 438	79%	9 028	23	8 108	21
National	Male	244 040	132 245	54%	34 895	14	111 795	46
	Female	309 111	147 741	48%	36 913	12	161 370	52%
	Sub total	553 151	279 986	51%	71 808	13	273 165	49%

District offices are remote from the rural schools, and as such, no monitoring by district officials occurs.

Harley, quoted in McKay et al (1998:17), found that 34% of adults in the Limpopo Province had only attained Grade 7. He compares this figure to that of Gauteng in which only 13% of adults have qualifications less than Grade 7. This means that

because of high illiteracy rates and low educational qualifications Limpopo adults need urgent attention, which includes empowering educators in ABET, as well as accessible facilities.

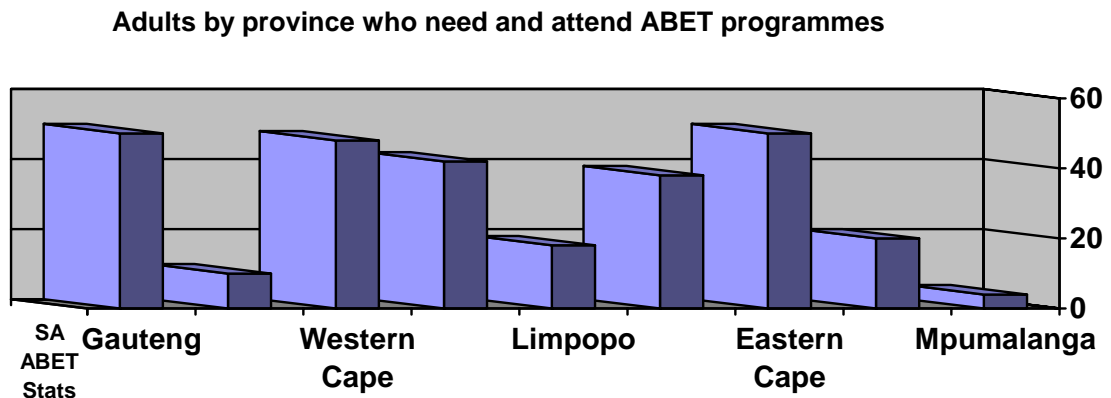
McKay et al (1998:9) suggest that there is an urgent need to reach about ten million illiterate adults - a figure which implies that approximately 100 000 adults in the Limpopo Province should be in ABET classes. The Department of Education (2003:25) believes that 14 000 volunteer educators should be appointed to wage the war against illiteracy in South Africa.

Although the researcher has uncovered the fact that there is an inconsistency in the exact number of adults who did not receive schooling during their youth as well as in the number of educators needed to combat illiteracy, illiteracy is very high in the province, and throughout South Africa in general, particularly in the rural areas.

The following graph indicates the number of adults in the country requiring ABET and those who are presently attending classes.

Graph 1

Department of Education in SANLI (10 January 2003:23)



Department of Education in SANLI (2003:23)

The foregoing statistics imply that one third of the South African population is illiterate and has had little or no education at all. The Department of Education in

SANLI (10 January 2003:23) observes that the work that lies ahead is not greater than the power invested in the people who can do it. The White Paper on Education quoted by McKay (1996:2) says that illiteracy is partly a result of the inequalities in the provision of education, before 1994.

McKay (1995:8-9) and the Department of Education in SANLI (2003:24) express the same ideas: that people who have never been to school, or who have had very little education, have not only missed learning to read and write, but they have also, in McKay's opinion, been deprived of a number of essential skills and missed the other benefits that people acquire from attending schools. The Department of Education in SANLI (2003:24) further points out that a trained educator corps is needed to execute the essential skills. These skills are integral to successful adaptation to modern life and technology. Adults who have not attended school demonstrate the following deficits:

1. They have not learned the skills of learning and have not cultivated the discipline of concentrating for long periods at a time.
2. They have never had any opportunity to internalise the values, attitudes and rules taught in schools.
3. They have never learned how to tackle problems and tasks in new ways. They are unable to innovate with confidence, and cannot make decisions on the basis of the information which they have.

Practical experience with adult educators on the other hand reveals that adult educator's attitudes to facilitate ABET programmes has been adversely affected. This is evident when the educators pointed out amongst others that ABET educators feel that they are not treated like formal educators concerning salaries or stipends. They are still paid by claims and that they are not paid in December and January as it is maintained that the ABET learners are on recess.

Bothma, Gravett and Swart (2000:201) argue that the challenge facing many South African educators is that they have not been trained to cope with the diversity of learners entering schools. Porter in (Bothma, Gravett and Swart 2000:201) maintains that teachers have the skills to teach all learners if they want

to.

This implies that the teacher's negative attitude may be caused by the fact that they are obliged to implement policies and curriculum about which they were not consulted. Furthermore, educators often do not have a clear understanding of the demands of changes they must implement and often lack adequate time, resources and learner support materials to prepare for the implementation.

This study thus regards the empowerment of practitioners as of vital importance in order to address problems such as those mentioned above.

1.2.2. Formulation of the research problem

In the light of the foregoing arguments, the research problem addressed by this study is three-fold and reads as follows:

Firstly, how can educators be empowered to facilitate ABET programmes in the Limpopo Province?

Secondly, which enabling factors are conditions for the effective implementation of empowered educators' ABET strategies?

Thirdly, which conclusions can be drawn from a case study on the implementation of ABET programmes in the Limpopo Province?

1.2.3 The rationale of this study

The rationale of this study is to explore the empowerment of educators to facilitate ABET programmes so that they can effectively implement ABET programmes in the Limpopo Province. The results of this study will eventually help to equip ABET educators with the necessary skills in teaching adults. The educators will further be empowered to encourage adults to be involved in self-help projects, which will eventually reduce poverty and unemployment.

This study thus aims at enabling ABET practitioners to be competent enough to

facilitate ABET programmes in the Limpopo Province. Such instructional competency should, according to Van der Horst and McDonald (1997:92), enable them to create work-oriented and learning-oriented environments which motivate learners. The environment in which both the adult learners and the facilitators of adult learning can construct knowledge together through among others the dialogic encounter and mediation as maintained by Gravett and Henning (1998:60). However, this type of environment receives more attention in Chapter 3 of this study.

1.3. CLARIFICATION OF CONCEPTS

Key concepts of this study are defined below, in order to familiarise the reader with their conceptual meanings for the purpose of this study.

1.3.1 ABET and literacy

Adult Basic Education and Training (ABET) is often used interchangeably with Literacy. For the purpose of clarification, the two terms are defined separately in the following paragraphs.

1.3.1.1 Defining Adult Basic Education and Training

In the Adult Basic Education and Training in South Africa: Draft Policy Document (1997:3), ABET in South Africa has been defined as:

the general conceptual foundation towards lifelong learning and development, comprising knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates.

ABET is focused on adults who never or only partially went to school. It essentially comprises primary education, the equivalent of basic schooling for children,

adapted to suit the cognitive and specific circumstances of adults. While reading and writing are taught in ABE, the 'T' includes training in different skills such as primary health care, and in survival/self-help projects, which would lead adults to become self-employed or employable.

According to the NQF (National Qualifications Framework), ABET forms part of level 1 training, which precedes General Education and Training and is a flexible developmental sector. It targets the specific needs of a particular audience and provides access to a nationally recognised certificate (see diagram in Chapter 2). It provides adults who, for whatever reason, missed education in their youth, with a second chance to obtain formal qualifications.

In the Adult Basic Education and Training in South Africa draft document (1997:33), ABET has been defined as the general conceptual foundation towards lifelong learning. Since ABET is a new field, and the title does not specify a particular ABET programme to be facilitated nor a particular skill to be taught, this study will include a case study and an evaluation of an ABET programme. ABET programmes and facilitation can take many forms, e.g. the training of adults in informal or non-formal educational contexts for appropriate outcomes. It can, however, also take the form of community involvement.

This study regards ABET as a profession which is similar to any teacher training focus, because its aim should be to empower educators to enable learners who missed formal schooling to participate in their communities, and thus address their social, economic, political and developmental needs.

Tripple e Training (1996-2001, updated on the 24th January 2002) mentions that people are quick to say that ABET stands for Adult Basic Education and Training, but do not really come to terms with what ABET actually is. The programme maintains that literacy is but a small component of ABET.

The educators should aim to equip adults with literacy skills in order to participate in schools, and with self-help skills to fend for their families through using survival skills. The following is a description of literacy, which Tripple e alludes to as a small component of ABET.

1.3.1.2 Literacy

Literacy, according to Witthaus (1992:4), comprises reading and writing. Motala (1992:1) regards literacy as learning to read and write, and includes basic numeracy skills. Therefore literacy can also mean the empowerment of an individual. It is well-known fact that people interact with the world and each other through language. The more we are able to communicate, the better we are able to understand each other. Improved communication could well lead to a South Africa free of intolerance, misunderstandings and prejudice, which is the focus of this learning area.

Van der Horst and McDonald (1997:52-53) define Literacy in relation to Language and Communication as being intrinsic to human development and central to lifelong learning. They further outline the seven outcomes of Language, Literacy and Communication as based on the critical cross-field outcomes and the specific rationale for this learning area. These outcomes show that learners make and negotiate meaning and understanding. They show critical awareness of language usage and respond to the aesthetic, affective, cultural and social values in texts. Learners access, process and use information from a variety of sources and situations. They understand, know and apply language structures and conventions in context. Learners use language for learning and use appropriate communication strategies for specific purposes and situations. Curriculum 2005 clearly spells out that Language, Literacy and Communication form a learning area in themselves comprising LLC1, which is the mother tongue, LLC2, the second language depending on the choice of the society, and LLC3, which is the third language of the learner.

Literacy researchers from 24 countries, including 11 African states, gathered in Cape Town in November 2001 for the International Literacy Conference, with the theme Literacy and Language in Global and Local Settings. During this conference, there was a widespread agreement across presentations and discussions that literacy is still widely seen as merely a basic skill to be taught at the beginning of schooling or adult education, with which the researcher concurs. Many papers addressed, directly or indirectly, the failure of literacy provision in schools and adult education classes adequately to address the complex pedagogical requirements for successful learning in specific contexts. It has become very clear that failure of literacy provision is a global concern. This study attempts to address this concern by exploring the dynamics of people who are

implementers in the classroom situation, practitioners as defined in the next section.

1.3.1.3 ABET educator

This is a person whose work involves educating adults at all levels of education, in any type of education or training context, including formal and informal, e.g. teacher, educator, lecturer, parent, youth counsellor. The educator needs to acquire an approach, a qualification and relevant skills to teach. For the purposes of this study, an educator is regarded as an ABET programme implementer who needs skills in devising and implementing ABET programmes: a person who applies the curriculum practically at the micro level. He/she reports to the centre manager to whom other stakeholders might refer as a supervisor, who in turn reports to the ABET officer in the case of state sectors, or the rector and relevant boards in the case of colleges. A Multi-Year Implementation Plan for Adult Education and Training: Provision and Accreditation (October 1997:120), provides the following concepts to describe those who help the process of learning in adult education and training as mentioned earlier.

These include teacher, tutor, facilitator, educator, trainer, co-ordinator, programme supervisor, manager and practitioner. The term endorsed by the National ABET Stakeholders Forum workshop in January 1997 is 'AET Practitioner', and is used here for all personnel engaged in the provision of ABET. This term embraces the ABET practitioner, strategic manager, administrator, group learning facilitator, individual learning facilitator, needs analyst, learning experience designer, learning materials designer, assessor, evaluator and monitor. These performance roles indicate that it is expected of one educator to play more than one role in the course of the work. This study will, however, focus on the ABET educator, not the AET practitioner.

A report on the Education Training and Development Practices Project of the National Training Board released in April 1997, as quoted in A National Multi-Year Implementation Plan for Adult Education and Training: Provision and Accreditation (October 1997:121), proposed a three-fold classification of these roles as follows:

Teaching: Formal and informal teaching, tutoring and mentoring in individual or group mode with formative, continuous and summative assessment;

Design: Inter-and intra-organisational design of learning programmes; design of courses or modules within learning programmes; design of learning materials and design of assessment and assessment tools;

Management and Leadership: manager and leader of learners, learning programmes, institutions (centres) and systems.

The key purpose of an ABET practitioner is to enable adult learners to gain new skills, knowledge and attitudes. In so doing, practitioners need to recognise and organise the prior knowledge and skills which learners bring to the learning process, and enable learners to make sense of their experiences within the context of a rapidly changing world. They must also provide learners with the tools required, to access lifelong learning and, in so doing, contribute towards community, provincial and national development.

An ABET practitioner should display competencies such as designing learning experiences, analysing the needs of the communities of his/her adult learners, facilitating and supporting learners, assessing and working as an administrator at the centre or any office he/she holds. (See Chapter 3).

1.3.1.4 Empowerment

The word empowerment is a noun derived from the verb empower which is structurally made out of prefix em-: and the root –power-. Collins Concise Thesaurus (2003:643) defines power as control, authority, ability or capacity.

The word empowerment in educator empowerment will then mean to enable or capacitate the educator with the necessary skills and knowledge that he/she can be able to facilitate adult education programmes.

Gore in Carl (1995:4) states that the concept empowerment means to give authority and to enable someone to do something. She further says that empowerment embodies a notion of power, which can be given. Power must be something which can be controlled. It, in fact, implies some kind of vision.

According to Browder in Carl (1995:5), empowerment in its broadest sense includes any activity which enhances the professional status of the educator. This

implies that an educator's self-image must be promoted, as well as the prestige he/she enjoys from colleagues, and so the educator becomes more proficient and able to work within a team context. This means that if educators are given more authority over their own work, this can lead to improvement, but the existence of a strong group culture is also important.

Newstrom and Davis (1997:227) define empowerment as any process that provides greater autonomy to employees through the sharing of relevant information and the provision of control over factors affecting job performance. They regard empowerment as a help to remove conditions that cause powerlessness, while at the same time enhancing employees' feelings of self-efficacy. It authorises employees to cope with situations, and enables them to take control of problems as they arise. Five broad approaches to empowerment suggested by the two authors are: helping employees achieve job mastery (giving proper training, coaching, and guided experience that will result in initial successes); allowing more control (giving them direction over job performance and then holding them accountable for outcomes); providing successful role models (allowing them to observe peers who already perform successfully on the job); using social reinforcement and persuasion (giving praise, encouragement, and verbal feedback designed to raise self-confidence); and giving emotional support (providing reduction of stress and anxiety through better role definition, task assistance, and honest caring).

For the purpose of this study, empowerment is regarded as a process of development and growth through which an ABET educator will be able to take independent decisions and act autonomously, with a view to making a contribution towards the development of his or her particular environment. This process is coupled with the development of applicable skills, attitudes and knowledge. If empowered ABET practitioners have their efforts rewarded in the kind of performance they can achieve, they will feel more competent and valued. Their jobs start to have a personal meaning and impact and they will have opportunities to use their talents.

There are usually problems regarding empowerment in the ABET context. Issues that are often raised are the role that literacy plays in processes of development and whom it attempts to empower. Most researchers embark on literacy studies focused on the ultimate beneficiaries, i.e. the learners, and pay less regard to educator empowerment. Although I concur with Grant and Dale (in Egypt), Keating (in London) and Land (in the rural Northern Cape in South Africa) in Talking: Newsletter of the Adult Learning Network (March 2002:6) when they explicitly set out to theorise literacy as a vehicle for self-development and change, I maintain that self-development, peer development and development by institutions or trainers of educators should also receive attention. I regard the educators as important role players of teaching and facilitating

After active participation in the ABET field, and on discovering a lack of confidence amongst people on the ground, one cannot ignore the fact that adult educators are grappling with issues surrounding development, empowerment, participation, capacity building and sustainability. These concepts are intertwined; they actually mean that specific knowledge and skills are needed to change the teaching-learning situation.

This implies that the educator who is not empowered with the necessary skills and knowledge to facilitate adult learning is somehow chained. Educator empowerment is therefore also an emancipatory activity which free adult educators from the chains of the fear of the unknown.

Adult educators who are empowered are at the same time both mentally, physically and emotionally transformed.

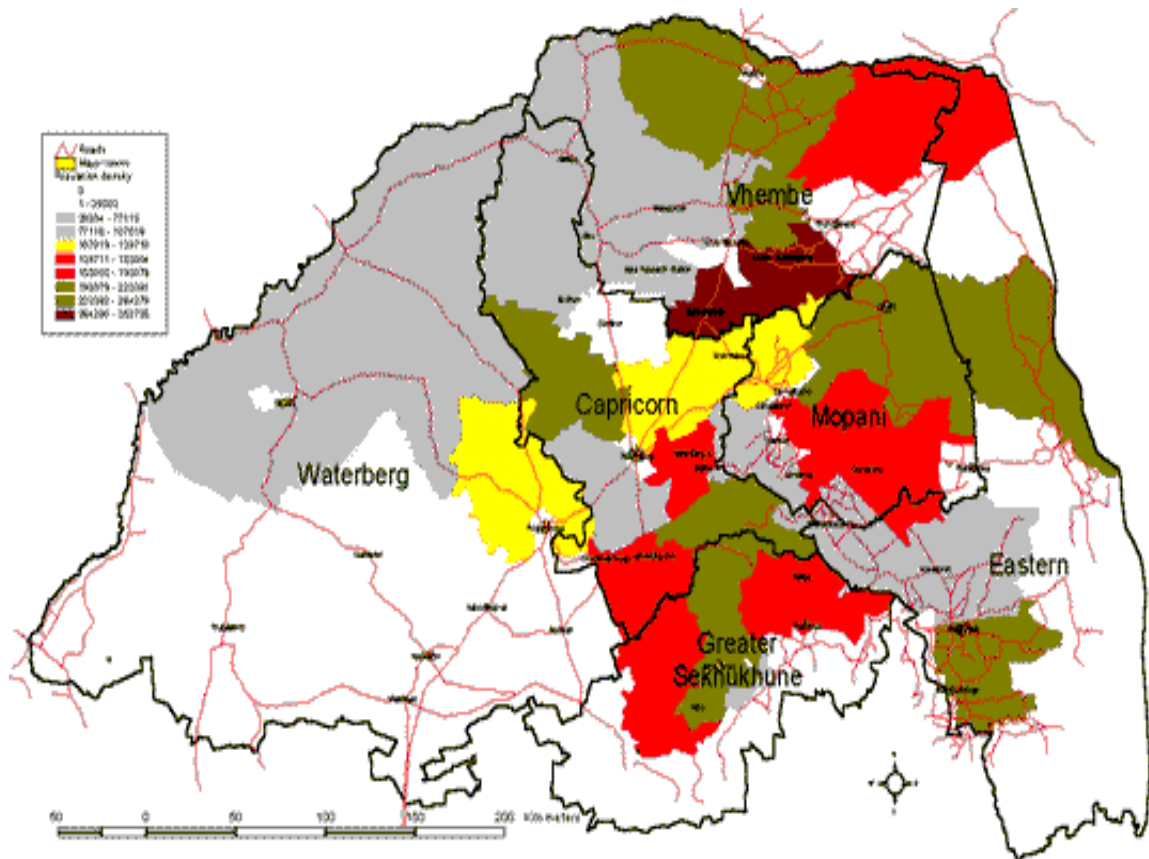
This study is an exploration of how ABET educators can attain optimal empowerment and use it as a tool to change the lives of the illiterate, unskilled adults entrusted to their tuition. (See Chapter 5).

1.3.2 The Limpopo Province

The Limpopo Province is one of the nine provinces in South Africa. It is a conglomeration of the three poverty-stricken areas of the defunct Lebowa, Venda

and Gazankulu homelands with Northern Sotho, Tshivenda, Xitsonga, English and Afrikaans found as spoken languages and multi-cultures. This province is characterised by high illiteracy and unemployment, although it has beautiful topography and a great deal of agricultural potential.

THE LIMPOPO PROVINCE MAP (Department of Education, Statistics Department)



1.3.3 The socio-economic profile of the Limpopo province

The Limpopo Province is the fifth largest of South Africa's provinces, according to the HSRC (Data Source: Schools and Colleges Registers of Needs Survey 1996, Chart prepared in association with the Education Foundation). It covers an area of 119606 square km, and has an estimated population of 4,8 million. 97 percent of the population of the province is African, followed by Whites (2 %) and Coloureds and Indians (1 %). The province is predominantly rural (93 %), largely because it comprises the former (mainly rural) homelands of Gazankulu, Lebowa and Venda. The province is one of the poorest in the country, with a low contribution to the national Gross Domestic Product (GDP) of 3,7% in 1994 (CSS, 1995). The majority of the inhabitants of the province live in poverty, in want and in ignorance, as mentioned by the outgoing President Mandela (10 June 1999:2), and many are illiterate.

In 1994, while the national average income per household was R 1 005 for Africans, it was R 723 in the Limpopo Province. By contrast, Whites in the province had an average household income of R 3 820. The province also has one of the highest unemployment rates at 41 % in 1995 (CSS, 1995). This figure does not differ from the 1999 figure, as recorded in the South African Yearbook (1999:336).

According to the South African Yearbook (1999:336), the province facing the most serious problems regarding the condition of school buildings is the Limpopo Province. It is maintained in this source (supra) that 33% of the existing buildings are in poor condition, no media equipment materials exist, extremely high shortages of classrooms exist and no water is available within walking distance of 24% of schools.

These conditions impact a great deal on teaching and learning conditions, which need a strong and empowered teaching force. In an address, Advocate Ngoako Ramatlhodi, the Limpopo Province Premier at the time of writing; Sowetan (21 June 1999), observed that there were many problems that needed urgent attention by the government. He stated in this regard that

Once again we came face to face with grinding poverty that is ravaging the soul of our nation. We found rural people, many of whom are unemployed and illiterate, ...

The statement, made by him in support of the series of statements made by the Minister of Education, Kader Asmal, shows that the government's primary task must be that of delivery. Synthesising the speeches of the two prominent political figures mentioned in the previous section, it is the concern of the researcher to issue a 'wake-up call' to all ABET stakeholders to empower ABET educators. The educators should in turn empower communities firstly, to learn reading and writing; secondly, to wage war against poverty and unemployment; and thirdly, to consider state property as community property (not individual property).

Since ABET is broad and fragmented, there is a need for each centre to be focused, regarding what its staff want to teach their adult learners.

Amalgamating the three Bantustans, Gazankulu, Lebowa and Venda, the Department of Education and Training for Africans outside the homelands, and the Departments of Education and Culture for Coloureds, Indians and Whites respectively into seven regions has been the most significant change by the new government within the Department of Education, Arts, Culture and Sports. The new administrative structure is composed of a central office, five regions, 34 districts (area offices) and 147 circuits.

- Region 1: Waterberg, incorporating Mogalakwena, Mookgopong, Modimolle, Lephale, Thabazimbi, Bela Bela.
- Region 2: Capricorn, incorporating Blouberg, Polokwane, Lepelle-Nkumpi, Aganang, Molemole
- Region 3: Vhembe incorporation of Musina, Mutale, Thulamela and Makhado
- Region 4: Mopani includes Phalaborwa, Greater Tzaneen, Greater Letaba and Giyani and Maruleng with the dissolution of Bohlabela in the new demarcation of boundaries.
- Region 5: Sekhukhune, includes Fetakgomo, Phokwane, Makhudu-Thamaga, Tubatse and Greater Marble Hall.

All these regions currently need educator development, since the educators of these communities come from rationalised colleges such as the former Modjadji College of Education, named after the Rain Queen, Modjadji.

Region 2 (Konekwena and Zebediela Districts) and Region 5 (Bolobedu Districts) currently need educator development. Students from these colleges were not trained in ABET programmes. Even educators who have completed school-based programmes for both GET (General Education and Training Band) and FET (Further Education and Training Band) were not thoroughly prepared for classroom teaching, because their lessons were overwhelmingly interrupted by stay-aways, defiance stay-ins, boycotts and strikes - hence the high matric failure rate and high illiteracy rates in those areas. Ever since provincial examinations have been written, the Bolobedu, Konekwena and Zebediela districts have obtained the lowest positions in the province, with some of the schools gaining as low as 8%, and even 0%, matric pass rates.

Education Africa (1999:143) maintains that of South Africa's 360 046 educators in schools, 267 507 (or 74%) are qualified, while some 94 539 are not. The percentage of qualified educators (according to this source) has however improved since 1994, when only 64% of educators were qualified.

The source maintains that most of the under-qualified educators are African, and a small proportion is Coloured. Most Indian and White educators, by comparison, are fully qualified. As a consequence, provinces with a large white enrolment (notably Gauteng and the Western Cape) have produced higher proportions of qualified educators, while provinces with a predominantly African enrolment (such as North West, Limpopo Province and KwaZulu-Natal) have produced a lower proportion of qualified educators.

Below is a table (Table 3) indicating educator qualifications by provinces in 1998, according to *Education Africa* (1999:143).

Table 3

	UNDER-QUALIFIED	%	QUALIFIED	%	TOTAL
EASTERN CAPE	20 800	31	47 023	69	67 823
FREE STATE	7 502	31	16 581	69	24 083
GAUTENG	5 504	13	38 495	87	43 999
KZN	25 261	34	49 503	66	74 764
MPUMALANGA	6 947	27	18 413	73	25 360
NORTHERN CAPE	1 412	21	5 463	79	6 875
LIMPOPO PROVINCE	12 210	21	44 889	79	57 099
NORTH WEST	11 148	35	20 703	65	31 851
WESTERN CAPE	3 755	13	24 437	87	28 192
NATIONAL	94 539	26	265 507	74	360 046

The above figures indicate a dire need for practitioner empowerment in these provinces, in order to eradicate the problem of adult illiteracy. Lyster in Tuchten (1997:8) suggests that there seems to be a universal belief that literacy has a tremendous power to bring about positive change; change in the way people think, the way they organise themselves, the way they work, and in how countries

develop. The idea of universal literacy (as viewed by this researcher) carries immense hopes for enlightenment, modernisation and liberation.

The educator should be empowered to make a difference in the lives of those people who were severely affected by apartheid, including those who were completely ignored, forgotten, marginalised and neglected, whether deliberately or not. These people should now be given an equal opportunity to be exposed to literacy, since on a daily basis most of them are faced with the stigma of an inability to read and write, let alone effectively communicate, hence they become victims of 'slavery', exploitation, humiliation and frustration. Their inferiority complex may even lead them to accept and carry out inhuman instructions. McNeil (1990:347) believes that since adequate language skills are essential for effective communication, curriculum enhancement of those skills which are associated with literacy competencies, and which are outlined in the ABET curriculum for communication, is a matter of urgency. Many adults have been denied proper schooling because of unempowered educators, who, instead of encouraging them to learn, forced them to memorise, failing to teach the skills of learning to read and write effectively. Educators should thus be empowered to reduce illiteracy, to enable the student to acquire lifeskills such as handling personal finances, understanding procedural and legal processes and maintaining essential personal documentation. Sometimes practical mistakes such as not being able to follow medical instructions can also lead to unintentional wrongful acts. To remedy this situation, change and development are needed.

To manage the factors of change, the training of different stakeholders, particularly educators who are the direct implementers of policy documents, should include implementation, assessment and monitoring. This researcher considers that putting in place relevant strategic mechanisms and empowering ABET educators to be active stakeholders is a matter of urgency.

In order to achieve success in addressing poverty, unemployment and illiteracy by means of the implementation of ABET programmes, human resource/personnel development is a necessity. Thus, it is here suggested that ABET programmes should include guidance and counselling for all communities who suffer poverty, illiteracy and unemployment trauma. The overarching implementation goal is to put

in place a fully functioning system of ABET which includes human resource development, teaching strategies and equity, all of which redress the inequalities caused by marginalisation. ABET (with a special focus on human resource development) should be regarded as a fundamental right and should be accessible for special target groups: disadvantaged women, women with special needs, disadvantaged youth, youth with special learning needs and disadvantaged learners with special learning needs in order to redress historical imbalances.

The educators who currently teach ABET levels are mostly trained to teach primary and secondary school children. They therefore encounter problems in teaching adults literacy, numeracy and English. Such officers and educators have typically received only two weeks training, e.g. in 1999 for the Ikhwelo Skills Project.

Harley, as quoted in the Department of Education document (October 1997:9-10), makes the following assertions regarding the problems mentioned earlier. He points out that the policies of the former governments resulted in fragmenting education and training into different ethnic and racial sub-systems with an unequal allocation of resources. This resulted in a poor quality education in rural schools and in the condemnation of millions of adults to functional illiteracy, thereby effectively limiting the intellectual and cultural development of the country as a whole. The former government regarded adult education provision to be largely a second chance schooling system, which was based on the primary or secondary school curriculum (which was naturally unsuited to the needs of adult learners). In spite of this basic deficiency, it was the policy of the apartheid government to categorise non-governmental adult organisations, such as churches and non-political organisations, which attempted to provide meaningful and appropriate adult education and training programmes as non-formal education. The harsh reality about the apartheid Department of Education was that these programmes were meant to prepare adults for work, but not for being literate. The empowerment of ABET educators was not part of the agenda.

As a result of these calculated years of neglect and repression, and the lack of any comprehensive rational and informed system for Adult Basic Education and

Training, there are at the time of this investigation not yet fixed national standards of provision.

Efforts to provide ABET are consequently fragmented. ABET programmes as yet make little impact on the national scene. The South African Qualifications Authority has only recently introduced unit standards and the Department of Education (Curriculum 2005: 1997:30) devised the ABET levels and the bands as guidelines for ABET provisioning.

Another factor adding to the complexity of ABET is that it should not only address education but also other skills related programmes. This complexity causes ABET to fall into various sectors or departments. The Skills Education and Training Authority (SETA) which is another sector, deals with matters such as health, agriculture, labour, gender awareness and community development programmes. Implementing these programmes may raise some problems if they are to be funded and monitored by the Department of Education, because these SETAS emerge from the diversity of the departments.

The October Household Survey (1995:17) indicates that in the Limpopo Province, 20% of males and 34% of females of the African population have had no formal education (as compared with the overall Provincial proportions of 19% of males and 32% of females respectively). This survey clearly indicates a need for training focussed on gender awareness across the governmental departments. Practitioners should be able to train adult learners who are for example abused, on topics such as the role of women in sustainable development. They should be empowered in their positions as women and discrimination and violence against them should be eradicated. After receiving such training, ongoing implementation and monitoring should be provided in the communities through ABET centres and community colleges. The empowerment of women in ABET implementation receives attention in Chapter 2 of this study.

Another factor which exhibits fragmentation, similar to the fragmentation of the ABET sector, is training learners to access health-care facilities. This influences the design of the health programmes and implementation thereof by ABET centres and community colleges. According to the October 1995 Household survey, the public sector caters for the health requirements of most Limpopo Province

households. The vast majority of African (89%) households make use of public health-care facilities when they need them, whereas Whites tend to use the private sector (68%). Throughout the country, a slightly lower percentage of African households (18%) use private health care facilities, while a higher percentage of White households (80%) use private facilities.

Apart from illiteracy, this pattern shows that access to healthcare venues is a problem, because of difficulties with location and transportation. The source further cites that non-urban Africans are more likely to make use of public facilities (93%) than urban Africans (63%).

The implication is that practitioners should empower ABET learners about accessing healthcare facilities, and introduce healthcare programmes e.g. on HIV/AIDS. Most adult learners are parents or elderly people who were unable to study in the past, because there had not been any compulsory education when they were young. They therefore often feel humiliated and uncomfortable about their inability to read or write and this discourages them from becoming literate when they are older or old.

The October Household Survey 1995, Department of Education Source cited in McKay et al (1998: 24) indicated that fewer than 10 000 young males and about 5 500 young females currently attend ABET classes. It is further noted that there were fewer women in the 15 to 19 age group in ABET classes as a result of teenage pregnancies and the necessary child care that is required in the years after the child's birth. It was found that child-rearing also acts as a hindrance to women who attend classes in the 20 to 29 age group.

Youth between the ages of 15 and 30, who have been or are in prisons or places of safety, and who have not had access to education or been able to complete primary schools, are referred to as 'priority groups' in the national policy. Often these sites do not offer any form of basic education. McKay et al (1998:21) maintain that while the policy is aimed at all adults who would like to participate in ABET programmes, special attention and special motivation should be given to the following target groups: women, (especially those from the rural areas), out-of-

school youth aged 15 – 30, unemployed prisoners and ex-prisoners, and those adults with disabilities which prevented them from obtaining a basic education.

Disabled adults are adults who could not complete their pre-primary or primary school careers because they had hearing, seeing and other difficulties or were confined to wheel chairs. This category does not include learners with severe learning problems. Since this study focuses on educator empowerment, the youth will be addressed in future as part of a social upliftment programme.

The Adult Basic Education and Training policy (1997:8) is currently in the process of being implemented piecemeal with a view to creating an enabling environment in which high quality ABET programmes can flourish throughout the country. This policy is designed to redress problems created by the former South African Department of Education, which implemented policies designed intentionally to limit communities' access to education. McKay et al (1998:17) note that the majority of these adults, who constitute a significant section of our population, express a desire (if given the opportunity) of re-entering the education and training system. This new policy must not only open the doors of learning; it must also provide aspirant learners and their families with the opportunity to access the education which they were denied.

The policy framework has been researched and drafted by the Department of Education. What remains now is the question of how this policy will be communicated to ABET officers, ABET co-ordinators and ABET learning area advisors, whose responsibility is to guide implementers such as teachers, tutors, educators, trainers, education managers, field workers, co-ordinators and the beneficiaries or clientele (adult learners). The necessary skills and other resources need to be channelled through provincial governments to all ABET centres. When planners make provision for the extension of ABET training, care must be taken not to repeat the mistakes which have been made in the formal education sector where massive bureaucracies absorb all financial resources and leave little or nothing to support the clients (learners) who are the supposed beneficiaries of these finances. Practical experience shows the Department of Education to be, regarding teacher education, including the professional education of teachers and

educators, one of the central pillars of a national human resource strategy. They also regard the growth of professional expertise and self-confidence as the key to teacher development. To this end the Department of Education's Directorate Adult Education and Training has introduced a national implementation plan for Adult Education and Training: Provision and Accreditation (October 1997:139), which will run for a number of years. If the Department of Education hopes to implement the plan in a way that will benefit the intended recipients, it should not only send policy documents, guides and manuals to regional ABET co-ordinators and ABET officers, but also to the curriculum implementers at community organisations, public centres as well as non-governmental centres.

An observation made by the researcher is that policy developers are developing an enabling environment in which high quality ABET programmes can flourish throughout the country. They do this through providing guidance educators (curriculum implementers) rather than through promulgating controlling and prescriptive measures. Unless trained officers in discussions, seminars, circulars, meetings, and workshops implement the curriculum, the curriculum will remain only an ideal and will never reach the people for whom it was intended. This is a very serious problem which urgently needs to be addressed. The intentions of the implementation plan is supported by the researcher when it says that much research and development are needed in the ABET field. In addition to research, more co-ordinators and facilitators need to be trained and employed in this field. More research and ABET classes should be initiated, additional materials should be developed for such classes and more educators should be trained in how to manage adult classes. Department of Education (1997:20). It is the researcher's observation that ABET officers and co-ordinators have passed the millennium without having produced adequate ABET learners' materials specifically appropriate for South Africa.

Area and regional ABET officers should work with an appointed three-person core team to develop training outlines and materials on the new approach and curriculum framework. They should also develop a basic training programme, training and practitioner support materials, and develop levels 1,2,3, for ABET Level 4 and 5 for FET materials for curriculum implementers [Department of

Education (October 1997:258)]. Subsequent chapters in this study explore the knowledge base of materials development as an aspect of training ABET practitioners.

The policy document of the Department of Education (1997:31) makes the following observations with regard to the status of ABET qualifications:

- Learners in the formal schooling sector will receive a GET Certificate at the end of Grade 9 if the required outcomes are achieved.
- Adult learners or out-of-school youth will not graduate from grade to grade (as in schools). They will progress according to the Adult Basic Education and Training Levels (ABET). Thus, ABET's level 4 is equivalent to Grade 9 and the same certificate will be awarded on completion, namely a General Education and Training Certificate (GETC).

The accreditation of each level at centre, area and regional levels will encourage and motivate learners to attend classes. It is also the Department of Education's declared policy to make qualifications transferable. The policy document emphasises the necessity to redress the problem of the accreditation and transferability of ABET certificates. Curriculum implementers should thus be mandated to assess skills and recognise an adult learner's prior learning (which is currently not duly recognised). At the time of this research, debates regarding the recognition of these certificates and diplomas were positive and developments were such that accreditation was approved as quoted in the following extracted Memo from Mohlatlego Makgathe (Directorate Adult Education and Training 2000:08:04), entitled Recognition of Qualifications in ABET for salary purposes:

Dear Colleagues

Attached please receive the document: Criteria for the Recognition and Evaluation for Employment in Education Based on the Norms and Standards for Educators. In the PCC meeting of 18 and 19, I reported that the HEDCOM agreed on the recognition of ABET qualifications and recommended that the matter be taken to CEM. CEM on the meeting of 31 July 2000, in their decisions also agreed that since ABET educators in PALCs are included in the definition of an educator, the document: Criteria

for the Recognition and Evaluation for Employment in Education Based on the Norms and Standards for Educators (page 50 and 51) also provides for the recognition of existing qualifications in ABET for employment in education as an interim measure until the SGB for ABET has designed and registered new qualifications through SAQA on the NQF. The CEM approved of the document: Criteria for the Recognition and Evaluation for Employment in Education Based on the Norms and Standards for Educators, that will serve as mechanism and guideline to give effect to the implementation to the norms and standards for educators in practice.

Thank you

Mohlatlego Makgathe (signed)

The current under-funding of ABET demotivates both curriculum implementers and ABET learners. Curriculum implementers are not paid monthly salaries by the government. Salaries are in fact received either annually or bi-annually whereas government officials, who are remote from the concerns of adult learners, receive their salaries every month. This scenario is regarded by the researcher as chaotic and problematic; Resolution 7 of 2000 Public Service Co-ordinating Bargaining Council (PSCBC) is, according to the researcher, contributing a negative attitude towards the ABET sector, because their services seem to be unrecognised despite their efforts to teach adult learners. While some centres charge very small fees, no school fees at all are charged in many centres. The resources of any school which accommodates adult learners are used with the permission of the principal and the school governing body.

The final draft of the Department of Education document on ABET (October 1997:52) suggests that the funding of out-of-school youth and adults should not be treated as the collective responsibility of both public funds and other partners who have been co-ordinated through the ABET sub-council of the National Council for Education and Training. Learning materials are not provided at ABET centres.

The following problems experienced by ABET practitioners thus need to be addressed:

- The fact that ABET teaching is not a full-time job. ABET teachers teach during the day and ABET programmes take place in the evening.
- If school teachers are going to be re-deployed to ABET learning centres, as suggested by the final draft policy for Adult Basic Education and Training (October 1997:41), the ministry will have to explore the link between the right-sizing of the teaching corps and the development, planning and implementation of national ABET programmes. The redeployment of school teachers to ABET will preserve the investment which has been made in the human resources of this country. Such redeployment will require re-orientation or educator development in adult education principles, philosophy, values and teaching/ facilitation methods, and perhaps also the integration of the four skills involved in a language (namely speaking, writing, reading and listening). This policy, if implemented, will help practitioners to become more focused. It will prepare them for their work and provide them with the relevant skills and knowledge to assist adult learners.
- Training should not be limited to literacy, numeracy and English only: it should include all the skills that teachers and learners need.

The problem rests on the fact that there is much research theorising about the teaching and learning of adults, including Andragogics and Didactics, that has neither been disseminated and implemented nor applied effectively, in ABET contexts. The researcher hopes to see an accountable ABET Didactics and Andragogy serve as a frame of reference for both ABET educators and ABET learners in future. Without such a framework, ABET implementation through teaching cannot have direction. This study therefore explores effective ABET programme implementation.

The general, transcendent and eventual aims that appear in the curriculum for ABET need to be disseminated to ABET practitioners, through both professional support and in-service training. Educators often use wrong approaches in teaching because they are trained to teach children, not adults.

Little has been documented regarding the challenges facing educators in the Adult Basic Education and Training sector in South Africa. This is in spite of the necessity, according to the 1997 National Policy document, for teachers to play a fundamental role in the implementation of ABET at community colleges and satellites and for them to play a role in the design of an integrated curriculum for ABET according to the NQF framework

South Africa faces tremendous challenges, some of which relate to practitioner empowerment through the implementation of ABET programmes. It is also the intention of this study to show that the ABET, Didactics, Comparative Studies and Andragogics departments of universities are engaged in empowering educators, and that as such they should be inter-related, particularly as regards assessment and INSET programmes. Educators and learners are considered by this study as key role players in ensuring successful, relevant and dynamic implementation. This is effected successfully by being mentally ready for training and by the acknowledgement that positive contributions to the development and transformation of centres/projects are to be made, and that the practitioners can be action researchers. It is hoped that the study will be of value in demonstrating the feasibility of research into the skills that educators should have, which can be transferred to their learners and be of assistance in the administration of a centre or a department of education, thus also being of value to the community.

Statistics reported by Harley et al in 1996, as cited in A National Multi-Year Implementation Plan for Adult Education and Training: Provision and Accreditation (1997:122), revealed that in 1994 there were about 14 300 educators employed in the so-called 'night schools'. Given that the night school system provided instruction from ABET sub-level 1 to the Further Education and Training Certificate (that is the previous Senior Certificate 'matric' level), it was difficult to determine exactly how many of these teachers were in fact working in the ABET sector (that is, ABET sub-levels 1 to 4, equivalent to Grades 1 to Grade 9, and how many were in the Further Education sector (Grades 10 to 12).

Of the teachers working in the state night schools, 79% were found to have some kind of professional teaching qualification, with only 3% having less than a

standard 10. A sample analysis, however, revealed that despite the apparent high levels of qualifications amongst these adult education practitioners, less than half of the teachers had been exposed to the philosophies and methodologies of adult basic education or even literacy training. Of those who had some adult basic education learning experience, a significant number had been on short courses and one-day workshops only. It could also be expected in keeping with the national teacher profile that the majority of these teachers would have had little or no exposure to outcomes-based education and appropriate training approaches.

Current information available from the provincial Departments of Education states that there are at least 23 000 persons employed in the adult education and training sector; Curriculum 2005 (2002:10). This figure includes programme co-ordinators and supervisors and no distinctions are made as to ABET and FET provisioning. My observation is that the majority of these are in full-time positions at day schools and 'moonlight' as part-time educators in the 'night schools'. If these figures are correct (and some caution is suggested in accepting them critically), there has been a remarkable 75% growth in the number of adult education night school practitioners in the space of only two years.

The state adult education and training sector has been affected by the situation in the school education context where, in most provinces, as a result of 'right-sizing' policies, many teachers are being retrenched, retired, re-deployed or fired through severance packages and early retirement packages. As a result of these policies there is increasing pressure on the Adult Education and Training sector to provide new employment opportunities. Whilst this trend may provide trained staff for conventional school learners in government schools, it has the negative consequences of producing possibly hostile and demoralised teachers of children who are more or less forced against their will into the night school sector, namely into ABET centres.

Another issue that is likely to cause difficulty is that of estimating both the existing and a desirable teacher-learner ratio. Provincial estimates are referred to by A National Multi-year Implementation Plan for Adult Education and Training: Provision and Accreditation (1997:122) as being so erratic as to be almost

unusable. For 1996/97 it is maintained that figures varied from 7 to 26 (average 18) learners per educator, for all levels from Literacy to Grade 12 classes. The defunct National Literacy Corporation (NLC) recommended a 1:20 ratio in the NGO sector. It is likely that there will be pressure on ABET educators to have class size numbers equivalent to those in primary schools (1:32), perhaps at least in a 1:25 ratio as is the case in formal schools. However, it needs to be recognised that in many situations adult learners have a much smaller number of contact hours with a facilitator than a primary school learner would. (And thus in theory an ABET educator might interact with much larger numbers of learners in different classes in the same number of hours.) Also, in certain areas it would be unrealistic to expect to have large classes. This latter point is particularly so in the non-governmental sector. It is important that the monitoring and evaluation system devised for ABET provides reliable information on the educator-learner ratio so that realistic recommendations and rules can be implemented. Currently it is extremely difficult to estimate the number of practitioners actually required to serve in the ABET field.

As a previous government employee, the researcher and later a Quality Learning Project employee facilitating Language, Methodologies and Programmes, but currently a co-ordinator of the Leadership Regional Network at the University of the North, has realised that the state ABET system cannot, and need not, try to do everything in isolation. All the stakeholders should be embraced so that the professional resources of society at local, provincial, national and international levels are identified and used to provide professional services and support to both learners and practitioners. Projects initiated to improve literacy should also be supported financially and with training.

In this section a number of problems influencing ABET delivery in the state sector have received attention. A particular emphasis was placed on practitioners as ABET curriculum implementers at the micro level. It was argued that a delay in the implementation of the policy document and the multi-year implementation plan by the department of education to train ABET trainers are causing certain problems that affect both ABET curriculum implementers and adult learners.

Through observation, the researcher is of the opinion that many of the good intentions of the Department's plan are being subverted during the implementation phase at provincial, regional, district and centre levels, where progress in effective co-ordination is very discouraging. For the first time, the Limpopo Province has at least appointed a Provincial ABET Director who has unfortunately since been moved to the National Department and currently to the South African Literacy Initiative (SANLI), thereby leaving a gap within the province. The Chief Education Specialist and a seconded lecturer from one of the colleges, which were not involved in ABET training, are now acting as ABET directors in the province. The ABET field needs officials who are ready to learn in this field and who will act decisively to implement the national Department's policy and plan. The observation of the researcher is that ABET is regarded as a priority especially in the province which is claimed to be characterised by the worst levels of illiteracy, unemployment and the poorest of the poor.

A crucial factor that was highlighted in this chapter was the ABET curriculum implementer's training. The researcher has argued that the training of ABET curriculum implementers is an extremely controversial matter that needs further attention. Since the final draft of the policy endorses the re-deployment of the educator corps to ABET centres, many school educators are unconvinced that changes of methodology are required from teaching children to teaching adults.

The fact that ABET is regarded as part of 'non-formal education' also discourages educators. Curriculum educators are trained so that relevant education, training, literacy and skills may be provided for ABET learners.

From the above, it appears that the greatest problems to be addressed include: how ABET programmes can be facilitated, how to close the gaps in the ABET curriculum for the training of practitioners, and how to improve group dynamics in teaching whilst maintaining individualisation.

1.4 METHOD OF INVESTIGATION

According to Du Plooy, Griessel and Oberholzer (1982:211), the word 'method' owes its etymological origins to the Greek word *methodos*, which is the

combination of meta + hodos (way by which). A method is indicated by De Jager et al. (1986:57) as the road to reach a given or specific destination. If a researcher does not know the way (method), his/her investigation becomes both haphazard and subjective. The method is the way by which the investigator aims to arrive at an objective solution to his/her problem.

The point of departure in this thesis will be an exploratory study, which involves an investigation into this relatively new field that can be described as the 'Cinderella' of the National Department of Education, and it will focus on the following (with reference to Mouton and Marais 1988:43):

- a) To gain fresh insight into the phenomenon of the ABET skills needed for efficient facilitation of ABET programmes (see Chapter 3) in an ABET centre.
- b) To serve as an investigation which will lead to a more structured study of this area of investigation.
- c) To explicate the concept of ABET and related concepts which are used as the discourse of ABET.
- d) To establish priorities for further research in ABET, e.g. identifying the models for empowering ABET educators.
- e) To develop an intensive analysis of ABET in South Africa and provide strategies and guidelines for empowering ABET educators in interactive and cognitive approaches (see Chapters 3 and 5). These analyses will be conducted by means of a literature study on practitioner empowerment, ABET and literacy skills, as well as a descriptive case study.

In order to arrive at conclusions that are not subjective and invalid the researcher cannot rely on a single method in problem solving. Landman (1980:42) points out: *Dit blyk dat daar geen enkele metode bestaan om tot probleemoplossing te kom nie. Verskeie metodes moet dus komplementêrend aangewend word vir probleemoplossing.*

In this study a variety of methods will be used: an exploratory method, orientation towards transforming classroom practices and a case study. A case study can employ several techniques to elicit information. To explore this method of

investigation, various ABET educators describe their situations and what their experiences in teaching ABET mean to them.

Based on these descriptions, in addition the study explores the attitudes of ABET educators towards the policy of inclusive education relating to people who should get another opportunity in their lives to learn at an adult age. The concept attitude is according to Vlachou in Bothma, Gravett and Swart (2001:201) holding a meaning of a complex social phenomenon which includes ideologies, thoughts, feelings and experiences that are developed in specific contexts.

ABET learners are special and they need special educators who have gained insight into the meaning that the participants in adult education subscribe to inclusive education as well as how they feel about it. Adult educators in Limpopo are not exposed to inclusive education, because most of them are from formal schools. This led the researcher to embark on focus groups interview questions and group discussions which were held in various ABET centres to determine the attitudes of ABET educator's and ABET learners towards the policy of inclusivity. This aspect of research is discussed in Chapter 4 of the study.

1.4.1 Questionnaires

The questionnaires are designed and used as tools to conduct interviews with the following role players:

- ABET department officials
- ABET centre managers
- ABET educators and UNISA ABET students as focus groups.

In order to bring to light the essentials which may be formulated as questions a thorough study is made of phenomenon of educator empowerment. Essentials are written down in question form paying attention to every word in the question. If possible every question is subdivided into shorter questions, each of which will be concerned with something that is really a problem. Every question focuses on a

single aspect and those questions which are related are grouped together. Questions are structured in order to permit them to be answered logically, systematically and unambiguously. Every possible sign of the prejudice is removed from the question. An accompanying letter will be sent to ABET department. This will be followed up to ensure a reply rate of at least 70 per cent. Alternatively questionnaire will serve as interview in the presence of researcher to ensure reasonable and reliable response rate.

1.4.2 Interviews

Interviews are conducted with the following people:

- ABET educators – focus group
- UNISA ABET students – focus group and
- ABET department officials

Conducting an interview depends on the realisation of essentials and it is concerned with the essentials of the matter under discussion. The dialogue is specifically concerned with the removal of the non-essential in order that what is essential to the situation comes to light clearly and distinctly.

1.4.3 Literature study

Marais and Mier (2004:221) point out that although the literature presents an array of factors that include the teaching practice experience, this study will embark upon a literature review, which will include reading relevant source or reference material, both from primary and secondary sources comprising published books, unpublished dissertations and theses, research reports, newspaper articles, scientific periodicals, articles and lectures. All sources will be scrutinised and assessed critically.

At the outset an analysis of ABET in South Africa will be undertaken. This investigation will include sources on topics such as:

- the empowerment of ABET educators in effective approaches;
- a multi-year implementation plan for ABET;
- developing a policy and passing an ABET Act for facilitating ABET programmes and literacy skills in particular.

Then, an investigation into all the relevant factors, which relate to the empowered educators' competencies and roles, will be carried out.

For example, lesson plans as explored by Van der Horst and McDonald (1997:150-156) with special reference to OBE(T), and the interactive approach as found in various fields including Psycholinguistics, Education, Languages and communication will be scrutinised for their use in an ABET context. The lesson plans are extensively discussed in Chapter 3.

Thereafter a case study on the facilitation of ABET programmes in the Limpopo Province will be described in order to illustrate the application of theory to practice. This case study, with its success and flaws, will illustrate the practical application and problems of ABET delivery at the grassroots level.

In addition, sources dealing with action research or case study, with a special focus on the existing centres and a centre established for purposes of this research, will serve as references for educator empowerment. Different types of models will be explored and examples of a relevant model for ABET and FET which can be applied as a guideline for educator empowerment will be provided (in Chapter 5).

Against the backdrop of the issues outlined above, the study will gear itself towards attaining its main outcome:

The empowerment of practitioners in implementing the policy and Act of ABET (compare 1.2).

The model project, its successes and weaknesses, will be used as important vehicles for uncovering ABET problems and for providing ABET solutions at the

level of delivery. The study also aims at investigating the multi-year plan, the Act and policy document.

1.4.4 Motivation of the methodological choice

Qualitative methods and in this case focus groups and in-depth interviews and questionnaires were used to collect data.

This afforded the researcher an opportunity to have a thorough understanding of the respondents' situation from their particular point of view.

A case study is used to describe and identify factors regarding educator empowerment. These factors are identified with a view to formulating recommendation as to how ABET educators may be empowered more effectively.

1.5 Synthesis

Finally, the researcher will synthesise all findings in order to generate an ABET centre model, which could serve as a frame of reference for possible future centres, particularly in the context of the Limpopo Province.

ABET theory will be analysed in order to come to a logical synthesis, which will serve as a conceptual model for a workable ABET centre equipped with empowered practitioners.

ABET theory will be synthesised into 6 chapters as follows:

- ✦ statement of the problem and clarification of concepts
- ✦ ABET provisioning in the Limpopo province where governmental and non-governmental projects are found in Limpopo are discussed
- ✦ The skills needed for educator empowerment which covers the approaches and strategies which can be employed to empower educators, namely, dialogic meditation, constructivism, material development
- ✦ The state of teaching and learning

- ✦ Guidelines and the alternative model for educator empowerment which will serve as a conceptual model for a workable ABET centres equipped with empowered educators.
- ✦ Recommendations and conclusions.

1.6 Limitation

One cannot claim finality on a broad topic such as educator empowerment. The present task is the first of its nature; to my knowledge, little has been written on educator empowerment in ABET and AFET (an acronym coined, to suit this study, for Adult Further Education and Training because the National Qualifications Framework did not consider inserting it as the second band). Basically, this study serves as a detailed foundation in establishing the correct approach for similar studies, even at schools. Once these objectives are established and it is evident that ABET as a sector or profession has a continuing lifespan, future researchers can embark on further aspects to be included in the approaches, models and skills and can for instance determine the grades and levels at which such aspects should be taught. Clearly, the findings cannot be generalised but they alert one to both the possibilities of educator empowerment and difficulties encountered in a small sample of Limpopo ABET centres. This study therefore does not purport to be a comprehensive and final examination of educator empowerment in the ABET context, as the field of ABET and educator ABET empowerment will grow and develop as the ABET situation, and educator and training needs, change.

1.7 FURTHER PROGRAMME

- In the next chapter (Chapter 2) a study of ABET programmes in the Limpopo Province will be explored, with a view to analysing the different types of ABET programmes currently in operation in that province.
- The emphasis of the investigation will then be shifted to the skills needed for the efficient facilitation of ABET programmes (in Chapter 3).
- The focus in Chapter 4 will be on the situation of ABET provision in terms of resources, venues and a case study.

- Chapter 5 will examine guidelines and a model for empowering ABET educators. The final chapter (Chapter 6) will contain conclusions and recommendations which have evolved from the study and implications for further research.

CHAPTER 2

There is a consensus across sectors that there is a shortage of professionally trained adult basic educators and trainers. National Department of Education. (1997b:139)

THE CURRENT PROVISION OF ABET PROGRAMMES IN THE LIMPOPO PROVINCE

2.1 INTRODUCTION

This chapter is an exploration of a plethora of challenges and achievements regarding programmes in the Limpopo Province, with a view to analysing the different types of ABET programmes currently in operation in the Limpopo Province and the country in general. The chapter further explores an integrated curriculum as a means for educators to wipe illiteracy out.

This chapter further subscribes to the premise that, if ABET provisioning can be effectively executed, adult illiteracy will decrease, and parents involvement in the education of their children will increase, therefore leading to the ultimate improvement of learner performance in conventional schools.

Observations have revealed that where adult literacy is high, parent involvement in children's education is also high, and this leads to improved learner performance at schools. Where parent involvement in children's education is low, there is low learner performance as a result of lack of motivation from parents. The practical experience of the researcher has also revealed that in the past, adult learners dropped out substantially in adult education centres after three months of their registration. Amongst other reasons for such dropouts were alack of intervention strategies for adult educator development and ABET provisioning, as adult educators were merely moved from conventional schools to adult learning centres without prior initiation into adult education approaches. As a result of the abovementioned many innate abilities in adults could not be developed because of illiteracy.

It is for that reason that in this chapter attention will also be given to the intervention strategies of adult educator development as well as ABET provisioning. Such strategies should provide adult educators with the necessary skills to motivate adult learners and also equip them to unfold their inborn capabilities.

2.2. CHALLENGES AND ACHIEVEMENT REGARDING ABET PROGRAMMES IN THE LIMPOPO PROVINCE

A major challenge observed by Van der Horst and McDonald (1997:5) is that South Africa lacks responsible, dedicated and committed educators and learners. Therefore, they maintain that achieving the required knowledge, skills and habits of mind to promote prosperous and democratic country will take some very hard work from a number of role players. They further point out that educators and instructors will have to take full responsibility for careful planning and management of their learner's learning environment, and that parents will have to be more involved in motivating and facilitating their children to learn. They will provide learners with adequate knowledge and skills to master in order to attain the goals set for and to improve ABET delivery. Bloom and his associates as quoted by Van der Horst and McDonald (1997:11) believe that mastery learning essentially means that if the proper conditions can be provided, 90 – 95% of learners can actually master most objectives. The mastery-learning concept has thus abandoned the idea that learners merely have more or less potential, and therefore achieve more or less learning success. It has therefore left the South African Ministry of Education with no option besides looking at means of replacing it. In mastery learning the onus is on the educator to provide the most suitable conditions for effective learning to occur. In a mastery learning approach, an effort is thus made to find out why learners fail to reach outcomes and either to provide more time for learning or to provide media materials or to diagnose which missing prerequisite, knowledge or skills the learner must acquire to master the objective. The general aim of mastery learning is thus to ensure that learners are granted opportunities to be successful at most tasks, by providing an appropriate learning environment, materials and back-up guidance. The educator's input is vital. Mastery learning programmes are often described as being educator-controlled,

rather than learner-centred. The mastery learning approach is one of the approaches that can be used in Outcomes-Based Education and Training. If all appropriate approaches are clearly identified and selected for effective education and training for delivery and if parties work together towards a common goal, South Africa and its people may well benefit.

Curriculum 2005 endorses the concept of lifelong learning. This means that all people who need to learn can now be given a chance to do so, irrespective of who they are in terms of gender, profession, race, age, colour or creed. This will, in the researcher's view, create an enabling environment for the vision and mission of the democratic educational system, of fulfilling the opportunity to develop the potential of all people.

The previous regime emphasised a much-criticised National Education, but OBE has likewise received a great deal of criticism. As a researcher I pay tribute to McDonald and Van der Horst and Christians for Truth for the succinct manner in which they describe opinions regarding the shortcomings of OBE. OBE will receive attention throughout this study. The following are some of the identified challenges in ABET provisioning.

2.2.1 The limits of infrastructure in current ABET provisioning

The democratic government in South Africa has inherited various challenges which contribute to the shortcomings in ABET delivery, such as the lack of a united infrastructure. A problem experienced to date which impacts negatively on learners, especially in the Limpopo Province, is the lack of adult venues in ABET provisioning. There is a pressing need to build more classrooms in the formerly and currently 'Blacks Only' areas, as besides the need for ABET infrastructure, there is also a rapid growth of the population, as there is now free movement, and this is coupled with the government's policy of free and compulsory education for all (Makhanya 1997:35). Makhanya further shows that there is stress amongst all educators, as having few classrooms in rural areas and townships forces educators to squeeze too many learners into few classrooms.

Learners and educators need spacious classrooms, with a ratio of 1:20. This is currently an unattainable ideal for South Africa. They also need personal timetables that allow them to attend classes in accordance with their personal lives and domestic circumstances. If they are to study properly, they need space that is secure, comfortable, properly lit and ventilated, and conducive for learning. They need a space in which they can spread their books, papers and belongings, and in which they can concentrate on their studies without anxiety. It goes without saying that adult learners should be furnished with all the stationery and books that they need. They also need to feel that their family and friends understand and approve their motives for studying. In his 'back to learning campaign' President Mbeki donned blue overalls and helped in the painting and renovation of schools (Sowetan: 20 January 2002). He encouraged educators and learners to work hard and encouraged them to be involved in voluntary community service.

The researcher's practical experience of interaction with ABET educators, the communities and learners, and visits to schools proves that at the moment regarding the infrastructure described, schools are dilapidated, learner support material not procured, distributed or supplied at centres. ABET educators are not empowered nor are their honoraria paid; it is the sector's responsibility to look into these logistics. The findings of this researcher suggest that there should be an integrated curriculum to which interactive and reflective approaches should be added and employed so as to empower ABET educators to be effective at their centres.

It is suggested that supervising practitioners should identify accessible venues because most adult learners and practitioners do not have transport and, currently, their jobs are regarded as part-time and voluntary. The unavailability of transport is one of the most serious problems for people who want to attend classes. It is important, therefore, to locate venues for ABET classes in such a way that participants are able to get home safely afterwards.

2.2.2 Increasing costs

The demand to build additional classrooms increases costs for the Department of

Education and it also comes at the same time as the introduction of OBE, which demands more money in training educators and need for less group participation. It is therefore acceptable that ABET classes be offered at available structures. Parental participation in such existing structures will reduce vandalism, which was partly caused by strikes, carelessness, and lack of respect for school property. The reasons for vandalism may be more complicated and complex than those given, but the fact of the matter is that it increases cost of maintenance. Generally speaking there is a growing problem of a lack of school buildings in the formerly black areas (*The Star* 11/01/2002). This means that achieving equality is impossible. Other reasons also contribute, e.g. free and compulsory education amongst Africans versus payment of fees amongst European schools.

The challenges inherited by the present Department of Education and Training from the previous National Department of Education now discourage educators, who still find themselves in the same conditions as in the past, even further because of an additional curriculum burden stemming from OBE, which also demands more classrooms for grouping learners.

CFT (1999) maintains that there should be an increased parental involvement in paying for the costs of education. Too many parents treat schools as glorified day care centres and take little interest in their children's progress. The recent South African Schools Act, 1996, allows parents to be involved in the governing body of their local school. It insists that the family is first in line when it comes to education. If state schools insist on changing the values which parents want for their children then parents should seriously consider removing their children and placing them in private schools or home schools where they will participate effectively in the curriculum.

The preface to the Public Learning Centre Guide (1998) states that the provision of facilities remains the prerogative of the Head of Department. Currently in Limpopo, according to the researcher's observation, there are still many learners in the formal schooling situation who are learning under trees. The schools are dilapidated, some are vandalised as alluded TO ABOVE, and they receive no attention. Overcrowding makes it impossible to implement Outcomes-Based

Education, which allows learners to work in groups. Educator: learner ratios at most of the schools are 1:70 – 110 learners in a formal class. Children fight for chairs. There are not even enough chairs for educators.

In his unpublished address to educators, during his regional visits in the year 2002, the Limpopo Head of Department said that it would take at least ten years for equity to be addressed, if ever in South Africa. This statement sounds accurate because of actual experiences in the classroom. The description of facilities given above shows that the community in general, including the school and parents, neglects its responsibilities to respect its property. Theft due to unemployment might also be the cause of children fighting over chairs. There is a need for management, leadership and administrative skills in schools and ABET centres so that inventories of school property are kept and tighter security employed.

This situation is indeed appalling and yet Chapter 2 4 (1) of the ABET Bill tabled by the Minister of Education states that a school must provide facilities for use by the public centre to perform its functions in terms of this Act (2) provides that if no facilities are available to be used by the public centre, the Head of Department must, in terms of sections 20 (1) (k) of the South African Schools Act, 1996 (Act No 84 of 1996), request the governing body of a public school to allow reasonable use of the facilities of the school by the public centre.

Subsection (4) of the Act (2000:6) states that after the request contemplated in subsection (2) has been made, the Head of department and the school governing body must enter into an agreement providing among other things for the:-

- (a) amount of time, and the time of day or night that the public centre may use the school facilities;
- (b) manner in which resources and the costs must be shared between the school and the public centre;
- (c) responsible authority to be liable for payment of the costs referred to in paragraph (b);
- (d) maintenance and improvement of the school facilities;
- (e) access to school facilities by all interested persons;
- (f) security of the facility.

2.3. PROVISION OF AN INTEGRATED CURRICULUM IN ABET AS AN INTERVENTION STRATEGY/ DRIVE TO WIPE OUT ILLITERACY IN LIMPOPO

While it is not feasible to project all the circumstances around the past and the present curriculum delivery in South Africa, one should avoid pointing fingers at the two departments' curricula as according to the researcher no curriculum delivery is the best nor the only answer to correct the previous or the present ills. The researcher maintains that it is possible at least to contribute to some meaningful progress as a translation the past and the present curriculum. The initial step, it would seem, would be to agree that the past was wrong, the present is also wrong, and also that the past was right and the present is also right, then to hold hands and integrate the best parts of the curriculum of the past and the present, correct what might have been wrong and strengthen what is right; hence the title of the sub heading: provision of an integrated curriculum in ABET which will also be contributory to formal schooling.

The above points pertaining to curriculum raise many debates pertaining to South Africa that other researchers will build on. The country seems to be facing tremendous challenges, of which several relate to the implementation of the conventional curriculum and Outcomes-Based Education and Training. The introduction of OBET seems to be a benchmark for ABET educators' transformation through in-service training into being implementers of one or both curricula. It is regrettable that there are some factors impeding the provision of curriculum delivery in the South African education system, which actually delay implementation, hence the researcher's suggestion of an integrated curriculum.

Throughout this study, one recalls that Van der Horst and McDonald point out that sound educational policies and proper implementation of such policies have the potential to improve the quality of life of the inhabitants of any country. One is tempted to concur with the view that the empowerment of educators should enable them to implement educational policies and Outcomes-Based Education within ABET. It is within these policies and curriculum that learners can be equipped with

such knowledge, skills, attitudes and values which will help to make them active and valuable participants in creating a better country, and a better future for all.

The researcher maintains that educators, as active agents in teaching learners and implementing policies and curriculum, should be experts in the relevant curriculum, which expertise should include both aspects of the curriculum and the acquisition of skills.

The leadership pack of the Department of Labour (2003:1) maintains that South Africa is not yet equipped with the skills it needs for economic and employment growth and social development due largely to the legacy of apartheid. It further alludes to the fact that the democratic government is now faced with the difficult task of alleviating poverty and illiteracy by creating new jobs and in trying to improve the productivity of existing firms who are struggling to compete in the global economy.

This section will explore the alleviation of illiteracy and an integrated curriculum in ABET as an intervention strategy to wipe out illiteracy in Limpopo and give other researchers an opportunity to research the alleviation of poverty and the means to develop a National Skills Development Strategy (NSDS) as a vehicle for alleviating poverty and improving economic growth. Although this aspect, i.e. NSDS and alleviation of poverty, is also important for ABET programmes, it will not receive attention in this section.

Before attempting to discuss an integrated curriculum, the framework of present educational practice in South Africa will be discussed. Makhanya (1997:32) states that attempts by the present National Department of education (NDE) to reorganise education in South Africa and to bring about equal education for all its student population have met with various problems. These problems have caused and still causes confusion among educators, which appears to arise from, inter alia, the legislative framework.

The following are learning areas of ABET which are also offered in the senior phase of the National Qualifications Framework:

Literacy, Communication and Language Learning: This area enables learners to interact with the world and each other through language. The more they are able to communicate, the better they are able to understand each other. Improved communication could lead to a South Africa free of intolerance, misunderstandings and prejudice, which is the focus of this learning area. Writing, speaking, listening and reading will be used in an integrated manner.

Numeracy and Mathematics: Numeracy and Mathematics is a way of understanding the world. Maths encourages logical thinking and problem solving, and teaches people analytical skills that will allow them to make critical decisions. These learning areas will equip learners to cope with a rapidly changing technological environment.

Social Sciences: South Africa needs responsible citizens who are able to operate in a culturally diverse, democratic society. Human and Social Sciences is therefore an important area of study. Here people will learn how to interact with each other and with their environment.

Natural Sciences: In order to manage the resources of the world effectively, people need to understand the universe - both natural and that part of it created by people. This learning area will equip learners with the ability to understand our natural resources and to manage them effectively.

Arts and Culture: Culture and the arts are important areas of life. Through developing creativity and exploring the diverse cultures that exist, the spiritual, intellectual and emotional aspects of learner's personalities will be promoted.

Economic and Management Sciences: Because of South Africa's needs to have a sustainable economic plan in order to survive, the Economic and Management Science area will develop all people into economically active citizens, able to participate in and lead the economic development of our country.

Life Orientation: We live in a rapidly changing society. To cope with these challenges, learners need to develop life skills. Life Orientation includes the

building of self-esteem, survival skills and a healthy lifestyle. Technology should be introduced to ABET learners.

The new interim or outgoing curriculum is said to be emphasising traditional skills, whereas the OBE Curriculum (2005:26) stresses basic skills, outcomes, attitudes, self-esteem, and other affective (feelings or emotions) learning behaviours. All learners will have to demonstrate correct attitudes to a wide variety of issues.

Although OBE is not perfectly implemented, integration of the eight learning areas has been attempted (Department of Education, March 1997b: 26). Van der Horst and McDonald (1998:20) indicate that Outcomes-Based Education requires teaching and learning to take place in an integrated way. They further mention that the traditional school subjects have thus been grouped together into eight broad areas of learning as identified by the Council of Education Ministers (CEM). The researcher concurs with the argument that teaching and learning should take place in an integrated way but would like to add that, as not all educators are gifted in the same way, there is a need for the curriculum to be integrated, not only teaching and learning, so that training and trainers should be the same. The integrated curriculum like any curriculum depends on the quality of the educators that will implement it. For these to succeed, staff development in an integrated curriculum is critical; therefore a financial commitment by the Department of Education, to retrain and improve implementers and compensate their services satisfactorily to ensure successful service delivery, should be made.

The following are some of the ideas of Makhanya (1997:32); they are not followed to the letter, but will, according to the researcher, assist in selecting what is good or bad in these curricula and seeing where to improve or to implement without change.

The conventional curriculum was content-based and its aims and goals as points of departure were clearly specified. This curriculum was offered at specific stages for fixed periods in particular institutions. There was a clear-cut line of progress from one level to the next of learners who had satisfied curriculum requirements largely by memorising the content in those areas of learning. Learners were

subjected to two examinations a year and besides tests which were written during the course of the year, the year-end examination was the only assessment which allowed learners to proceed to the next levels or not. In this way, the curriculum was both prescriptive and inflexible since, much as it obviously were meant to direct teaching and learning, it nonetheless lacked flexibility in meeting the needs of particular groups of learners (Curriculum Framework 1995). Makhanya (1997:33) states that the conventional curriculum promoted mechanistic responses from learners, who simply memorised the content of the curriculum without any substantial proof that they had learned anything. The role of the educators was at least clear, especially in teaching and testing the learners.

Perceptions by Didactics researchers and authors regarding the conventional curriculum were that educators were perceived as dispensers or transmitters of knowledge and learners as recipients. Outcomes-Based Education describes educators as facilitators and learners as valued, equal and active participants in learning and development processes. It was easier for an educator to be the master of knowledge or transmitter or dispenser of knowledge than to be a facilitator as their two to three years training taught them the former but the changes are only taught for a day to three days, which produces fear and heightens confusion among educators who are not yet ready for such changes.

Currently, the National Qualifications Framework as proposed by the Department of Education in (1997:30), aims at an integrated approach to Education and Training, where distinctions between theory and practice, mental and manual activity, educating and training are integrated.

Bengu in Curriculum 2005's (February 1997) foreword says that the goal of the review process was to phase in, with effect from 1998, a new curriculum, which was based on the ideal of lifelong learning for all South Africans. He further states that he is aware that implementing the new curriculum will require considerable commitment from all participants in the learning process. Accordingly, many of the efforts will be focused on providing the necessary support in the form of in-service teacher training, assessment, guidelines and student orientation. He further maintains that the new curriculum will affect a shift from one that has been content-

based to one, which is based on outcomes. It aims at equipping all learners with the knowledge, competencies and orientations needed for success after they leave school or have completed their training. Its guiding vision is that of a thinking, competent future citizen. The curriculum will begin to integrate Education and Training – incorporating a view of learning which rejects the division between academic and applied knowledge and skills. It will further foster learning which accompanies a culture of human rights, multi-lingualism and multi-culturalism and sensitivity to the values of reconciliation and nation-building. He trusts that the new curriculum will be a major step forward to ensure quality education for all the people of this country and that it will be embraced by all those who have a part in the learning process. In the following table there are various areas of education, which are linked under the National Qualifications Framework. A qualification is awarded on completion of each of the NQF levels below.

NATIONAL QUALIFICATIONS FRAMEWORK

(DEPARTMENT OF EDUCATION (1997:30))

2.3.1 National qualifications framework and its implications of curriculum provision

School Grades	NQF Level	Band	Types of qualifications & certificates
	8	Higher Education and Training Band	Doctorates
	7		Further Research degrees
	6		Degrees, Diplomas & Certificates
	5		
Further Education and Training Certificates			
12	4	Further Education and Training Band	School/College/NGOs Training Certificates, Mix of Units
11	3		School/College/NGOs Training Certificates, Mix of Units
10	2		School/College/NGOs Training Certificates, Mix of Units
General Education and Training Certificates			
9 8 7 6 5 4 3 2 1 R	1	Senior Phase	ABET 4
		Intermediate Phase	ABET 3
		Foundation Phase	ABET 2
		Pre-school	ABET 1

Tight (1996:53) points out that all countries or systems have an established institutional and legal framework which structures the ways in which formal schooling and non-formal schooling, i.e. adult education and training are provided. Of course many organisations which are not designated as educational training institutions are also involved in this provision, and the greater amount of adult learning in its broadest sense takes place outside of all such institutional arrangements, he maintains. Nevertheless, it remains for the Department of Education to put in place its frameworks, policies and bills as guidelines to

influence patterns of provision and practice. The following sections examine the NQF and the role it plays.

The NQF as indicated in the table is divided into the following three bands, namely, the General Education and Training Band, the Further Education and Training Band and the Higher Education and Training Band. The following describes the bands:

2.4 GENERAL EDUCATION AND TRAINING (GET)

Curriculum (2205:31) states that Early Childhood Development (ECD) applies to the processes by which children from birth to at least nine years grow and thrive physically, mentally, emotionally, spiritually, morally and socially. Part of ECD, the foundation phase (Grades 1 – 3), forms the first part of the General Education and Training band of the NQF, which is nine years long : the compulsory-schooling band. At the end of this band the General Education and Training Certificate (GETC) is given.

Curriculum 2005 (1997:31) also stipulates that if a learner is in the formal schooling section, he/she will receive the GET certificate at the end of Grade 9 (the 'old' standard 7).

If he or she is an adult or out-of-school youth he or she will not be involved with grades, but rather with Adult Basic Education and Training levels (ABET). ABET level 4 is equivalent to Grade 9 and the same certificate (the GETC) will be awarded on completion. This is the first time that there will be standardisation and recognition of ABET levels.

2.4.1 Levels of Adult Based Education and Training

According to COSATU in Steinberg & Suttner (1991:10 and 11) the legacy of the previous education system means that the vast majority of South African adults have not had proper education: some of the reasons were discussed as problems in the previous chapter. The Department of Education in French (2002:6) outlines the following levels of adult education:

First level literacy or level 1: adults who are in the pre-primary level. Level 1 is equivalent to grades 0-4.

Second level literacy or level 2: adults who have been in class for between one and four years. Most of them are semi-literate in their first language and have a limited knowledge of English or Afrikaans, depending to their employers' languages. Level 2 is equivalent to grades 3-6.

First level post literacy or level 3: people with about four and five years of schooling who did not receive adequate basic education within the formal schooling system but who are technically literate in their own language and have a basic knowledge of English. This level includes the improvement of literacy skills, using literacy to learn the different learning areas already alluded to in the previous sections of this chapter. Level 3 is equivalent to grade 7.

Second level post literacy: Learners who attended between five and seven years of schooling. According to the NQF, this is equivalent to Grade 9 and these people are also admitted to the ABET Certificate and grade 10. This means that with the GETC as described in the previous section, an adult or out-of-school youth will not be studying in terms of grades but will be able to receive equivalent qualifications by working throughout adult basic education and training programmes. At the end of ABET level 1 to 4 a learner will be awarded the GETC certificate. The implication is that the learning outcomes required at ABET 4 are equivalent to those required at the end of grade 9. This certificate could contribute much to the wiping out of illiteracy.

2.4.2 Further Education and Training (FET)

The Further Education and Training certificate (FETC) will be given at the end of formal schooling, Grade 12. Learners, including adults, who reach this equivalent outside of schooling will also receive the FETC (Curriculum 2005:31).

The exit point for formal schooling is grade 12 but could also be Grade 9, whereas for ABET it is Level 4, which is equivalent to Grade 9. The learners who have

achieved the outcomes required at this level will be awarded the Further Education and Training Certificate. Similarly, other learners who reach the equivalent qualifications outside of formal schooling will also receive the further education and training certificate. The researcher suggests that this band should be FET/AFET and include Grade 9/level 4. Presently, Level 4 is placed in GETC as if it is equivalent to Grade 7 although in essence it should be placed in AFET as an equivalent of Grade 9 as an exit point. In that case should be called Adult Education and Training, not Adult Basic Education and Training as at present.

2.4.3 Higher Education and Training Certificate (HETC)

Within the Higher Education and Training Band (HET) learners will be able to obtain certificates and diplomas offered mainly by colleges, and degrees offered by technikons and universities (Curriculum 2005 (1997:31).)

The draft policy document of 1997 captures the Department of Education's vision for Adult Basic Education and Training as follows:-

A literate South Africa in which all citizens have acquired the basic education and training that enables effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation.

The framework for the Transformation of Further Education and Training in South Africa Report, 1997, of the National Committee on Further Education, proposes a vision for Further Education and Training which,

Offers flexible, diverse, accessible, high quality education and training programmes at NQF levels 2 – 4, responds to individual and socio-economic needs, and meets the demands for redress and demonstration in a changing society, African society...

It also captures the mission of further education and training as being to foster mid-level skills, lay the foundation for higher education, facilitate the transition from

school to the world of work; develop well-educated, autonomous citizens; and provide opportunities for continuous learning, through the articulation of education and training programmes.

This framework has left educators dissatisfied with the fact that they are not adequately empowered to implement the new education changes.

The FET Band currently offers the conventional curriculum with which most educators are familiar. However, this study maintains that the interactive approach can be applied within the FET band as well as the GET band. The only way that this integrated curriculum framework, which is nationally and internationally accepted and recognised, can be effective is if there is a change in the educational system, by integrating the content and the outcomes based approach.

As mentioned in the previous chapter, this implies that every person – child, youth and adult should be able to benefit from educational opportunities designed to meet their basic learning needs. The three bands and levels explored in the previous section are an integrated and a broader vision for a brighter future in South Africa, to develop men and women who can reflect and interact globally within a legal framework that makes a distinction between grade learners and ABET learners in the GETC. The researcher's recommendation in this regard is that Level 4 be placed in the Further Education and Training Band as it is equivalent to Grade 9. Placing it under the GETC reduces it below Grade 9.

The Further and Higher Education Bands are seen by the researcher to be covering post GETC and post FETC educational provision. These two bands are most often distinguished in terms of the level of the education offered. They both offer post-school education and training. Gwalla-Ogisi in Nkomo (1990:286) argues that institutions of higher education will have to take the lead in incorporating the desired changes since they are the sole providers of teacher education experiences. Limited curricular changes, should, according to her, be introduced immediately. The Carnegie Commission on Higher Education (1973:3) in the United States, quoted in Tight (1996:56), defines further and higher education, seen together as the components of post-secondary education, in the

following terms:

Higher education is oriented toward academic degrees or broad occupational certificates. It takes place on college or university campuses to through campus-substitute institutions, such as the 'open university' with its 'external degrees'.

Further education is oriented toward more specific occupational or life skills, rather than academic degrees. It takes place in many campus environments – industry, trade unions, the military, proprietary vocational schools, among others.

The distinction made here is not based on age but on the interest and ability of the learner. This means that if a grade learner, after completing his or her grade 9, would like to pursue a vocational skill he or she may do so. The same is true of adult learners, but if they want to continue to higher education they may do so as well.

2.5 THE EXISTING PROGRAMMES OF ABET PROVISIONING; CHALLENGES AND OPPORTUNITIES

French (2002:4) maintains that adult basic education and training means different things to different people, and it may be useful to draw distinctions between the kinds of adult education programmes offered by the state, industry and community development sectors. ABE provision in each of these sectors differs in terms of its content, social purpose and the criteria it uses for measuring success.

Whilst the distinctions between ABE, ABET and ABED are obviously open to debate, they offer a potentially useful framework for analysing the current challenges and opportunities facing adult educators working for state, industry and community development sectors.

2.5.1 Various Departments, Organisations providing ABET

In a province such as Limpopo in South Africa, which is characterised by various

departments and organisations, the education system should be designed in such a way that ABET is stationed in a project house or community service centre. It is of vital importance, according to the researcher, that ABET be removed from the Department of Education to a project house or community service centre, and have its own manager and personnel so that any of the departments or organisation can access it. The Department of Education can serve as a policy and curriculum supplier, a monitor and quality assessor. It is clearly stated in the ABET Bill (2000 preface) that the main stakeholder providing education, particularly ABET, in this country is the Department of Education. All the state departments that provide ABET therefore depend on the Department of Education for their curriculum and assessment policy.

Various government departments have different objectives for their introduction of ABET, for example:

Department of Correctional Services: To rehabilitate prisoners. Convicted prisoners and probationers may be properly rehabilitated when they are given education through ABET projects. These measures, according to the National Department of Education (October 1997:31), include offering education and training opportunities in all fields and areas of learning. There is a belief that every prisoner has a right to basic education and to be instructed in the language of his or her choice where this is reasonably practicable. In particular, the Department is committed to eliminating illiteracy amongst offenders and to giving them the chance to raise their levels of education and training. Participation in learning is free for all ABET sub-levels.

Department of Labour: ABET products must be relevant to the need for labour in South Africa, in order to reduce the unemployment rate. This can also be facilitated by various SETAS in firms and companies.

Department of Trade and Industry: ABET products must be integrated with small, medium and micro enterprises and development.

Department of Health and Welfare: ABET can play a crucial role in providing a helping hand to learners who are abused, disabled, dyslexic, who suffer mental

disorders and/or have family planning and other health problems.

In essence, with the overwhelming numbers of adult learners already enrolled in various departments and with so many who are not yet enrolled, I see this as a clear indication of a dire need for educator empowerment. It concerns the researcher that shortcomings such as inadequate and inexperienced educators in supervision, management and monitoring of centres, an absence of government structures and lack of accountability in a large number of centres, may take educator empowerment a step backward.

2.6 SUPERVISION, MONITORING, GOVERNANCE STRUCTURES AND ACCOUNTABILITY FOR EFFECTIVE ABET PROVISIONING

The new ABET Bill which was proclaimed as an Act in 2001, maintains that ABET centres should have centre governing bodies to assist in supervision, monitoring and accountability. In intensifying ABET provisioning strategies, the ABET role players should be identified provincially. The researcher here tabulates the current organogram of the Department of Education regarding ABET :

MINISTER OF EDUCATION
HEAD OF DEPARTMENT
DEPUTY DIRECTOR GENERAL
CHIEF DIRECTORS
DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION SPECIALISTS
REGIONAL DIRECTOR
DEPUTY REGIONAL DIRECTOR
REGIONAL COORDINATORS
DISTRICT MANAGER/AREA MANAGER
CIRCUIT MANAGER
CURRICULUM ADVISORS/ABET OFFICERS
SCHOOL GOVERNING BODY
CENTRE MANAGERS/SUPERVISORS
EDUCATORS

The researcher regards the organogram as too lengthy, and some officers such as regional directors as unnecessary, because there is a delay in information dissemination from provincial offices to centres. They await orders that are rarely communicated. This organogram is supposed to improve the districts and circuits,

and in turn the centres' management, but what is upsetting is the delay in delivery. According to Asmal (2000) in his circular to provinces, districts should be strengthened as it is here that delivery to schools takes place. The actual role players in ABET supervision currently start at regional co-ordination level because the top six role players fund salaries and running of day to day ABET activities. The functions of the key role players in the state ABET activities are explained in the next section.

A school or centre governing body (SGB) is a group of people who govern or regulate the policy of a school or centre. They are either elected or appointed. Members of governing bodies represent the school or centre and its community. The job of the governing body is to promote the best interests of the school and to ensure that the learners at the school or centre receive the best education possible. The main job of the governing body is also to help the school or centre manager organise and manage the school or centre activities in an effective and efficient way. In other words, it must help the manager to govern the school or centre well.

The duty of the school/centre governing body is to regulate:

School policy: school hours, language policy, religious policy, dress code, learners' code of conduct, and the school goals. The researcher emphasises that if parents are literate, it will be easier for the school governing bodies to practise school policies.

School development: the body plans the recruitment of voluntary helpers when they are needed, seeing to the partnership between the community and school, and relationships with other schools. The researcher maintains that each school should have ABET programmes in its whole year plan. This will strengthen the links between children and parents, schools and ABET centres. There should be an adult learner campaign where each learner at school should take her/his illiterate parents to school as part of the school development plans. If this is successful then each community in Limpopo may improve its matric results, whilst parents are also in the process of being empowered.

School administration: looking after the school buildings, grounds and other property, and deciding when others may use this property, seeing to the appointment of staff, the annual general meeting of parents, and reporting to the school community. Presently, ABET centres operate in school buildings, which makes ABET dependent on the attitude of the principal to the programme itself. The researcher critiques this mode of operation and considers that ABET needs structures of its own so that knowledge and skills can be freely, effectively and efficiently transmitted. If the members of the community have structures of their own they will respect them and make them accessible to all.

School Finance: raising funds, opening a bank account, and overseeing of the school's income and expenses.

Currently, the policy is to make schooling compulsory if possible. Non-formal education, e.g. ABET, is currently free. This creates a problem, where many adult centres are closed because the educators are not paid. The researcher maintains that it would be ideal for learners to pay fees because some of the ABET learners are working, even if it is in home gardens, and some are receiving pension and social grants. Or else a levy should be made available to adult centres, which are non-profit making, so that centres can be self-sustainable.

A governing body may also request extra powers from the Head of the Department of Education in each province. Extra powers include the power to decide on the admission policy, improving the school property, deciding on subject or learning area options and the extra-mural curriculum, procuring learner support material and educational material, and inquiring into, and taking action on, complaints about staff and learners at the school. The governing bodies must also educate parents about the registration and admission of learners, and obtaining transfers when families relocate to other places. They can also make recommendations to the government to acquire extra classrooms for the children when this is necessary.

Minister Asmal in Sowetan (18 January 2002) accuses parents in the rural areas of not being interested in their children's school affairs, and therefore advises them

not to let teachers do all the work, but rather to aid teachers. His remarks were prompted by the conditions at some schools he visited, where there was dirty, uncut grass. At other schools he found dilapidated physical resources. Asmal added that once parents are roped in, inefficient teachers will be detected, and he concluded:

We need community members to be our eyes and report officials who do not fulfil their duties.

It has been mentioned, in the first chapter and this chapter and the present one, that where parent involvement is high there is improvement at school and where it is low there is a high failure rate.

The District ABET Officer is an officer in the area or circuit office, who is responsible for ABET activities at micro level. This person reports to and takes orders from the regional co-ordinator. As the immediate superior of educators this person should be well equipped with skills to assist them in centres.

The ABET Regional Coordinator is an officer stationed in the region to coordinate ABET activities, and reports to the director. The director is the head and manager of the region. All regional staff report to him or her. The submissions from the schools or centres are initially made to the circuit managers, then to the district manager, the regional director, and follow other provincial protocols until they reach the MEC, who endorses all decisions. The national multi-year implementation plan for adult education and training: Provision and Accreditation (1997:12) refers to this programme co-ordinator as a supervising teacher at a public adult learning centre where less than 600 adult learners are registered. This person should be able to liaise between the district and the provincial structure and is supposed to organise meetings and workshops, visit districts and centres regularly, draw up a year programme, and organise educational trips. The regional structure seems to make the hierarchical structure unnecessarily long. Instead of the regional structure being over-staffed, the districts should be strengthened in the researcher's view because places they are where delivery is essential there. Circuit and Educational Task Teams or Education Steering Committees, which are financially supported, could also strengthen the districts.

A Centre Supervisor is a facilitator who is at the same time managing all curriculum activities at the adult learning centre: An educator attached to the adult learning centre who facilitates the learning activities of adults. The national multi-year implementation plan for adult education and training: Provision and Accreditation (1997:12) refers to this supervisor as the principal of a public adult learning centre where 600 or more adult learners are registered. He or she liaises between the district, the centre SGB and the community. He or she should arrange workshops which teach practitioners how to teach adult learners using relevant approaches, and should hold regular meetings. He or she should also facilitate the handling of the problems of learners in the classroom.

An educator, as described in the previous chapter, serves as a teacher, lecturer, parent or youth counselor, and is a person who is trained to educate others in formal and informal ways. This person needs to acquire a qualification and the relevant skills to teach. My observation as a trained teacher is that most institutions of higher learning merely train teachers and never invite them to in-service training or post-service training during their internship. In this study an educator or a practitioner is an ABET programme implementer who needs skills in implementing those programmes; a person who applies the curriculum practically at micro level. He/she reports to the centre manager who in turn reports to the ABET officer in the case of state sectors, and rectors and boards in the case of colleges. A multi-year implementation plan for Adult Education and Training Provision and Accreditation (October 1997:120) describes an educator as a person who is employed at the school or centre to teach; one who puts the curriculum into effect - especially at centre level. An educator, according to Le Roux and Loubser (2000:99), should attend INSET opportunities for educators.

The study exposes problems, which are twofold: an adult learner who is vulnerable because of the neglect and marginalisation of the past, and an educator who has a low self-esteem because of lack of training. These people must meet in order to actualise teaching and learning. They both need their self-esteem to be invigorated. They must find each other in an affective way through which they can feel for themselves, and feel for the others with whom they come into contact. Bloom in Brown (1980:101) defines the affective domain by means of five levels.

1. At the first and fundamental level, affective development begins with receiving. A person must be aware of the environment surrounding him or her, be conscious of situations, phenomena, people, objects, be willing to receive, willing to tolerate stimulus, not avoid, and give a stimulus his or her controlled or selected attention.

All didacticians regard the transmission and receiving of knowledge as extremely important functions of the teaching and learning situation. Bloom's emphasis on receiving, however, is critiqued by the radical approach, which is discussed later in the chapter, as making learners objects instead of knowledgeable subjects. The radical approach concurs with the idea of people being made conscious of their own situations.

2. Next, a person must go beyond receiving to responding, committing him/herself in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another, higher, dimension, the person is willing to respond voluntarily without coercion, and then to receive satisfaction from that response.
3. The third level of the affective domain involves valuing, placing worth on a thing, behaviour, or a person. Valuing takes on the characteristics of beliefs or attitudes as values are internalised, where people do not merely accept a value to the point of being willing to be identified with it, but commit themselves to the value of pursuing it, seeking it out, and wanting it, finally to the point of conviction.
4. The fourth level of the affective domain is the organisation of values into a system of beliefs, determining inter-relationships among them, and establishing a hierarchy of values within the system.
5. Finally, an individual becomes characterised by and understands himself/herself in terms of his or her value system. The individual acts consistently in accordance with the values he or she has internalised, and integrates beliefs, ideas, and attitudes into a total philosophy or worldview.

It is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system.

This means that ABET practitioners should not reduce the learners to the level of cups which receive tea, seeing themselves as the kettle and the tea as the content which is poured into their heads of ABET learners. In the previous chapter an integrated curriculum was explored, in terms of which there should be time for receiving and time for role-plays or team work.

Bloom in Brown (1980:101) states that his taxonomy was devised for educational purposes, but as noted earlier, it has been widely used for a general understanding of the affective domain in human behaviour. The fundamental notions of receiving, responding, and valuing are probably universal. In ABET the educator therefore needs an instructor who will be receptive to him/her as a mentor, responsive to him/her and to the context of teaching, and who places a certain value on the mentoring act of interpersonal exchange.

Lest one feels at this point that the affective domain as described by Bloom is just too far removed from the essence of ABET, it is appropriate to recall that ABET is inextricably bound up in virtually all essential aspects of learning. ABET teaching cannot be separated from the formal teaching of illiterate adults. Formal learning and ABET learning both respond to teaching which is an interaction between the learner, teacher and content.

It is important to enhance the affective dimension of ABET learners through ice-breakers and games to relieve tensions and stresses such as family problems and workload.

For empowerment to succeed, an instructor has to know what educators need. Acquisition of knowledge, as part of Bloom's taxonomy, is probably the most common educational objective in American education: Bloom (1974:28). In this case, the two curricula, the conventional curriculum and the outcomes-based curriculum, are the primary evidences that will enable the empowered educator to

apply skills by recalling or recognising some ideas which the instructor offers as an educational experience.

2.6.1 State ABE (Adult Basic Education) as described by French (2002:4)

Adult basic education provision within public adult learning centres and various state departments is centred on a school-based curriculum that provides a general ABE foundation, with an emphasis on literacy and numeracy and little or no focus on skills training. Individual assessment through written examinations is seen as a measure of success, with little concern over how these skills are used in learners' everyday lives.

The researcher has observed that although the state has not addressed the 't' in the past, the state's curriculum includes skills, such as life orientation and technology, which improves the status of ABE to that of ABET.

A team of ABET coordinators, including the researcher, attended a workshop on communication across sectors from 29 March to 10 April 2002 at Connaught Hall at the University of London. The researcher interviewed participants from various countries regarding ABET provisioning. To the question 'where is ABET placed in Malawi, the response that the researcher aligns herself with was from Malawi because all the other countries have ABET placed in similar department as in South Africa as follows:

2.6.2 Malawi versus South Africa

Malawi has a Centre for Community Services within its Department of Education. This means that in Malawi, ABET is not administered directly by the Department of Education but it is placed within Community Services. This yields fruitful results as ABET receives special attention in Malawi, and not divided attention as in South Africa.

When the researcher asked the participants about effective ways of managing classrooms, she was referred to the Malawi Institute of Education (Phiri (1994:53)).

The situation regarding ABET provision in Malawi is that teachers do not have enough time to provide individual help to learners who need more attention, especially women. They do not have adequate practical exercises because they feel they are incapable of marking and grading all the papers, hence the development of placement assessments which the researcher discovered to be inadequate, through attempting to place learners appropriately to ensure effective teaching and learning. Feedback is inadequate in Malawi because teachers do not have the time to mark papers adequately or provide verbal remediation. Teaching and learning materials - textbooks, chalkboards, notebooks, slate, pencils, chart paper - are in short supply. Teachers find it difficult to know what to call learners, whether by their names or as 'mama' or 'papa,' because some teachers are still very young while certain learners are elderly. This was found to be a general problem for all participants from Malawi. They find it difficult to organise seating plans that are effective and will allow free movement of teachers and learners. This issue led to a discussion of the grouping of learners which the researcher directed, not only for the purposes of OBET delivery, but for the implementation of the interactive approach within all curricula which will improve dialogic meditation and constructive learning as discussed in chapter 3.. Teachers are very sensitive to young adult learners who are females. Most of these challenges are discussed throughout this study.

Mbeki's *letsema* (teamwork) call, in *Sowetan* (17 January 2002) encourages the appointment of volunteers, which is in the researcher's view very important. It poses a great challenge to various service providers who have to compete as they bid for tenders but it is an opportunity for volunteers to acquire experience of ABET teaching so that they can be appointed in future. because most employers demand experience before making an appointment. To answer the call the Department of Education in South Africa introduced the South African National Literacy Initiative (SANLI), which is a ministerial project to uproot illiteracy. Many volunteers were appointed, eg. 240. in Tzaneen and Hoedspruit areas. Although voluntarism means working without a salary, this Ministerial Project Directorate, which appointed Unisa ABET Institute as one of its service providers gives the volunteers stipends ranging between R400,00 to R650,00 per month.

Staff in various projects analysed by Helme (2002:5) were dissatisfied with the Ministry of Education accepting the offer UNISA ABET Institute SANLI tender. They asked questions such as in which way is SANLI responding to the need for literacy development in South Africa? Since the researcher is within the programme of SANLI, she found the question quite challenging. The fact that the state so far, offers adult basic education and training obviously shows that SANLI will address reading and writing following the ABET curriculum. SANLI is seen by the researcher as complementing the Department of Education and various departments and organisations in ABET delivery. Wiping illiteracy out may well become a reality not a dream. The UNISA ABET Institute succeeded in reaching about 10 000 illiterate learners in the Tzaneen and Hoedspruit areas alone, by means of 240 volunteer educators, 26 volunteer monitors and two coordinators.

One of the advantages of the UNISA ABET Institute over other service providers is that it offers both an ABET certificate and diploma in ABET. It also works with other departments at UNISA to offer a B.Ed, and plans to offer a Masters and Doctorate by coursework. The researcher has realised with concern that ABET agencies organise 'quick-completion' programmes and call them educator training programmes. These programmes are, according to her, too short, not empowering at all, but are implemented for self-gain, instead of enabling educators to provide quality training to adult learners who are waiting anxiously to receive basic education from educators who are well versed in ABET delivery. This can be argued from the premise that because this institution of higher learning trains the SANLI volunteer educators, their results will be measured by the achievement of their learners. ABET provision through the partnership between UNISA and SANLI is successful in Tzaneen and Hoedspruit, and the resources that are provided, e.g. bags, books, calculators, chalkboards and stipends to all volunteers, help to motivate learners to attend ABET classes.

2.6.3. ABET in Industry

Here the focus is on adult basic education and training – with an emphasis on developing occupational skills. The Standards Generating has defined over 60 qualifications in the General Education and Training band. All these occupational

qualifications have a strong literacy and numeracy component, so that ABE is now increasingly integrated into work-based training programmes. Here success is measured in terms of skills transfer and the learners' ability to get the job done.

French (2002:4) states that whilst ABET provision in industry may have been in decline, the Department of Labour has now signed agreements with all 25 SETAs that they will ensure that a minimum of 75% of their employees will have achieved NQF level 1 by 2005. This implies a dramatic increase in ABET provision over the next few years. However, there is a need to question what kind of education and training will be provided.

French (2002:5) maintains that this varies according to the needs of the different SETAs.

In sectors where the labour market is projected to shrink over the next couple of years, there is a trend towards providing generic qualifications that facilitate greater mobility between different sectors. For example, cleaners, catering staff and security officers who achieve NQF level 1 would be equipped to follow alternative career paths in other sectors of the economy; here the emphasis is not on generic ABE programmes but rather on occupational training that fits clearly into a potential career path.

Other sectors that are currently experiencing growth may have different education and training needs. The energy sector, for example, does not need skills based training programmes but has identified the need to focus on general education (e.g. communication and budgeting skills) that will support workers' upward mobility within the industry.

The researcher maintains that whilst it is certainly clear that ABET provision is set to grow, it is difficult to quantify the demand for educators within the sectors or ascertain where these educators will come from; hence there is a need for educator empowerment through an integrated approach, to enhance the skills they have acquired in their specific fields of study.

The above argument clearly spells out that there are challenges that impede educational policy implementation, particularly in ABET. These challenges are addressed and unfolded in the aims of this study: to explore the current provisioning in various departments and explicitly show how some of these challenges obstruct ABET delivery. Clearly, the researcher subscribes to the premise that empowered educators have to possess specialised curriculum knowledge and skills, and that they should be provided with relevant tools and information to disseminate these skills and knowledge to adult learners in the various departments, industries and community structures that provide ABET.

ABET in industry as outlined above, aims to improve the quality of life by promoting adult basic education and training which will create an enabling economy, socially develop of the community and promote the literacy, numeracy and communication skills of its people. This will only take place if front-line workers can be empowered to provide effective teaching to the rural and disadvantaged urban masses. Educators, who are empowered through a suitable curriculum, will be able to teach adult learners to read and write and to equip them with skills which will enable them to create their own jobs and enhance their domestic, garden, labouring and farm skills.

2.6.4 Community development–ABED (Adult Basic Education and Development)

Here the focus is on adult basic education for development. Literacy and numeracy are seen as tools that empower communities to address broader social issues such as health, housing, gender and equity. Here adult basic education is located within a broader movement for social change and success is measured in terms of collective action and achievement of community objectives rather than by the acquisition of individual literacy and numeracy skills.

The researcher regards literacy and skills as two intertwined concepts, which leads adult basic education and training to be redefined. To adult learners, illiteracy may mean different things, for example, learner A may be able to read and write but be

untaught in needle work and learner B may be able to do needle work but be without reading and writing skills.

In redefining ABET, we will have to look at its content, its social and economic transformation purposes and the criteria it uses to measure success. The *Industry ABET*, which receives its funds from the skills levy, for example, focuses on adult basic education and training, with an emphasis on developing occupational skills. This implies that companies, businesses, departments or farmers should pay 20% of the levies which should be placed in a National Skills Fund (NSF), to meet the training cost of the unemployed and other disadvantaged groups that are not part of the formal sector. Skills transfer and the learner's ability to get the job done in this regard measure the success achieved. (National Skills Development Strategy leadership pack (2003).) The *state ABET* within public learning centres is centred on a schools-based curriculum that provides a general ABET foundation, with an emphasise on literacy and numeracy and little or no focus on skills training. Individual assessment through written examinations is seen as a measure of success, emphasising how these skills are used in learners' everyday lives. *Community development ABET* focuses on adult basic education for development. Literacy and numeracy are seen as tools that empower communities to address broader social issues already referred to, such as health, housing and gender equity.

French (March 2002) believes that there is potential for growth in the ABET provision for community development if the sector can effectively access the national skills fund. He shows that one potential strategy is to draw on current definitions of the informal sector that emphasise criteria (such as small-scale, collective subsistence) that are common to both the SMME (Small and Medium Micro Enterprises) sector and the work of community development projects. The researcher, however, believes that the Education and Training SETA is faced with the challenge of looking at a skills plan that addresses the training needs of practitioners in all sectors. The Department of Labour (2003:1) observes that twenty-five SETAs have been established with the responsibility for planning and coordinating the implementation of a National Skills Development Strategy within a discrete economic sector covering the whole economy.

Presently, these SETAs are, according to the Department of Labour, busy registering these new learnership programmes in preparation for the delivery of the first learnership students. Tight's (1996:155) perspective on learnerships is, however, that he would like to do more, and see more done, on two related areas of analysis:

- (1) The links between education and training and aspects of life other than work;
- (2) The sequential and cumulative educational and training experiences, which individual adults have throughout their lives.

He maintains that if, therefore, he was to offer a single concept for development, popularisation and analysis, it would be something like 'learnership'. He apologises if someone has already thought of this concept; they probably have but he has contrived to overlook their work. He points out that learnership in his view refers to two aspects of adult education and training. Firstly it would recognise the active and continuing engagement of certain adults in learning, both over a considerable period of time and in a range of different settings. Secondly, it would reinforce these adults' recognition of this activity as an important, valid, related and integral engagement alongside other major life roles such as worker, parent and partner. Such a concept would, in his opinion, hopefully help to raise the status of the whole field of adult education and training.

Tight seems to the researcher to be original in his views about learnerships, and the Department of Labour and other institutions have started to modify the concept to function as internships in work situations and in other life roles.

Sector Education and Training Authorities (SETAs) and the Provincial Offices of the Department of Labour are according to this Department, the key institutional partners that must implement the National Skills Development Strategy. (French 2002:5) points out that Education, Training and Development (*ETD*) skills focus on the method of teaching, sound facilitation skills and assessment skills. *Contextual expertise* is the skill that we need to adapt a learning programme to meet the needs of a particular audience or context. It addresses the question: who is learning, where are they learning and why are they learning? *Occupational expertise* focuses on what is being taught (the learning content). Educators need

to be experts in a particular field of knowledge. For example, just because one is qualified as a teacher does not mean one has the necessary knowledge and skills to teach welding or plumbing. One needs to have experience in that occupation as well.

The table below provides an overview of the current strengths and weaknesses of educators working in each of the three sectors:

Area of expertise	ETD	Contextual	Occupational
Industry	Low	High	High
State	High	Low	Low
Development	Low	High	Low

French (2002:5)

The above table makes it evident that educators in different sectors have different training needs. The table also highlights the kind of training that will be needed to increase mobility between sectors. For example, a skills development programme that focuses on developing contextual and occupational expertise could help educators make the transition from the state to industry-based training.

The researcher maintains that although Adult Basic Education and Training emphasises that adult learners are trained, it must be noted that empowered educators who can conceptualise the teaching learning situation and address the 't' are few in number. Education, training and development is the responsibility of the state, in particular the Department of Education that is why in the table that is responsibility is more achieved than in the industry and community development. The Department of Education achieves this expertise in various ways, for instance through intermittent staff development which is used interchangeably with in-service and in-house training. Some curriculum theorists see in-service training as an example of intermittent staff development, and as entailing any planned programme of learning opportunities afforded to staff members for the purposes of improving the performance of individuals in already assigned positions. The researcher outlines this assertion because ABET implementation is structured in terms of the formal interaction between the ABET educator and ABET learner, and this is made achievable by the state. The lesson situation in a centre becomes the temporary formalised living-world of an adult learner. That is why it is important

for various departments or various organisations to play a role in ABET provisioning. Industry should contextualise empowerment to be relevant for learners, their occupations and needs, hence the concept of learnerships. (DOL 2003 pack). Community Development also contextualises ABET learners' empowerment in terms of their need at that particular time.

The preparation of ABET educators at ABET centres and offices is another area which has been neglected. As members of a non-formal sector, ABET educators are also drawn from various professions, and thus need relevant training to be prepared to execute their tasks efficiently.

The preparation of ABET educators at ABET centres and offices is another South Africa is at her most critical stage of development; she is being seen by most countries as the nucleus of Southern African development, yet on the other hand she is recuperating from the evils of apartheid which contributed extensively to illiteracy and deskilled citizens, hence the state which its expertise is training sometimes without discussing that particular training to the context and career. As pointed out in the previous chapter, the point of departure regarding the bitter past is to forgive and forget, to share the knowledge and skills we have within and with other countries and emulate that which we find beneficial in them. Progress should result. The experience of the researcher is that the attitudes of South African citizens have become overwhelmingly positive in the past few years. Nearly every innovation requires educators to change in several dimensions; such as the use of new materials and the acceptance of professional support by colleagues or curriculum advisors. Any innovation depends primarily on the role of the classroom educators in a supportive school environment and on the approaches or strategies they are to follow. Teaching in formalised education caters for an interaction between the learner and the educator and, according to the researcher, it reflects the spontaneous, unscientific adult living-worlds as accurately as possible. In emphasising this assertion the researcher perceives that INSET should be seen as a means of refreshing and updating the mass of serving teachers.

2.7 TYPES OF ABET EDUCATOR DEVELOPMENT PROGRAMMES IN CURRENT ABET PROVISION

The in-service training of educators is an important component of their overall training. The changes that are now taking place in the state SETAS, industry SETAS and in community development in this country affect everybody, including educators and learners. These changes necessitate in-service training for the enhancement of educator competencies. Heystek and Calitz (1994:33) and Carl (1995:1) maintain that for in-service training to be effective, the training methods must suit the purpose of the training. Individual and group training methods are distinguished. In-service training is mostly aimed at the improvement of educators' everyday teaching skills and management of their classrooms. Practical training should therefore be an important component of in-service training.

Heystek and Calitz refer to the in-service training model of Oldroyd and Hall in which they regard the most important components of this model as the following:

The in-service training policy of the different education departments,

The identification of in-service training needs.

Planning.

The implementation and evaluation of the in-service training programme.

The given components are, according to these authors used to provide guidelines for the in-service training programmes. This study will not emphasise them here since they are outlined in the following chapter, when the lesson plans are discussed.

2.8 THE REFLECTIVE TEACHING IN EDUCATION AS A SUGGESTED SKILL FOR BOTH ABET PROVISION AND EMPOWERMENT

Van der Horst and McDonald (1997:118) regard reflective teaching as one of the processes of staff development, emphasising thoughtful teaching. Killen, as quoted in Van der Horst and McDonald (1997:118), is of the opinion that the fundamental notion behind all approaches to reflective teaching is that teachers

should question their classroom practices, their beliefs about teaching, the contextual forces that influence what they teach and how they teach it; and also the moral and ethical principles implicit in their teaching. In other words, reflection requires a purpose, a focus, a methodology, and a supportive environment.

Carl (1995:271) encourages individuals to reflect on what teacher involvement in curriculum development means, and on the relation between involvement and empowerment. He maintains that the purpose of reflective practice should develop from a perceived need to improve some aspects of teaching or schooling, and that it may be general or specific. The statement of purpose, according to him, will answer the question: 'why do I want to reflect on my teaching?' The focus should follow logically from the purpose and will answer the question 'What will I be reflecting on?' Selecting a suitable methodology will answer the question 'How can my reflection be guided to help me achieve my desired purpose?'

Steven in Killen, as quoted by Van der Horst and McDonald (1999:119), as well as McKay (1996:46-47) state that a supportive environment requires a caring community in which personal support is balanced with critical enquiry (including constructive critique), institutional norms of collaboration and structural arrangements that provide time and space for intensive collaborative work.

Van der Horst and McDonald (1999:119) state that the most important outcome of reflective teaching is that it helps teachers to realise that all aspects of their teaching are problematic, and that these things should be thought about and talked about. If teaching is simply taken for granted it becomes mechanical and ineffective; it must be placed under continual review if it is to improve. As teachers engage in thinking about their past actions, their current situation and their future intentions, their teaching ceases to be routine and becomes reflective. Labuschagne (2002:10) maintains that in order to understand what reflection is all about one needs to understand that the reflect learning process, in other words what actually happens on the ground. He ascribes reflect to learning group as circles. He mentions that these circles can be based on existing groups with a common purpose, e.g. women's groups, small entrepreneurs, etc. or they can be a new group of people that come together to learn literacy and bring about

development in their lives. At the same time the level of the learners will depend on the community and the objectives of the project. He also maintains that empowerment of individuals and groups form an integral part of the process. The following diagram forms an integral part of the process.

Reflective practice according to McDonald and Van der Horst, who outline it in simpler terms, is to make an effort to think about one's teaching successes and failures. McKay (1996b:43) also regards one of the main factors in becoming an excellent educator of adult learners as being one's attitude as an educator. She maintains that teachers should think about what happens when they teach and should try out different ideas.

In terms of ABET one could critique the theory behind the teacher trying out different ideas as outlined by McKay (1996b:43), because teaching is a triad situation where an adult learner is not a mere recipient but also gives input in the situation, and the learning content merely serves as a guide. Thus any educators should not use their power although the training they have received gives them power, over learners: they should not be perceived to be defining the classroom situation.

Outcomes-Based Education and Training, however, seems to take for granted the fact that people act 'freely' in their classroom milieu whereas the discussion of reflective teaching in this chapter shows that educators should not focus only on the outcomes of their teaching but also on how well or poorly the content was taught. Educator empowerment should increase educators' freedom of action, freedom to reflect.

McKay (1996:46-47) characterises a good teacher as follows:

- Someone who pays attention to what is going on in a centre
- Some who plans his or her teaching for the learners. If they come to classes tired or bored, a teacher should include activities that can help to

keep them awake - e.g. role plays/dramatisation; debate or continuous assessment.

- A teacher should not wait for learners to complain. He/she should find out from them about their experience in the class.
- A teacher cannot teach well if he/she does not understand what is happening in his/her class. There are many reasons why classes may go well or badly. A teacher must try to discover the causes. One way is simply to ask learners.
- It is important to orient adult learners about what they will be doing in that particular session.
- As one notices what is happening in one's classes and thinks about the reasons, one will gradually develop one's own theory of teaching and learning.
- This theory of teaching can also be enhanced by a peer teacher assessing another teacher during lesson presentations, which will lead to educator reflectivity.
- The personal theory enables a teacher to be flexible and intelligent in planning and carrying out teaching.

This, according to McKay, has implications for reflective activities such as: noticing what is happening in the classroom, thinking about it both in the classroom and afterwards, working out ways of improving, trying them out, finding how well they have worked and thinking again.

In terms of the views of McKay, Van der Horst and McDonald it can be argued that one way of approaching reflective teaching is by suggesting that the teachers should not start the year 2004, for example, by preparing or planning their lesson plans but by reflecting about what they have achieved in the year 2003. They could list those activities on paper. Their activities will determine their achievements. As Stephen Covey (1992:24) says, if one has the right map then diligence is important, and when you encounter frustrating obstacles along the way, then attitude can make a real difference. But the first and most important requirement is the accuracy of the map. He further observes that each of us has

many, many maps in our head, which can be divided into two main categories: maps of the way things are, or realities, and maps of the way things should be, or values.

When a teacher lists the activities of the previous year, she will be in a better position to know the way she teaches, and can reflect on and research how to improve her teaching.

Then she will prepare for her class and plan a lot of activities, ensuring that flash cards are visible: if using photo copies ensuring that they are enough for the class in advance. For learners who need to be enlivened, multi-coloured chalks can also be used. An ABET educator should go beyond classroom teaching by having contact with doctors, e.g. eye specialists or specialists in arthritis if he/she is dealing with elderly people.

The educator should always create a supportive learning environment. Winberg (2002:11) maintains that good educators should manage to change a dull classroom into a learner-friendly environment. This type of environment is, according to the researcher, a place where learners will take responsibility for their own learning. Learners should appreciate working very hard knowing that it is not a punishment but part of an educative learning and teaching environment. There should also be an atmosphere of mutual respect and ability to speak to each other regarding problems.

2.9 MAJOR APPROACHES TO EDUCATOR EMPOWERMENT FOR ABET PROVISION

There is a dearth of written and oral documentation about ABET. Nkomo (1990:544) points out that there are, however, curious references to African education and night classes for adults in some documents. According to Nkomo (1990:544) Van Riebeeck, then governor of the Cape, made an entry in his diary for 17 April 1658, which stated:

Begin holding for the young slaves. To stimulate the slaves to attention while in school, and to induce them to learn the Christian prayers, they were promised each a glass of brandy and two inches of tobacco, when they finished their task.

This shows that there was motivation, which is a dire need for any success, but this was according to the researcher wrongly done. It is therefore very important to empower educators to teach and motivate learners appropriately.

Newspapers and newsletters in the literature indicate that ABET is viewed differently by various people and societies. This also applies to approaches to ABET delivery. The following paragraphs of this section will therefore discuss the three major approaches, namely the radical approach, the functional approach and the missionary approach.

2.9.1 Radical approach

Supporters of the radical approach regard ABET as the empowerment of adults in basic education (Lyster in Hutton (1992:11)), while empowerment is regarded as both the aim of ABET delivery and the criterion against which teaching methodologies and materials are evaluated. The concept of empowerment was discussed in the previous chapter.

A famous proponent of the theory of literacy empowerment is Paulo Freire (1972:101) who adopted a revolutionary approach in which education, and by implication ABET in the present discourse, is regarded as liberating. Literacy is, according to him, not just a process of reading, writing and numeracy. It involves having the ability to critically evaluate information as well as to create a critical consciousness of the society in which an individual lives. The rationale for engaging in literacy is therefore according to Paulo Freire, liberation from oppression. It is consequently argued that education can never be neutral. Jarvis (1987:268) and Godden (1991:25) maintain that it is either domesticating or liberating.

Taylor in Tight (1996:106) argues that the art of knowing (education) involves a dialectical movement similar to the way in which Marx, Hegel and Kant view political and social issues. The study will not delve deeply into Marx, Hegel and Kant's theories but will refer specifically to Paulo Freire, who applies his revolutionary ideas to literacy by stating that the people who possess power often oppress those who lack power. The researcher maintains that both the oppressor and the oppressed should be blamed for the oppression. The oppressed are blamed because of their belief that their situation is the result of the natural order of things. By looking at their oppression the oppressed can change the situation, using ABET as a tool. In order to shed more light on this radical approach, three main concepts of Freire's approach to literacy are discussed, namely conscientisation, dialogue and generative themes.

2.9.1.1 Conscientisation

Tight (1996:105) points out that the term conscientisation is closely associated with the work of Paulo Freire, a Brazilian adult educator who has achieved world-wide renown. The work through which Freire developed his conceptual ideas was carried out in the poorer areas of Recife', in North East Brazil, and had a particular focus on developing the literacy of men. It extended far beyond the inculcation of basic skills, however, to concern itself with broader themes of individual emancipation. Given these concerns, it is not surprising that Freire ran into political opposition, and spent many years in exile in other countries.

Tight (1996:105) adds that Freire's work and writing is probably the best example in the field of adult education and training of ideas from the developing world coming to have major influence in the industrialized world. It raises the issue of whether such cultural transfers are either practical or useful, not just at the intellectual level but also in terms of practice, as Freire's methods have been adopted and adapted with mixed success in many countries.

According to Freire (1987:270), conscientisation refers to the process in which persons as knowing subjects, and not as recipients, achieve a deepening awareness of both the socio-cultural reality that shaped their lives and of their

capacity to transform that reality. According to Lyster in Hutton (1992:38), the concept of conscientisation is based on the premise that people are creators of culture; if this is understood in ABET, learners will realise that aspects of their lives which they had thought were unchangeable are man-made and can therefore be changed. Lyster in Hutton (1992:38) adds that humanist revolutionary education (problem-posing education) regards people as conscious beings. He further argues that education is a revolutionary human resource because the results of education will be that authentic human beings will be able to transform the world and humanise it. This will, in the researcher's opinion, lead people to have a critical understanding of their situation because they are empowered to challenge it.

2.9.1.2. Dialogue

Dialogue, according to Shor & Freire (1987:13) and Lyster in Hutton (1992:38), refers to a dialectical process between the learner and the educator which radically transforms the traditional role and function of the teacher. Many educators are only familiar with the monologue, or educator talk, in knowledge transmission, while in dialogue the educator is no longer regarded as the source of all the knowledge that is deposited in the minds of docile and ignorant learners. Shor and Freire (1987:13) further point out that in dialogue people (by implication teacher and learner) meet to reflect on their reality as they make and remake it. In adult literacy, dialogue will help bring about a radical transformation of society, as literacy is regarded as part of the process of human liberation.

In a dialogical situation there is a tension in the relationship between authority and liberty. The absence of authoritarianism in dialogue does not imply a laissez-faire situation, as education is always directive.

2.9.1.3. Generative terms

In learning and in ABET learning in particular, the educator does not employ meaningless words and phrases but, having acquainted herself/himself with the vocabulary and social world of learners, uses generative themes. Themes are

generative in the sense that they generate discussion and conscientisation as well as the vocabulary used to teach reading and writing skills (Lyster in Hutton (1992:38) and Jarvis (1987:273)).

Generated themes act as problems but not as solutions. Freire regards learners as the ones to create knowledge and meaning by problematising their existential situations. Problematising discourages the 'banking' system in which the educator played a major role. The educator now serves as the facilitator.

Allen and Martin (1992:68-69) relate this concept to educators as people who should adopt a methodology which is student-centred and personal, yet which takes account of the wider socio-economic context, the impact of the dominant ideology and the factors that can restrict significant empowerment. They align this methodology or approach with the process of conscientisation as described by the Brazilian adult educator, Paulo Freire.

Freire is opposed to people being treated as subjects, mere recipients, and he admires the fact that they come with a certain measure of knowledge.

Taylor in Tight (1996:107) remarks that the concept of generation is articulated in opposition to what Freire (1972:101) calls the 'banking' method of education as mentioned above; in other words, the notion that learners' minds are 'empty vessels' to be filled up by the wisdom and expertise of their teachers. For Freire, true education or learning is about dialogue, and is about giving learners space and support to develop their ideas and themselves within, and against the background of, their social, political and economic context.

Relevant to ABET is that educators should not just transmit knowledge to adult learners as if they bank it in order to withdraw it during the examination. There is a need for interaction; hence Freire says learners should not be treated as subjects but as people.

2.9.2 The functional approach

In the previous chapter, the definition of literacy included the ability to read and write in one's own language and to possess numeracy, in order to enable an individual to function in a literate society. The concept of the functional approach is associated with the work of UNESCO, which was discussed in chapter one. According to Lyster in Hutton (1992:32), the functional approach to literacy is based on the premise that individual and national productivity would be increased if literacy levels were improved.

Along the same lines, Godden (1991:11) further adds that the functional approach is based on the human capital theory, which regards education mainly in terms of economic investment. The human capital theory assumes that illiteracy is the cause of poverty, economic stagnation and decline. As a result, the promotion of ABET is seen as the panacea for all economic and other ills, especially in Limpopo and the country in general. If indeed ABET is to be perceived as functional, and as an important sector in development, it has to lead to improved productivity and general economic development. ABET should not lead only to the acquisition of basic general knowledge, it should also lead to professional training, increased productivity and greater participation in civil life.

Godden (1991:12) points out that the functional approach enjoyed much support from various countries such as Tanzania, where it formed an integral part of the national development plan (Ujamaa). In ABET teaching the learning content of the functional approach is made directly relevant to and useful in people's lives. People are taught about matters that are directly related to their own living and working situations. ABET learners in rural areas would therefore learn about possible ways of improving their health and increasing agricultural production, while at the same time learning to read and write. The functional approach has resulted in ABET projects now starting to focus on teaching work-related skills, therefore bridging the gap between knowledge (mind) and skills (hands). This approach can be termed a mind-hand approach, whilst the radical approach views learners as not recipient objects but knowledgeable subjects. These two

approaches are of vital importance in the teaching and learning situation of ABET programmes.

2.9.3 Freire's Method

According to Paulo Freire, the teaching method and the teacher's relationship with the learners should break with traditional attitudes and practice. Traditionally, the teacher was an authority figure. Learners were forced into being passive, dependent and helpless. This type of relationship is like that of the oppressor and the oppressed in any society. Freire suggests a problem-posing way of learning, which the researcher regards as an appropriate method for advanced levels in all the bands of the National Qualifications Framework.

Freire in Steinberg & Suttner (1991:28) states that literacy is not a canned mechanical skill that people accept and store in their heads like money that is saved in the bank. Literacy learners need to be encouraged to look at their world critically. Ideas presented by the teacher should take the form of a problem situation where learners discuss, analyse and look for solutions. The teachers should firstly try to establish what problems exist in the community. Pictures should be used to introduce the problem situation in a lesson. These pictures Freire calls codes. The educator shows the codes to all learners in a class. Problems in the visual form are discussed with the learners and analysed in relation to their lives. The key word relating to the problem is written on the board. The learners read this word by breaking it into syllables. Other words are constructed with the syllables.

The researcher regards Freire's method as effective and in the next chapter it is embraced in the discussion of interactive and reflective approaches where learners are recognised as people and the content is not at all imposed. The content comes from the learner's own experiences, although to a certain extent the researcher believes that overemphasising the learner's experiences may confine the learners to think merely rurally, if their experiences are rural, for instance. Although the topics of the content should suit learner experiences, she considers that innovative topics should also be introduced to avoid stereotypes. The

researcher maintains that these experiences could be the starting points of the lesson presentation, which didactic theorists, for example Duminy call known principles and the principles of immediacy and relevancy. This means that learners like to learn that which is valuable and makes a difference. Irrelevancy may very likely impede the implementation of ABET provision; therefore ABET should offer learners what is useful and relates to their lives. By embedding the learner activity in their current interests, the ABET educator will be providing learners with relevant material: for instance, currently AIDS/HIV is a scourge which is relevant and immediate so it needs to be considered very seriously.

2.9.4 The missionary approach

Whilst Paulo Freire was an educator, Laubach, the proponent of the missionary approach, was working as a missionary in the Philippines, using literacy to win people over to Christianity. According to Laubach, the illiterates are hungry, while the educated have enough. Laubach regards education in general and literacy in particular as a primary weapon in the battle for the hearts and minds of the dispossessed illiterates. While emphasising individual salvation, Laubach's approach also emphasises self-improvement and modernisation. The motto: 'Each one teach one' was used by Christians because they could put Christ in the hearts of their students while putting knowledge into their heads (Lyster in Hutton (1992:30)). His influence extended throughout the world. In South Africa (Lyster in Hutton (1992:31).) Operation Upgrade is based on Laubach's approach and provides training and materials to many state, industrial and commercial, and church literacy initiatives.

The researcher will not dwell much on Laubach's approach as it has received some criticism from authors like Nkomo (1990:347) who argued that the previous government approved Laubach's approach through Operation Upgrade because it partially satisfied the hunger for education amongst blacks. Most important, according to him, it served the economic and political interests of business, industry and the state. The good that Laubach has contributed is according to the researcher an overview of the uniqueness of each approach.

As a result of the approaches discussed here, educators have the opportunity to approach teaching differently. The three approaches may not be perfect but they address different needs: for example, the missionary approach addresses the spiritual need of the vulnerable illiterate masses. The researcher views the missionary approach as an important component within all the approaches, which addresses the innate person, the Holy Spirit within. Although South Africa has freedom of religion, according to the country's constitution, the researcher maintains that this innate person should be nurtured. Adults, some of whom are parents of matric students, should remember that the power within them is stirred by the supernatural power above them and that it is also partly through prayer and hard work that their children can pass matric and that it is both through prayer and hard work that the country and its rules can change.

The radical Freirian approach has strongly opposed the 1957 'Regulations for Night Schools and Continuation Classes for Bantu pupils in European areas as, according to Nkomo (1990:345), they introduced many restrictions such as that programmes were to apply for registration or close down; programmes located in African urban areas or rural areas were to be conducted only by African school board committees; urban programmes were to submit a permit from the Group Areas Board and apply for renewal every year; classes could be offered only during the regular school term and held in official school facilities unless exceptions were approved by the Director of Bantu Education; only learners over 16 years with legal residency status in a particular urban area could be admitted into a programme in that area; and all educators were subject to the director's approval. These regulations in Nkomo's view (1990:345) brought about administrative, financial, and logistical problems for many schools and learners. A report by the Minister of Bantu Education noted that in 1962, there were thirty-three night schools and nineteen continuation classes with a combined total of 2,218 learners. These figures represented a drastic reduction from the period before the 1957 regulations when over 10, 000 learners were enrolled in such programmes. Other more progressive programmes followed, until Paulo Freire came into the picture. Nkomo (1990:353) points out that Freire has worked on numerous literacy campaigns and programmes in South America and Africa. His writings have enabled many people to be exposed to his work and his philosophy

on transforming education and the functional aspect of teaching. However, the researcher maintains that the missionary approach, that she perceives as the spiritual approach, cannot be left out.

The next section explores teaching strategies which will enhance educators' skills in ABET provision.

2.10 DEVELOPING ABET PRACTITIONERS' TEACHING STRATEGIES/ SKILLS THROUGH IN-SERVICE TRAINING PROGRAMMES

Adams (1975:115) maintains that although the in-service education programmes and the other activities at teacher's centres are developments of high promise, their complete fulfilment may yet depend upon the progress the teachers themselves make, and have said they want to make, towards an enhanced professional status.

Davison in Brooke (1972:161) argues that on a professional level, a listing of teacher characteristics into three categories – knowledge, skills and attitudes – may seem unrealistic. When considering attitudes, knowledge and skills within the context of training programmes for teachers, however, it became quite clear that the most desirable learning situations would be those which gave the learner something of all three. According to Davison in Brooke (1972:165) most skills required by the ABE teacher are interrelated, namely, developing a programme around the needs, interests and goals of learners. It is important for the educator to select learning content which is important for adults to learn and which can be taught in the available time; thus learners should be consulted. The educators should be perceptive and able to rapidly appraise in the educational needs, achievements of each learner. The educators should be able to motivate and stimulate learners to have a desire to learn.

The researcher also points out that an educator should not by any means ignore the three-way relationships between learners, the learning content and the community and society they come from. The last-mentioned include the language of communication, culture, resources etc.

McDonald and Van der Horst (1997:124) define a teaching strategy as a broad plan of action for teaching activities with a view to achieving an aim. Bishop (1989:102) maintains that a teaching strategy implies deliberate planning and organisation of teaching and learning experiences and situations in the light of psychological and pedagogical principles, with a view to achieving specific goals. According to him, any teaching or learning strategy must take note of the age and ability of the learner, her motivation and interest.

McDonald and Van der Horst elucidate these concepts, arguing that a strategy includes only the broad actions of teaching and learning and that the refinement of these actions takes place at another level of curriculum development, namely the lesson. A strategy, according to them, is a plan of attack that outlines the approach one intends to take in order to achieve one's learning outcomes. Of course one has to be very clear about the lesson objectives, the learning outcomes and the main content of the lesson, before deciding on a broad teaching strategy. The methods are the means by which the educator attempts to attain the desired learning outcomes. Basically, method in teaching concerns the way educators organise and use techniques, learning content, and teaching media to meet teaching objectives and to attain the desired learning outcomes. Brown (1980:26) lists the following as vital to develop educators' skills in teaching and learning: educators should have high expectations, communicate their expectations, build on the ABET learner's own experiences, use learners' ideas and experiences, encourage learners to predict consequences, involve learners in the evaluation process, engage learners' attention, maintain learners' involvement, make effective transitions, bring lessons to a satisfactory conclusion.

These strategies will be explored in more detail and with examples in the next chapter.

2.11 SUMMARY

The challenges of ABET provision and the education system in general, which has been greatly influenced by the past separation of racial groups, have prompted the democratic education system to recreate itself into a system employing non-racist

and non-sexist methods. This creates an enabling environment for all people to have respect for race, gender equity, and infrastructure equity. However, these challenges are too many to have been addressed effectively since the democratic regime has been established. The researcher applauds, and concurs with, Van der Horst and McDonald (1997:5) when they point out, very seriously, that all people dream of living and working in a democratic and prosperous country, a country which promotes tolerance and respect among its people, and allows every human being to develop his or her full potential. Sound policies and proper implementation of such policies can improve the quality of life of the inhabitants of a country. Through education learners can be equipped with knowledge, skills, attitudes and values which will help to make them active and valuable participants in creating a better country, and a better future for all.

Having dealt with current ABET provision and its shortcomings it is now appropriate to examine the skills needed for educator empowerment, of which some have received brief attention in this chapter and the previous chapter.

This chapter has also explored and attempted to show a need for educator empowerment for effective ABET provision through in-service training. The discussion considered the methods, strategies and approaches that suit the various educational situations in and circumstances facing South Africa.

CHAPTER 3

“... every person has the right to believe that he or she will emerge from our education system equipped with the skills that will enable them to live sustainable lives”. Speech by Naledi Pandor, MP, Minister of Education, introducing the debate on the education budget, vote 15, National Council of Provinces (21 June 2004)

SKILLS NEEDED FOR EFFICIENT FACILITATION OF ABET PROGRAMMES

3.1 INTRODUCTION

Occupational qualifications have a strong literacy and numeracy component, which indicates the need for ABET provision. This makes it possible for ABET to be integrated into relevant sectors and work-based training programmes. Whereas Chapter 2 explored the types of ABET programmes and how they could be integrated into various sectors and work-based training programmes, this chapter discusses skills needed for efficient facilitation of ABET programmes, with a special focus on skills which are required in order to teach Outcomes- Based Education lessons. It further spells out various skills, including the implementation of the interactive and corporative approaches as important tools to mediate and implement both the interim and the conventional curriculum and to address the government’s decision to implement a curriculum based on the tenets of OBE, which will enable educators to prepare adequately for this challenge. Against this background, materials development, technological skills, reading and writing skills as well as speaking and listening skills, interactive, corporate skills and lesson plans are appropriate to this study.

The alluded skills are embedded in integrating the notions of dialogue and meditation as discussed in Chapter 2. Gravett and Henning (1998:60) maintain that education is neither teacher-, nor learner-, nor content- centred; but learning-centred. However, on the other hand, constructivism forms a scaffold for educator empowerment. Fosnot in Loughlin (1992:795) provides some of the principles of the constructivist approach. For the purposes of this research, only the fourth principle will be discussed because it refers to the mechanism by which cognitive

growth occurs. Meaningful learning occurs through reflection (see Chapter 5) and resolution of cognitive conflict and thus serves to negate earlier, incomplete levels of understanding. Active learning leads to empowerment, in this case educator empowerment.

The implication is that both the dialogic meditation and constructivism should be recommended as framework for educator empowerment at tertiary institutions as well as at workshops conducted by the national/provincial and even at the district government departments.

3.2 IDENTIFICATION OF SKILLS WITH REFERENCE TO THE IMPLEMENTATION OF ABET AND HOW THEY WILL BE USED TO IMPROVE EDUCATION

Landman and Fourie (2002:49) argue that South Africa is not suffering from a lack of jobs but from lack of skills and appropriately focused mindsets – those assets with which the education system should have equipped people, while giving them a knowledge base. The researcher concurs with the two authors cited, because currently most educators are not yet competent to take the objectives of Curriculum 2005 further. They need skills in order to do their jobs properly, while those who do not have jobs because of a lack of skills should attend skills training so that they may also ultimately find jobs.

The National Department of Education (*Sunday Times* 02/05/2004 annexure: ii) states that 8500 teachers have retrained since 1995 in a bid to improve standards in the Limpopo schools. It adds that the Limpopo's youth have been acknowledged as a source of growth for the future. The Limpopo Department of Education (according to the same source) emphasizes its commitment to providing them with access to excellent educational facilities and appropriately qualified teachers. It also mentions that in excess of R 44 million has been committed to the development of literacy skills in outlying areas, with emphasis placed on improving efficiency at ABET centres. The Department of Education indicates that the Limpopo Government plans to roll out these centres across the province. In this way communities will be empowered to participate meaningfully in the political,

economic and social spheres of their lives (according to the Department of Education).

The concern is that the Department of Education's statement (annexure to the *Sunday Times* 02/05/2004) refers to the strides the Department has made in training primary and high school educators; but regarding ABET, though money is still allocated to improve efficiency in ABET centres, no mention is made of educator empowerment to facilitate ABET programmes efficiently. The researcher considers the need for skills development in adult educators and learners as very pressing in South Africa in order to reduce illiteracy, unemployment and poverty, which are deeply disturbing aspects of South African society. Although one can neither write history in advance nor foretell the future with absolute certainty, one can only project trends, by considering what is happening now, what has been happening and what will happen if these trends continue.

Based on the literature review regarding the implementation of the National Qualifications Framework as discussed in the previous chapter, maintains that the NQF will turn facilitators into change agents. The researcher argues that to address the questions surrounding OBE (T), a roadmap is needed. The researcher maintains that the problem regarding implementation is neither the curriculum nor the trainer, nor even the educators, but one of the sequences of activities: i.e. designing or planning should come first, then implementation, monitoring and mentoring and finally evaluation. During the process of implementation, school support visits are needed. This is discussed in more detail in the researcher's model of educator training in Chapter 5.

3.2.1 Empowering educators with materials development skills

Mulcahy (2002:2) mentions that ABET is a young field, and has not yet been well documented (as indicated in the preceding chapters).

This section of the study therefore focuses on the importance of reflection in each classroom. The researcher suggests that ABET lesson plans can be bound together to make a manual. Problems such as abuse, violence against women,

etc. can serve as practical themes or topics which will be helpful in the development of material.

The concern is that educators often do not accept the challenge of writing down their plans and experiences. Those involved in the day-to-day ABET activities possess a wealth of information and perspectives that need to be communicated to larger audiences. This information could be shared for instance through conference presentations and manuals.

The stories are playing pivotal roles in conveying messages about life. This has been observed when ABET learners share their experiences in the class, e.g. their experiences during pregnancies; the long distances they walk to clinics during their labour pains; how some give birth in the forests on their way to the clinics; as well as the stories they share about their experiences as they fend for their children. This causes the researcher to arrive at the premise that materials development is an acquired skill that needs training and that learners' life worlds should be incorporated into the materials. Learners could be trained how to use the Internet for obtaining information and how to utilise computers to store it. The researcher further suggests that educators as developers of material could take pictures of their geographical areas and incorporate them in their manuals.

Bramley (1991:89) states that some policies for the acquisition of ABET materials are intended to help learners to improve their literacy, numeracy and education skills. He says that while the primary purpose is an influential factor in the selection of materials, it should not be the only criterion. He maintains that ABET materials should be capable of meeting their users' cultural and recreational interests and not just their educational needs. The researcher suggests that if graphics or drawings are used in materials for adults, they should have elements of humour, which is welcomed by adults, particularly if this helps learners to relax and enjoy their reading. Although materials development is of utmost importance, the researcher suggests that other researchers may be interested to pursue it as a specialised field in ABET, as it is not relevant for in-depth study in this thesis.

The following section explores the sector of Technology as a work-based skill which needs to be acquired by educators during in-service training to ensure that they are fully competent to use technology for teaching purposes.

3.3. EDUCATOR DEVELOPMENT IN TECHNOLOGICAL SKILLS IN AN ABET INSET PROGRAMME

Bramley (1991:106) points out that technological materials are expensive, compared to other types of materials which can be developed. He argues that unless there is a strongly expressed need for ABET software, together with external funds being made available for its acquisition, it is unlikely that public libraries, certainly in Britain, would be willing to make such material available in any systematic way. He acknowledges that this position could change. There is a steady growth in the choice of ABET software, a high proportion being of good quality. The price of its acquisition could fall still further as demand brings down unit costs, he remarks. He states that the extra dimension the computer can bring to teaching does have a particular relevance for the tuition or facilitation of ABET programmes. The researcher considers that although the bulk of centres in rural communities are deprived of facilities such as electricity and appropriate classrooms, she concurs with Bramley that it is likely that the changing socio-politico-economic circumstances in South African society will soon make technological opportunities available to these areas, because Mathematics and Science programmes are prioritised. The researcher considers that although Science, Maths and Accounting are important, especially for school learners, ABET learners should be taught to incorporate skills which are hands-on, e.g. fine arts in which they do sculpture, fabric painting and crafts, as studying these learning areas incorporates innate talent, interest and acquisition of skills. For them to learn Mathematics, Science and Accounting and find a good job in such fields would imply completing a degree, which would not be a possibility, as discussed in previous chapters.

The researcher contends that ABET educators will therefore need knowledge and skills to teach their learners and empower themselves in the use of instructional instruments such as fine arts, printing, overhead projectors, computers, television,

video machines and audiotapes. Through a skills' levy from the Sector Education and Training Authorities, as discussed in the previous chapter, service providers or educators could access financial support in order to be empowered at institutions of higher learning.

According to Walters (Mokgalabone 1992:275), technological development influences curriculum development, in view of the fact that educationists are progressively adopting educational didactical approaches and techniques which generally belong to industrial and production planning for the purpose of curriculum planning, implementation, dissemination, evaluation and monitoring. In this manner, it is hoped that the quality of education, generally, and teaching, in particular, will improve as a result of the application of the same management and production principles.

The implication is thus that the participation of many ABET educators in these approaches and techniques is limited because they often live in rural areas. The researcher therefore suggests that in an endeavour to plan/design, implement, disseminate, evaluate and monitor any curriculum the location of the educators and the learners as the active role-players should be considered in any decision-making processes. She also poses the challenge to the government which was voted in on 14 April 2004 that technology should be a priority, even in rural areas. Veenman and Eichhorst (1998:63) maintain that "99% of the times, people are thinking about themselves and not about others. They are more concerned about their own minor toothache than they are about any major event in other people's lives". It is, thus, the hope of the researcher that the R 44 million allocated to ABET alone by the Department of Education, as mentioned above, makes the training of ABET educators in technology and integrated curriculum a strong possibility. It is also time that the eight Batho Pele (People First Department of Public Service and Administration) principles of consultation must be implemented: telling the government what people want from them; service standards -insisting that government' promises are kept; access - that all the people should get their fair share; courtesy - do not accept insensitive treatment; information - people are entitled to full particulars, openness and transparency; administration must be an

open book; redress -people's complaints must spark positive action to address those complaints and value for people's money should be used wisely.

Participation requires that the educator should receive scientific training in the why, how and what of ABET, and the educator skills development programme is based on the principle that ABET implementation is meaningful only if it is concretely and observably subjected to objective analysis. Thus, ABET knowledge is particularly worthwhile if it prepares both the learner and educator for a meaningful working life after school. To this end, learning activities are to be reduced to behaviours and performances, the successful results of which should be visible and quantitatively measurable.

3.4. INTRODUCTION OF COMPUTER READING EXCELLENCE SKILL

3.4.1 Multicultural Approach

Lemmer and Squelch (1993:79) contend that the development of a multicultural approach to teaching does take time. It is a cumulative process which occurs in stages, beginning with small alterations and innovations, until such time that each small step, using appropriate instructional material, incorporating a variety of teaching techniques and selecting appropriate assessment techniques, contributes to the development of an entire multicultural curriculum. The development of a multicultural approach to teaching involves, *inter alia*, examining the existing curriculum for strengths and weaknesses and determining relevant goals.

Important in multicultural education is the inclusion of culturally relevant and appropriate content in the curriculum. Since ABET is basically directed more to Blacks than to any other race, the learning content in the curriculum, Computer Reading Excellence should present a more balanced and accurate view of mankind and society, and should reflect the experiences and contextual realities of learners' lives.

Van der Stoep and Louw (1984:171) maintain that the industrial revolution of the 19th century can rightly and historically be described as the beginning of what is

known currently as the technological age. The most important matter to be emphasised in this context is that the life-style and teaching styles of people were subjected to drastic change.

Educators and learners ought to be trained to interact with the computer by reading words on a computer and typing them by memory on it. This skill will be counted as an outcome aimed at improving the computer reading of the adult learners.

As pointed out previously, the point of departure in the implementation of ABET programmes is the planning of objectives, and this process should comprise the necessary elements, ranging from analysis of ABET objectives to identifying quantifiable evaluation techniques. It should be clear that a computer programme could reduce learning and teaching to a system within the scope of educators' skills.

The researcher suggests that the following factors, which form guidelines that are the main foci of Chapter 5, will be necessary in the implementation of computer reading literacy.

- ❖ Educator planning of a teaching activity and development of related materials
- ❖ Objectives, goals and aims
- ❖ Knowledge of the target group and group size
- ❖ Time
- ❖ Preparedness
- ❖ Activities
- ❖ Assessment procedures Hinzen (1994:313)

The fact that a computer or any other machine will never replace an educator is regarded by this researcher as an irrefutable fact. The fact that there are limitations in introducing programmed instruction should also be considered.

My observations are that Computer Reading Excellence is of great benefit as the computer does not become impatient with learners who did not do the project,

does not become tired, and does not want to go home or go on holiday; it can be used any time and everywhere. The learners' progress can be monitored very accurately.

According to the Department of Labour (1998:180), during the last few decades, the computer industry has grown very rapidly in South Africa, and computer technology plays an important role in increasingly many facets of society. Also, the computer industry offers many career opportunities. By implication this means that in the transition from the 20th to the 21st century, the integration of technological development into human existence was largely ignored or overlooked by education, but now some government departments are starting to function more rapidly than the Department of Education in making computers accessible and available to ABET educators to improve their teaching and learning situation.

This section closes with the following factors mentioned by Bramley (1991:105) regarding computers, which have a considerable impact upon teaching in all learning areas in schools, or ABET centres in this case:

- They can be used for both individual and group practice: learners can work on their own and at their own speed; with multiple access points for group work.
- It is possible for a tutor to lead a class of students through a programme, stage by stage, making allowances for slow learners.
- Learning and practical sessions can be balanced to avoid learners becoming too fatigued by one activity.
- The computer can be programmed to instantly acknowledge a correct answer by a word of praise, which can constantly reinforce the confidence of learners.
- Mistakes can be identified and removed as an exercise progresses so that a mistake-free copy can be ultimately produced, helping to boost the learners' confidence.
- The computer can be programmed to be user friendly.
- Word processing facilities can be helpful to learners with handwriting problems.

- Learners can become computer literate, which could help their career prospects.

All these factors imply that the use of technology can improve the facilitation of ABET programmes.

3.5 READING AND WRITING SKILLS AS A KEY TO PROFESSIONAL DEVELOPMENT TO ENABLE EFFICIENT FACILITATION OF ABET PROGRAMMES

The Department of Labour (1998:37) takes the view that scholars and students must not only read enough to be able to pass exams, though it is always useful to know that every exam takes one a step closer to entering the profession or career of one's choice. The researcher in addition regards reading as a form of professional development in which the educator seeks expert opinion presented in printed material. Through books, journals, research reports and monographs, the educator engages in conversation with authors who are seeking to advance the knowledge of the field. Both novices and experienced educators recognise that organising and following through on a reading programme is not an easy task. Stubblefield (in Brockett 1991:31) remarks that a disposition for reading is a demanding intellectual activity that requires effort and open-mindedness. Readers are motivated by interest, curiosity, and need. For some, reading is a natural outgrowth of a lifelong interest in learning, and they read systematically and voraciously, while others read only sporadically.

Beyond the motives of intellectual curiosity and pride in one's work, educators have an ethical obligation to the profession and to the learners they serve: to keep up with current research, theory, and procedures. Thus, cultivating a positive attitude toward reading is essential.

Disciplined reading, as observed by Stubblefield (in Brockett 1991:31) begins with the decision to read for professional development. This requires planning. Because too much literature is published each year for anyone to be able to keep up with it all, priorities have to be established. Prioritising begins with identifying

the kind of information that is needed. A time for reading professional literature has to be incorporated into the work schedule. For responsible professionals, reading is not a peripheral or optional activity. They separate professional reading from other kinds of reading, and schedule time specifically for professional development.

Stubblefield (in Brockett 1991:32) points out that, regarding a prescription for reading, the best way to gain access to current literature is through membership in professional associations. Educators in the various adult education specialisations should belong to the American Association for Adult and Continuing Education, he maintains, the only umbrella organisation representing all segments of the field. A professional membership in this association includes subscriptions to the *Adult Education Quarterly*, the only research journal in adult education; *Adult Learning*, a popular magazine, and *Online*, a monthly newsletter.

The above information is relevant to the United States; the situation in South Africa is different. In South Africa, for example, in Limpopo Province, my observation through using the data base of the State Library is that, very few ABET learners are affiliates of a library or a library association, especially those based in the rural areas.

Dill and Associates (1990:4) contend that writing must be the centrepiece of language development, because it is through clear writing that clear thinking can be taught. Writing in some centres or schools is, according to this source, frozen. He maintains that as learners express themselves in writing, they provide a glimpse into their thinking. Without that capacity, they cannot critique their own thoughts or work toward improvement. He maintains that every educator should be asked to write a coherent essay on a consequential subject. Educators who are not able to demonstrate that skill successfully must keep trying until they can. According to him, in the field of what makes a good educator, the priority is language. He maintains that if educators are not skilled and successful in the use of symbols, they should not go into the classroom, and describes a quality educator as being well-informed.

This is also a South African dilemma. Most educators are not skilled in language or in the use of symbols. Few educators in this country would qualify to be regarded as skilled as they are not well informed.

Dill (1990:40) maintains that educators should be able to move freely among what is known as the disciplines of knowledge. He regards an essential obligation in the preparation of educators as being not only to guide them toward mastery of language but also to give them a foundation of knowledge that suggests the interdependence of learning areas, in order to help them prepare learners for a complicated world.

The present study aims at equipping educators to be self-empowered, professional readers and writers. They should incorporate this information into their working knowledge. Novice educators and more experienced educators who have just begun to identify themselves with the larger field of adult education should begin by understanding the structure of adult education as a field of study. Then they should come to understand the curriculum and their learners and as a result adopt better skills to facilitate ABET programmes efficiently, in order to improve the teaching and learning situation.

3.6 SPEAKING AND LISTENING SKILLS AS ENABLING FACTORS FOR THE EFFECTIVE IMPLEMENTATION OF EDUCATORS' COMPETENCIES AND ROLES IN FACILITATING ABET PROGRAMMES EFFICIENTLY.

Nelson–Jones (1996:107) comments that in distressed relationships, common cries are: “You don’t understand me” and “You never listen.” He argues that listening is the most powerful reward that one can give. The researcher regards the skill of listening as the first means of effective communication. She therefore maintains that the first relationship of the learner and the educator is based on listening. If a learner is able to listen to what the educator says, and the educator

especially is also able to listen to what the learner says, then the listening proficiency problem is solved.

Nelson–Jones (1996:107) describes *listening* as involving not only receiving sounds, but, as much as possible, accurately understanding their meaning, and *hearing* as involving the capacity to be aware of and to receive sound. This, according to the researcher, demonstrates that it is important to communicate what is relevant and meaningful to learners so that active listening can take place. The researcher contends that educators should not concentrate merely on the teaching of listening skills. They should also ensure that the learner receives a message, takes part in the discussion constructively and makes a meaningful contribution.

3.7 THE INTERACTIVE APPROACH AS ENABLING SKILL FOR THE EFFECTIVE IMPLEMENTATION OF EMPOWERED EDUCATORS' COMPETENCIES AND ROLES

Having done an in-depth study of a number of different approaches and skills needed for educator empowerment through ethnographic research (i.e. field-visits, observation and experience, at various centres), the researcher has come up with the suggestion of appointing Volunteer Educators (VEs) to teach Level 1 illiterate learners. This study attempts to construct a comprehensive, corporate, integrated and interactive approach which is based on the ideas of Psycholinguists, Education and Communication experts, and which could be infused within Outcomes-Based Education and Training in the context of the conventional curriculum.

During this research, note was taken of the fact that empowerment forms an integral core of the interpersonal relationship with relevant role-players and resources. The roleplayers are educators and learners and trainers. Resources are educational aids, amongst others the interactive whiteboards that are said to be improving learning as in (*Sunday Times* 02/05/2004). Abraham and Naidoo (*Sunday Times* 2004:20) comment that gone are the days of educators scratching chalk across the board, sending shivers down millions of learners' spines. They

welcome the Smart Board, which works with Mindset Network's Activate Channel to deliver lessons which are broadcast around the country and watched by thousands of high school learners. The researcher points out again that resources are very limited in the rural areas and that this lack poses a challenge to the government. In Chapter 1 this study emphasised that the cycle of illiteracy will only be stopped if school learners are more adequately taught and have the required resources.

Pandor (in *The Mail & Guardian* 4 February 2005:22) in her presentation on "reducing the burden of the poor" as stressing that universities and Technikons must ensure that appropriate mechanisms and systems are in place for the most effective use of available resources to reduce the burden of the poor. This emphasis is in line with the National Government's policy on ABET: that the responsibility for ABET is given to all departments, sectors and institutions, as discussed in Chapter 2.

This chapter also closes with baseline assessment, in a lesson plan which forms an integral part of this chapter. If assessment skills can be transferred to educators as a form of their empowerment package, then adult learners may also see the need of impressing on their children the importance of assessing every activity taught at school. This study regards testing, examination and assessment as interwoven and argues that for learners to succeed in their examinations they have to be assessed throughout the year. This study suggests the interactive approach as another way of furthering the objectives of the Interim Curriculum as well as of ABET.

The interactive approach is in fact a method of organising data gathered from the observation of classrooms. The problem, as Flanders in Bramley (1991:5) perceives it, is:

"...to decide how teachers and college students can explore various patterns of interaction and discover for themselves which patterns they can use in order to improve instruction."

This study argues that an interactive approach can be used very flexibly to encourage educators to be as researchers of their own approaches, as well. The researcher concedes that this skill requires a generation of study, because change is a necessity in this approach and any change is relatively slow. An educator becomes a policy-maker, a researcher, aiming at translating this approach into a practicable theory whereby church settings (a term coined term to suit this study) are turned into interactive settings. A church setting is described by the researcher as a classroom arrangement whereby an educator faces learners and learners also face him or her, as a congregation listening to a preacher. This is usually called “classical” teaching, i.e. a class facing or faced by the teacher. An interactive setting is an arrangement in the class whereby learners are placed in groups in order to be able to interact with each other, with the educator and with the text or LSM (Learner Support Material). This setting is recommended in both the interim curriculum and OBET. This is very practical in classes of less than 70 learners, but even more practical and effective in adult centres because the ratio should be 1:15.

The following are some of the features of an interactive approach, as practiced in action by the researcher during in-house training of ABET educators at the centre established specifically for purposes of this research:

- The classroom setting changes significantly.
- It inculcates a high level of classroom competence through teamwork and group activities in the centre.
- Learners participate more than educators, with Learner Participating Time (LPT) being maximised and Educator Participating Time (EPT) being minimised.
- It inculcates the ability in the educator to understand learners.
- An educator derives adequate satisfaction from interpersonal relationships with learners.
- It enhances the educator’s ability to evaluate learner performance in terms of perceptions of changes in learner behaviour and achievement.
- It augments interest in attending short courses of a practical nature.

- The interactive skill equips an educator to be independently innovative at the classroom level.
- It equips the educator to act as a champion of an innovative approach among her colleagues.
- It enables the educator to operationalise an innovation at the classroom level and to act as a champion of innovation amongst her colleagues from other centres.
- The educator becomes self-reflective and focused.
- The educator questions her own teaching as a basis for self-development, and engages in academic development by leading and developing others.
- The educator is equipped to be committed and improves the skill of studying his or her own teaching with the aim of adopting the interactive skills.

The researcher has discovered through the literature review and practical experience that the interactive field trainer or educator trainer should demonstrate interactive lessons and allow educators to observe his or her work directly or through recordings and to discuss it in an open and honest manner.

During her experience as a field worker, the researcher noted that the interactive approach improves not only the milieu where the educator and learners meet, but also the ability to learn and the ability to teach. The researcher further argues that the educators should put an interactive skill practically into action to attract the attention and interest of learners.

The researcher as a field trainer also realised that an interactive approach embraces the skill of perception, whereby teaching is made habitual in the way that playing volleyball or netball is: a question of cultivating habits, defending and justifying them, and being aware that the good player often improves his or her performance by becoming self-conscious. During practice she is converting deliberate awareness into valuable habit. A game player often uses a person like Jomo Sono as a coach, who is in effect a consultant observer. Similarly, an educator may invite an observer, e.g. a field trainer, head of department, supervising educator or peer, to be an observer in the classroom. An educator

can also use technological equipment such as video tape or audio tape to teach ABET learners.

A further possibility is to gather their perceptions of the classroom situation from adult learners. Stenhouse (1988:159) states that the main barriers to educators assuming the role of researchers studying their own teaching in order to improve it are social and psychological. He argues that the close examination of one's professional performance is personally threatening; and that the social climate in which educators work generally offers little support to those who might be disposed to face that threat. He therefore suggests that the best way forward is *through mutually supportive co-operative research in which educators and researchers work together.*

The researcher has observed in many classrooms that there are problems with the integration of learning areas in Outcomes-Based Education. Hence, an interactive approach is recommended in this study as it emphasises learner-educator, learner-learner, educator-educator, tertiary institution-educator, educator-resources, learner-resources interaction. Nelson-Jones (2003:35) concurs with Glatthorn (1994:52) that one of the most basic decisions is whether and how the curriculum will be integrated. They both maintain that the decision to integrate the curriculum should be made at the school level, within the parameters of the district curriculum and the school's programme of studies.

The two authors discuss four ways of integrating learning content and skills, while retaining separate subjects, as follows:

- Correlate two subjects so that similar content is taught at the same time. For example, teach Colonial History and Colonial literature at the same time in different classes. Ensure that learners in the MLMMS class for instance are being taught the operations they need for the science class.
- Integrate skills across the disciplines (reading, writing, thinking, learning). Some experts call this infusion. One analyses the separate subject guides and identifies ways in which these generic skills can be infused into existing subjects.

- Integrate within the disciplines (such as whole language and unified science). Rather than teaching writing separately from reading, for instance, the educator integrates these two aspects of language arts.
- Integrate informally: when teaching one discipline, occasionally bring in content from another. Thus, an elementary educator teaching social studies would have the learners read novels about the period they are studying.

It is the researcher's perception that this integrative approach could become operational under the auspices of Outcomes-Based Education. It poses a challenge for educators to become a reading community and practice the particular skill of teaching they need to follow.

Nelson-Jones (2003:35) and Glatthorn (1994:52) elucidate a model of integrating two or more learning areas as follows:

- Subject-focused: Use one discipline (such as history) as the organising structure and integrate the content and skills from one or more other subjects. Thus, an American Studies course might be structured around history but integrate content from the arts and English language arts. In a South African context language is used across the curriculum, i.e. when teaching any learning area or subject, a language will be used. In arts or mathematics for example, letters of the alphabet, numbers, symbols, templates and pictures can portray a particular meaning in arts or mathematics which can be interpreted in a literal or figurative meaning in a language. In mathematics X and Y may symbolise certain numbers whereas in a language they may mean consonants or vowels. The researcher maintains that educators should ensure that such a learning area-focused curriculum should suit the country, the province, even the region or district of a particular learner.
- Theme-focused: Identify a theme (such as Families First) and use content from several disciplines.
- Project-focused: Have learners do a major project (such as studying their community) that involves several disciplines.

- Other organising focuses: Use focuses such as eras of history, aesthetic principles, great works, or world cultures.

The researcher is not aware of many debates about the need to integrate topics within learning areas; however, there is much debate about integrating two or more learning areas. If the focus is on integration that combines or transcends the separate learning areas, one of the first issues one must resolve is, “why integrate?”

In Stephen, Lundin, Paul and Christensen (2000:1) it is argued that one should create an innovative and accountable work environment where a playful, attentive, assertive and engaging attitude leads to more energy, enthusiasm, productivity and creativity. These concepts develop a rationale to support integration that one can turn both to research and theoretical arguments. Vars in Glatthorn (1994:56) has noted that more than eighty normative and comparative studies have concluded that learners in various types of integrated programmes have performed as well as or better than those who study separate learning areas. Shoemaker in Glatthorn (1994:56) has also pointed out that the real world is integrated, not fragmented. He further states that the problems that adults face are not compartmentalised but require the skills and knowledge of several learning area.

ABET learners learn best when their learning is connected to what they know or are interested in, hence the importance of a curriculum which is interactive and integrated. The researcher, therefore, states that to manage the implementation of this curriculum with success, there is a need for educators to change from their traditional way of preparing their lessons to an integrated approach. The researcher concurs with Landman and Fourie (2002:4) that it is always difficult to put the past behind one, but she maintains that one should not be a victim of one's inability to understand, embrace and manage change. It is the researcher's contention that every educator when leaving the education system should respond to the question “What can you do?” by being in a position to implement a process that will improve a learner's mindset regarding lifelong learning, motivation, self-esteem and internal control (Landman and Fourie 2002:49).

Koekemoer (1987:36) observes that teaching skills include the skill of planning a lesson, set inductions, clarity of explanation, variation, illustration with examples, questioning, class communication, effective attending behaviour, sensitivity to feedback, effective teacher response, sound reinforcement and the skill of closure. These skills will, according to the researcher, assist educators in being capable and competent in presenting the lesson plans, choosing from a pool of such plans, some of which have received attention in this chapter, to improve teaching and learning in the ABET centres. The following skills (Ntsoane 1992:66) are relevant to this study:

3.8 THE SKILLS OF LESSON PLAN

3.8.1 The skill of planning a lesson involves the ability of the ABET educator to select and reduce the learning content. The teaching objectives should also be considered when planning a lesson in order to form a strategy for teaching. It is necessary to determine whether these procedures are functional or not. In order to determine the functionality one has to employ thinking skills in order to test how to select and reduce the learning content, setting realistic goals and objectives (Richard-Jones 1996:353).

The researcher contends that the educator has to foster his uniqueness and assertiveness in order to actualise his facilitation skill in implementing ABET programmes. The educator should, therefore, study a variety of lessons in order to choose from them to suit her adult learners and adult centre.

3.8.2 The skill of induction is a pre-instructional procedure that precedes a learning activity. It has an influence on the results of the learning activity. The function of set induction is "... to focus the learners' attention on what is to be learned by gaining their interest, to provide a smooth transition from known or already covered material to unknown material, to provide a structure or framework for the lesson and to give meaning to a new concept or principle" (Perrot in Ntsoane 1992:66).

The approaches of Meij, Kuhn and Snyman in Mothiba (1994:27) and of Snyman in Mothiba (1994:52) are regarded by the researcher that induction as of vital importance, for although they may be regarded as outdated approaches, they are relevant to Outcomes-Based Education and fit well in the ABET programme. These authors regard reduction of the learning content as either inductive or deductive and argue that it should embrace didactic forms such as speaking, e.g. question and answer; story telling and discussion; play, e.g. language plays, free play, competitions, improvisation, dramatisation and role plays; exemplars such as real examples of learning content and demonstration; assignments in which questions and answers come into the picture again; project work and lastly programmed teaching.

In their approach to lesson preparation, Van der Horst and McDonald (1997:149) point out that no matter what approach one takes to lesson planning, the general principles of planning apply. They outline the following principles which the researcher regards as of vital importance and as cohering with Koekemoer, Meij, Kuhn and Snyman's (1994:36) skills for lesson content in intensifying the present curriculum. Van der Horst and McDonald's approaches, in the researcher's opinion, can be seen against the backdrop of Curriculum 2005 and the integration of this curriculum with the interim curriculum:

- ❖ One has to start by considering the long-term outcomes and work backwards to specify the short-term outcomes. Meij, Kuhn and Snyman (in Mothiba 1994:58) suggest that the educator should set the objectives in terms of operable activities that learners should be able to perform by the end of the period. They also state that those objectives should be graded by indicating the standards at which the objectives should be achieved; the expected abilities, skills, techniques and attitudes should also be indicated.
- ❖ The intended learning outcomes should be clear in one's mind. The researcher regards it as the task of the educator to guide the learner in the formulation of any problems. The problem becomes clearer if the learner is equipped with pre-knowledge.
- ❖ The lesson must be feasible in terms of level of complexity. Trying to teach something that is too difficult or cannot be completed is pointless. Avoid

covering too broad a range of material. This aspect is not discussed by the authors cited.

- ❖ The teacher-learning activities should yield the learning outcomes one desires.
- ❖ One must be prepared to carry out the activities selected; that is, one should know what to do and how to do it, and possess the materials to do it with.
- ❖ One should have provided for a suitable introduction and a culminating clinching activity.
- ❖ One should have allotted a suitable amount of time to each activity.

The above points made by McDonald and Van der Horst (1997:149) are also in line with the following skills, which are a continuation of Koekemoer's skills as illustrated by Ntsoane.

3.8.3 With regard to the **skill of clarity of explanation**, Bellack, as quoted by Perrot in Ntsoane (1992:66), writes: "To explain is to relate an object, event, action or state of affairs; or to show the relation between an event or state of affairs and a principle or generalization; or to show relationships between principles or generalizations." This implies that by explaining the ABET unit standards it becomes possible for the inexperienced educator to attach meaning to them.

3.8.4 The skill of variation implies that the ABET educator should use a variety of teaching methods to cater for individual differences between educators. This means the ABET educator "...should vary the pitch of the voice, his movements, his use of teaching media ..." (Satekge in Ntsoane 1992:67). This skill is particularly important when learners become restless or bored. Variations in classroom activities enable learners to increase their interest in the learning content.

3.8.5 An effective use of the **skill of illustration with examples** implies that the ABET educator uses examples in his teaching in such way that the learning content or unit standards are placed within the learner's realm of understanding.

According to Satekge (in Ntsoane 1992:67) and Meij, Kuhn and Snyman (in Mothiba 1994:58) "... it is essential that educators be trained to select suitable examples that will aid them to elucidate aspects of the learning content effectively"

3.8.6 The skill of questioning is generally associated with teaching competence. The ABET educator makes use of questions to check the effectiveness of his teaching. Questioning is a skill that has to be mastered by every classroom teacher. This skill is applied in the actualisation of pre-knowledge, in emphasising the most important aspects of the learning content and in provoking thought (Satekge in Ntsoane 1992:67). In this regard (Carlsen in Ntsoane 1992:67) maintains: "It seems plausible that educators who ask challenging questions encourage their learner to think at a higher level than do educators who only ask rote memory questions."

3.8.7 The skill of communication is essential for effective teaching and learning. This implies that the ABET educator has to be capable of effective communication. If the educator is not good at communication, he may not succeed in enabling the learner to experience the content as meaningful. Communication as a skill can be improved. Bolton (Ntsoane 1992:67) mentions that there are three qualities that improve communication and these are genuineness, non-possessive love and empathy.

Genuine desire to communicate and possess an ability to understand each other's feelings and problems during communication should be held in high esteem by the educator and the learners.. This will assist both educators and learners to know and understand each other better so that effective teaching can take place.

The educator may use genuine practical experiences of problems as role-plays in the class so that solutions may be arrived at. Learners may role-play holding a meeting, following an agenda; members of the class may bring topics up for discussion under the general slot during the meeting. They may choose the scribe, who should record all the decisions, and the chairperson should formally open, direct and close the meeting.

Empathy and love for one's learners and one's profession encourages active learner participation in the class. Such an educator encourages learners to be confident when communicating and reassures them that they need not worry about making mistakes when they debate or argue their points. He or she reassures them that they should rather think about what they want to communicate, and not be concerned about speaking or pronouncing words perfectly.

From the preceding paragraphs it can be deduced that communication in the teaching of ABET means the establishment of mutual trust and openness between the ABET educator and the ABET learner, the arousal of the learners' interest in the learning content and the creation of mutual willingness to listen to each other.

3.8.8 According to Perrot (Ntsoane 1992:68) the **skill of attending behaviour** promotes interest and learning amongst learners and also between educators and learners; it improves the participation of the whole class; it keeps learners occupied and prevents them from becoming bored. The ABET educator should use verbal and non-verbal cues to enable the learners to develop effective attending behaviour. Non-verbal cues include eye-contact, facial expressions and body movements which convey some form of body language. Verbal cues include any reaction by the educator indicating approval or disapproval of the pronouncements made by the learner (Satekge in Ntsoane 1992:68).

3.8.9 The skill of sensitivity to feedback enables the educator to evaluate the effectiveness of his teaching, to determine the quality of his teaching and also to determine the quality of his understanding (White in Ntsoane 1992:68). Feedback enables ABET educators to decide whether certain teaching situations have to be repeated or not.

Van der Horst and McDonald (1997:158) regard feedback as a phase of the lesson plan which often appears at the end of the lesson, and can also serve a number of useful functions. It can be the point when the educator formally checks for understanding or it can be used more profitably for monitoring learning (throughout the lesson). It can serve as a link between the present and future

lessons or, on a more formal level, the educator can, according to these two authors, use it to check learning against the explicit desired learning outcomes indicated at the start.

Van der Horst and McDonald (1997:158) point out that whatever strategy is implemented, it is important never to assume learning has taken place just because some learners give correct answers to one's questions. They add that to ensure that one is assessing the range of knowledge, skills and attitude one has planned to assess, it is important (when preparing) to carefully structure one's review phases. The substance of the review-feedback could take many forms. Below is a list in John, as quoted by Van der Horst and McDonald (1997:158), that may guide one when constructing feedback questions:

- Try to pose several thought-provoking questions that summarise the learning areas covered in the lesson.
- Ask for comparisons or links with what has already been learnt in previous lessons
- Ask a learner to summarise the main ideas or areas of the lesson
- Have a short quiz
- Talk to groups and individuals; ask them evaluative questions during the important stages of the lessons.

The two authors point out that the educator may try to have as many short summaries as possible during the lesson. Here a series of pivotal questions can be asked after covering an important concept, idea or area of knowledge. Such summaries slow down a lesson, bring together information and can be phased in at various levels. They can also be carried out with groups who may be working at different levels. They are particularly helpful for low ability learners who need help in comprehending new information and making links with prior knowledge. Such summaries should then be linked to the final concluding feedback phase.

The researcher regards the implications of these various lesson plans as vital for both educators and trainers. For learners to benefit, they have to draw from a

number of approaches or methods and not be bogged down by the old methods. These lessons will assist educators to change their style of teaching.

3.8.10 The skill of reinforcement is described by Perrot (Ntsoane 1992:68) as the reward given to a learner for a desirable behaviour. Reinforcement can either be non-verbal or verbal. Verbal reinforcement could be in the form of a word or a phrase which aims at changing behaviour in order to enable the learner to develop confidence and a positive self-image. Non-verbal reinforcement refers to physical messages conveyed by educators through cues such as eye-contact, facial expressions and body position. It is therefore important for the ABET educator to know when to apply the various types of reinforcement.

Wodkowski (1999:81-82) describes the skills of motivating a learner as: offering expertise, having empathy, showing enthusiasm and demonstrating clarity. The researcher cannot discuss these skills in isolation as they are all prevalent in the skills explored in this chapter.

Practical experience in ABET classes has shown that if one gives adult learners rewards for a desirable behaviour, one is inviting either a positive or a negative reaction towards that particular learner by other learners, unlike school learners who may work hard to achieve what their peer has achieved. Adult learners are not like small children who can be easily shouted at or praised publicly. In an ABET skills class, for example, if an educator may praise the taste of the food and the skill of the cook, some learners will complain that they lit the stove, grated cabbage and carrots, peeled pumpkin, mixed salads and even diced and spiced the meat. The implication is that an educator should start by praising with the cleaning of the kitchen, and all the activities that occurred before the actual cooking took place. This is why, when dealing with adult learners in a group situation, cues may be used, e.g. nodding the head or giving a thumbs-up or calling the learner aside to praise him or her for the desirable behaviour or reprimand him or her for undesirable behaviour, such as late arrival, as most people have a reason. To correct such a behaviour as learners making ugly remarks in class, the educator may ask for the group's feelings about such a behaviour to help change the behaviour of a learner who acts in an undesirable

manner. In this way learners are observed to be contributing to positive behavioural change.

3.8.11 The skill of closure indicates when a specific lesson has to be ended or what is to be revised in the lesson that has been presented (Satekge in Ntsoane 1992:68-69). In this sense it is essential to decide on the amount of time to be spent on each step of the lesson and on how much time should be left for closure. The skill of closure helps the educator to recall the major points of the ABET lessons.

Meij, Kuhn and Snyman (Mothiba 1994:58) refer to this skill as a type of evaluation which consists of tests or an examination. This, according to them, aims at comparing the performances of the learners and at giving them a chance to discover themselves. It also helps the educator to know her learners better and to handle their learning problems successfully.

Van der Horst and McDonald (1997:161) also regard the skill of closure as one of assessment and evaluation. They maintain that the role of evaluation and assessment is central to the process of planning – over both the long term and the short term. When planning one's lesson one must have one's evaluation procedure at the forefront of one's mind. It must, of course, never become a case of the assessment tail wagging the teaching dog, but this should help to form one's planning in a way that enhances one's classroom performance. Planning and making decisions about instruction are among the most important aspects of teaching because they are major determinants of what is taught in schools, and how it is taught, how it is assessed.

3.9. CO-OPERATIVE LEARNING AS A TEACHING STRATEGY

To be able to discuss the spin-offs of co-operative learning, one has to know what co-operative learning entails. It is defined by Cohen (Van der Horst and McDonald 1997:127) as learners working together in a group small enough so that everyone can participate in a collective task that has been clearly defined, and without direct immediate supervision. Van der Horst and McDonald (1997:129) point out that co-

operative learning is not merely another name for group work. It includes more than learners simply working in groups. The co-operative learning model is not the result of any single stream of educational thought. Its roots go back to the early Greeks, and contemporary developments started with early twentieth-century educational psychologists and pedagogical theorists.

Van der Horst and McDonald elaborate that in 1916 Dewey wrote *Democracy and Education*, in which Dewey's conception of education was explained, namely that the classroom should mirror larger society and be a laboratory for real-life learning. Dewey's pedagogy required educators to create within their learning environments a social system characterised by democratic procedures and scientific processes. Their primary responsibility was to engage learners in inquiry into important social and interpersonal problems. The specific classroom procedures described by Dewey emphasised small problem-solving groups of learners searching for their own answers and learning democratic principles in day-to-day interaction with one another (Myers and Myers cited by Van der Horst and McDonald 1997:128).

The researcher observes that there is no doubt that most educators will say that they often utilise co-operative learning activities in their classrooms, and this is a good sign for the future because such educators are already in the process of gaining insight into the functioning of co-operative learning. If a co-operative approach to teaching is adopted, democracy can really come into play, with the learners contributing their experiences from their daily lives and thus having their day-to-day needs met.

Learner participation through co-operative learning will not only lead to more meaningful learning taking place in classes, but will also provide educators with a possible means of coping with the question of how to teach large classes in the South African context. Large classes can be divided into co-operative groups as discussed in this chapter. Learners must be taught to become skilled in co-operative learning. This does not happen automatically. If an educator does not teach the learners to master the skills involved in co-operative learning, disciplinary problems may emerge.

To enhance skills provision in the context of ABET learners should first learn to read and write adequately, then unfold their career path through acquisition of skills which will prepare them for employment. These skills can be offered by various departments to fast track ABET provisioning.

Van der Horst and McDonald (1997:130) outline the following sets of skills: forming skills, functioning skills, formulating skills and fermenting skills. These skills are discussed by the authors in the context of co-operative learning. The skills explored by Koekemoer, Meij, Kuhn and Snyman (1994:44) are illustrations of what embeds the lesson plan, whereas Van der Horst and McDonald's skills are incorporated into the lesson presentations, for implementation especially during team work and group teaching.

3.9.1 Forming Skills are an initial set of management skills that are helpful in getting groups up and running smoothly and effectively. These skills include: moving into groups quietly without bothering others, staying with the group rather than moving around the room, using a quiet voice that can be heard by members of the group, but not by others, and encouraging all group members to participate. These skills are urgently needed in the South African curriculum today.

3.9.2. Functioning skills are a group of management skills aimed at controlling the types of interactions that occur among the group members. These include staying focused on the task, expressing support and acceptance of others, asking for help or clarification, offering to help or clarify, paraphrasing or summarising what others have said.

3.9.3 Formulating skills refer to a set of behaviours to help learners to do a better job of processing material mentally. These skills include: summarising key points, connecting ideas to each other, seeking elaboration of ideas, finding ways to remember information more effectively, checking explanations and ideas through articulation.

3.9.4 Fermenting skills comprise a set of skills needed to resolve cognitive conflicts that arise within the group. These skills include criticising ideas without

criticising people, synthesising diverse ideas, asking for justification, extending other people's ideas, probing for more information.

The researcher concurs with the suggestions by Levin & Nolan (in Van der Horst and McDonald 1997:130) that educators should teach these social skills to learners just as they teach learning content. Therefore, when educators plan a co-operative learning activity, they should not only plan the teaching and learning outcomes, but also the learning of social skills. Before the activity begins, the educator explains the skill and makes sure the learners will be able to recognise the skill as it is expressed in behaviour. Once the educator is convinced that the learners understand the meaning of the skill, learners practise it during the co-operative learning activity. While the learners are doing so, the educator moves from group to group monitoring the use of the skill. When the activity has been completed, the educator engages each group in reflecting on how successfully the skill was used and setting goals for improving their use of the skill in future.

3.10 GROUPING OF LEARNERS IN THE CLASSROOM AS A WAY OF IMPLEMENTING THE INTERACTIVE AND CORPORATE APPROACHES TO TEACHING

According to Clark and Starr (1991:267) group teaching, that is, teaching by and through groups and group methods, is a very effective form of teaching. According to these two authors, the use of committee work and discussion can quite often increase educators' teaching efficiency. They contend that this type of teaching is frequently effective in changing attitudes, ideals, and appreciation. They contend that it is particularly useful in raising learning above the verbalising level, and that group methods often lead to thorough, permanent learning.

Introducing changes in schools and classrooms is never easy. The fact of the matter is that adult learners learn more easily in a group where they are bound together by one language and culture. This grouping and actual teaching of ABET learning areas will culminate in the attainment of educational aims, such as to extend the learner's own knowledge and language proficiency. Education cannot take place without language and a designed curriculum. This study attempts to

explore the challenges which educators are facing in order to transform the traditional schools and classrooms, by applying an interactive approach within any curriculum which was used in the past or is used at present.

To address problems highlighted by Van der Horst and McDonald, as cited in the first paragraph of this chapter, educators have to introduce changes in their classrooms and schools. If there is resistance to change due to lack of training, those who are trained will often end up exhausted, unsupported and unpopular with their colleagues and other schools. It is therefore the desire of the researcher to see educators creating an enabling environment for adult learners by proactively responding to these problems in the very situation in which they are. This does not exempt the Department of Education from providing facilities and carrying out its activities amongst the people who really voted in the new government on the 14th April 2004 and subsequently on the 01 April 2006 for local government.

It is the responsibility of all the government departments to develop its human resource. According to Bartholomew 1976; Romiszowski 1990 (in Tight 1996:77) Human resource development is, in origin, an American concept, the use of which was promoted in the UK by the manpower services commission and its succession bodies. In these interpretations and activities which have in the past tended to be located under headings such as personnel/staff development or training: It may also be seen as a more modern alternative to the notion of manpower planning, which now has a rather dated feel. This implies that human resource development is located under training which is usually associated with preparing someone for performing a task or role, like in the case of educators in a work setting. The researcher argues that educators should be empowered regarding how they can assess learners, to place the latter appropriately so that they can participate meaningfully in the classroom, the school and ultimately in the community. Learners should be assessed in their own language, the language they know and understand. It is good for learners to be bilingual or even multilingual. It must be borne in mind, though, that learners should not be rushed into a new language, a new culture, a new way of thinking, feeling and acting, simply because a new government has created a new curriculum which authorises the use of eleven official languages. The researcher considers that total commitment and involvement, thus a physical, intellectual and emotional

response, are necessary to enable learners to successfully communicate in a second language. The researcher maintains that the learning needs of the learners should be prioritised. She further states that the educator should also be a speaker of the learner's home language even before setting questions for placement of learners. The researcher further suggests that for the learner who cannot read and write, ideally he or she should be placed for 100 hours at pre-primary Level 1, to be taught the basics needed in the home, such as the name of the learner (leina la morutwana) and identification (nomoro ya pasa). An additional 100 hours should be spent in Level 1 where the learner will learn his or her profile or second language. Only after a learner has spent 100 hours at Level 1 should he or she be introduced to the second spoken language, at Advanced Level 1. The researcher believes from her experience in the practical situation that all learners, including adults, learn best through practice, aurally, orally, by sight and by imitating and repetition; this process will need an educator who is patient.

Ausubel, quoted by Brown (1980:50), suggests that adults learning a second language could profit from certain grammatical explanations and deductive thinking. He maintains that whether adults do in fact profit from such grammatical explanations depends on the suitability and efficiency of the explanation, the educator, the context and other pedagogical variables. Ausubel, cited by Brown (1980:52) also considers that the cognitive domain deals with the distinction made between rote and meaningful learning. He notes that people of different ages have little need for rote or mechanistic learning when learning is related to existing knowledge and experience. Outcomes-Based Education and Training obviously emphasises outcomes; and in order to integrate these to do away with rote and mechanical learning, the researcher maintains that the interactive and reflective approaches will yield good results for an educator who did Didactics or Instructional Science in ABET training.

The researcher contends that Didactics or Instructional Science training, transferred to learners by empowered educators, will enable learners who are parents to assist children with schoolwork; the interpretation of instructions, paragraphs or compositions will be simplified. Educators will be flexible, will set

probing questions to enable learners to participate meaningfully, will drill language rules and use language across the curriculum.

Placement of ABET candidates to be done at the right level, educators should first assess learners. Compatible assessment instruments should be drafted and given to learners. Rubrics which describe the performance of learners in language use, sentence meaning, reading, writing and speaking skills should indicate performance descriptors such as “development, expanding, functional and proficient” so that learners can be placed either as pre-primary, Level 1 or Advanced Level 1 within one group. Learners will then be placed, taught and assessed in a formative way through continuous assessment and, later in the year, summative assessment. Learners’ profiles and portfolios should be kept, in order to be accessible to anyone authorised, including quality assurers and SAQA, for accreditation purposes.

To avoid criticism of implementers, who are mostly hard working and dedicated educators who are zealous to change, this study explores grouping in schools, which aims to improve learner participation by discussing topics, role playing, drawing and mind mapping and reading texts in a meaningful way. In the past, learners who talked in class were punished because the contention was that only educators, who enjoyed the status of the custodians or reservoirs and transmitters of knowledge, were supposed to speak to learners, who, as recipients of knowledge, had to listen quietly. This study finds it regrettable that this is still the case at many schools where the status quo has not changed. The researcher aspires to train educators who can be innovative, flexible, plan, teach, assess learners’ performance records and carry out year-round and year-end assessment. In this way this study hopes to meet, through achieving these outcomes, the major challenges of placement and accreditation, and to secure the commitment of all stakeholders, including educators, to make implementation of the policies of NQF and SAQA a reality.

This implies that for the eventually efficient facilitation of the ABET programmes in Limpopo, a strong support base is needed. The support of the district, community, the learners, the educators and the principal is necessary so that change in

schools and classrooms can have lasting effects. These stakeholders should understand and support what the empowered educators are doing.

The researcher has observed through interaction with educators that the morale of unempowered educators is very low. They blame the Department of Education for not training them. If there is any training it only takes place a single day. Training does not include observations or demonstration lessons by district officials. The educators complain that district officials only explain the discourse used in OBE (T) and leave them to grapple with the method of teaching, without providing learner support materials at schools. Grouping of learners and teamwork is not well accepted by unempowered educators who do not understand a philosophy of shared and interactive teaching and learning. On the other hand, educators who are resistant to change emphasise that what was good enough in the past is good enough now. They argue that there is no time, and they quieten their learners by giving them notes written on the chalkboard whilst marking their books. They argue that in a crowded classroom children must sit in rows facing the front. Testing or examining and giving assignments are all seen as forms of punishment, instead of as discovering what learners know in order to place them correctly. They contend that an OBE (T) classroom is very noisy or that no writing and reading is emphasised, which in such educators' views impacts negatively on the results of the Further Education and Training Band, specifically the Grade 12 results.

One can conclude that an interactive approach should be the eventual future approach of all educators, because it is not an end in itself. This approach will be dealt with in various facets in the following sections and in Chapters 4, 5 and 6 where it is recommended as a transitional and a stepping-stone approach for all types of curricula. The following section explores forms of group work in ABET.

3.10.1 The class group: Small scale in-service training

Clark and Starr (1991:335) state that certain critics have objected to the use of differing ability groups within the same class for several reasons. One of the objections, they maintain, is that many experienced high school teachers claim

that to teach more than one group in the same room is impossible or difficult. The researcher perceives grouping differently: according to her, learners should not be grouped according to their ability only, because this can discourage slow learners if they feel labeled as an inferior group. According to the researcher, grouping which is done on a mixed-ability basis enables learners to achieve as a group.

The researcher points out that learners who are grouped according to performance in class, can be placed in the first stage of ABET Literacy Level 1: learners who have just started schooling would be grouped with those who have almost the same potential, so that they can readily do the task while the educator is assisting the less gifted ones. The type of grouping will be based on placement tests, so that those who are pre-level 1 learners can do material suitable for them, whereas level 1 learners cover material suitable for them as well. However, this receives further attention in Chapter 5.

In the foundation and intermediate phases, class grouping is based on the performance of the learners whereas in the senior and FET phases grouping usually depends on the choice of subjects or learning areas. In some centres learners are grouped according to gender so that they can be free to discuss issues relating to their gender. This type of class will then be homogeneous in respect of gender. Some schools implement their grouping alphabetically. This results in a heterogeneous class group, in which the learners are not placed together on the basis of any common characteristic.

The most common form of grouping is the class group, which remains more or less constant for a year at a time. This type of grouping is done on the basis of progress at school during the previous years, e.g. learners who have succeeded in passing Level 1 are all put into the same class group.

3.10.1.1 Individual Instruction

The researcher has observed that providing individual instruction for every learner is neither practical nor economically feasible. It is also not socially desirable, because individual instruction will not allow socialisation to be realised

successfully. Teaching is essentially a group event. However, group instruction should be done in such a way that the ideals of individualisation are achieved: i.e. optimal learning by the individual.

3.10.2 Various groupings/settings in the classroom as another way of improving educator teaching skills

When one reflects on the role of educators as ABET programme implementers or agents of change, one takes cognisance of the importance of educator creativity, flexibility and freedom in regard to the facilitation process.

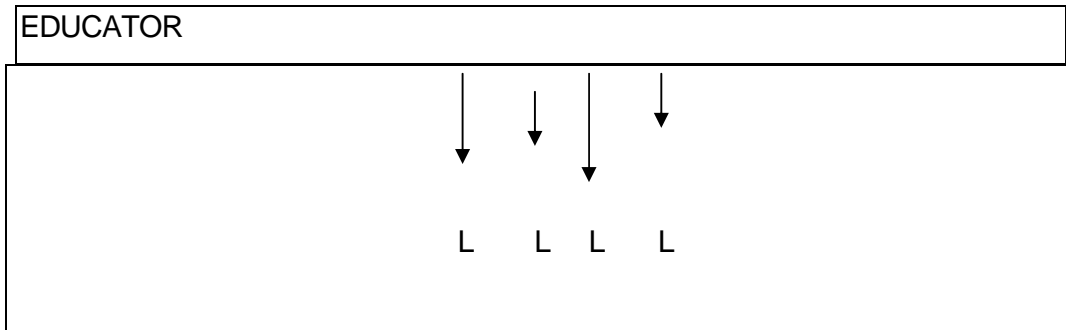
She considers that the optimisation of teaching-learning events may occur successfully by changing how ABET learners sit in the classroom, in which interaction may take a variety of forms; e.g. educator-learner, learner-learner, and more complicated combinations of this in a classroom situation involving an educator and 35 or more learners.

Dill and Associates (1990:27) contend that both grouping of learners and subject matter knowledge will improve educator preparation and ultimately classroom performance. They maintain that educators must have other skills and content knowledge if they are to be successful. The researcher has observed that it is essential for educators to know that grouping of learners is not a skill isolated from techniques such as role-play or dramatisation or even reading, writing, speaking and listening. Grouping must integrate these different techniques.

Where the educator-learner ratio is 1:70 or more, a conventional class may have to be used, but unfortunately in most cases this scenario leads to Teacher Talking Time (TTT) being more dominant than Learner Participating Time (LPT). The learners in this case become mere listeners, perceivers and assimilators of the learning content. An acceptable ratio is found in a class of 1:35 learners.

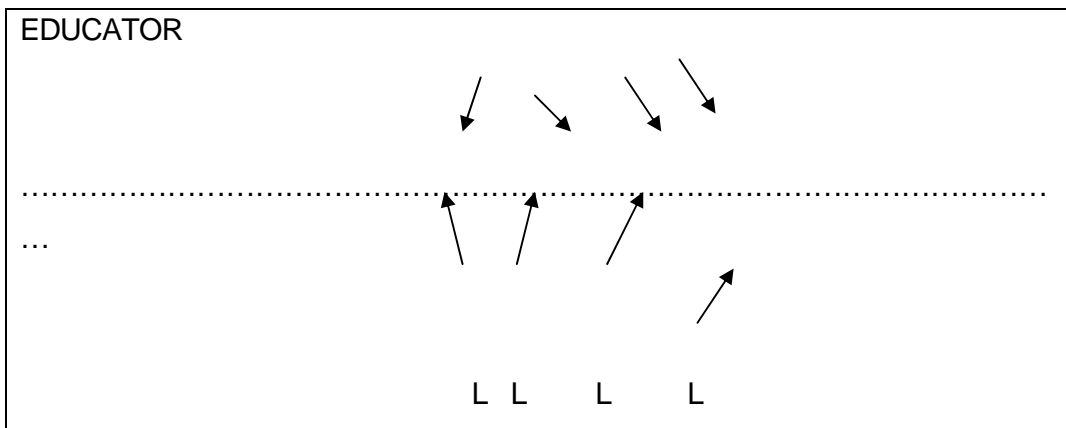
3.11 PATTERNS OF TEACHING (based on Mothiba (1994:78-80) and adapted to suit this study)

3.11.1 Pattern 1: Educator-centres lesson (discussion forms with emphasis on the educator talking):



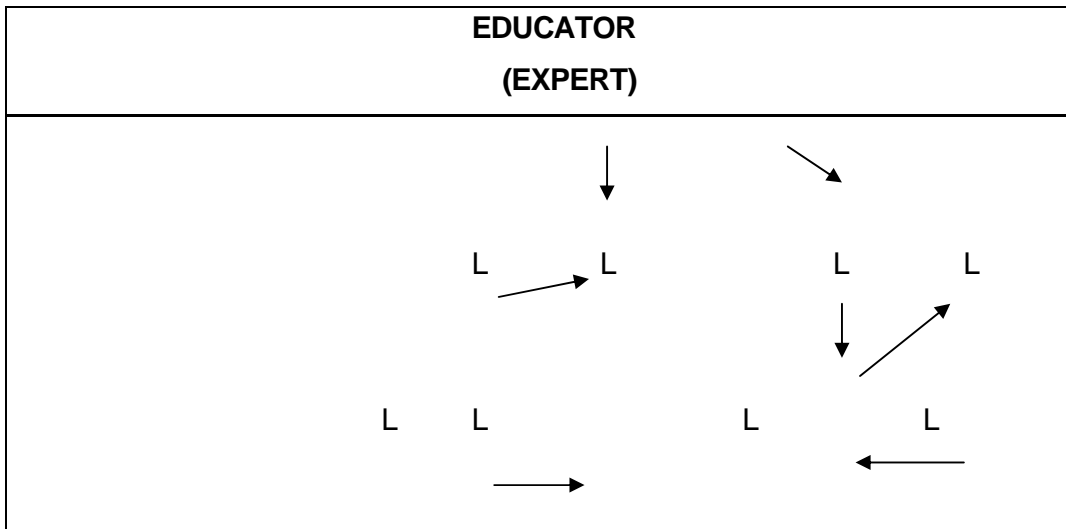
The educator and learners are reciprocating (bartering) ideas but the educator is more of a transmitter and learners are largely mere recipients of learning content. This is in a class size of 1: 70 learners where TTT is dominant (Mothiba 1994:78-80).

3.11.2 PATTERN 2: THE LECTURE-DISCUSSION (DISCUSSION)



The researcher comments that there is a sharp division between the educator and the taught, but that the learner is able to ask and answer questions. The role of the educator is emphasized. Minimum participation takes place (Mothiba 1994:78-80).

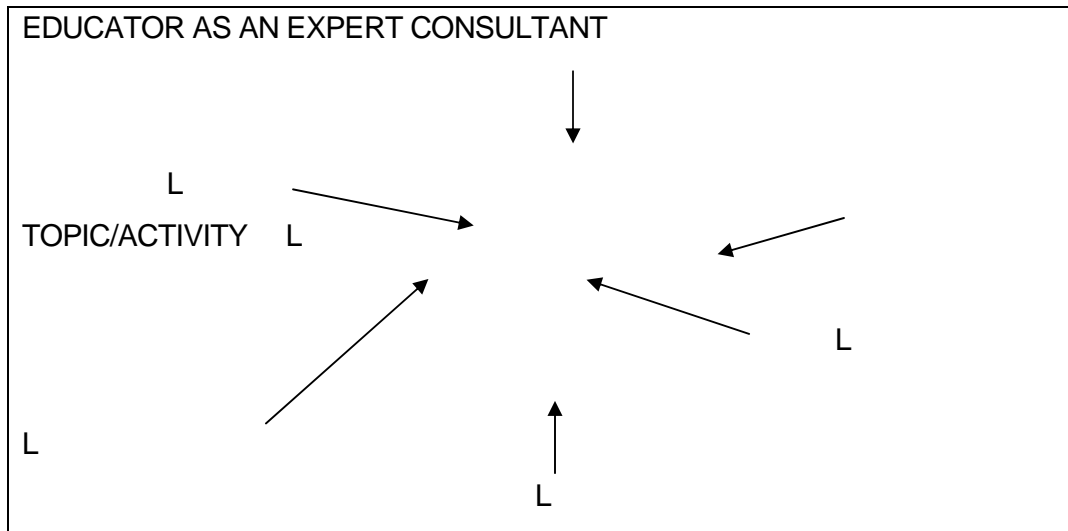
3.11.3 Pattern 3: Active learning with emphasis on assessment and role-play



The educator assumes the role of an expert. This form is more task-and learner-centred than patterns 1 and 2. The learners work in groups and the educator acts as an expert consultant or facilitator. Learners can bank on him for support.

There is a face-to-face interaction in this pattern which requires placing learners in close physical proximity to each other in order to complete the assigned tasks. The learners establish a positive interdependence on each other and on the educator, to ensure that each one in the group achieves the learning objective. This means that unless they are all successful, none of the group is successful. Even though the ABET learners may be doing Numeracy, which requires problem-solving skills and discovery learning, an educator cannot solely use the inductive and deductive strategies which begin by giving learners some statements or rules to apply in specific instances. Learners are still in the early stage of reading and writing; thus the deductive and inductive strategies will be difficult for them. (Mothiba : 1994: 78-80)

3.11.4 Pattern 4: Group task-centres (discussion form)



The learners are concerned with a particular task, topic/activity or programme. The educator is a wise member of the group, who serves as a mentor. Confidence is high (Mothiba 1994:78-80).

Van der Horst and McDonald (1997:129) describe individual accountability in this kind of group as the feeling on the part of each group member that he/she is responsible for completing the task individually and cannot simply rest on the laurels of the group or allow other group members to do the work for him/her. Feelings of individual accountability can be established in a variety of ways, including assigning individual marks, giving individual tests, worksheets and quizzes or structuring tasks so that they must be completed by the group, while at the same time making it clear that the educator will call on individual group members at random to ensure that each learner has attained the learner outcomes that were to be attained by completing the task. Learner self-direction and independent learning should be valued in co-operative learning.

Van der Horst and McDonald (1997:130) emphasise that educators should teach these skills to learners just as they teach learning content. Therefore, when educators plan a co-operative learning activity, they not only plan the teaching and

learning outcomes, they also plan for the learning of social skills. Before the activity begins, the educator explains the skills and makes sure the learners will be able to recognise the skills as they are expressed in behaviours. Once the educator is convinced that the learners understand the meaning of the skill, learners practise it during the co-operative learning activity. While the learners are doing so, the educator moves from group to group monitoring the use of the skills when the activity has been completed, and engages each group in reflecting on how successfully the skill was used and in setting goals for improving their use of the skill in future (Levin and Nolan in Van der Horst and McDonald 1997:130).

Although teaching skills in addition to learning content takes time, the time is well spent for two reasons. Firstly, many of these skills are exactly the kinds of skills learners will need to help them succeed in the workplace and in other aspects of adult life. Secondly, when learners are skilled at interacting with each other in positive ways, group norms develop in the classroom that is supportive of pro-social behaviour and of engagement in appropriate learning activities. The researcher argues that the valuable information the educators have known for many years, which they have used successfully, can be integrated with the new information, on the other hand leaving room for learners to apply it instead of being mere recipients whilst the educators are active transmitters of information.

The Interactive approach, as the approach emphasised in this study, assists the acquiring of the instruction needed to fill any gaps in an educator's college training. This is provided as self- education or intervention training, in the form of in-service training: in the form of school-based workshops, cluster and intensive workshops, in order to improve educator proficiency at schools.

3.12 LESSON FORMATS

Van der Horst and McDonald (1997:150 – 156) discuss the various formats which an educator can use, some of which are generic, although some apply to particular lessons. Regarding the examples of lesson plans below, the researcher sees them as a process of in-service training as well as for purposes of materials development, which enables participants to grow and increase their command of

teaching in a new way. The researcher also used the authors' formats to design lesson plans which can serve as a guide for educators because in the first chapter she illustrated that the basic problem is not content knowledge but rather an instructional problem, which this study refers to as a facilitation or teaching problem.

Format 1 – Ideas for planning a lesson

Lesson Topic:	Date:
Group	Time/Period
Learning outcomes	Time activities/strategies
1	1
2	2
3	3
4	4
5	5
Resources	
Tasks	
Assessment	
1	
2	
3	

Van der Horst and McDonald (1997:150)

The researcher regards this lesson plan format as easy to follow. It also limits the educator to five learning outcomes, five activities and three assessments to be achieved by the end of the lesson. This is intended to serve only as a guideline for a lesson plan; if more assessments are necessary in the educator's view he should be free to set extra questions for the learners.

This lesson format enables educators and learners to manage and control the number of learning outcomes and the time taken to learn, and to reflect upon and evaluate learning so that they ensure effective and efficient learning. This lesson format also develops self-awareness about educators as learners and encourages reflective teaching as educators; weaknesses and threats are turned into strengths

and opportunities as they improve and develop effective activities and strategies for educative ABET teaching and learning.

Format 2 - Planning that includes educator's skills

Lesson topic		Date
Group		Time/period
Learning outcomes		
Knowledge and understanding		
Skills and abilities		
Attitudes/values/dispositions		
Time	Strategy	Materials/resource
Assessment		

Van der Horst and McDonald (1997:151)

The researcher argues that all the learning areas are taught in an integrated manner. The difference between this format and the previous one is that knowledge and understanding, skills and abilities as well as attitudes/values/dispositions are included, which means that lesson planning leads more directly to cognitive development and thinking than the previous lesson format.

This format needs an educator who genuinely understands and has empathy for his or her learners, who has a love for his or her profession. It encourages educators to inculcate how to learn in learners by taking responsibility for their learning; they think critically, and explore ways of improved learning. This format

also enables learners to identify any problems they experience with learning and to think up possible solutions to these problems. The researcher contends that this format is useful for ABET but especially for ABET levels 3 and 4, because these learners are advanced and are capable of learning independently.

Format 3 - For more direct teaching

Lesson topic		Date
Group		Time/period
Knowledge and understandings to be developed		
Learning outcomes		
Time	Phase and activities	Resources
Pitfalls to avoid during teaching	Transitions	Ending
Assessment		

Van der Horst and McDonald (1997:152)

The researcher points out that this lesson format entails not only what the educator may include theoretically, but also that everything is expressed practically. The knowledge and understanding to be developed, can be regarded as starting from the traditional didactic principle of moving from the known to the unknown, so that what is known can be developed and the unknown then introduced. The educator also has to ensure that he identifies the pitfalls to avoid during teaching, and transitions and ending, in advance. Indeed the heading of this format, which Van der Horst and McDonald entitle Format 3 for more direct teaching, is for the researcher more direct than the previous two formats.

The ABET educator using this format has a responsibility to move consciously from the conventional curriculum, where the skill of planning a lesson and reducing the learning content is emphasised to establishing how many learning outcomes are achieved. The educator at this stage ensures that the skills of induction, clarity

of explanation, variation, illustration with examples, questioning (more in format 2 than in format 1), communication (more in format 1 than format 2), effective attending behaviour, sensitivity to feedback (more in format 2 than 1), reinforcement and closure (format 3 views it as the ending) are infused into the educator's planning phase and activity as in format 3.

Format 4 Group work lesson

Lesson topic		Date
Group:		Time/Period
Learning outcomes		
Resources		
Organisation		
Group 1 Activities	Group 2 Activities	Group 3 Activities
Homework		
Assessment		

Van der Horst and McDonald (1997:153)

This is an actual group lesson. The researcher has observed that most educators find it difficult to divide one class into different groups to do various activities. The best way to achieve success in this type of lesson is to start by grouping learners according to the groups they are in when they come to attend adult classes. These groups will find it easier to adjust as they already know each other and may be close knit. The groups can also be divided in accordance with the interest in a particular topic, e.g. social grants for teenagers with children, or pension grants. Learners may be in a position to organise themselves into characters in role plays, for instance. The only disadvantage is that too much group work in centres may delay the acquisition of reading and writing skills, as speaking and listening skills enjoy more attention. In this case co-operative implementation of such a lesson, whereby reading and writing also take place, will be of paramount importance.

Format 5- Problem solving

Lesson topic: Group:		Date: Time/Period:
Learning outcomes		
Resources		
Problems solved		
Time	Phase and activities	Resources
Assessment		

Van der Horst and McDonald (1997:154 and 138) list the following advantages of using problem solving as a teaching strategy, with which the researcher concurs:

- It provides a challenge for learners;
- It engages learners actively in learning;
- It helps learners to develop new knowledge and to feel responsible for their own learning;
- It teaches them that their solutions should be explainable and justifiable;
- It shows learners that the learning areas can be viewed as ways of thinking and doing things that make sense;
- It develops critical thinking skills;
- It keeps learner's natural curiosity alive;
- It helps them to make informed judgments;
- It gives them an opportunity to apply their knowledge and to see that this knowledge has some real-world applications;
- It helps learners to integrate the knowledge they gain from the different learning areas;
- It engages them in learning long after the formal lesson is over;

Educators in this regard must also take note of the fact that when problem solving is used as a teaching strategy, the emphasis must be on the person's learning about the particular learning area, rather than simply learning to solve problems. If

the emphasis is on the latter, the aim of literacy may not be achieved because too much time will be spent on solving problems rather than on learning reading and writing.

Format 6 - Integrated unit planning

TOPIC :

LEVEL :

KNOWLEDGE/UNDERSTANDING

SKILLS

ATTITUDES/VALUES

1	1	1
2	2	2
3	3	3

			Lesson Phase	Teaching and Learning Materials	Assessment strategies
			Turning in and preparing to find out		
			Shared experiences		
			Sorting out the shared experiences		
			Related experiences		
			Sort out the related experience		
			Reflection and action		

Van der Horst and McDonald (1997:155)

This is one of the formats in which the educator learns to prepare lessons in an integrated way. The reason why the researcher includes this type of lesson format is that there is a possibility of reflecting and taking action based on the reflection, in order to improve the teaching-learning situation. The researcher argues that if effectively used, the integrated unit planning will make an educator an excellent facilitator.

Format 7 One learning activity, many learning areas

Learning activity outline:

LEARNING AREAS

Tick those learning areas covered in your lesson

1. Language, literacy and communication
2. Mathematical literacy, mathematics and mathematical sciences
3. Human and social sciences
4. Natural sciences
5. Technology
6. Arts and culture
7. Economic and management sciences
8. Life orientation

OUTCOMES

Knowledge

.....
.....

Skills

.....
...
.....
...

Attitudes

.....
...

.....
...

(Department of National Education, 1997: Teacher Orientation) in Van der Horst and McDonald (1997:156)

This format represents an interactive approach where language across the curriculum comes into the picture. The interactive approach was explored in the previous section of this chapter. This format implies that no learning areas, such as language, should be taught in isolation.

The format encourages ABET learners to use one learning activity and many learning areas or to learn other learning areas through a single activity, e.g. September 11 may teach learners events (Human and Social Sciences), the number of people who died (mathematical literacy, mathematics and mathematical sciences), how to draw aircraft (Technology), about pilots, engines and scientific concepts used in the aeroplanes (Natural Sciences), the cost of the destroyed buildings (Economic and Management Sciences), the shock suffered by the relatives and people who were traumatised (Health and Life Orientation), and the cultural background of the people (Arts and Culture).

The educator will have to ensure how teaching and learning transits from one learning area to the other. She or he should monitor the learning outcomes achieved throughout.

The choice of the formats will differ from centre to centre, from one particular individual educator or group to another. Although numerous formats are given, owing to the personalised and idiosyncratic nature of planning, sticking to one prototype might be inhibiting. Despite the variations, each plan does have a fairly well agreed upon set of components. These are described by John (Van der Horst and McDonald 1997: 157) as follows:

- a) A set of expected learning outcomes. These can vary in precision depending on what is being studied and on the personal characteristics of the teacher and the level.
- b) The materials/resources needed for the lesson. This could range from specialist equipment to simple textbooks.
- c) Some reference to the content. This may be integrated with the method but should be observable and clear.
- d) The teaching strategy, method and approach. Here the teaching tactics should be laid out clearly and sequentially, and be related to the content, knowledge and understanding or whatever the vehicle for the strategy is.
- d) The teaching and learning tasks and activities.
- e) The timing of the phases of the lesson.
- f) An assessment of the lesson.

The following sections contain some examples of lesson plans which the researcher has designed to encourage educators to practically flesh out the formats discussed. This is also an attempt to encourage learners to speak out about both the good and the bad experiences affecting their lives or the lives of their siblings. This section will also guide their learning and teaching in class and in situations elsewhere.

Educators can select any of the formats and patterns for preparing their lessons.

The lessons on Life Orientation which is discussed under the topics violence, catering and maths is based on the experiences of learners dropping out from ABET centres, and on the premature leaving of conventional schools by the youth. The lesson is geared towards the fulfilment of the role of being a mentor to the learners. With the disintegration of family life in society and of extended family practices, many learners are left without role models or mentors to guide and to counsel them - thus, for successful implementation of ABET programmes the practitioners should be role models and mentors both in the context of learning and in the context of learners' evolving experiences regarding their families, cross cultural norms and values and the community practices at large. This study regards good implementers as being thoroughly developed in order to take the

initiative in being a guide; a role model; being willing to help; a supporter; experienced; an adviser; a trusted counsellor; a leader; a friend; an affectionate person; accessible; a believer in networking with other departments; mutually respectful; enthusiastic; interested; able to observe confidentiality; willing to share resources and an attentive, empathetic listener.

The following are additional examples of lessons which the researcher uses in an attempt to demonstrate educators' and learners' problem-solving skills. The sources comprise accumulated knowledge from television programmes such as Love Life, HIV/AIDS stories, stories ABET learners and educators narrate, the researcher's activities as a member of the National Network on Violence Against Women and her experiences in ABET skills programmes. The researcher intends to demonstrate how educative lesson plans can benefit both learners and educators.

The lesson plans must also be practically applicable to daily life rather than being only sourced from History, for example, which will encourage rote learning rather than meaningful learning.

EXAMPLE A

INTEGRATED UNIT PLANNING

Suggested Lesson Plan 1

Topic: How can we stop violence against women?

Group: Level 1 – Level 4

Learning areas covered in one lesson: Communication, Human and Social Sciences, Life Orientation.

Critical Outcomes: Women should be aware of their rights Women should know where to find aid against violence. Women should be ready to share their experiences Specific outcomes: Adult learners should be in a position to write or speak about what they have learned in the class. Teaching and learning materials: Poster, Chart, Television, video, Radio tape and overhead projector

Assessment strategies: Continuous assessment, question and answer, asking leading questions.

Lesson Phases:

Tuning in and preparing to find out (Reduction of content)

Question: If a woman is beaten or battered by her husband, what should she do?

Answer: She should go to a hospital or clinic to be treated for her wounds.

She can open a docket at the police station:

She should receive for counselling.

The following case study reveals some causes of violence:

A case study of an unemployed breadwinner in the family

Nthuseng is an unemployed man living at Tlala ga e bolaye with his wife and three children. They live in a wooden shack. He is expected to pay for the food, the health-care and the education of his children, but does not do so.

His wife is upset, but does not complain. Nor does she complain about her maternity dress, which was torn by Nthuseng. She feels vulnerable and despondent and recently she does not even have soap or shoes.

To reduce his stress, Nthuseng starts to drink excessively and arrives home late, whilst everybody is asleep. When he arrives there he kicks the door so that his pregnant wife will open the door for him. He demands food, but if there is no relish he starts kicking his wife's stomach, claiming that she produces more babies, although she is not working.

The wife runs to her parents' home for security. Only then does she resistantly cry out about her daily experiences.

Sorting out the shared experience

By means of asking leading questions, the educator can elicit shared experience:

Q: Why did the wife of Nthuseng keep her miserable life secret?

A: Because she felt she should die with her husband (To honour the myth that says: Lebitla la mosadi ke bogadi, which directly translates as: the grave of a wife is at her in-laws.)

Q: What makes this man so abusive?

A: Because of his frustration that he is not working, yet he is expected to protect and provide for his family.

Related experience

Some men drink a lot using the excuse of forgetting their problems. They believe drinking makes them strong and successful. They are not aware that drinking makes them to react, either violently or peacefully, instead of being proactive.

Sorting out related experience

Transformation is very difficult, in families too. Men and women are still adhering to the custom of the old days when men were expected to make all the decisions for the family. They do not accept the fact that today it is different; today women also have important jobs to do. People should not think that men are always in control, because this may lead to violence. People should not see liquor as the solution but should perceive negotiations as a possible solution.

Reflection and action

Killen (Van der Horst and McDonald 1997: 118) points out that reflective teaching practice is a fundamental notion behind all approaches. To ensure its success, teachers should encourage the following:

- Families should express their problems and seek advice and counselling.
- Families should regard problems as challenges that need a calm approach, or hurdles that are just to be leapt over.
- The community should be aware that violence cannot solve problems; people must talk together. Good communication helps in solving problems.
- Families should think of ways that will help one another feel good. Sometimes one should say that one is sorry, or one is wrong. Talk about the things members can agree with.

- They should find ways to talk about how they feel. Talk about good and bad things.
- Talk to other men who do not use violence. Ask them what to do when vulnerable.
- Successful men negotiate instead of using violence in their families.

Reflection and action about each lesson

The educator's lesson plan should enable him or her to achieve the outcomes of the lesson.

It should enable him or her to make the effort to think about teaching successes and failures, to reflect on and improve teaching practice.

The educator should be reflecting on the most suitable methodology of teaching.

A supporting environment requires a caring community in which personal support is balanced with critical inquiry (including constructive critique), institutional norms of collaboration, and structural arrangements that provide time and space for intensive collaborative work (Stevenson and Killen as cited by van der Horst and McDonald 1997:119).

Stevenson and Killen (Van der Horst and McDonald 1997:119) add that an important outcome of reflective teaching is that it helps teachers to realise that all aspects of their teaching are problematic, and that these problems should be thought about and talked about. If teaching is simply taken for granted it becomes mechanical and ineffective; it must be placed under continual review if it is to improve. As teachers engage in thinking about their past actions, their current situation and their future intentions, their teaching ceases to be routine and becomes reflective.

EXAMPLE B

Lesson Plan 2

Topic: Self-help Skills: Catering for 12 people on a restricted budget.

Across the curriculum: Catering incorporates the following learning areas:

Health Care: The food one is preparing should have all the nutrients necessary for the body to grow and to free one from illnesses. Hygiene in preparation is important.

Accounts/Maths/Numeracy: Calculations and estimations are included when mixing ingredients.

Science: Measurements of ingredients.

Economics: Catering for enhancing the economic position of small businesses. 12 people are self-employed.

In other words when a practitioner is skilled in transferring catering skills, she is integrating the above-given learning areas.

Level: NQF Level 4

Specific Outcomes: Learners should learn that catering could help to generate income. Learners should also know that they could cater for a small or large group of people. Food that is given to people should form a balanced diet.

Critical Outcomes: Solving Problems:

Learners should be able to tackle problems where large numbers of people arrive without being invited.

Working together: In catering people work together in that every member of a catering team knows exactly what to do and when to do it.

Organising oneself into a group: In catering members meet regularly to practise a particular recipe.

Communication: People communicate when they share their experiences during a catering lesson.

Technology Use: The use of a stove at low, medium and high heats as well as of other appliances exposes each learner to new technology in cooking.

Assessment Methods: Learners should show the ability to measure calculate and estimate; learners' products must also be tested to see if they are really of the required standard.

Method of teaching: Demonstrate to learners; learners do the project themselves and the educator's comments, or those of peers can be used to correct any mistakes.

Teaching Materials/Educational media: Chart showing nutritious foodstuffs.
Table of measurements.
Utensils and ingredients.
How many food nutrients are
needed?

Baking old-fashioned scones to cater for a tea

Ingredients: 2 cups flour, 3 teaspoons baking powder, pinch of salt, 1 cup sour milk or milk made sour with vinegar.

Step 1: Mix milk, flour and baking powder and salt.

Step 2: Make a stiff dough.

Step 3: Press out with rolling pin to thick dough. Press out shapes with cookie cutter or cup or glass.

Step 4: Bake on a greased baking tray on 220C (425 F), gas mark 7 – 8, for about 15 minutes or until the scones are golden brown.

Step 5: Lay the table. Serve with tea. Wash the dishes and pack.

EXAMPLE C

Lesson Plan 3

Lesson Topic: Relationship between multiplication and division

Learning Area: Mathematics/Numeracy signs.

Stage	Group size	Purpose	Time
Introduction	Whole class	Greetings and introduction to lesson topic: Explanation of the relation-	10 Min

Individual work	Learners alone	ship of multiplication and division. Give an example Work on tasks (worksheet)	20 Min
Pair work	Learners in groups of 2	Sharing of ideas on finding solutions	10 Min
Report back and discussions	Volunteers	Bring ideas for solutions and explain the what, how and why	15 Min
General discussions	Whole class	Build on above stages, draw on general learning points and consolidate	10 Min
Homework	Learners alone copy the work to do at home	Learners to do homework on similar but altered problems, especially in difficult areas	10 Min

Activities of the educator

1. Encourage learners to ask questions and to request clarification in step 1
2. Facilitate learning, monitor learners and guide them to find solutions.
3. Let the learners discuss their solutions (check relevance); ask for volunteers to report on solutions; help in difficulties and discuss with the rest of the class; consolidate on general learning points and discuss common problems; give homework based on similar tasks.

3.13 SUMMARY

This chapter has explored the skills which are useful for facilitation of ABET programmes as well as empowerment of ABET educators. These skills should be carefully nurtured and continuously monitored through constant evaluation, and are needed by educators to assure, improve and build their self-confidence. They further serve as conditions for the effective implementation of empowered educators' competencies and roles.

The skills needed for efficient facilitation of ABET programmes were not treated in isolation as such. The real measure of success as outlined in this chapter is

determined by the quality of the planning, design and dissemination done beforehand.

The chapter has discussed human resource development as a skill needed for educator empowerment materials development skills, technological skills, reading and writing skills as well as speaking and listening skills, interactive approaches, corporative skills, constructivism, dialogic meditation and lesson plans in order to create a change in the way in which classroom educators have traditionally worked with special needs and with special learners who are trying for a second chance in their education. Educators will therefore change the lives of illiterate, deskilled adults as they implement ABET programmes in various centres. Although Chapter 5 provides guidelines for educator empowerment, this chapter has outlined a scaffolding of skills and approaches for good teaching and effective delivery of both the conventional curriculum and the interim and outcomes-based education and training curriculum, within the empowerment of educators in the ABET context. The next chapter outlines methods of interpretation of data in order to determine the current state of the teaching-learning process.

CHAPTER 4

We learn some truth by observing the events taking place in the world around us.
Leedy P.D. (1993:185)

INTERPRETATION OF DATA: STATE OF TEACHING-LEARNING PROCESS

4.1 INTRODUCTION

This study is concerned with the meanings and interpretation that are given to educator empowerment. This chapter specifically elaborates on the problem investigated in this study, namely the inadequate training offered to practitioners who teach adult learners in the ABET system. It also undertakes to show the process by which the researcher uncovered the extent to which teachers were incapacitated by this inadequate training and how, through the process of interactive and reflective teaching, their capacity and expertise might be extended and enhanced.

The researcher used five research approaches to demonstrate her suppositions.

Firstly, a case study as an analysis as well as educational situation in Limpopo Province.

Secondly, an interpretation of the questionnaires, which is four-fold:

- Educator empowerment, ability and skills;
- A review of ABET unit standards, lesson plans and assessment
- An evaluation of methods or approaches; and
- Accreditation through SAQA

Thirdly, ABET students who had enrolled for the certificate and advanced diploma at Unisa and were training to be ABET educators were used as focus groups. These focus groups were introduced to an adult centre where they were induced to reflect on teaching practices by interacting practically with learners, material resources and other educators.

Fourthly, a survey was administered to supervisors and tutors, who also comprised focus groups, to explore their perceptions of ABET teaching practice and administration.

Fifthly, videotape was used to record the educators during lesson presentation to avoid inevitable loss or misinterpretation of data which could have taken place if it had been written by the researcher. Focus groups were informed beforehand that the researcher would bring along a tape recorder during their sessions, which directed at counteracting any possible resistance of the focus groups which might have reduced the quality of responses.

Studying empowerment of educators grounds this study within a qualitative research framework, as a result of its objective to present a true picture of educator experiences in ABET activities. The use of case studies, which in essence form a qualitative method, brings the researcher closer to the reality of the empowerment of educators than can possibly be achieved by more objective quantitative research methods.

Mouton and Marais (1994:160) argue that:

For the researcher concepts and constructs are meaningful words that can be analysed in their own right to gain a greater depth of understanding of a given concept. It is a frequent occurrence that qualitative researchers will conduct an etymological analysis of a concept as part of their description of a phenomenon. Such researcher will then interpret the phenomenon on the bases of the wealth of meaning of the concept. ...

Qualitative researchers are more inclined to allow themselves to be led by meaningful sketches or by intuition.

While for quantitative researchers translating observations into numbers is the norm, this is not the case for qualitative researchers. The lack of statistics in their observations does not hinder qualitative researchers as

their observations of a particular issue can be interpreted in a number of ways.

In this study the researcher made use of qualitative methods of data collection. Each case study in this study is primarily observational, in that information is collected about an individual, a particular project or a focus groups. The researcher also used other instruments such as interactive interviews, questionnaires, observations and experiments to obtain data for this study. Leedy (1993:186) points out that a case study lies midway between the descriptive survey method and the experimental method. Similarly, in his definition, purpose and process, Gay (1990:189) says descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the ways things are.

4.1.1 The profile case study where from focus groups are drawn

The area in which this investigation was executed is Tzaneen, which is situated in the Lowveld region of the Limpopo Province of the Republic of South Africa. Before the renaming of Limpopo in 2002, the area was administered by Northern Province, previously the defunct Lebowa, Venda and Gazankulu homelands. At the time of completing this study the Department of Education has had four Ministers of Education. Dr Motsoaledi, Dr Phaahla, Mr E. Mushwana, Mrs Mashamba and Dr A Motsoaled again and Director General Prof H. Nengwenkulu who at the time of the completion of this research was recruited by the Eastern Cape Province after striving to improve matric results in Limpopo for more than ten years which sometimes affect the interest and implementation of ABET.

According to Growth and Development Strategy (1998:5) at least 487,000 people (46% of the economically active population) in Limpopo Province are unemployed. To reduce the unemployment rate below the national average by the year 2004, 97 000 new jobs need to be created each year for the next five years.

Growth and Development Strategy (1998:3) points out that the Limpopo Province has, since it was established, successfully integrated the four previous

administrations so that services are rendered in a unified manner throughout the province. The province faces major challenges in dealing with illiteracy, poverty, unemployment and a backlog of basic services.

In terms of socio-economic indicators, the province faces a number of development challenges and requires radical strategies to improve the situation. The province has potential in mining, agriculture and tourism, but needs to develop strong secondary industries for value adding within the province in order to contribute to the development of the manufacturing sector.

The province, according to Growth and Development Strategy (1998:5) covers an area of 123 910 square km, which is 10.2% of the national area. The province has a population of 4.9 m, which is 12.1% of the national figure. The province is 89% rural in nature. The public sector is the largest provider of employment opportunities. There is an acute shortage of classrooms and other educational facilities as discussed in the previous chapters. There are inadequate telecommunication facilities, and supplies of electricity. HIV and AIDS infection are according to Growth and Development Strategy (1998:5), estimated at 17 persons per 100, with the potential of affecting young people most. There are also inadequate water supply and sanitation facilities.

4.1.2 Educational situation in Limpopo Province

The vision of the National Department of Education in Growth and Development Strategy (22/08/2002:1) :

A South Africa in which all our people have access to lifelong education and training opportunities which will in turn contribute towards improving the quality of life and building a peaceful, prosperous and democratic society.

Although there is such an attractive vision for our country, the educational situation in Limpopo is alarming in terms of ABET programmes. In interviews with the ABET educators, some still maintain that they have to learn to teach without

enough guidance, support or advice about how they might broaden the scope of their teaching practice. Educators also maintain that they are not specifically trained to teach adult learners and many do not have specialised qualifications, because the field is still relatively new in South Africa and everyone is still trying to find his or her way in grappling with implementation of ABET.

ABET is fragmented and under-resourced, the training which is available is often too narrow, and it is very difficult for the Department of Education to implement any kind of coherent policy when ABET initiatives are so scattered and uncoordinated. What is needed is a network of ABET providers and a representative body of recognised ABET educators. Fragmentation of the kind mentioned above engenders problems for learners, educators and curriculum specialists regarding the delivery of ABET programmes, government provision for learners, and problems of support, training and career opportunities for educators.

At most centres lessons are held on Mondays to Thursdays during the afternoons from 15H00 to 17H00 and others attend from 18H00 to 20H00; on Wednesdays are usually used for prayer meetings and therefore attendance is very low, if any. At most centres educators were nervous about the researcher's visit because they thought they would be ridiculed for their failure to implement OBE. At some centres where educators appreciated the researcher's visit, they thought the many problems they had would be resolved. Some longed for the day they could just share their problems with someone who could make them known.

The researcher regards basic education and literacy as important instruments for social transformation. The experience in Limpopo concerning ABET learners is that the ability to read and write empower people to become independent and have more control over their lives. Steinberg and Suttner in Malale (1996:24) express the importance of literacy in the following quotations:

- "People who cannot read and write are like prisoners. We depend a lot on other people for help."
- "If people can read and write, it means they can go into the world and start other things."

- “I remember how it was when I went to the Post Office. You see, I was going there to post money to my family at home. They gave me those forms, and I looked at them. I was blank in those days. I was always asking this one and that one to help me write my name and my address at home. Now, that is no more and I can do such things myself.”
- “My marriage broke because of my friend who was making up stories around my husband’s letters, now she stays with my husband.”
- “I was like a blind person, now I see.”

Educators need to teach learners so that they can also keep abreast of changes. As life changes so does knowledge. Thus educators should also change with life.

In the village where I was born, I interviewed people who emphasise the importance of literacy. Most of them were colonised by the missionaries. But there are others from the same village who believe that education is a western commodity that breaks down adherence to traditional beliefs and customs. At best they regard education as a waste of time, and at worst, that it makes people arrogant and spoilt, especially children who despise their primitive parents because of their cultural clothing and beliefs. Some think if they are educated they will not get married. It is important for educators to know the background of their learners so that they can challenge those stereotypes.

Amongst other problems, the educators maintained that they did not see the difference between the year 1652, when Jan van Riebeeck landed at the Cape Colony and the year 2002, when the Democratic Government had had almost seven years in government. They still point out that syllabi, books, stationery, salary and learner assessment materials are still not provided at government adult schools. They want to be communicated with, even if only through circulars or monthly meetings. The gap between them and the government officials, which is even worsened by OBE, should be closed. The educators maintain that they graduated from UNISA, and they commend the institution for a revelatory and life-changing opportunity for ill-equipped educators employees who desperately needed an ABET qualification, but maintain that they lack the method and confidence to teach.

Their concern is also that ABET Certificates, unlike ordinary teaching certificates, are not transferable because they do not include teaching method as a subject and therefore, if trained for ABET only, they cannot be employed at formal schools.

Because ABET programmes are currently under-funded and under-resourced, ABET educators are merely appointed as volunteers. They are not liable for tax, but they cannot buy themselves necessities such as cars and houses simply because they are not appointed on a contractual basis. However, those appointed as volunteers rate themselves as fortunate because they are accumulating experience.

Educators of ABET programmes encounter a variety of problems, ranging from learners' dropping out, boredom, resistance and indifference to irregular attendance. Although there is no ideal solution for such problems, skill in teaching may keep such learners in a centre and thus solve those problems. Skilled educators will observe already that unlike school-going learners, adults bring many years of life experience to the centre which can be effectively utilised to teach other learners or even to draw useful topics from. Although some adult learners may come to a centre for the first time, they already possess a set of values, prejudices and attitudes, based upon their past experiences. Educators should know the learners' backgrounds and build on their experiences, which should be acknowledged and should be accredited through SAQA assessment standards.

This study uses descriptive research because, according to the researcher ABET educator empowerment is a road less travelled. However, this study has not been a simple exercise like asking questions and reporting answers. Focus groups were carefully selected. The questionnaires were complemented by the interviews, an advantage was which was the interviewer's chance to align oneself with the interviewees as much as possible. An experimental study also received attention in this chapter. Le Compte, Millroy and Preissle (1992:317) maintain that experimental studies are essentially experiments in which data (usually videotapes) are collected to examine the processes occurring during the experiments. Analyses are usually qualitative, but only in the sense that they collect qualitative data.

The case study is preferred in this study because it is both descriptive and experimental. Le Compte, Millroy and Preissle (1992:36) show that a case study does not imply any particular approach. They maintain that a case study can be most appropriately regarded as an outcome or format for reporting qualitative/descriptive work.

On the less travelled road of as educator empowerment in ABET, focus groups highlight areas which have not yet been uncovered, defined or developed. The literature to date has not yet exhausted this topic, thus I regard focus groups as having been necessary for furthering social and educational development.

As an ABET co-ordinator and researcher, during the interaction with focus groups I found it self-developing when I put myself on their level not above them. This also affects how I present myself to both adult learners and adult educators. A formal outfit is best when visiting adult learners knee-length dresses are appropriate for ABET educators. When interviewing ABET Department officials formal dressing and posture were also important..

Dean (1954) in Le Compte, Millroy and Preissle (1992:380) says:

A person becomes accepted as a participant observer more because of the kind of person he turns out to be in the eyes of the field contacts than because of what the research represents to them. Field contacts want to be reassured that the research worker is a good guy and can be trusted not to do them dirt with what he finds out.

In my opinion, research results should reflect honest opinions and fairness of both the researcher and focus groups and this should be evident in both questionnaires and focus group reports.

4.1.3. Interpretation of data (questionnaire)

(1) Questionnaire Formulation

The questionnaire as a means of triangulation was used in order to substantiate the view that ABET educators lack the capacity for satisfactory performance. The questionnaire was also formulated in order to gain insight into the present situation regarding the teaching and learning of ABET. It is important to base arguments on the views of those concerned with the sector i.e ABET officials, educators and learners. Such an empirical survey sheds more light on the position of ABET as a sector. The survey will enable the present researcher to make further suggestions and recommendations about ABET delivery.

(2) Constructing the questionnaire

The questions were phrased by the researcher around important issues in the teaching and learning of ABET. The first section entails filling in the personal particulars of the respondent and his or her brief profile. Section B describes curriculum and its didactic implications: Educator's problems and strategies, while Section C discuss the Qualification Framework and provides an illustration of the types of examination written by ABET learners (SAQA)

(3) Administering the Questionnaires

The researcher had to obtain written permission from the Department of Education in Limpopo to conduct her research at its ten ABET centres. The typing and binding of questionnaires was done at Tzaneen Technical College. The researcher consulted the district officials and centre managers to make the necessary arrangements for the completion of the survey. The questionnaires were explained to the educators and ABET officials, who in turn had to administer all the sections. Letters of explanation accompanied all questionnaires. The research took place in seven Department of Education regions as follows:

- Region 1: Sekhukhune: Fetakgomo, Mokhuduthamaga, Tubatse and Groblersdal
- Region 2: Mopani includes magisterial districts of : Phalaborwa, Giyani, Greater Tzaneen, Greater Letaba, Maruleng with the exclusion of Bohlabela with the new demarcation of boundaries.
- Region 3: Vhembe: Includes magisterial districts of Musina, Makhado, Mutale and Thohoyandou
- Region 4: Capricorn: The magisterial district of Aganang, Blouberg, Lepelle-Nkumpi, Molemole, Polokwane
- Region 5: Waterberg: Belabela, Lephallale, Modimolle, Mogalakwena, Mookgopong

The greatest problem was failure on the part of the respondents to return the questionnaire because the researcher sent out one hundred and sixty (160) questionnaires but only One hundred and thirty (130) of them were returned. When a follow-up was done the findings were that some questionnaires had been misplaced or that some people were just reluctant to complete them. Therefore only ten questionnaires were returned after a follow up to add on 130 I received leaving the researcher with 140 questionnaires to administer. From these questionnaires, answers were grouped in accordance with their similarities in responses to questions. One hundred and forty (140) questionnaires from seven (7) regions had similar responses; and one hundred (100) had different opinions to the rest: One hundred and forty (140) questionnaires are therefore used in this regard. The answers given to some questions show that some respondents failed to understand questions and sought clarity from other people although they were requested to work independently. This was evident with respondents from the same centre or district.

However, these problems will not nullify the authenticity of the information gleaned from the questionnaires because most questions were answered correctly, as the results will show below.

4.1.4 Presentation and interpretation of data obtained from the questionnaires completed by Limpopo Province ABET educators, centre managers / supervisors and ABET officials.

4.1.4.1 Questionnaire

Section A Respondent's Profile

Item 1.1

(1.1.1) This item shows that 71,4% (100) of the respondents are females while 28,6% (40) are males. This is an indication that females have a greater passion for teaching adults than their male counterparts.

(1.1.2) 60% of the females teach Level 1 and 2 Literacy whereas 11,4% of the females are teaching Levels 3 and 4. 28,6% of males who are found in Level 1 and 2 are teaching Numeracy in Level 3 and 4.

(1.1.3) This item shows that 40% of educators have experience of five and more years of teaching in formal schooling but feel they are not well versed in the new approaches to teaching ABET classes, whereas 60% have one to two years of experience; most of them are volunteers. Most of these volunteers are fresh from the ABET Certificate programme. It is, however, a disturbing fact to note that educators fresh from distance learning with contact classes were given Levels 3 and 4. Most of them remarked that they teach those levels because there is no one else to teach them, because even those who have had formal schooling are not confident enough to teach those levels. A few respondents from two centres remarked that they learn as they teach, which is heart-breaking.

(1.1.4) 100% of the respondents have no other experience of teaching ABET at other institutions than at schools.

(1.1.5) This item reveals that 95% of the educators of ABET also teach other learning areas in which they were not trained. It is disheartening to see educators who were not properly inducted into OBE already grappling with other learning areas for which they were not empowered.

(1.1.6) 100% of educators do not possess training in the didactics of ABET or in particular learning areas. This necessitates support services and intervention from the service providers responsible for ABET and the Department of Education in order to enable the educators to upgrade themselves in the methodology and approaches of ABET learning areas.

(1.1.7) It is, however, encouraging to note that 90% of the respondents are engaged in or plan further studies in ABET, and only need Didactics to improve their teaching skills.

(1.2)	Which institute are you serving?	Percentages
	Government	20 %
	Non -Government	33 %
	Private Company	10 %
	Community Dev. Project	25 %
	Unemployed	12 %
	TOTAL	100 %

(1.3)	Sex	Percentage
	Male	50 %
	Female	50 %
	TOTAL	100 %

(1.3.1) The questionnaire revealed that 60 % of the respondents were speaking Northern Sotho, 20% Venda and 20 % Tsonga. There were no English and Afrikaans respondents.

(1.3.2) According to the questionnaires 80 % of the respondents were using the medium of Northern Sotho and English at their institution and 20 % are using Tsonga and English.

(1.4.)	Which post are you holding?	Percentage
	Practitioners / facilitator / educator / teacher	25 %
	Trainer	20 %
	Supervisor	25 %
	Other 1. Social worker	10 %
	Nurse	10 %
	Senior administrator Public works	10 %
	TOTAL	100 %

(1.5)	What is your highest qualification?	Percentage
	Std 6	05%
	Std 8	20 %
	Std 10	20 %
	Std 10 and ABET Certificate	25 %
	Std 10, ABET Certificate and other	30 %
	TOTAL	100 %

(1.6) Indicate your total numbers of years of involvement in ABET activities.

(1.6.1) The questionnaire revealed that 30 % respondents had been involved in ABET activities for 1 - 2 years; 30 % respondents had been involved for 3 - 4 years; 40 % respondents have been involved for 10 years but still doubted their efficiency in ABET programmes.

Section B

4.1.5 The following describes curriculum and didactical implications:
teacher problems and strategies

- (1). 30 % of the practitioners regarded their lessons as participatory and practical whereas 70 % indicated lack of confidence in lesson planning.
- (2.) 30 % of the practitioners permitted monitoring willingly whereas 70 % indicated that they did not permit monitoring willingly as they were embarrassed to be exposed as possibly incompetent.
- (3.)** 30 % of the practitioners ticked
- (4) Yes to whether they achieved their aims and objectives in accordance with their lesson plan;
- (5) Yes to whether they use a strategy of teaching by emphasising outcomes - based objectives;
- (6) Yes to whether they have access to the use of educational media;
- (7) Yes to whether they use peer teaching / group teaching / teamwork;
- (8) Yes to whether they employ a strategy of games when teaching adults learners;
- (9) Yes to whether they use music and rhymes when teaching adults; and
- (10) Yes to whether they encourage the use of speaking, listening, writing and reading in their classes.
- (11) 15 % indicated that they always have access to the use of educational media; 25 % indicated that they sometimes have access to the use of

educational media and 60 % have no access to the use of educational media.

Regarding the above eight factors, it is evident that care must be taken not to repeat the mistakes which have been made and are still made in the formal sector, where massive bureaucracies absorb all financial resources and leave little or nothing to support the learners and educators.

4.1.6 Comment in three sentences about improvement of the teacher's strategies in ABET class

(4.1.6.1) The following are some of the comments by the respondents about the improvement of the teacher's strategies in ABET class:-

- (1) 20% of educators say that teaching is basically learner-centred, as experienced educators easily teach by relating to the experience they have, whereas 80% find it extremely difficult to focus on the learner-centred approach because of the levels of literacy of their learners.
- (2) The inductive approach is seen as more effective.
- (3) 30%: Educators are integrating four language skills.
- (4) 30%: educators are inculcating a sense of confidence in learners, encourage the communicative approach.
- (5) 100%: educators should get enough training skills.
- (6) 100%: Teachers should have enough time to teach
- (7) 100%: The government should open more schools for ABET
- (8) 100%: educators The needs of the learners should be identified.
- (9) 100%: Students should be encouraged to be creative.

- (10) 50%: The number of learners who drop out is minimised. Learners are accredited by being given certificates, ABET classes reduce malnutrition by offering cooking classes and agriculture projects. It is upsetting to learn even now that the Department of Education does not have plans to integrate ABET plus in their programmes. The content of ABET must relate to improving livelihoods not merely for certification.
- (11) Tradition and culture to be encouraged at courses or after classes; the educator to be at the same level as learners; Learn other things from learners.
- (12) Adults must be encouraged in every village - they must enjoy attending classes and they must be practical in everything they do.
- (13) Teachers/educators/practitioners must have skills in motivating learners to learn.

The researcher reckons that learners are not properly placed at the correct ABET level. This clearly indicates that universal standardisation of placement tests must be drafted and implemented

4.1.7 Give two (2) comments as regards the learning programmes (syllabus); The following are the respondent's opinions.

- (1) 20% Usage of IEB mock exams. Encouragement of learner's involvement in curriculum development.
- (2) 100% Learners are taught in mother language.

It is encouraging to note that the policy of ABET observes that the mother tongue should receive first place on the priority list for beginning learners.

- (3) 100% The learning programme needs augmentation

The unanimity here shows that unit standards should be augmented in accordance to with the levels and ages of the learners in a specific environment.

(4) 100% The learning programme must suit the levels of learners

It is true that the unit standards and learning programmes will differ from one situation to the other. The unit standards to be attained by mine workers may not necessarily be the same as those to be attained by correctional service workers.

(5) 100% The learning programme must lead to job creation

(6) 100% The learning programme must lead to the improvement of communicative skills

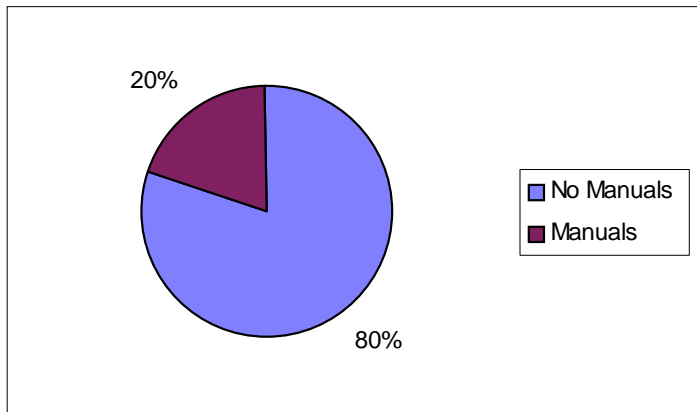
(7) 100% The learning programme must be based on practical skills

(8) 100% The learning programme must equip learners with life skills

The above four items shows that respondents regard ABET as one of the best developmental programmes, which can lead to job creation if there is commitment them. For educators the concept of ABET is already an indication that job creation is in place. ABET section of the Department of Education should do thorough planning to integrate ABET programmes and more advanced programmes.

The following section examines the material used by educators and learners in the classes.

4.1.8 Manual and guides



From 3.1 - 3.3 of the questionnaire an insertion of N/A (not applicable), which the researcher did not include, was inserted by 80 % of the respondents, whereas the remaining 20 % wrote no for each of 3.1 - 3.3.

- (3.1) Do the manuals and guides correlate with ABET syllabus?
- (3.2) Do teachers attend workshops to learn more about ABET manuals and guides?
- (3.3) Do these manuals integrate the four skills of a language?

The current curriculum changes the concept of syllabus to unit standards. Acceptable unit standards are indeed needed universally to maintain the standards of learning.

4.1.9 Give reasons for your answer in 3.3

- (a) Materials should be according to learner's daily lives and relevant to their work or home situation

Outcomes of the learning materials or manuals must make sense to adult learners.

- (b) 30% of the respondents indicated that they did not have the capacity to develop materials, which shows that there is a need for training in material development.

The development of learning materials should be amongst the prerequisites of educators' training. I believe that ABET educators' lesson plans are in themselves material which can be made available to authors to help them write and publicise their books.

- (c) 30% of the respondents maintained that the attitude of ABET educators towards their attending classes is positive, whereas 10 % were uncertain about their attitudes.

There is a tendency amongst some educators to bunk classes. This is not acceptable. All educators have to be committed to their work.

- (d) 30% of the ABET educators' attitudes towards the curriculum is positive.

Most of the educators who were previously teaching in the primary schools find the transition to teaching adults difficult. Those who are also novice educators find it difficult to teach adult learners. It is discouraging to note that in all the schools, both formal and non-formal, there is no educator induction. New and inexperienced educators fresh from ABET certificates and related training without Didactics, are allocated to teach ABET classes. It seems as if the sector is either undergraded or taken to be easy.

- (e) 80% of the respondents pointed out that ABET is associated with night schools in the community whereas 20 % do not associate it with night schools.
- (f) 80 % of the respondents indicate that the attitude of the community in the education of adults is positive; 10 % indicated that it is negative whereas 10 % indicated that they are uncertain about the attitude of the community to the education of adults.

It is important to note that the communities need to be developed. Educators of ABET should be loving and caring but in particular they should be qualified to teach in ABET classes.

4.1.10 What is the attitude of the society to parental involvement in the education of their children?

(a) 100 % of the respondents are uncertain about the attitudes of their society to this issue

It is important that in their teaching, educators should encourage parents to review their attitude towards the schooling of their children because parents have the keys to their children's' curriculum and its implications.

4.1.11 This is another open-ended question wherein the respondents gave the following comments about the facilities in their community.

Water shortage

Electricity shortage

Under-constructed roads

Shortage of accommodation - use present existing buildings

Water fetched from afar by women, e.g. from rivers

Bridges are cracked

Houses are unsuitable

No transport

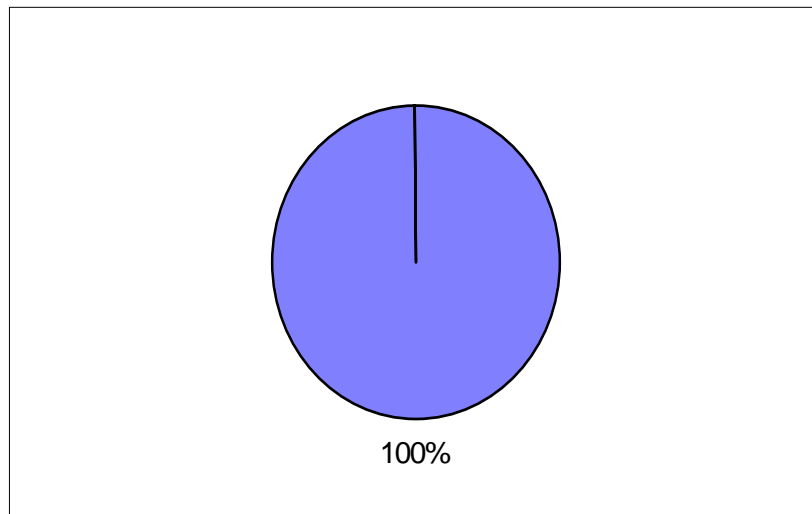
No telephones and faxes

Far from post offices

Uneven and slippery roads.

4.1.12 Assessment

(a) On the question of Assessment, 100 % of teachers are giving weekly written work



(b)	ASSESSMENT	PERCENTAGE
	Reading assessment daily	10 %
	Reading assessment weekly	10 %
	Reading assessment monthly	60 %
	During exams and when a need arises	20 %
	TOTAL	100 %

(b) On the question of how often the educators gives listening assessment, 0 % ticked daily, 20% weekly, 30% monthly and 50% ticked other and specified when the need arises.

**(d) INTEGRATED SKILL (Writing, Listening PERCENTAGE
Reading and Speaking)**

Not ticked	80 %
Monthly	10 %
When a need arises	10 %
TOTAL	100 %

Section C

4.1.13 National Qualification Framework

4.1.13.1 The following table illustrates the type of examination written by ABET learners

EXAMINATION	PERCENTAGE
I.E.B.	30 %
CENTRE	50 %
DoE	20 %
ASECA	-
SAQA	-
TOTAL	100 %

4.1.13.2 How do you assess and recognise prior learning of ABET learners

(a) 30 % of the respondents pointed out that the I.E.B. recognises ABET learners' prior learning whereas 30 % maintain that the centres recognise ABET learners' prior learning and 40% doubted their understanding of the concept of prior learning.

Outcomes Based Education. They are still concerned how they will allocate marks for learners if they did not write a test or examination and therefore allowing them to mark. Support services and in-service training courses can help the educators who are in this dilemma to upgrade their assessment skills. To sum up this process, the need for proper training in the Didactics and assessment of ABET should be stressed.

4.1.13.6 Comment on how you have benefited others

- (a) Trained most trainers
- (b) Trained most learners and tutors in various provinces and regions

4.1.13.7 Comment on what you would need to be added in this training

- (a) Research on post literacy materials & development
- (b) Research on indigenous literacy
- (c) How to assess prior learning
- (d) How to draft a business plan

4.1.13.8 Comment on how you can benefit others through this training

- (a) Encourage them to look seriously at OBE and its implications. To link ABET with skills training.

4.1.13.9 Give relevant topics for ABET learners

- (a) Literacy level 1

Communication in mother tongue

Introduction to numbers

English second language and approaches to learning ESL

(b) Level 2

Advanced stages of the above, but excluding or minimising use of picture codes.
The course will assist learners to be able to establish and maintain relationships with others in various contexts.

(c) Numeracy Level 1

Simple Maths in Problem solving

Understanding the numbers system, numerical signs, measurements and weights.

(d) Level 2

Problem solving involving addition, subtraction, multiplication and division of whole numbers and relating fractions; decimals, percentages.

(e) Level 3

Trigonometry, Algebra and Geometry

(f) Communication (all levels)

Language: Linguistical skills. Reading and Writing simple sentences, Filling in forms, Speaking and Listening

(g) Integrated Science

Creating understanding of stages of development in a variety of things including cycles, interdependence with each other and with the environment.

(h) Self-help skills

To have a clearly functional skill in a certain trade e.g. sewing, welding, carpentry, building, plumbing; etc.

Currently, most researchers find Level 1 to be as the main need in education. They therefore prefer to fund that level. It is discouraging for adult learners who have completed level 1 to be ignored simply because they can now hold pens and write their names. If they are not funded to do level 2, 3 and 4, as it is the case now, there is a possibility that they may forget to read and write because everything needs practice. Without practice the high rate of illiteracy may not be reduced. There is therefore a need for an institution or school which should take up the other levels of ABET and post ABET levels, for which this study coins the term AFET for Adult Further Education and Training. There is evidently a gap in the National Qualifications Framework which ignores post ABET programmes but considers post-grade 7 levels as FET. This study already uses AFET because there is a need for its inclusion in the National Qualifications Framework in order to afford ABET continuity as well. Other programmes use ASECA (A Secondary Curriculum for Adults) to replace AFET but this is not the Department of Education's initiative. The Department of Education should initiate a post-ABET.

4.1.13.10 Comment on possible duties of the practitioners

To manage the educational and training facilities and programmes.

4.1.13.11 Comment on conditions of centres

Flexibility allowed to all learning groups depending on availability of facilities and demography of a particular village.

Most centres are not suitable for education, e.g. churches.

Most structures need renovations.

Most centres need paint and minor repairs.

Some attend classes in garages.

Some attend in crèches and pre-schools.

4.1.13.12 Comment on books used by the centre

Prolit materials

Molteno

Operation Upgrade
 Litsa Materials
 Maskew Miller and Juta materials
 UNISA
 No books

It is regrettable that the Department of Education in Limpopo has seven regions according to the Department of Education demarcation during the completion of this research but that to date no ABET book has been developed. There is an urgent need for a commitment by the Department of Education to provide materials for ABET providers or ABET centres.

4.1.14 To which ABET Association did you affiliate?

ASSOCIATION	PERCENTAGE
NLC (defunct / demised)	-
ABET Council	10 %
NOPAPA (merged with AETASA)	-
NOPAPA - AETASA	50 %
Not Ticked	40 %
TOTAL	100 %

There are quite a number of ABET associations but they do not seem to take the interests of the sector they represent seriously. To date the conditions outlined as problems and the status of ABET have not improved. There is a need for a commitment by these stake holders to take ABET seriously.

4.1.15 Summary

The responses to the questionnaires completed by ABET educators and centre managers with regard to the teaching and learning of ABET in the Limpopo

Province; demonstrate that ABET delivery and educators' skills still need to be improved.

4.2 FINDINGS

4.2.1 Findings with regard to problems of illiteracy, reading, writing, speaking and listening skills.

This study reveals that illiteracy causes parents not to see the importance of sending their children to school. Illiteracy disables parents from sending their toddlers to pre-schools / crèches. It also means that parents cannot assist their matric children. This problem of illiteracy was found to be aggravating the abuse of children by parents and the harassment and abuse of women by men. It also increases the numbers of the street children and commercial sex workers.

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.

In addition to the problems identified in chapter one, this study reveals that since adult education is treated as non-formal, its' status is regarded as inferior or as a poor cousin or step child by some stakeholders.

The mere fact that adult education is still treated as a second class field of study in which educators still teach in the morning and also teach at night means that adult education will never explore training and development, effectively unless changes in day and night shifts are effected. The final draft of the Director: Adult Education and Training : Policy for Adult Basic Education and Training (October 1997:41).

4.2.3 Redeployment of school teachers to ABET

The Ministry will explore the link between the right - sizing of the teaching corps and the development, planning and implementation of national ABET

programmes. The re-deployment of school teachers to ABET will preserve the investment in the human resources of the country. This will require re-orientation training in adult education, principles, philosophy, values and teaching / facilitation methods. The multi-year implementation plan must make provision for this.

Although the National Policy makes a series of important statements about proposed ABET delivery in terms of redeployment of teachers, this does not exonerate tutors who aspire to be involved in ABET centres from training, when the National Policy is in the process of being implemented.

The responses to the questions made it evident that the primary consequences of the tutors lack of integration of skills when teaching, namely speaking, writing, listening, reading were not emphasised or did not form part of the teacher training programmes. It was also revealed that quite a large number of ABET educators and centre managers do not know their job descriptions. Some of these issues ABET students from Unisa have reflected in this chapter, which should assist the Department of Education to address the roles of their employees.

In the light of the responses to the questionnaires it also became evident that there are numerous problems that are prominent in the teaching and learning of communicative skills and Outcomes-Based-Education and Training to ABET educators. The findings are that there are skill problems that are associated with the implementation of the curriculum; learning programmes (syllabuses / syllabi); the attitude adopted towards learning at an advanced age; the problem of the approach of teaching ABET (literacy and numeracy alone); materials development; assessment and accreditation.

It is therefore of vital importance for tutors and learners to be prepared for the new system of education which leads to education for survival and education for self-reliance; which through skills training may eliminate illiteracy, unemployment and reduce the poverty rate in the next century. The implementation thereof is explored in the previous chapters and guidelines are explored in Chapter 5 of this study.

4.2.4 Focus groups

Focus groups or group interviews are presently gaining popularity among social scientists (Fontana & Frey in Makhanya (1997:110)). Focus groups, which are intensive in their objectives, are a workable option for this research project because they promote self-disclosure among the subjects who participate in the project. Focus groups are good tools for tapping subjects' experiences and perceptions, because they allow the researcher to explore the participants' feelings in depth.

Smith (1954:59) in Makhanya (1997:110) defines group interviewing as limited to those situations where the assembled group is small enough to permit genuine discussion among all its members. This method is seen by the researcher as useful in gathering data on the research problem - such as that on the empowerment of educators - which is not easily accessible through conventional interviews directed at individuals. This type of research tool enables the gathering of data greater depth and provides more detail on educator empowerment. Focus groups could not have been replaced by other research methods because of the intricate nature of the reality, of the empowerment of the teacher that has been investigated.

The following sections will describe the procedure which was used and justify the use of the sample of respondents and the problems associated with inadequate capacity and disempowerment and lack of support for adult basic educators in this study.

4.2.5 BACKGROUND TO CASE STUDY OF THE FOCUS GROUPS

It was noted in chapter one that ABET delivery in South Africa has always been problematic. Its position is still non-formal, and there is little coordination on the national level with regard to ABET policy, the Government Gazette, public administrative measures (PAM), and the four-year implementation (multi-year implementation plan) documented by the National Department of Education. (Department of Education (1997:23)). Most of these problems were caused by

ABET's marginalisation.

This study attempts to address these old issues which are, sadly, very much still with us. It is thus concerned with asking those still very relevant questions about ABET, the curriculum, curriculum implementers (viz. teachers, tutors, facilitators and new learners) by using the dialogical and reflective approach.

The shift towards this approach to teaching and learning is certainly foreign to most voluntary ABET educators or curriculum implementers.

Although the researcher recognises the similarities to many curriculum researchers who have also relied on a dialogical and the reflective perspective, the researcher proposes to re-examine curriculum issues from an outcomes-based point of view, which is proposed and supported by the National Department of Education in South Africa.

According to the policy for the ABET Final Draft (Department of Education (October 1997)), the training and orientation of ABET practitioners (educators, trainers, education managers, curriculum and material developers, fieldworkers and coordinators) at all levels of the system should focus on the outcomes, unit standards, knowledge, skills, attitudes and values needed to implement ABET programmes. Teacher education, including the professional education of trainers and educators, is one of the central pillars of a national human resource strategy, and the growth of professional expertise and self-confidence is regarded as the key to successful teacher development. It is also now accepted as a national priority that recognition of prior learning should be given to, among others, ABET educators and practitioners.

At the time of the compilation of this study, ABET officers, regional coordinators and 600 ABET role players, both employed and unemployed, were trained for one week in a Project Literacy approach to adult teaching. Even so, intensive in-service training such as that described in this study is still needed because such a short training course cannot instil effective methods of teaching the reading, writing, speaking and listening skills to adult learners.

Delay in implementing the ABET for which educators were trained parallels the inadequacy of delivery in provinces, regional, district and circuit offices and the difficulties in reaching the ABET centres levels where adult learners should receive such tuition. Teachers who have been trained in new approaches often become deeply frustrated because they become aware that their way of teaching and assessing does not fit the new model. They therefore become only too aware of their lack of training in the new methodologies.

In his preface, Francis in Malale (1996:57) draws attention to similar problems which have arisen in the United Kingdom as a result of a lack of educator INSET training. In his book, *What's wrong with the national curriculum*, he mentions that few departmental officials did much to execute the work for which they were responsible. He points to the benefits that accrue from the promotion of a comprehensive and consistent policy implementation.

If one examines the statistics as exposed in Chapter 1 and sees just how few adult learners currently attend classes and what the budget allocation for ABET is, one may assume that ABET is still low on the list of the government's reconstruction priorities. This is a situation that needs to be addressed.

4.3 SOME PROBLEMS ASSOCIATED WITH ABET IMPLEMENTATION

The following deficiencies which were exposed in Chapter 1 are associated with inadequate ABET implementation at all levels. There is a lack of adequate documents to supplement PAM by describing in detail the roles of senior officials, supervisors (centre managers) and ABET facilitators, detailed clarification of accreditation and assessment procedures of adult learners' learning programmes, learning areas policy, funding for ABET delivery policy for centre managers, a provincial assessment programme for Levels 1 to 4 developed materials, stationery and facilities in centres in rural areas as well as of human resources for material development

In the following section, the researcher will identify the structures that could enhance ABET delivery in the province under the guidance of the Department of Education.

4.4 STRUCTURE FOR ABET PROVISION

Most of the problems that affect ABET delivery are the result of a lack of practitioner organisation. ABET practitioners are not members of a union such as school teachers have in the South African Democratic Teachers' Union, (SADTU), Professional Educators' Union (PEU), Suid-Afrikaanse Onderwysers Unie (SAOU) and COSATU. Because ABET practitioners are not members of a union, and ABET is only represented by stakeholders, ABET practitioners are never able to address 'bread and butter issues' in the way that trade unions do. The ultimate effect of this is that ABET delivery is flawed and unsatisfactory in many different ways.

Because vital issues and grievances in ABET delivery have not been properly addressed or remedied, the following serious defects in the ABET delivery field remain unresolved:

Tutors are paid their salaries either annually or bi-annually (this is extremely demotivating for people who are often struggling to obtain life's basic necessities). The provision of teaching and learning materials is either extremely unsatisfactory or (in some cases) non-existent.

Few infrastructural resources exist in the ABET delivery field (many facilities are either loaned or donated by well-disposed donors or sympathetic observers). The in-service conditions, which apply to educators, are extremely unsatisfactory. There are no adequate guidelines for teaching in ABET centres.

Some of the problems identified in this study have motivated Unisa ABET students to organise themselves: the final straw for them was their realisation that the South African National Literacy Initiative (SANL) only deals with non-governmental (NGO) issues. The Limpopo Province ABET Practitioners Association was established in 1996. This structure constitutes the executive arm of the ABET council, which is the DOE structure. NOPAPA (Northern Province Practitioner Association) and AETASA (Adult Educator Training Association of South Africa) were launched in Limpopo Province on 24 October 1998, with the purpose of

developing educators regarding how to set standards and how to assess prior learning for purposes of recognition.

The demise of the National Literacy Cooperation (NLC) gave NOPAPA a larger membership, with members even coming from NGOs and the private sector. This gave ABET practitioners more opportunities to meet and to express their views. At the time of the compilation of this research, the two organisations were not popular within the Department of Education circles because their objectives are not clear as to which target group are they addressing.

The researcher has identified the following problems. ABET practitioners are deficient to a greater or lesser extent in:

- administrative, management and organising skills
- drawing up assessment guidelines
- facilitating learning (managing group dynamics, probing, leading, eliciting, direct
- teaching, selecting, adapting and preparing and developing materials)
- needs analysis (finding out the learning needs of the defined group)
- assessment (planning, placements, formative and summative assessment)
- learning experience design (the selection, use and design of learning activities)
- learner support (guidance and counselling, monitoring, referrals)
- administration (record keeping, the organisation and management of learning events,
- reporting, logistical support, registering learners for formal assessment, recruiting)

There is also no regional or district assessment unit

4.5 ADVANTAGES OF FOCUS GROUPS IN THE CASE STUDY

The advantages included first that these focus groups provided scope for probing, which would not have been available in quantitative studies. Second, they were

cost-effective because they were all conducted at specific centres during working hours. Third, the hours extended on these focus groups were extensive, which shows that these focus groups were conducted with great care. Fourthly, participants in the focus groups actively discussed the topics asked of them because of the security they gained from being in a group.

4.6 DISADVANTAGES OF THESE FOCUS GROUPS

Problems presented by these focus groups included the fact that some participants were dominating others. Some of the participants were worried about the many approaches which are introduced at once in ABET classes, including OBE. However, the advantages of focus groups far outweighed the disadvantages.

In order to address the many approaches which are used in ABET the following methods were used to allay frustrations amongst educators.

Firstly, ABET educators were introduced to reflective teaching, interactive approaches and case studies.

Secondly, focus group discussions were held to stimulate reflective teaching and the cross-fertilisation of ideas.

Thirdly, supervisors and educators were surveyed so that their perceptions of ABET teaching practice and administration could be fully understood.

Fourthly, as part of the reflective training intervention, an adult centre was established where practitioners could observe, model and practise their reflection.

4.7 THE ESTABLISHMENT OF AN ADULT LEARNING CENTRE AS A FORUM FOR TRAINING PRACTITIONERS

For the purpose of this study, the researcher initiated the DOSGALP which stands for Domestic Servants and Gardeners Labourers and the Poor project in 1997 in order to put her ideas into action. The DOSGALP Centre was ultimately inaugurated on 8 April 1997. Three centres of this project are now located in the

Baptist Church, the Methodist Church and the Tzaneen Technical College. The Baptist Church houses 46 learners, the Methodist Church also has 46 learners, and the Tzaneen Technical College accommodates 50 learners, which makes a total enrolment of 142 learners at the time of writing. A sample of practitioners was selected from practitioners who lived in the district, in areas such as Flora Park for the Tzaneen Technical College, Sentra Park and Minitzani for the Methodist Church, and Aquapark for the Baptist Church. To date in 2003 approximately 650 learners have benefited from this project and one of them has also completed an ABET Certificate.

The following steps had to be considered and implemented before the centre could be established:

- the detailed planning of the ABET project
- describing the roles of the project workers
- decisions on how to keep records and forge valuable links with the community (which included employing members of the community and contacting leaders, councillors, the mayor)
- decisions about how to transform disorganised ABET practitioners into well-organised ABET practitioners
- employing outsiders to evaluate the running of the centre
- implementing methods acquired in studying the Unisa ABET Certificate
- inculcating learning as a social activity amongst ABET learners
- identifying and examining curricula for ordinary youth, out-of-school youth, adults, men and women, and employed and unemployed learners
- exploring materials development for domestic workers and the gardeners' learning project
- understanding the paradigm shift from traditional ABET delivery to more recent ABET delivery
- endowing a model centre for observation of the practice of ABET certificate learners, as well as learners of the Advanced Diploma at a tertiary level
- introducing In-house Training in ProLit, ASECA (the training provided through Department of Education by cascading-the ABET officers were trained and

they trained the ABET educators so that they can teach adult learners), as arranged by the Dosgalp Centre

The in-house training takes place at the centre on days when tuition is not taking place. It aims at engaging practitioners in the exercise of self-reflection, and its purpose is to develop a model for Unisa ABET students to observe and practise their teaching in the newly founded centre. Participants were also encouraged to recruit labourers from neighbouring firms, factories, farms and rural areas.

Thabo Mokoena's video cassette, which was compiled by the Unisa ABET Institute, was used during in-house training and in the ABET Certificate and Advanced Diploma, as well as DOSGALP classes to encourage educators to reflect on their own practices and to encourage teaching techniques and strategies that might improve teaching skills. The cassette assisted in complementing the methods educators were using in their curriculum. The following curriculum is used by DOSGALP.

4.8 The curriculum of the DOSGALP centre

The curriculum of the Tzaneen Domestic Servants and Gardeners Learning Project includes the following programmes:

- Adult Basic Education and Training (ABET): Literacy Levels 1 – 4,
- A Secondary Curriculum for Adults (ASECA): Levels 3 – 4 which is presently replacing AFET. The National Qualifications Framework according to the researcher's need to put in place AFET to provide for post-ABET programmes.
- Skills training
- Early childhood development (Educare)

What follows is a description of the basic learning areas, their level equivalence, and the grades to which they correspond

Basic learning areas (subjects)

Level equivalence	Learning areas	School grades
1	Literacy Numeracy Home management and cooking Social and life skills	Grade 2
2	Literacy Numeracy Communicative English Home management and cooking Social and life skills	Grade 5
3,4	Mathematics Languages Natural Sciences Home management and cooking Social and life skills Social sciences	Grades 7 and 9

The following section will explain some of the training interventions which take place at the DOSGALP Centre.

4.9. TRAINING INTERVENTION TO INDUCE PRACTITIONER REFLECTIONS

In order to train practitioners in the process of reflective teaching, the following strategy was considered useful for exploring the extent to which reflection and reflective teaching underlie good ABET practice.

In order to achieve this aim, a group of Unisa ABET students were introduced to the DOSGALP Centre and the following training interventions were introduced:

4.10 TRAINING FOR REFLECTION

Between 1997 and 2003 the Unisa ABET group successfully started practice teaching and observation in the centre, thus putting into practice the aspirations which were foundational to the formation of the centre. The researcher then gave participants some questions to reflect upon.

As part of their training in reflection, students were encouraged to reflect, individually, and then in small groups, on:

- a video which showed examples of good and bad teaching (this video formed part of the ABET Institute teaching package)
- lessons which had been presented by other practitioners at the project centre (There is a DOSGALP video for educators' presentations, which will be submitted together with this thesis)

These reflections were followed by focus discussions, the content of which will be discussed in a subsequent section. The use of reflection for improving standards of teaching practice is rapidly gaining momentum in education. (Chapters five and six will examine the importance of reflective teaching.)

In accordance with recent research, the researcher assumed an interventionist function by facilitating the usefulness of these approaches for educators. Educators were required to reflect on the various roles and practices of ABET educators.

A guide was then formulated for the student participants, who were then required to observe and reflect in terms of the following questions and instructions:

Comment in three sentences about the teacher's strategies in an ABET class.

What could you do if you were an ABET education specialist

for practitioners?

for adult learners?
for supervisors?
for the community?
for others (specify)?

- Comment about anything that might make ABET more meaningful.
- Describe something special that you are doing at your centre.
- Compile a lesson plan in the learning area which you are offering.

What follows in the next section is a brief summary of probing questions and comments which the researcher made to the focus groups and the responses.

4.11 A SUMMARY OF STUDENTS OBSERVATIONS AND REFLECTIONS

(a) Comment about the teacher's strategies in the ABET class

The students saw the importance of placement tests and keeping records of learner's profiles. They also maintained that in order to encourage the actual attendance of learners, educators should teach income generating skills and teach learners relevant topics for mature people. They also mentioned that educators should use a variety of methods to reach learners. They reckoned that if educators could be taught not to humiliate adult learners but rather to develop them by empowering them with skills with which they could help themselves, then learner would also be capable of assisting their children.

WHAT WOULD YOU DO IF YOU WERE AN ABET EDUCATION SPECIALIST?

For the practitioner

The students have identified some of the following problems and suggested possible solutions:-

- Lack of meetings, lack of courses / workshops and inadequate qualifications of educators
- They feel that regular meetings of once in three months may help in order to induce problems of educators. They reckon that proper guidance and encouragement motivates the teaching learning situation. They make a storm motivation that educators with ABET Certificates should teach at ABET centres because they are properly qualified to teach. They wish to see adult educators receiving training on how to deal with the learners. A good relationship between the regional, district and provincial managers is encouraged for the establishment of centres.
- Some students take it as the educators' responsibility to attend ABET lessons Every day; prepare lessons in her daily preparations / workbook; divide learners into small groups so that they can share ideas: assess them daily, weekly, monthly; respect them and request learners to recruit other learners.
- They also feel that circulars and important brochures should reach educators. Their problems should be attended to and they should receive their monthly remuneration.

They believe educators should have learning programmes; time tables; and should form partnerships with nearby project centres so that they can improve.

For supervisors / centre managers

The respondents regard the following as important for supervisors / centre managers; that they should:

- hold regular meetings
- plan on how to run workshops
- draw up a year programme
- nominate a working committee

- arrange workshops, educational trips, organise community and learner's meetings
attend courses
- aim at transparency and democracy check tutors' work and keep the records up to date always
- be regular attending and punctual]
- call regular staff meetings
- be permanent
- encourage ABET practitioners to register with Unisa (ABET Section)
- encourage supervisors to work hand in hand with educators
- ensure that every tutor signs the time book

For adult learners

These students argue that the following actions could be carried out in order to improve ABET delivery; the learners should:

- hold meetings
- visit and discuss issues of life in general and the importance of attending ABET classes
- be taught self-help skills as well as income-generating skills
- learn reading, writing, speaking and understanding (listening) skills
- be accredited for what they have learned
- respect one another
- share problems and discuss them with the aim of finding possible solutions
- be taught how to start small business projects, manage and evaluate their progress
- teach women their rights and how not to be subordinates to their husbands
- not be humiliated
- remember that although they are illiterate, they have something to share

For others (specify)

Some ABET students responded that if they were Education Specialists, they could request employers to sponsor some ABET projects, provide further training to those who trained for job-related skills, employ them and give loans to self-employed people.

Some maintained that, they should create employment for the youth and try to help them with ways of making a living, e.g. explain how they could start a small business. Some regard community development as important. Projects like gardening, old age homes, health care, day care centres, pre-school literacy should be established to assist community members, depending on their ages.

Some students were very worried about men, particularly husbands who leave their homes because of unemployment to go and work in Johannesburg. They wished that projects enhancing self-employment, like brick-making, fence-making and building, could create jobs for them.

What could make ABET more meaningful?

The respondents argued that motivation, effective teaching, skills training for jobs, discussions with the community through churches, civics, schools and community centres are all very important to make ABET more meaningful.

They maintained that adequate learning materials should be supplied; educators could be trained; extra hours be added to literacy lessons; learners be assessed and accredited; training centres be built for manual skills.

If training could be provided to males to plant vegetables and to females to make doormats using old plastic bags and selling them to raise funds, ABET centres might survive.

After looking at a video package concerning Unisa ABET, they devised lessons according to the topics of interest. The following were also identified regarding lessons:

- teacher / educator - uniqueness in lesson design

- Duminy terminology of Didactics is used
- Learner participation is encouraged - which is a sound approach

Didactic principles are followed:-

i.e. from the known to the unknown
from the simple to the complex

Some showed their detailed exposition of content through taking various steps; which shows that the cassette had a bearing on reflective teaching.

The following section provides a detailed record of respondents:

A.	NAME OF STUDENT	STUDENT NO.	CIRCUIT	HOME
	Mkhabelle N.B.	7016-542-14	Ritavi	Dan

Comment in three sentences about improvement of the educators' strategies in ABET class

Checking the progress of the learners every time will help the teacher discover what learners know best and where they lack, this will help the improve his / her strategies.

What would you do if you were an ABET Education Specialist?

For practitioners:

Have a meeting with them maybe once a month to check on their progress and try to listen to the threatening problems from them and see to it that together we work out solutions.

For Adult learners

Have a meeting with them only maybe once a month and try to analyse or detect what makes them feel they are not benefiting during their period of

learning. This will help to discover new problems and improve on some strategies.

For supervisors / centre managers

Meet them maybe once in two months to check the reports they write while supervising, this will also help me identify problems so that they can be solved and also devise means to improve strategies with their help.

For the community

Meet the whole community maybe once a year and try to find out if they really appreciate what ABET is doing for them and what more they would like.

For others (specify)

Business people and other employers.

Speak to the above-mentioned people and see if they can sponsor some ABET projects, provide further training to those who trained for job related skills, and possibly employ them and give loans to self employed people to establish their small businesses.

Comment about anything that could make ABET more meaningful

If ABET could be shared with the community to let them see how much they can benefit from it so that all those who deem it fit can join.

Something very special I am doing at my centre

Teaching and motivating them to come every day, so that one day they can be trained in certain skills in order to get better jobs. Encouraging them to read and write. Giving them examples from my experience.

B	NAME OF STUDENT	STUDENT NO	CIRCUIT	HOME
	Hlamalani Jane Mbhalati	7016-510-6	Ritavi	Nkowankowa

Comment in three sentences about improvement of the teacher's strategies in ABET class

Teachers must come down to the level of the class in order to make them feel comfortable. They must be well prepared and teach effectively. They must listen to their problems and help solve them.

What would you do if you were an ABET Education Specialist?

For practitioners

I would conduct regular courses, revise with them, and employ simple teaching methods. I will see to it that learning materials are available. I will ensure that effective teaching takes place.

For adult learners

I will visit them, try to motivate them by indicating the importance of education.

I will tell them how and where they can apply their knowledge in the real life situation.

For supervisors / centre managers

I will hold regular meetings with them. I will plan with them how to run Workshops. I will explain to them the correct ways to work with their subordinates e.g. how to handle problems they encounter in the learning situation.

For the community

Through indunas I can call meetings and explain the importance of education and the problems the community faces if it lacks education e.g. poverty, crime and unemployment.

For others (specify)

Youth - Many of our youth are unemployed. I would go to them and try to help them with ways of making a living e.g. how they can start a small business.

Comment about anything that can make ABET more meaningful

If adequate learning materials can be supplied, teachers can be trained and be educated to teach meaningfully. If enough time can be made available, exams be written and certificates be awarded then ABET can be meaningful. The training centre should be built for manual skills.

Something very special I am doing at my centres

I assisted males in growing vegetables to raise funds and for own use. I also assisted females in making doormats using old plastic bags and selling them to the community.

C	NAME OF STUDENT	STUDENT NO.	CIRCUIT	HOME
	Rihlampfu E.M.	7016-543-2	Bolobedu	Ga-Kgapane

Comment in three sentences about improvement of the teacher's strategies in ABET class

First of all the teacher must interview the learners - to be able to know and to group them according to their abilities. The teacher must know the learners' needs to be able to teach them. The teacher and learner must have mutual love and respect for each other.

What would you do if you were an ABET Education specialist?

For adult learners

As an ABET Education Specialist for adult learners, I will visit my centres in my area regularly. My first visit will be for introducing myself to learners so they can know their senior in charge of their education in their area. I will address my learners with love and respect so that they can feel accepted in their learning situation, and they should have confidence in their work. They will also accept me and they will be able to share ideas with me. By so doing they will know that being an adult does not mean you cannot learn and become educated.

I will include adult learners in my year programme to have meetings with them sometimes. At the meeting I will give them a chance to ask whatever they want to know about their learning situation. I will also be able to interview them to know their needs and discuss those needs or problems with them.

These needs or problems will be forwarded to the supervisors' and tutors' meetings for final discussions. These needs can help in the formulation or compiling the adult curriculum.

I will encourage my learners to form the committees which will help in co-ordinating the learners and the tutors. This committee will help to encourage learners to participate in various activities for adult learners like in project exhibitions, attending adult learners show etc. This committee will also help in the arranging of adult learner's educational tours.

I will visit their centres to observe how they are taught. I will intervene in their lessons after the teaching by asking them questions on what was taught, to their answers I will show them that in ABET there is no wrong answer.

This will empower them to learn freely with confidence, because I will be motivating their answers. This intervention will show the learners that they

are involved in education like anybody who is at school. And by so doing learners will be free to express themselves and they will be free to discuss problems they experienced before they should attend classes, e.g. being unable to read the letters from their loved ones, reading the Bible etc.

They used to ask those who are educated to read their letters, which was not good because they read their secrets. Some used to interpret their messages wrongly, and in turn caused confusion and conflict in the illiterate's families. Some cannot keep secrets, they gossip with their secrets.

As an ABET Education specialist I can motivate adult learners educationally to overcome this problem.

For Supervisors / centre managers

If I was an ABET Education specialist, on my year programme, I will make sure that the second week of re-opening of schools, I meet my supervisors to introduce one another. This introduction will help me to know them and their various centres. During this meeting I will address them with love and respect so that we can be united. I shall ask them to help me in drawing up a year programme for our area. By so doing there will be a uniformity in our area in the work.

I shall ask them to delegate members who will assist me in convening emergency meetings, to deliver circulars to centres so that they can get them in time. The circulars should highlight some issues before they are discussed with the tutors or learners. As a supervisor I will arrange workshops to organise educational trips for learners' to organise community as well as learners meetings,

I will encourage my supervisors to attend meetings and courses. And if there is a problem of transport, I shall arrange a means to transport them. I

will try to be transparent and democratic all the time, so that my juniors will be able to help me in the development of this education.

I will advise my supervisors to check their tutor's work and to keep the records up to date all the time. And to be punctual at work so that they can be able to motivate tutors and learners. I will advise them to draw up year programmes with their teachers. I will advise them to call staff meetings where they experience problems with their work. The meetings will also be conducted with the learners to iron out some problems which prevail in their learning situation.

I will advise them to love and respect their tutors, and not to harass them, because those tutors are also adults, they need respect. Those good supervisors are good managers if they are devoted to their work.

For the community

As an ABET Education specialist, I will sometimes hold meetings with different community stakeholders e.g. civic organisations, political organisations etc, to address them about ABET projects.

As an Education Specialist, I will do some research in the community. Through research I will be able to detect community problems e.g. lack of jobs, children who do not go to school, women who do not have nurse girls to look after their children while they are at work. And then I will be able to motivate them about ABET projects, pre-schools etc. Then I can also explain to them the importance of ABET classes and projects.

As an ABET education specialist, when I promise them something about the education of adults, I will try by all means to fulfil my promise, so that I can gain the support from the community. As an ABET Education specialist, I will try to adjust myself or work hand in hand with the community. Because these are the only people who can help me to gather ABET learners. I will inform different community stakeholders about every

activity which needs the learner's participation by inviting them by circulars to attend the occasions. E.g. adult shows, literacy campaign days etc.

I will arrange community days so that they will be able to view what adult learners are doing. By so doing they will be motivated because they will see that their colleagues are really doing something. So, next time most of the community members will become interested and join the class.

I will also attend their community meetings to gain knowledge about different communities which I am in charge of in their centres. And by so doing they will realise that I am also interested in their community and I can share ideas with them.

For tutors

As an ABET Education specialist, I will call orientation meetings for teachers in the beginning of the year immediately after the re-opening of schools. This meeting will be for informing adult learners' practitioners about the work in general, e.g. approaching adult learners, syllabus of adult learners etc.

I will advise them about the planning of the work, to be an exemplar e.g. punctuality, respect, good behaviour, like coming to classes drunk is not good. I will sometimes call meetings with tutors to discuss problems which they encountered during their working. I will advise them to have subject committees in their areas and in their centres so that they can be able to solve problems concerning the subjects they teach and to help each other in improving their teaching situations.

I will advise them to hold workshops in their centre. I will advise them to have examination committees to be able to set common examination papers. I will advise them to arrange courses for their subjects and invite relevant people from other areas to brief each other. This will help tutors who don't know to conduct adult lessons.

Comment about anything that could make ABET more meaningful

My comment is on project teaching in ABET. Project teaching make ABET more meaningful in the sense that many adults are too old to learn reading and writing, and as such they don't see any value to attend classes for basic education.

But when coming to projects, many adults wish to attend because some have knowledge of different skills, only that the knowledge was not developed, e.g. beadwork, woodwork, agriculture, farming etc.

But through ABET classes they are happy because they are given a chance to show their talents by practising what they know. ABET motivates them by awards like certificates to show them that they know the work. This certificates will enable them to get jobs because it is the evidence that they are professional on that job. It is only through projects where adult learners can be attracted because they know that they will earn a living by making things and selling them for profit. And the money they get will be used for supporting their families and for educating their children. Projects can make ABET more meaningful.

Something very special I am doing at my centre

I have arranged with my community to ask all the aged, both male and female, to form a traditional dance group for both sexes. The old aged are really interested because they are going to participate like other people. They feel honoured to do something useful for the community and to belong to each other.

When dancing they enjoy this because they remember those days while they were well strong enough and able to perform everything without pains. Some wear traditional outfits like skins, beads etc. Also these old crocks use to meet and discuss the places to be visited for refreshment. We once visited the Modjadji resort. There our grannies contributed R10-00 per

person, and they bought food with the money e.g. meat, cold drinks and mealie-meal.

They delegated cooks for that day. When the food was ready, they assembled together and pray. After praying they started eating.

While busy eating some of the old men cracked jokes to entertain others. They laughed with joy. It was a very nice day for them. Then I started to realise that what I have done at my centre is very special.

D	NAME OF STUDENT	STUDENT NO	CIRCIUT	HOME
	Mhlongo F.L	7016-605-6	Ritavi Nkowankowa	

What will I do if I am an ABET education specialist?

I will just guide them about how they should work with the learners, to give them courage.

For adult learners

I will first recruit them to join adult classes in order to read and write, I will teach them to work for the community e.g. by planting vegetables and selling for the community. I will also teach them how to knit jerseys, sew floral table clothes etc.

For supervisors / centre managers

If sometimes there is a project, I would like to be the nearest person in order to see things progressing, and give the stakeholders courage.

For the community

I will look at the needs of the community, e.g. water and electricity. If I am just alone I cannot solve this problem, it needs groups of people. So I will

recruit some to join me, here is where we should see to it that develop a plan that will help to solve the problem.

For others (specify)

I think we should start a project that will give others jobs, e.g. Dress making. The first thing is to ask for some donations from businessmen, factories, companies etc.

Something very special I am doing at my centre?

I am giving adult learners lessons on health care issues, family planning and how to work for themselves.

E	NAME OF STUDENT	STUDENT NO.	CIRCUIT	HOME
	Mhlongo M.N.	7016-604-8	Ritavi Nkowankowa	

Strategies of improving ABET classes

Introduction of projects in ABET centres e.g. sewing, gardening etc.
Include relevant topics that will suit their daily needs for use e.g. sex education - this will help them to know what to say to their children (street children projects)
Introduce activities e.g. soccer, netball (this will make them realise that what they are doing is equally important with what is done in normal classes)
Certification - ABET learners must be given certificates after completion of each class or level.

The department must give or provide enough time for the learners.
ABET classes must be conducted in such a way that they will suit all learners e.g. night lessons for those working and day lessons for those not working.
Purchase books for this section through the department.

What to do if I was an ABET specialist

Recommend to the department to make a special budget for the ABET section.

Recommend to the department that ABET practitioners receive their remuneration every month.

Arrange courses in which practitioners will receive help on new methods of teaching ABET.

Recommend to the department to make practitioners' posts permanent.

Encourage ABET practitioners to register with Unisa

To supervisors / centre managers

They must permanently replace the name supervisors with the name principal. Remuneration must be done every month. They, like practitioners must be encouraged to register with Unisa (ABET section)

For the Community

Through the Department meetings with the communities must be arranged. Show them the importance of ABET. Together with the practitioner and supervisors ABET specialists can go out asking for donations to start projects e.g. gardening.

Introduce projects like old age homes. Encourage the community to have day care centres for children under 6 years. Identify ways that the ABET projects can link with other development projects in the community. Together with the practitioners in the community you can identify what a certain community's needs are - then start with their priority.

What I am doing for ABET?

Presently we are not having ABET classes due to problems related to payments.

2002 ABET activities

In 2002 we had ABET activities in our centre. We introduced cooking lessons.

Every learner would prepare a cooking lesson, present the lesson to others practically. We had vegetable gardens. During winter vegetables were planted: During summer meals and ground nuts were planted. We had problems with water.

What did we do that was very special?

We introduced activities like soccer and netball. Learners from our centres played netball with three different centres. We arranged a tour to Kruger National Park, unfortunately the tour was scheduled for 1997.

F	NAME OF STUDENT	STUDENT NO.	CIRCUIT	HOME
	Aletta Modiba	77016-5416	Bolobedu	Ga-Kgapane

Improvement of the teachers strategies in ABET classes.

What would you do if you were an ABET Education Specialist?

For practitioners

I would encourage the department to hire ABET qualified teachers to teach the adults. Teachers with ABET certificates should teach at ABET centres. I would also hold courses with the practitioners to discuss the problems they encounter so that we find means and ways of removing them. Encourage them to work together with adults and help to introduce ABET in their way of life to bring improvement in their lives.

For Adult learners

I would encourage them to attend classes until they get their certificates which would help them to get jobs. Adult learners should not concentrate on writing and reading only. They should also learn Numeracy so that when

they have a project they would work for profit, count and be able to market their goods and make their lives manageable. When adults are learned they will help their kids with homework and many children will no more play truant.

For supervisors / centre managers

I would visit the centres to see what is going on. Try to help solve problems of classes and facilities needed for the improvement of learning amongst adults. I would organise workshops so that practitioners should share ideas and bring improvements in their centres. I would also strive to know much about their problems and even introduce more centres for adults to learn.

For the community

I would come into contact with the stakeholders to encourage them to establish centres in order to take the darkness away. As it is a rural community I would like to start projects which would let husbands not go to Johannesburg but be employed there. They would be self-employed e.g. brick making, fence making, building etc.

For others (specify)

In the rural areas people would like to have electricity, water pipes and improvement in their health. The single parents need to get jobs in order to make life easier and be able to take their children to school. I would like to start projects e.g. carpentry, sewing, cooking including baking, making soaps, vim, polish etc.

Comment about anything that could make ABET more meaningful

Learners should be certificated, not only the adults should be thought of, even the youth need to be considered e.g. teenage pregnancies, AIDS, and the formation of youth groups where they would be taught to look after

themselves, learn much and bring improvement in their communities. Start projects to give people work, and eliminate unemployment. ABET should work together with the RDP. There must be a curriculum for ABET.

Something very special I am doing at my centre?

Before they know reading and writing well I am helping them to write letters to their husbands. We are giving each other advice on how to overcome some life problems. By sharing I learn what I did not know from my learners. I also visit their homes to teach them about health (cleanliness).

I have also taught them about budgeting from the money they get after selling. I also encourage my learners to build their community by introducing the primary health care skills. We are teaching each other problem solving and ways and means of resolving family disputes. I have started a project that will help them generate money and be able to make a living for their families.

By this I am encouraging those who want to start small businesses because they know how to read, write and count. I started also teaching them English conversation. I encourage them to be educated that they will get promotions where they work.

Lesson Plan

School: Magwai Centre
Class : Literacy
Subject : English
Topic : Names of objects and simple instructions
Duration : 30 Min
Date : 16 September

Lesson Goals:

To relax learners

To find out about the background of learners

To find out what learners need to learn in English

To find out what learners thought of the lesson

Objectives:

Instructional : At the end of the lesson learners should be able to name objects and be able to carry out simple instructions.

Educational : To increase learners' proficiency in language use.

Methods : Explanatory, telling, look and say, questions and answer, Pupils' activity.

Educational media: Chart

Introduction : The practitioner will greet the whole group. It is the right time to chat with them about the lesson of the day. Each one will introduce him / herself. Each learner to relax and be free in communicating.

Discussion : The practitioner and the learner will discuss why do people want to know English. They will be able to communicate with the whites and also be able to read and write the language. They will be learning in the literacy class and on their own way make mistakes and be alone in their own class.

Reading : This time it will be learners alone. The purpose of the day is to know names of objects in English. Learners are not worried if they do not grasp everything. Learners will carry out simple instructions, like stand up, come here, open the door, close the window, sweep the floor.

Evaluation : The whole class will be asked if they enjoyed the lesson. Secondly they will be asked what they have learned. And also to tell their practitioners what they want to learn. By so doing they will be expressing their feelings.

Extra work : Learners may be given extra work by going home and practising the names of the objects found in their homes. They may also get some in the magazines.

Conclusion : In conclusion the teacher and the learners will connect all the mistakes and look for new ways of reaching their goal. Each learner may be asked to try talking in English e.g. greeting fellow learner.

G	NAME OF STUDENT	STUDENT NO	CIRCUIT	HOME
	Makgobatlou M. Martha	77009-9774	Bolobedu	Ga-Kgapane

Improvement of the teacher's strategies in ABET class

The improvements of teachers' strategies in ABET shows a progress. If you can look at the learners who were blind previously, now they are no more blind. They do things on their own e.g. they can write, read and do other skills like baking, sewing, brick making etc. This is because of the perseverance and the co-operation of the teacher they have.

If I would be an ABET Education specialist for practitioners?

I will make sure that the practitioner should get a thorough training of how to deal with the learners. I will also encourage practitioners to work hard and also make contact with the area managers and the community if they want to create a project.

For adult learners

I would make sure that the place where learners are attending is well secured. The materials also should be supplied to them. I will teach them about things which can help them to get employed. Things like sewing, carpentry, painting etc. They must also know that those things are services

rendered by the government, so that they must work hard and recruit other learners. Family disputes resolution, primary health skills, parenting skills etc. should be treated in a holistic way. For learners to be involved or to be motivated, as an ABET specialist, you must tell them at the end they are going to be employed.

For the supervisor / centre managers

I would encourage them not to feel inferior about their position. I would tell them that during the periods they must walk class by class to see what is happening. Supervisors must control, lead, organise and plan. Enough materials also should be supplied to them so that it will be easy for learners to study, to acquire knowledge, to earn certificates and to learn for a job. The claim form, timetable, work book etc, should be respected and together with the time of attending, learners must be respected by tutors.

For the community

As ABET specialist I would make research into the needs which the community need. If there are needs for pre-school, literacy etc., the community should be encouraged to attend ABET classes as ABET classes will make them meet their needs. It will also make them free to co-operate and socialise with others about their needs.

Others Specify

Youth should be taught about health care, teenage pregnancy, drugs etc. I must encourage them to attend ABET classes and also to let them know that education is the key to life and they must succeed if they can stay away from drugs etc.

Understanding and co-operation between practitioners, learners, supervisors and tutors together with the community will make ABET more

meaningful for youth, perseverance and socialisation between teenagers will make youth to stay away from drugs. Youth should be encouraged to get involved in sports activities and church to avoid violence or going to the shebeen.

LESSON PLAN

School	:	Semarela Secondary
Subject	:	Economics
Standard	:	Std 8
Date	:	18 September 1997
Duration	:	One (1) hour
Topics	:	Banking
Teaching aids	:	Telling, question and answer and text book methods
Educational Aid	:	Chalkboard
Aim:- General Aim	:	To teach learners about banking in South Africa
Specific Aim	:	To teach learners to know different types of Banks in South Africa
Pre - knowledge	:	The learners already know what a bank is
Introduction	:	The learners were asked what a bank is and to give kinds of banks they know
Presentation	:	Step 1: Functions of different types of banks are given and explained to the learners Step 2: Functions of commercial banks are given and explained Step 3: The point of dealing with bills of exchange is explained
Conclusion	:	Main points are written on the chalkboard
Application	:	Assignment is given as work to be done or written at home

Reference : Economics for Std 8, new syllabus for
1997

H	NAME OF STUDENT	STUDENT NO.	CIRCUIT	HOME
	M.E. Maponya	7016-404	Bolobedu	Ga-Kgapane

What would you do if you were an ABET Education specialist?

For practitioners

Come to school every day. Prepare our lessons. Divide your learners in small groups. Encourage your learners to share ideas, it will help others where they fail to cope with the subjects. Give them monthly tests, mark their scripts and do corrections with them. Give them handouts or textbooks to refer to.

Respect them. Let them know that you are equal. They can help you with something that they know. Ask them to recruit other learners to join them.

For adult learners

Encourage them to come to school. They should respect each other. They should help each other, if someone fails to do his work. To share problems and discuss them and get a solution. To know how to read and write.

How to start a project or small business to earn money for their families. Because nowadays families are headed by women. Empowering them by telling them that it is time for democracy, apartheid is past. You must struggle to do something that can help them with their families. How to run projects and small business. To know the variable cost profit and the selling price. They are no more sub-ordinates of their husbands.

For supervisors / centre managers

To look after the practitioners, see if they handle their learners respectfully, do preparation and encourage them to come to school. Look to see if they

give them work to do and mark their scripts. Check time register if they sign or not. Use their time to teach them. Encourage supervisors to work hand in hand with practitioners. If one practitioner fails to come to school the supervisor should do the work of the teacher.

For the community

RDP workers. Encourage the civic association to call meetings at weekends and address them about night school. Those who cannot write or read or do counting.

For others unemployment. To enter or to join ABET classes. To know how to start a project to earn money for a living.

Marginalised youth. To join ABET classes to further their studies. To study subjects like bookkeeping. For helping those who have businesses, how to manage their projects and to evaluate their product.

Comment about anything that could make ABET more meaningful

Need workshops. To see what other centres are doing. To share ideas. Remuneration every month to those who do the job. Somebody must be in charge. Issuing certificates to encourage learners. Only trained teachers should teach ABET classes.

Something very special I am doing at my centre?

Teaching level 2 Numeracy and reading and writing. Solving problems with learners, those where their husband's do not send money to buy food for their family. Submit claim forms of other teachers. Collect salary for them.

NAME OF STUDENT	STUDENT NO	CIRCUIT	HOME
Serumula M.A.	7016-555-6	Bolobedu	Ga-Kgapane

Improvement of the teacher's strategies in ABET classes

The teachers' must come to class being fully prepared knowing what to do with those adults. They must use different methods of teaching to give the learners the advantage of being able to understand them. They must treat the learners well and equally for motivation.

What would you do if you were an ABET Education Specialist?

For Practitioners

I would assist them in opening many centres so that they can get some jobs. I would supply them with necessary materials to use in their classes. I would take out some circulars which has relevant information to keep them in touch with daily development. Attend every problem they encounter when I hear of them immediately. Remunerate them when they have worked.

For adult learners

Request their tutor to teach them in a friendly manner, not to humiliate them. The learners must be treated as equal members of the class. Give them enough materials to use in their projects like supplying them with machines for sewing, ask for donations at different stakeholders, and with this money, help in building their own adult learning centre which consists of enough facilities.

For supervisors / centre managers

Assist in giving them guidance on how to supervise the centre. A supervisor should come to the centre early, meaning that 30 minutes before the classes begin, to make sure that the classes are opened on time. And also

a supervisor must leave the centre 30 minutes after every class is off, to make sure that doors are closed and locked and to check around that there are no chairs or tables that are left outside.

A supervisor must draw up a timetable so that every tutor must sign on and off. Check if the tutor is present and do not let them (learners) stay in class without attention from the tutor. Feed the tutors and learners with information of about new developments. Welcome them with a smile and good spirit to show them that they must not be afraid to share problems with him. Supply his tutors with claim forms and time and check their mistakes before handing to the area office.

For the community

An ABET specialist cannot exist without the community. The specialist must be in contact with the community, assisting them in opening the centre. He must make a requests to the community in the correct channels. I would make a request to the civic association to show them or to let them show me the place and let them know that there is this type of classes and centres.

Assist the community in recruiting the learners to come to classes showing them the importance of centres.

What could make ABET be more meaningful?

At adult learning centres the adults must be taught skills and projects that could be helpful to their daily lives. Many centres must be established so that learners must come to read and write and again have a knowledge of how to communicate, as it would help them in the moment when looking for a job.

Tutors assist their learners with many things they request of them. ABET can be meaningful if the learners are awarded certificates after they have completed their courses.

LESSON PLAN

Centre	:	Mamatlepa Adult learning centre
Level	:	Level 1
Date	:	27 September 1997
Duration	:	One hour
Teaching aid	:	Chalkboard, charts, pictures
Aim	:	Learners should be able to know and write their names and addresses so that if they are lost any person can be able to assist them. To increase the learner's vocabulary
Pre - knowledge	:	Learners are familiar with names of other people
Introduction	:	Learners will be asked individually where they come from in order to make them feel at ease and have interest in the lesson. Their names and their addresses will be emphasised
Presentation	:	Step 1: Learners will be prompted into giving names of certain places by guiding them and giving names of each ones. The names they are giving would be written on the board.

Maria Mahlane

Bethuel Raophala

Mamatome Kgamedu

Step 2: Every learner would be shown his name as it is written on the board, that is his name when spelled out:

Willy Mothokwa

That learner must be able to say again his name and surname and say the letters of his name: Mothokwa Willy.

Letter: Mothokwa Willy

Step 3: The tutor assists every learner in writing, so that they must not make mistakes. If they finish writing they would repeat several times inside their books.

Step 4: Every learner would be given a chance to write and copy their names, being alone inside their books. The tutor would see inside their books. The tutor would go along checking now as to whether they are copying the correct information, things like writing the letters correctly.

Conclusion : The teacher would give the learner work, that they must write their names inside their books without copying from the chalkboard. The tutor would go around checking they would have written correctly and if not, correct them.

J	NAME OF STUDENT	STUDENT NO	CIRCUIT	HOME
	Maponya M.E.	7016-6404	Bolobedu	Ga Kgapane

LESSON PLAN

Subject : English
Duration : 35 Minutes
Theme: The story of animals
Topic : The different names and functions of animals
Knowledge : To gain knowledge about the different names and functions of animals
Skills : Listening and recording

- Attitudes : Learners discovered things by their own
- Materials : Magazines, pencils, scissors, books for recording
- Structure : Small groups
- Method : Self Activity
- Short term : To know the importance of the different animals
- Long term : To be able to know the purposes of different animals.
- Introduction : The teacher shows the learners pictures of different animals. She places it on the chalkboard and asks them a few questions about the animals e.g. what are these?, what kind of animal do you know?, what kinds of products do you know from these animals?. If they take a lot of time, I will explain to them. This is a cow, pig, sheep, horse, goat, duck, chicken. Today we are going to know the different products from the cow, later from other animals. The cow has more products than other animals.

There are three kinds of products:

Meat

Dairy

Leather

The fourth one is not common, we call it other products that are made from the bones.

- Presentation : Step 1: The teacher writes the names of the products on the chalkboard. She asks the learners to name them according to the categories:
- Meat Products
- Stew meat, mince meat, biltong, steak, sausages, tinned beef, cold meat.
- Dairy products

Cheese, Butter, Margarine, Fresh milk, powdered milk, condensed milk, yogurt, ice cream, sweets

Leather products

Shoes, belts, bags, leather jacket, leather hats, leather skirts

Other products

Teapots, flower pots, cups and saucers, gum, pots

Step 2: The teacher will help them where they fail to name the products. She asks the learners to read them according to their columns.

Step 3: The teacher gives them the different kinds of material as I have shown them above e.g. Old magazines, rubbers, pair of scissors to cut pictures from a magazine for recording what they have cut from the magazine.

Step 4: The teacher tells them to look for pictures from the magazines relating to the products and paste them under each product. Each group will help the writer with the information.

Step 5: While the learners are busy looking at the pictures from the books, the teacher will walk around the tables to see if they are working together or if they choose the correct products, especially on the other products, because it is not easy to differentiate a wood and a bone.

Step 6: The teacher will encourage them to work faster because they are going to compete with their products, those who have

more products will get more marks. It will be another way of assessing the learners.

Step 7: The teacher places her Educational media on the chalkboard where she writes the names of different kinds of products. The teacher will ask one learner from each group to read the names. If she fails, the learners from that group will help her.

From the beginning the teacher will tell them that she is going to evaluate them and give them marks according to the groups. And at the end of the lesson she is going to give them individual attention because they are going to write a short dictation to see if they were participating, all of them. This is to encourage shy learners to be careful about what they are doing.

After this the teacher will paste the four different kinds of products with pictures only. She is going to ask each group to name one from the column. If the learner names the correct one, the teacher writes the name in the book or records it. This will be self activity method, as I have explained the method that I am going to use to the learners. When she has written her products, then they read them and compare with each others, and have explained before they look in the magazines. Each learner copies them in her book. After copying the teacher places another picture of the products. That time they paste their pictures in their books each of them.

The teacher calls one of the learners and reads their products. The teacher gives them marks, those who finished before the others, and those who have more pictures than others.

Conclusion : The teacher removes all the educational media and gives them a short dictation from the three products to write in their books. The teacher wants to see if they were all participating, and see if they understood the lesson or if it was boring or interesting. Questions: write or name three examples of dairy products, meat products as well as leather products. After they have written in their books, she asks: name two kinds of cattle.

The teacher marks their books and gives them marks. She corrects where necessary to give them a chance to look again at their notes and compare. At the same time she will be assessing the second time. The following day they read from the reading books and dramatise the story.

K	STUDENT NAME	STUDENT NO.	CIRCUIT	HOME
	Moremi S.W.	7011-418-8	Bolobedu	Iketleng

Improvement of teachers strategies in ABET class

Group work is important to encourage creative thinking. During the discussion learners assist each other and their views or contributions must be appreciated to encourage participation in the future. Their dignity as individuals must be respected to prevent the problem of drop out.

If I would be an ABET Education Specialist?

For practitioners

I would motivate them to continue teaching adults because to be a teacher or practitioner, is a call from god to serve those who were unlucky not to attend school at their early childhood.

I will also motivate them by organising workshops to update them about the new developments.

I will also visit centres once per month to find out if they have problems in running classes, by so doing I will be in a way empowering them to work hard.

For adult learners

I will organise with my practitioners a day of awards, where I am going to give them awards in accordance with their performance. I will also give each learner a small award for attendance to motivate them.

For supervisors / centre managers

I will visit them regularly and orientate them about their work. Reasonable payment for supervisors and practitioners must be given.

For the community

I will find out what type of community it is and the different needs in that community. If the need is that for jobs I will assist them in starting projects such as adult classes and brick laying, for them to earn a living.

For others (specify)

Youth - I will find out about their needs, the circumstances where they are and what led them to be in that situation, so I will work along those lines mentioned above in order to help them.

L	STUDENT NAME	STUDENT NO.	CIRCUIT	HOME
	Seabi M.M.	7009-952-9	Tzaneen	Ga-Motupa

Comment in three sentences about the improvement of the teachers strategies in an ABET class

Taught not to humiliate adult learners. besides teaching, reading and writing they also train and develop learners and empower the adult learners to understand themselves as leaders.

What would you do if you were an ABET Education specialist?

For practitioners

Give the syllabus according to various levels. Emphasise mutual relationship

Encourage practitioners to prepare their timetable. To form partnership with nearby project centres. To respect learners and my colleagues and observe time and also be responsible.

For supervisors

Encourage the supervisor to maintain the school. To evaluate the work done and give assistance where possible. To encourage the supervisors to upgrade their qualifications to update their knowledge and to promote flexibility.

To be prepared to take all the responsibilities, whether positive or negative.

For adult learners

Prescribe relevant books according to their levels. Try to redress the imbalances of the past by publishing the ministry of ABET to every one in the community. Try to simplify the method of importing knowledge to the

adult learner. Encourage practitioners not to humiliate learners, although they can not read or write, they have something to share.

Recommendation :

As an ABET education specialist I must know all the practitioners, supervisors and adult learners, to see if they work hard in order to improve the standard. And see also enjoyment in classes.

4.12 FOCUS GROUPS AS A REFLECTIVE PROCESS

It was necessary to explore and extend the reflections of the student participants recorded above.

However, for purposes of this study, it was decided to use only a small sample of the participants as part of the focus group discussion.

4.12.1 Selection of focus group discussions

This section is based on the ideas captured in the previous section. In order to select a group of ABET students and educators to participate in the focus groups, the totality of written case studies was arranged in an alphabetical order and out of 60 registered students, and 60 identified ABET centres, every sixth (6) case study was thus randomly selected.

4.12.2 Motivation for the sample and case study

The adequacy of the sample is motivated on the following grounds:-

According to McKay (1987:11) the sample does not pretend to be representative, hence a generalisation of the findings (from a reflective viewpoint) is neither assumed, desirable nor considered possible. According to the reflective argument, the meaning-making enterprise never provides objective generalisable reflection of reality.

Thus, the of validity as used in this study, is not contingent on the generalisability of the information gained, but on a 'negotiated agreement between the social scientist and those they study. (Hughes as quoted in Mckay (1987:111)).

According to Rowan as quoted in Mckay (1987:11), researchers who claim to generalise their findings treat people as static inanimate objects: in so doing they hitch people to measuring instruments and the snapshot obtained at one point in time is made into general truth. The focus group discussions were intended to induce the participants to reflect on what they perceived to be the roles of ABET officers; practitioners; centre managers / supervisors; as curriculum implementers at meso and micro levels; on the lesson presentations by curriculum implementers; and then to suggest ways of improving on these. The ultimate aim was to bring about changes in teachers' own practices, based on their perceptions of what took place in the case studies.

The sample was also considered adequate for the researcher to obtain a sense of the kinds of meanings held by the participants. Since the reflective viewpoint perceives knowledge as emerging from the inter-subjective, dialogical relationship between the researcher and the centres being investigated, it is imperative that the technique facilities self-understanding within the parameters of dialogue.

4.12.3 Focus group topics

In order to initiate dialogue, the researcher endeavoured to explore the students' ideas with regard to their observations of the following:

- Steps to be followed in preparing a lesson
- Improvement of teacher's strategies in ABET class
- What they could do to improve ABET

What their roles as would be:-

Practitioners
adult learners

supervisors

- what they could do for their communities
- what they are doing presently at centres

The issues which were explored in the focus groups were the issues which emerged from the researcher's reading of the cases of the students practising as educators and the researcher's reading of pertinent literature. The categories selected were a result of the priori interests of the researcher and of the topics raised by the students who were practising as educators. The categories were intended to initiate reflection amongst the participants.

4.12.4 Conducting the focus group discussions

The discussions with the students practising as educators took place at Tzaneen Technical College, where the students attend ABET Certificate, Local Government and Advanced Diploma Lessons. The researcher chose to video- record all discussions as an initial attempt to jot down notes; followed by an attempt to reconstruct and transcribe.

Furthermore, the video recording of discussions freed the researcher in order that she might interact with the students in the construction of new meaning without being occupied by note-taking.

The researcher also believes that the video recording of the interview freed her to observe the actual learning centre activities.

4.12.5 Summary

The focus group discussion case studies were valuable for:

- extending reflections
- the cross-fertilisation of ideas

- the subsequent improvement of teaching practice

4.13 GENERAL SUMMARY

This chapter has described the research design. It was intended to show how many methods were undertaken to attain the aims of this research study.

It was hypothesised that if tutors can integrate the various methods of teaching learners skills, proficiency problems can be remedied. If educators are empowered, then implementation of any curriculum will improve. If educators are empowered, then illiteracy will be reduced and as such parents will be able to assist their children and therefore matric results could be improved in the country, in particular in Limpopo Province. The chapter also showed that for the curriculum to be effectively implemented, educators should be well trained. The improvement of education must be a joint venture by all employers. The Department of Education and Institutions of higher learning have the responsibility to improve the teaching-learning situation. This needs much commitment and hard work to effect change so as to improve practices in ABET centres. Every effort should be made to address the changing society in which we live.

The focus groups were created by randomly selecting the cases of 10 Unisa ABET students training to be ABET educators who were engaged in staff development on voluntary basis and also on action research into the Tzaneen Domestic Servants and Gardeners Learning Project (ABET and FET Schools), where these students in the focus group, practice their teaching and conduct exchange visits.

This chapter also set out to argue how, in humanist terms, the process of dialogue and reflection could be justified through participation, observation, interviews and action research. Through the profile case study of the Limpopo province and the focus groups consisting of these learners, meanings are mediated by the researcher.

In order to substantiate the views that ABET practitioners lack the capacity for satisfactory performance; a questionnaire as a means of triangulation was developed to uncover areas of difficulty.

The rationale of this chapter was to cause practising teachers to reflect on their own teaching practices and their perceptions of being supervised in their areas of teaching and learning. By so doing it was hoped that the insights would improve their practice.

The suggestions which the educators and practising educators provided, as well as the questionnaires, expose the strong and weak points of learning centres and the actual practice needed to improve the teaching and learning situation as well as the services of the Department of Education.

The ABET educators can learn much from each other through exchange visits with other centres. They can also learn from reading books in other languages such as English and Afrikaans. The crucial issue of assessment which is still unresolved, namely, that written tests and examinations are often the major or only mode of assessments, should be reviewed owing to the fears and anxiety learners feel and the possible imposition of authority and knowledge on them by educators. Although this study will develop guidelines which assist in educator empowerment, one looks forward to the Department of Education to successfully roll out assessment which integrates oral and written aspects of evaluation in terms of the SAQA standards. Assessment should be redefined to suit and enable the educator's appropriate guidance, for learners to apply their knowledge in real life situations and improve their livelihoods.

It was also evident in this chapter that educators and learners are positive towards ABET and that an alternative approach to bridging the interim curriculum as well as outcomes-based education can complement one another. This approach will be suggested in the next chapter, where elucidation of some guidelines for educator empowerment will, hopefully, correct the present situation.

CHAPTER 5

Outcomes-based education should never be regarded as a magical cure-all for improving current or past educational ills. Dr Helen Van der Horst and Prof. Ria McDonald (1998:18)

GUIDELINES FOR EMPOWERING ABET EDUCATORS: AN ALTERNATIVE MODEL FOR ABET DELIVERY

5.1 INTRODUCTION

Various problems concerning the teaching and learning situation in the ABET sector have been highlighted in the previous chapters of this study. Some of these are based on findings derived from the questionnaires, while some are deduced from the focus groups. It has become evident through the survey that the uniqueness of ABET was disregarded by the National Department of Education in the Republic of South Africa when the curriculum was designed. The fact that a whole range of modules from the General Education and Training band, including the grades modules, as discussed in National Department of Education (1997:2) was devised without modification to suit unit standards relevant for ABET, calls for a discussion of guidelines. These problems also make it imperative for the researcher to formulate guidelines in this chapter to improve the empowerment of educators and provide an alternative model for effective implementation of ABET delivery. The chapter further serves to indicate to readers, in particular educators, academics and the National Department of Education, that every situation has its difficulties and that there are no all-purpose solutions to these problems but merely some underlying principles or guidelines which will, it is hoped, correct the present situation.

The suggestion of an alternative model is a direct result of the findings of the survey in the previous chapter. The alternative model in this study is also suggested amongst others as a response to Pandor (SAPA 29 April 2005)'s concern in her address at the ministerial roundtable on literacy, Eskom Conference Centre, Midrand. She is quoted as follows: "being aware of the many challenges we face, I have no hesitation in saying clearly and confidently that the National

Department of Education on its own, is not able to provide ABET and literacy programmes to the millions of our people who need such programmes." This is regarded by the researcher as daunting and requires a deliberate, well planned joint effort by Government and civil society. The researcher points out that although the alternative model may not be an end in itself, It has become evident that there are challenges in ABET delivery as indicated by the National Department of Education and that the present ABET model does not serve the purpose of ABET and that a joint effort is needed in providing ABET. The model proposed by the researcher focuses mainly on the structuring of the curriculum, though aspects such as the content, concepts, methods and approaches are also important to include in this discussion. The design of this model is an attempt to correct the situation in ABET delivery and also to strike a balance between the interim curriculum and the strongly criticized Outcomes-Based Education and Training to allow, for the successful implementation of Outcomes-Based Education in ABET. A new model is suggested, with the understanding that ABET as a sector should be regarded as a profession in its own right. These ideas will be put forward to suit the uniqueness of this sector. The researcher proposes this model, which if judged worthwhile could enable educators to teach so well that enthusiasm for ABET would be evoked.

5.2 EFFECTIVE MODELS OF ABET PROGRAMMES: A GUIDELINE

In this chapter the researcher discusses models that are intended to serve as guidelines in an attempt to address the findings in the previous chapter. The researcher attempts to address the question why Outcomes-Based Education needs other extra-instructional support programmes: so that coordination, co-operation, consideration and integration can be better implemented. These are seen as critical features in effective ABET implementation. The researcher focuses primarily on efforts designed to promote ABET and to empower educators to be efficient ABET facilitators. The researcher considers the exploration of these facts to be of importance in taking a well-informed decision regarding the models which are discussed in this study.

The models are discussed in terms of the three characteristics of the curriculum: firstly, the Classroom Interaction Model which will assist the educator regarding how to organise the classroom, how to interact with learners and how to present the curriculum material selected using Outcomes-Based Education, either in the conventional curriculum or in an interactive one. Secondly, the Alternative Educator Empowerment Model explores the curriculum as experienced by the educator trainee at UNISA. The researcher considers this model as the most critical aspect of an ABET educator's career path. The discussion therefore revolves primarily around the coordination of the curriculum experiences of ABET learners by the well informed and empowered educator. Thirdly, in-service training policy which, constitutes the design and delivery of instruction as the necessary beginning in moving toward curricular coordination and consistency.

Without an understanding of what a model does, one may not perceive the necessity for the three suggested models that the researcher has alluded to in the previous paragraphs, as an attempt to address ABET implementation. A discussion of some teaching models follows:

According to Brady (Ntsoane 1992:56) a teaching model is a "... blueprint which can be used to guide the preparation of a lesson. On the other hand, Hartly (Ntsoane 1992:56) refers to a teaching model as a didactic perspective, a representation of a situation or an event relating to teaching and learning. According to Bruce (Mafune 2004:1), "models of teaching are really models of learning. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. How teaching is conducted has a large impact on students' abilities to educate themselves." Both writers suggest that the teaching model directs the preparation for and implementation of teaching activities.

Louw (1991:51) maintains that "... all didactical theories culminate in a teaching learning model. The model naturally reflects the scientific preconceptions of the specific didactical theory. This consequence is only natural and logical because a teaching-learning model that does not reflect its theoretical origin is absurd and even irrelevant." This implies that curriculum designers undertake a theoretical

description of the curriculum in order to arrive at a teaching model which will improve the implementation and learning of ABET.

With regard to the teaching model Louw (1991:52) contends: "In the same sense that theory is not reality, so the teaching learning model is not reality. Therefore, the teaching model provides a point of departure for the accountable practice of teaching as in, for example, ABET. Louw (1991:53) further argues: "Should the model not function in particular situations, the model is inadequate and must be revised and reconsidered by the theoretician."

Currently ABET is not embracing "teaching" as discussed by the focus groups in the previous chapter. The researcher maintains that it was beneficial to use focus groups because they provided an honest assessment of ABET delivery at various centres. The focus groups also provided valuable information representing a variety of viewpoints on various issues pertaining to ABET, which would not have been the case with individual interviews. The reason why the researcher intends to introduce a model for effective ABET delivery is that the focus groups requested an improvement in ABET. Participants wanted to see this sector becoming a profession which is treated with respect. The reason why the researcher explores such a model is that in Chapter 1 illiteracy was identified as one of the factors contributing to the high matric failure rate in the Limpopo Province. This factor has been validated by the fact that owing to their illiteracy which was discussed in the first chapter, parents are not capable of helping their children with school work, which they are supposed to do in their capacity as primary educators, nor even to motivate their children, as they probably do not have any idea of what is happening at school. They have therefore delegated the responsibility for their children to secondary educators who are acting 'in loco parentis'. The ABET educators need to be well-informed in order to convey literacy and skills to illiterate adults masses. This will assist those adults to be aware of their rights and to take responsibility for assisting and motivating their children to do their school work. They will also learn to educate their children in other issues, including sex education, personal and community security, rather than allow them to receive frightening and inaccurate lessons from the wrong sex educators.

Pandor (29 April 2005) suggests the establishment of a Ministerial committee which aims at investigating models of mass literacy provision. She suggests that the Cuban model should be considered carefully.

Castro (1961:42) states that since 1959 Cuba massively expanded and, in many respects, transformed its education system. He maintains that the strategy of mass education and technical training, with the island has been afflicted with the same 'diploma disease.' And once inflicted, it has had exceptional difficulty curing the illness. The country has come to be overeducated, relative to the employment opportunities available. The following factors characterise the Cuban education system before Castro's second thought for educating youth as explored by Eckstein (1994:Chapter 7):

- Mass education and technical training
- Overeducation
- A combination of work and study
- Education for all
- The most educated country in the less developed world
- Castro's government, expanded of the free basic education, for all children irrespective of where they lived, how well-to-do their families were, or their race
- Literacy campaign of 1961
- Included massive investments in new schools and in teacher-training
- Access to equal education opportunities for children
- Castro concentrated on the lower levels, targeting poor islanders who previously had received little if any schooling
- Promoted maximum of ruralism and a minimum of urbanism: school/student/faculty ratio in rural areas was better than in urban areas, and a scholarship programme that he instituted benefited more rural than urban children. Eickstein (1994:231).
- Cuba was, from region vantage point, in a good position to send teachers, construction workers and medical cadre abroad
- Schooling in Cuba, serves multiple functions. From the state's vantage

point, it provides a means to socialise youth to officially sanctioned values, a particular concern when a society undergoes a political- economic transformation.

- From the individual vantage point, schooling is typically seen as an investment as well and sorting people for different employment opportunities

However, the following section raises concerns if it also expresses the Ministry of Education in South Africa's yearning for adopting Cuban education system as a whole. The researcher maintains that the ministerial committee should consider important points in a clear and elucidated way to serve as building blocks to South African education system and its new democracy which is entering into the second decade at the time of the completion of this study.

Granma International (1991:8) maintains that Castro no longer did he exhort youth to become ever more educated. The government cut back university admissions, beginning in the late 1980. Granma further states that by the mid 1990s university admissions had been halved. This was in response to the factories and industries which were closing down, and the statement "Can we develop without manual laborers?" and it was politically risky to overeducate children, to raise job expectations that could not be fulfilled".

The researcher maintains that although the Cuban education system started well, the change raises concerns as to which learners will be eliminated regarding admissions to universities. The other concern is that, is this not going to escalate illiteracy which the Ministry of Education in South Africa intends halving.

The adoption of the Cuban model without a thorough analysis and comparison of both country's internal and external environmental scan like demographics may yield for us unintended adverse outcomes. Such information however, will be left out for other researchers to delve into as this study only concentrate on ABET delivery.

However, the researcher aligns herself with Cuban education in upgrading the skill levels of youth for both political as well as economic reasons and a combining of work and study, particularly for adults and out of school youth.

The researcher therefore regards the presentation of a balanced curriculum with a view of differentiation in terms of giftedness and less giftedness as discussed in the previous chapters to be considered. She further maintains that empowerment of educators is a necessity to advantage all the children to have their parents literate as the first educators in the family. The researcher strongly argues that in-service training of educators in ABET implementation competencies is of vital importance. She regards the creation of a well-informed, considered, integrated, corporate and coordinated ABET model as of utmost importance. She points out that for the effective implementation of the proposed model, educators should keep in mind that for education to be meaningful it should directly relate to life and life experience, and to the environment of the intended target learners.

Kamper (1998:86) states that education should not only impart knowledge but also develop useful life skills, instil good moral, cultural and psychological attitudes, generate a spirit of service and a feeling of humanity, awaken people to their full potential as individuals and as groups, and thereby help to develop a whole personality, leading to the development of a healthy society. Mafune (2004:1) points out that when asked to identify the purpose of teaching, many people will respond: "To impart knowledge," "To pass on knowledge to a new generation" The researcher supports two authors and emphasises that educators need to be empowered to provide their clients with meaningful teaching. Furthermore, Kamper (1998:86) indicates that learners are active meaning-makers rather than passive recipients of knowledge, no matter what educators do; and that knowledge itself is negotiated and jointly constructed by teachers and learners. As suggested in the introduction of this chapter, the researcher's aim is to strike a balance between the interim curriculum and OBET. The researcher concurs with Kamper (1998:87):

Dit wil egter nie sê dat tradisionele, vaardigheidsgeïntereerde onderrigtechniek heeltemal gelaat moet word nie.

The researcher concurs with Kamper. She adds that OBET is actually not a new system for original, creative and hard-working educators, particularly those who come from defunct model C schools. Role plays were taught when teaching literature; children were participating; participants in the focus groups state that fear of change only comes about when a new curriculum is introduced with many unfamiliar concepts which cause educators who are not trained to "feel left out and demoralised." Principals and trainers should therefore reinvigorate the morale of ABET educators to foster well-informed, motivated and hard-working practitioners.

5.2.1 In-service training – a guideline for educator empowerment

This study regards the in-service training of educators as an important component of their overall training. The changes that are taking place in adult education in South Africa affect all teaching and learning. These changes necessitate in-service training of educators so that new skills and competencies can be acquired. For such training to be successful and effective, the training methods must be relevant. It is in this and the next sections that an Alternative Educator Empowerment Model (AEEM) will be introduced, particularly to address the existing problems of educators regarding a lack of completion of ABET programmes by ABET learners.

The principle of addressing post-ABET programmes is not currently documented, and therefore this study sees it as essential to establish this model. Although it is presently foreign in this country, it may provoke debates and further discussion in striking the balance between the interim curriculum and Outcomes-Based Education and Training in future.

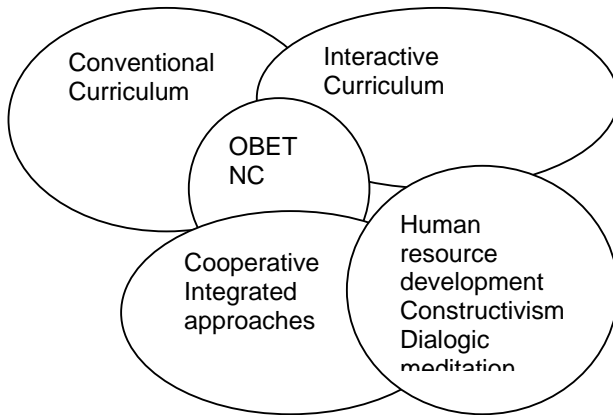
The goal of this model is, in the researcher's view, to present educators and potential educators (with or without matric) with an Outcomes-Based, interactive and reflective approach to the ABET teaching profession which will ultimately provide ABET learners with effective opportunities to learn and succeed. The model will integrate ABET, which the researcher suggests should embrace the current ABET Institute modules, namely, the Contextual Module, the Adult Learning module, the Project Management module and the Specialisation module UNISA Calendar (2005:97). The researcher suggests that a module on

Instructional Technique and Training Practice that are offered by the UNISA Department of Further Teacher Education should be included. The model should also include AFET (Adult Further Education and Training) as the second band of the National Qualifications Framework discussed in Chapter 2 and 3 of this study. The researcher further suggests that if the Introduction to teaching practice, the Adult learner, Instructional techniques and Training practice modules are included in the ABET Certificate and Advanced ABET Diploma by both the ABET Institute and the Department of Further Teacher Education, this will transform ABET into a profession for educators who can teach both ABET and AFET. UNISA Calendar (2005:98).

For potential educators who did not complete Matric or Grade 12, e.g. those who did Level 4 of the General Education Band, the researcher suggests a bridging course within the Recognition of Prior Learning (RPL) Department of UNISA to draw up a job portfolio which includes learners' profiles, all the training and workshops they attended at work, letters from centre managers or employers testifying to their experience and knowledge in order to recognise their prior knowledge and enable them to be admitted to the university. The researcher further suggests that as a prerequisite for admission, the potential students should write a preparatory English test to see whether they will be in a position to excel in the ABET Certificate programme. This will allow capable people who were disadvantaged in the past to access tertiary education. This model needs to take cognisance of and embrace the inequities that exist within our system as a result of South African political past. Student handbook by Rhodes University Education Department (2005:79)

The researcher concurs with the student handbook by Rhodes University Education Department (2005:79) by considering education as one of the most dynamic fields in tertiary study today. It is regarded as the vehicle for transformation of societies characterised by life-long learning notably in the implementation of Curriculum 2005 and its theoretical underpinning (Outcomes Based Education). This curriculum has put the spotlight on education as a discipline for renewed academic and professional research. The researcher considers it necessary for the model to employ both the interactive and the

reflective approaches for it to intersect with Outcomes-Based Education and Training and the conventional curriculum for effective teaching and learning.



In this Model the researcher explores how the interim/conventional curriculum intersects with the interactive, reflective, cooperative curriculum, dialogic meditation, constructivism and human resource development in applying Outcomes-Based Education in the classroom.

The researcher maintains that the interactive, co-operative and reflective theories should be included in the curriculum of ABET because they make pronouncements concerning the way the structure of Outcomes-Based Education and the conventional curriculum can be translated and easily interpreted when teaching ABET programmes.

Jacobs (Glatthorn 1994:38) highlights several models of curriculum integration and several ways of classifying these models, e.g. integrative, while retaining the separate subjects. He describes the ways of doing it: firstly,

- carrying out curriculum teaching in terms of themes and by correlating two subjects so that similar content is taught at the same time. For example, teaching colonial history and colonial literature at the same time in different classes. Or ensuring that students in a Mathematics class are being taught the operations they need for the Science class.

The researcher suggests that this technique can be used in a multi-level ABET class. An educator can teach English (LLC) and Economic Management Sciences together, where a topic such as shopping can be treated. While one level discusses the shopping list, another level may do the budgeting and a third group may plan a roleplay for actual shopping. Secondly,

- Integrating skills across the curriculum (reading, writing, thinking, learning). Some experts call this infusion. One analyses the separate subject guides and identifies ways in which these generic skills can be infused into existing subjects.

This can be used for ABET levels 3 and 4, where thinking is also embraced in teaching. For levels 1 and 2, in which the learners still have to learn how to hold pens and write their names, it may be difficult to immediately engage them in thinking skills, since conceptualising S, as in Selina, is already difficult enough. Thirdly,

- Integrating learning within the disciplines (such as whole language and unified science). Rather than teaching writing separately from reading, for instance, the teacher integrates these two aspects of language arts.

The application of the whole of language arts is regarded by the researcher as a sound method, because at the advanced level 1 learners can understand and learning becomes more meaningful.

Fourthly,

- Integrating informally: when teaching one learning area, occasionally bring in content from another. Thus, an elementary teacher teaching human and social sciences might have the learners read a novel about the period being studied.

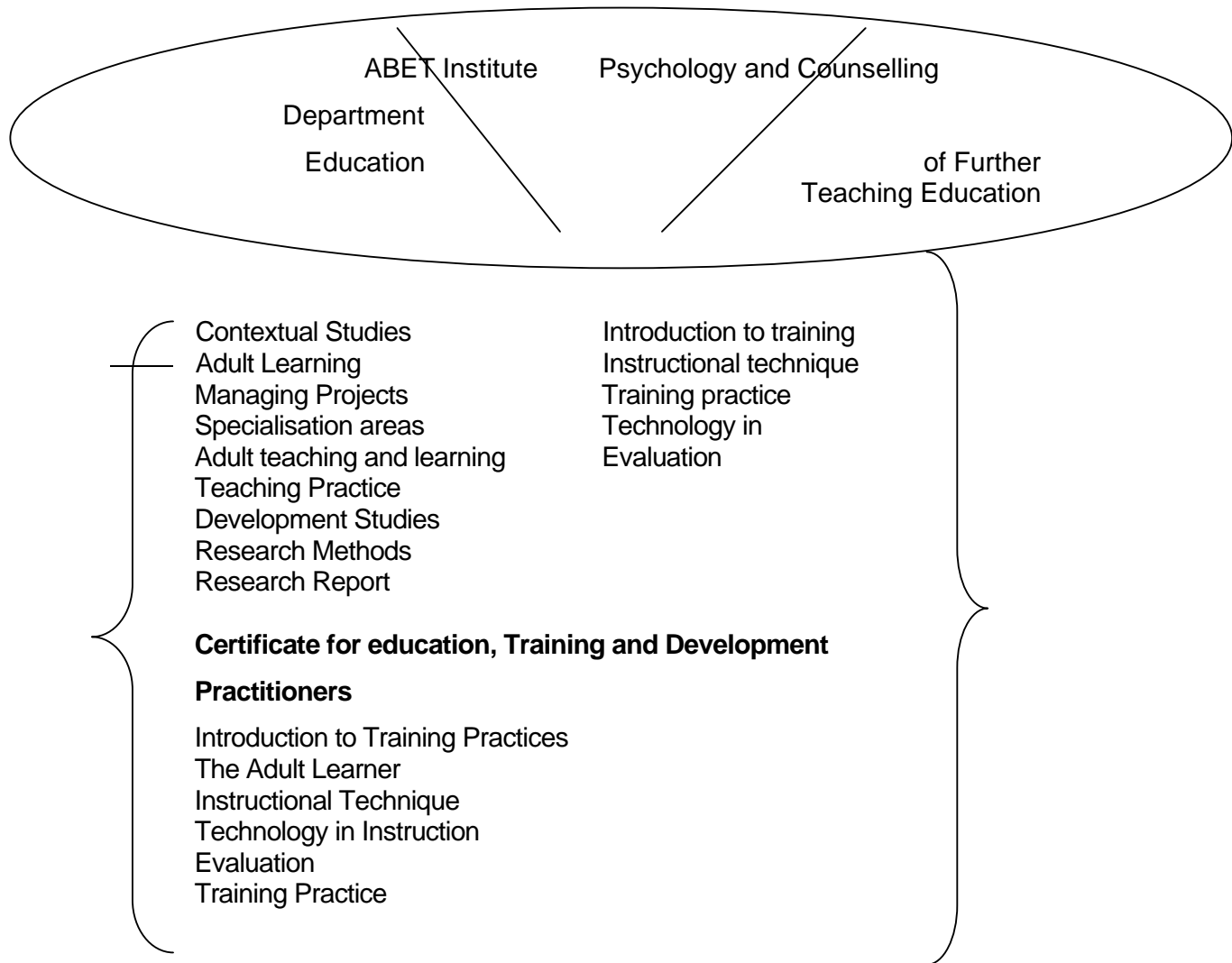
The above four ways of integration suggest that the interim curriculum and Outcomes-Based Education can be integrated interactively and that this may influence an educator to reflect on her methods continuously. The Department of Further Teacher Education and the ABET Institute at Unisa and even the Department of National Education could therefore consider these methods of empowering educators, and their ability to teach in an integrated way.

The existing adult education certificates and diplomas are criticised for a number of reasons. Some of the criticisms were discussed in Chapter 1. Some qualifications were analysed by the focus groups as overlooking Outcomes-Based Education in their curriculum. They also omit any introduction to teaching practice, instructional technique and teaching practice, which equips an educator with the relevant teaching methods and skills. An integrated approach, in which the division of the learning area into separate components is understated, for example the learning outcomes in Languages, LO1 listening, LO2 speaking, LO3 reading and viewing, LO4 Writing, LO5 thinking and reasoning and LO6 language structure and use in the Revised National Curriculum Statements. This integration also embraces contextual approach, which encourages the teaching of grammar within the context of a story, for example, or of learners' own writing, rather than in isolation. Oxford University Press (2005:3).

The intention of the ABET Institute is to train practitioners who might find themselves in one of a diversity of situations where they will be required to train adults who require a basic education. Many graduates who trained at the institute work in sectors such as the Departments of Water and the Environment, Health, Education, Transport, Labour, Correctional Services, Air Force, South African Police Services, the trade unions and many NGOs, not only in South Africa but also in our neighbouring countries. The practitioners studying in the Institute specialise in areas such as the teaching of different trades, health education, environmental education, literacy, numeracy, English, water and sanitation. The researcher therefore suggests that in addition the prospective educators should also study teacher empowerment courses like Introduction to Training Practice, Instructional Techniques and Teaching Practice offered by the UNISA Department of Further Teacher Education and Certificate for Education, Training and

Development Practitioners. For those who have already completed their qualification, this can be done through in-service training but in future training these modules should be prerequisites for gaining a qualification.

ALTERNATIVE EDUCATOR EMPOWERMENT MODEL: A SUGGESTION



The researcher maintains that Introduction to Training Practice, Technology in Instruction and Psychology or Counselling should be included in ABET Educator Empowerment programmes at UNISA as they focus primarily on the ABET profession.

The researcher explicitly advocates the convergence of the Unisa departments that deal with training, e.g. Certificate for Education, Training and Development

Practitioners, NPDE for both Intermediary and Senior phases, UNISA ABET Institute and the Department of Further Teacher Education/FET in order to develop and articulate professional plans, guided by the National Department of Education, regarding the need for training. The researcher also views the establishment of Community ABET and AFET Centres at Provincial, District and Circuit levels by the Department of Education as urgent, in order to make Levels beyond Level 4 in ABET delivery possible. UNISA (2005:179)

Vars (Glatthorn 1994:38) maintains that, generally, research supports the use of integrated curricula. He observed that more than eighty normative and comparative studies have concluded that learners in various types of integrated programmes have performed as well as or better than learners studying different subjects.

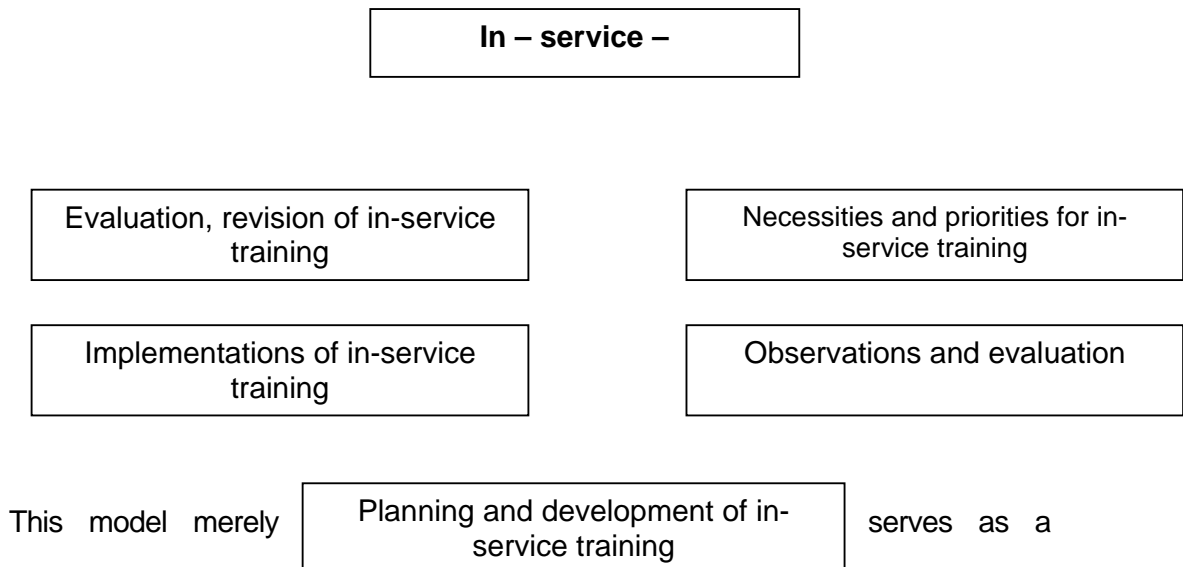
Several other arguments have also been advanced. Shoemaker (Glatthorn 1994:39) maintains that the real world is integrated, not fragmented. The problems that adults face are not compartmentalised but require the skills and knowledge of several subjects. Secondly, students learn best when learning is connected to what they know or are interested in. Integrated curricula facilitate the introduction of student-related issues. Integrated curricula can save some time in the school day. These curricula are less fragmented but more integrated, patterned and holistic.

If the aim of Outcomes-Based Education is to achieve the given outcomes, and the aim of the conventional curriculum is to pass at the end of the year, then the two systems share a common goal: that of achievement. If the outcomes are assessed and passing is assessed by means of tests and examinations, then an integration of assessment within Outcomes-Based-Education and conventional curricula should be possible if the unit standards are accredited with SAQA then high standards will be possible. This means that the two curricula should be developed and restructured in an integrated way so that the intended goals of teaching and learning can be achieved.

5.3 IN-SERVICE TRAINING MODEL: A GUIDELINE

The in-service training model is used to plan the implementation of such training, with a focus on effectiveness. In-service training is necessary because Lemmer (1993:1) states that classrooms are currently undergoing enormous change, since school populations are becoming increasingly heterogeneous. Teachers are now faced with the challenges of teaching and managing learners from a diversity of cultures, languages and backgrounds. This increasing diversity has resulted in a dire need for ABET centres to evolve with the changing circumstances while at the same time maintaining excellence. Educators in turn are required to create suitable learning environments that will meet the needs of ABET learners from different backgrounds. To this end there is a need for in-service training as a step- ladder, to provide educators with information, and equip them with appropriate skills.

Oldroyd and Hall (Heystek and Calitz 1994:33) suggest a way to plan and structure in-service training. The most important components of an in-service training model are the following: The training policy of the different education departments, the identification of the training needs, and the planning, implementation and evaluation of the training programme. These components are used to provide guidelines for training. The following diagram is a modified version of Oldroyd and Hall (1994:43).



guideline: practically it seems as if the model may be difficult to implement because there is sometimes little time for in-service training. However, the model ensures that none of the steps will be ignored during the planning and implementation sessions of the training. These points are adapted from Oldroyd & Hall (1994:44.)

The findings stemming from focus groups provoked the researcher to consider that the in-service training policy to be implemented needs the commitment of government ABET officials in planning, implementation, monitoring and evaluating the in-service programme. The selection of educators should be in accordance with representivity in terms of gender, race or ethnicity and should involve at least one educator per level, per centre and per circuit so that he or she can disseminate information to those who did not attend. The ABET officials should ensure that the venue is suitable and accessible to attendees. They should ensure that the venue possesses resources such as overhead projectors and flip charts. Training manuals should be designed and distributed amongst the attendees. The duration of in-service training could occupy three days. The first day should encompass registration, the purpose of the in-service training, introductory remarks and first presentations. On the second day the discussion could comprise centre management, on the third day centre financial management, unit standards in various learning areas, while on the third day continuous assessment and what the in-service training facilitators will require from educators could be discussed.

5.3.1 Formulation of a policy for and objectives of in-service training and creation of jobs in the ABET sector

Pandor (2004:2) states that her predecessors in the Ministry have shaped sound education policies, from general education through to higher education. She further points out that the hard work of policy formulation has been done. The challenges ahead mainly require the implementation of programmes that are already under way. The researcher concurs with the Minister of Education and adds that the formulation and implementation of an ABET policy and objectives should be embedded in all the centre, district, provincial and national plans.

Findings stemming from the focus groups in the previous chapter regarding educator empowerment showed that there is a need for training in ABET programmes. The researcher maintains that the ABET centre policy should embrace the following:

- **The manner in which educators should be empowered**

This study centres on educator empowerment. Programmes for educators, strategies, methods or techniques and in-service training suggestions which make an impact both on adults as parents of matric students and on educators themselves, in contributing to learner achievements, have received substantial attention throughout this thesis. Officials should identify problem areas experienced by educators. They should plan and draft a training schedule for the in-service training. All these factors contribute to the manner in which educators should be empowered.

- **Who must be empowered**

ABET officials must be empowered in training educators. They should also be empowered regarding ABET policies so that they are in a position to cascade these to educators. ABET officials should recruit or identify educators who need training. Officials should capture a database of educators, and educators should keep a database of the learners at their centre. They should also manage an inventory of equipment. Educators should be empowered in order to quickly identify learners with learning problems to ensure success in the latter's learning.

- **Duration of in-service training**

The researcher suggests that the duration of in-service training should be three days, per quarter.

- **The responsibility for the training**

The researcher maintains that ABET officials should take full responsibility for training ABET educators after completing their ABET Certificate and assuming duty. After workshops educators should give feedback, which will help to ensure improvement.

- **The venue of the training and transportation of facilitators and trainees**

The venue of the training should be accessible to facilitators and trainees: if necessary, the officials should arrange transport for the trainees, because that serves as a strong interactive tool for educator empowerment.

- **The sponsors/funders of the training**

The researcher suggests that The National Department of Education should fund ABET training. Slavin, Karweit and Madden (1988:370) maintain that in the USA a major federal commitment is needed to fund promising development efforts specifically directed towards the needs of students at risk. They contend that it is not enough to state that we know "what works" in real classrooms. In South Africa, also university and school-based developers could be funded over a period of years to develop, pilot test, refine, and evaluate programmes.

The researcher maintains that educators should be trained to keep records of the unit standards, which embrace title and number, credit and level, purpose, issue date, review date, specific outcomes, assessment criteria, range and critical crossfield outcomes, as well as to keep records of modules used by educators.

- **The stipends of the human resource people or facilitators**

The members of the focus groups expressed concern about the payment of ABET educators' salaries. Presently, payments are not made regularly, the worst aspect

of this was the experience of educators who did not earn money in December and January at the time when they needed it most. Slavin, Karweit and Madden (1988:370) state that it would be a good idea to provide small amounts of funding and perhaps waivers of certain regulations to school districts that are implementing innovative programmes. In order to receive this funding, the districts could be required to set up an adequate experimental design, perhaps with the assistance or under the supervision of an independent evaluation centre. The researcher alluded to this in the previous chapter and considers that this could improve the conditions of service within the ABET sector.

- **Invitations and advocacy through posters and T-shirts if possible**

The researcher suggests that this could be done by the ABET officials in order to increase the visibility of ABET.

- Translators, if necessary, for educators who have problems learning in their second language
- **Catering during in-service training**

The researcher suggests that during the three days she suggests for in-service training during the intervals there should be meals.

- **Resources that are needed for effective in-service training**

The implementation of in-service training requires funding. In the previous chapters the researcher stated that centre-based training would be ideal as that would address the needs at hand, but that district-based training would be cost more effective as it will embrace a larger number of educators. Facilitators and mentors should be experts in the ABET field and have the full time responsibility of ensuring that the in-service training programme is being adequately implemented. They should do so by visiting centres, responding to educators' concerns and seeing that educators are adequately implementing the programme. First aid kits

for people who have problems with stress, materials such as markers, flip charts and educational media such as overhead projectors and Powerpoint, or tapes concerning empowerment needs, could be made available at centres. Educators who attended in-service training could expound other topics necessary for in-service training: consultants could be appointed to identify the empowerment needs: networks with other institutions could be created to appoint relevant trainers: National, provincial, regional and district Departmental ABET officials could explain educator empowerment needs: the centre manager could also identify the topics wherein training is needed and provide resources which will be of great help for use by officials who are facilitators and mentors at in-service training centres.

The objectives form an integral part of the policy and they must be fulfilled practically. The in-service training coordinator and administrator should revise the policy and make amendments where necessary.

5.4 PLANNING AND DESIGN OF IN-SERVICE TRAINING

The planning and design of in-service training programmes in ABET, or generally are directed towards the current policy, objectives and needs. Coordinators and administrators involved in the planning and design of in-service training should contribute extensively during the planning sessions. Participatory and consultative planning will positively influence educators' participation.

The concept of planning is crucial to successful professional development. Planning is intended to facilitate the achievement of some desired future outcome.

Planning is both top-down and bottom-up. In the former all important decisions are made at the top level of the organisation and at the lower level others carry out the plans. The process assumes that other top knows best and that the people do not know. Educators can also decide that they need training, and suggest this to the top and contribute plans from their own experience and needs.

The following factors should be taken into consideration during the planning and design of in-service training programmes:

5.5 THOSE RESPONSIBLE FOR THE IN-SERVICE TRAINING OF EDUCATORS

Various institutions including DOE and universities and consultants could be responsible for the empowerment of educators, as Pandor (2005:2) clearly pointed out that government alone is not able to provide ABET and literacy programmes to the millions of people who need such programmes. A number of colleges in Limpopo Province used to train many educators. Currently, training has ceased owing to unemployment, which is a major problem amongst teachers. The National Department of Education was supposed to have kept one or two colleges open to specialise in educator empowerment in various sectors including ABET programmes. The Department was further supposed to appoint people who were solely responsible for the running of each college. The colleges, which were expensive to run, are now deserted, but educators are still grappling with Outcomes-Based Education without proper guidance.

These institutions could be re-opened and used for both educator empowerment and practicals, observations and demonstrations. This would enhance the practical component of any curriculum which is introduced and relieve overcrowding in conventional and former model C schools.

The researcher maintains that training of trainers and training of educators can be done by peers visiting other peers; the following discussion considers a clear model of an exchange visit which can benefit this country. South African schools which were well trained could also adopt some schools, especially schools in dysfunctional districts

5.6 UNIT STANDARDS OF IN-SERVICE TRAINING PROGRAMMES

The content or unit standards of in-service training should be in accordance with the actual realities of the curriculum at centres or schools, and suitable for the trainees.

5.7 ATTENDANCE AT IN-SERVICE TRAINING

There should be a balance between compulsory and voluntary in-service training. Educators should not be compelled to attend in-service training courses which are not relevant to their curriculum or to their growth or development as educators. They should only attend in accordance with any dire need at their schools or centres and in terms of empowerment to improve their teaching skills. Irrelevant compulsory training exacerbates problems instead of helping to solve them. Certificates of attendance should be provided after attendance as an incentive. Educators should be paid their full salary while attending in-service training sessions.

5.8 FUNDING OF IN-SERVICE TRAINING

Pandor (29 April 2005) states that a Ministerial committee will be set up with the aim of reducing illiteracy in South Africa. Pandor maintains that the committee would investigate models of mass literacy provision, she told a ministerial meeting on basic education for adults that South Africa has committed itself to halving illiteracy by 2015. She said sources needed to be found to fund literacy programmes. Pandor (21 June 2004) points out that budget 2004 does a number of important things, e.g. teacher development programmes will be strengthened to ensure teachers play a full and effective role as the frontline in our battle to translate education access to acquisition of skills and knowledge in all learning areas. She further says that she regards that focused attention to effective learning and teaching as the most significant priority because it neatly locks into the other priorities. The researcher supports the Ministry by emphasising that although the corporate and agencies may assist in funding it remains the government's obligation to train its human resource, provide learner and teacher

support materials where there is a shortfall especially but ABET centres may request other institutions like universities to provide quality teaching and learning.

5.9 IMPLEMENTATION OF IN-SERVICE TRAINING

It is important that presenters should know exactly what the aims of the content of in-service training entail.

Pandor (29 April 2005) is taking an initiative to review approaches in tackling literacy. The establishment of a Ministerial committee will aim at investigating models of mass literacy provision. Such intentions are already in discussions with her Cuban counterpart, Dr Luis Gomez, which included an intention to investigate Cuban-inspired mass literacy model currently in use in Venezuela and New Zealand. She advises that the committee should consider the Cuban programme carefully. She further mentions that they have committed themselves in Dakar to halve illiteracy by 2015.

The preceding discussion is evident that the very nature of educator empowerment needs to be taken into consideration so that any new model that comes should enhance a unitary vision. Whilst the country aims at halving illiteracy, professionalisation of educators through national standards should be determined because educators as implementers and first hand practitioners, will make the intentions of the Ministry of Education to be realised. The researcher outlines a multi-level or mass teaching as guidelines in this chapter, although not from the Cuban point of view as alluded by the Ministry of Education but from her point of view as an active participant in ABET.

5.10 TIMES WHEN IN-SERVICE TRAINING IS CARRIED OUT

Participatory and consultative discussions should be taken seriously when stipulating the times of sessions for educator empowerment. The policy, aims and needs stipulated by the National Department of Education that educators should be granted opportunities to provide input in order to ensure that the training has a positive output. It is simpler when training activities are offered at consistent times

during working hours; particularly if they involve school-based, cluster and intensive workshops.

5.11 IN-SERVICE TRAINING METHODS

In-service training methods must be suitable for the unit standards of the modules at specific levels. Each unit standard should be given enough time to treat both the theoretical and practical aspects of the module.

Correct and relevant methodology and approaches towards the attainment of mission and vision statements often cultivate a conducive working atmosphere. The reflective thinking and problem-solving methodologies which have received attention throughout this study are incorporated within the interactive approach, which enhances the reading, writing, speaking and listening skills. A suitable methodology answers the question "How can my reflection be guided to help me to achieve my desired purpose?" It has become evident from the above discussion that sometimes educators assume their duties with the hope of further learning once they are appointed, and if they are not conscientised or empowered regarding reflective skills, they become demoralised and feel lost.

5.12 EDUCATOR GUIDELINES FOR ABET FACILITATION

The first question asked by an educator who assumes duty as an ABET facilitator is: what am I going to facilitate? As a response to this question, this study investigates some fields of ABET so that ABET educators in the making can be thoroughly guided as to what they will be facilitating. The researcher suggests that educators should be able to integrate the learning materials into meaningful learning and provide opportunities for authentic communication within the centre.

The researcher concurs with Lemmer and Squelch (1993:46) that teaching should take place across the whole curriculum as discussed in the previous chapters. In addition to creating a classroom atmosphere conducive to learning, the language educator may be required to teach academic content as well as coaching literacy skills across the curriculum. This dual challenge implies a fresh look at the notion

of literacy, that of allowing learners proper access to literacy so that they will be able to participate in the workforce and to engage responsibly in civil life.

The researcher points out that when the facilitator has mastered the model of teaching ABET, he/she must then convey it to adult learners. It is therefore important that the ABET facilitator should acquaint him or herself with valid strategies or guidelines for ABET teaching.

Degenaar and McFarlane (1987:96) observe that a teaching strategy can be defined as " . a teaching plan for achieving a specific learning aim. A teaching strategy accounts for procedural elements: organisation of content, teaching and learning methods and principles."

A teaching strategy is often confused with a teaching model. Degenaar and McFarlane (1987:96) contend that " ... a teaching model is a simplified presentation of a teaching strategy." In this regard Degenaar and McFarlane (1987:101) quote Eggen: "Models are prescriptive teaching strategies, designed to accomplish particular instructional goals. They are prescriptive in the sense that the teacher's responsibilities during the planning, implementing and evaluation stages are clearly defined." Therefore the development of teaching strategies and a teaching model for ABET is an obligation of ABET facilitation.

It is therefore essential that in the teaching of ABET, the ABET facilitator should have a sound knowledge of teaching strategies to be able to convey the learning content to the adult learners in the best possible way.

5.12.1 Multi-level or mass teaching of an outcomes-based approach : guidelines

One may well ask what multi-level teaching is. This is a relevant question because the researcher has coined the concept "multi-level or mass teaching" to suit a situation where various ABET levels are put in one class and taught by one educator. This calls for an educator who is empowered to group learners in such a way that those learners who cannot read and write are placed together, those who

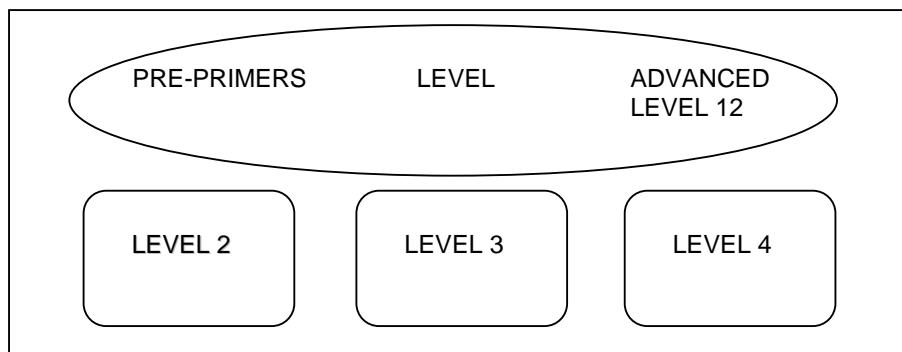
can write basic things are also grouped together and those who are advanced are also put together in one class (see the multi-level placement model) in the diagram below.

Outcomes-Based Education emphasises outcomes: learners are expected to learn according to their own pace. Some learners on the same level may complete the unit standards in a very short space of time and others later.

Because of learner uniqueness, even if learners' start on the same day, their pace of learning may always be different. Some may learn at an extremely slow pace. This does not justify their going to go to the next level. The educator must be skilled enough to teach and accommodate the fast, the average and the slower learners within the given time and in one class.

The educator could also initiate group discussions where learners who are faster than others may perform an activity with him or her and when they have finished it, they can be tasked to lead others and can accumulate assessment marks through that particular activity. This division of labour, with constant supervision, will enable the educator to pay attention to slower learners so that they can move to the average group. This is a skill that educators have to learn.

LEARNER MULTI-LEVEL PLACEMENT MODEL



During this time learners should be taught only in their mother tongue. Level 1 those who are average learners. The second language and numeracy can be

phased in. And advanced level 1 before being accelerated into the next level, but this study regards this level as very crucial as it places the learners on the same standard for the standardised assessment. In advanced level 1, the second language, numeracy, and life orientation can also be phased in, with the third language if necessary, being purely communicative but not written down for promotion or summative assessment. Levels 2, 3 and 4 will also take and should be preceded by an external assessment by a Provincial Department of Education or assigned service provider.

McDonald and Van der Horst argue in the epigraph to this chapter that Outcomes-Based Education should never be regarded as a magical cure-all for improving current or past educational ills. However, SAQA and the National Qualifications Framework, which require continuous research and needs analyses of tertiary institutions, researchers and other concerned stakeholders, have emerged as addressing the challenges of OBET regarding current or past educational ills.

According to Hernandez (Lemmer and Squelch 1993:82), education requires a broad repertoire of instructional methods and techniques. They maintain that because teaching methods are to some degree culturally influenced, certain methods work more effectively with some learners than with others. The researcher has discussed a wide range of instructional methods and techniques in order to assist educators to choose from these methods so as to improve the teaching and learning process.

5.12.2 Co-operative interactive teaching : guidelines for implementation

Lemmer and Squelch (1993:83) state that co-operative teaching has emerged as one of the most promising strategies for diverse groups of learners. They point out that learning activities can be structured competitively, individually and co-operatively. In competitive activities learners work against one another to see who is the best. This method incorporates interaction whereby learners help one another in instructional activities. Stellenbosch Interactive Telematic Education Department (2005:1) maintain that interactive method aims at making the

institution accessible to a geographical dispersed learner population. It endeavored to render considerations such as time, distance and comparative costing relevant in the choice of a quality education. Interactive education according to Stellenbosch which the research align with, enables the learner to interact with the materials, drawings and live resources, puzzles and books. To a certain extent this will reduce the workload of the ABET educator because before the next lesson, the learner shall have familiarised him/herself with some words and numbers appearing on the resources. This then becomes an experiential learning and the educator is also able to integrate the acquired knowledge, new knowledge as well as rectified learner's mistakes which are evident in their discussions or either homeworks or classworks

According to Lemmer and Squelch (1993:83) the benefits of co-operative learning include; improved social interaction, enhanced language development, improved positive relationships, and learners getting to know each other better.

Bennet (Lemmer and Squelch 1993:83) indicates that co-operative learning also has to be carefully planned and implemented. He maintains that four elements must be planned to make learning activities co-operative:

Positive independence: this means that learners must perceive a need for working together and for each learner in the group to be learning.

Individual accountability: this is necessary for assessing individual performance and to ensure that each learner is participating in the task.

Collaborative skills: these refer to those communication, leadership and decision-making skills that enable the group to work together effectively. Educators can select one or two specific skills for a particular lesson, which the learners can focus on and practise.

Group processing: this means allowing learners time to discuss how well the groups are working, or not working, and deciding on ways to improve performance.

When implementing co-operative and interactive teaching, educators need to plan. The following are steps in planning which Lemmer and Squelch (1993:83) suggest:

- decide on the objectives for the lesson;
- plan instructional activity and develop related materials;
- decide on the group size;
- assign learners to groups;
- arrange the classroom to facilitate co-operation.

Educators should provide instruction and guidance. They need to explain the task and the criteria for its completion. Educators need to monitor learners' interactions and accomplishments. When appropriate, they should facilitate the process through asking questions, making suggestions and by clarifying instructions. They should also evaluate individual and group accomplishments and provide feedback.

5.12.3 Lesson plans

Lemmer and Squelch (1993:86) point out that when writing a lesson plan the following aspects should be considered: The nature of the learner; what does the educator know about the learner's level of knowledge and skills, interests, values and beliefs, learning style, self image, motivation level, previous educational experiences and social background?

The educator's knowledge; what are the key concepts, skills and knowledge to be taught? What are the important connections between the goals of multicultural education and the subject matter? What resources are available?

Statement of multicultural goals; what goals does one wish to achieve in the lesson or series of lessons?

Learners' learning objectives; what does one hope the learner will gain from the lesson? Lesson opener; how is one going to introduce the lesson? What pre-knowledge do the learners need before one can begin the lesson?

Instructional strategies and activities; how will one teach the content (e.g. lecture, co-operative learning, silent reading, films or videos, field trip, etc. What examples reflect the real world? How will one check for learner understanding? In what activities will one engage the learners? Materials; what resources and equipment do one require for the lesson/s? Evaluation; how will one know whether the goals and objectives have been attained? How will one check for learner understanding? What evaluation techniques will one use. The researcher concurs with Lemmer and Squelch and adds that the ABET educator should plan lessons according to the approaches discussed above.

5.12.4 Educators' profile/portfolio record: a guideline for recognition of prior learning

The researcher suggests the following profile that could be used as an instrument to assess the prerequisites for admission to the ABET Certificate Programme. This example aims at helping educators to develop an awareness in the complex issues surrounding teaching and at enabling them to understand that basic understanding of communication skills is a necessity which the university takes for granted that a person with matric will possess. Educators who have only passed Level 4 should understand that they are being given a chance to develop and expand their instructional skills. They are also given an opportunity to improve their skills in selecting, preparing and evaluating learning and also their teaching content and instructional material. The point that motivates the researcher to argue that learners who have passed ABET Level 4 can register for an ABET certificate is that adult learners do not need high profile educators to teach them. They need someone who can function at their level; an educator who has their success heart. There are many of educators who were involved in the teaching of adults in the past without having matriculated. These educators nevertheless enabled learners to read and write. The researcher contends that such educators should be given an opportunity to study for the ABET Certificate and to continue with their work as educators: they should not be disadvantaged because they do not possess a matric.

SAMPLE PROFILE/PORTFOLIO

NAME OF THE EDUCATOR _____

DATE _____

IDENTIFICATION

PROBLEM-SOLVING

TOPICS COVERED/WORKSHOP ATTENDED

ASSESSMENT

1.	5 4 3 2 1	PROFICIENT
2.	5 4 3 2 1	FUNCTIONAL
3.	5 4 3 2 1	EXPANDING
4.	5 4 3 2 1	DEVELOPING
5.	5 4 3 2 1	NEEDS

AREAS WHERE ASSISTANCE IS NEEDED

EDUCATORS' COMMENTS _____

TASKS

- 1.
- 2.
- 3.
- 4.
- 5.

AREAS IMPROVED

- 1.
- 2.
- 3.
- 4.

EMPLOYER'S/CENTRE MANAGER'S COMMENT ON PERFORMANCE _____

SKILLS COMPETENCY IN ENGLISH

LISTENING COMPREHENSION

READING

ORAL WORK

WRITING

ATTITUDE/EFFORT

CO-OPERATIVE TEACHING

INTERACTION

REFLECTION

GROUP FACILITATION

UNDERSTANDING OF OBE

MANAGING ROLE PLAY

ASSISTING LEARNERS TO ATTAIN OUTCOMES

ABILITY TO PLAN IN ACCORDANCE WITH UNIT STANDARDS

BASIC UNDERSTANDING OF ENGLISH
FOR OFFICE USE
ADMITTED
RECEIVING ATTENTION
AREAS NEEDING IMPROVEMENT

5.13 PROFESSIONAL DEVELOPMENT:

A finding derived from the questionnaire regarding professional developments was that:

"The National Department of Education is making progress on policy issues which affect ABET educators, but they were never involved".

Respondents seemed to be particularly concerned that the National Department of Education had introduced a curriculum consisting of many new concepts without adequate training. They further remarked that there were many policies in which they had not been involved. They emphasised that they needed to be involved in professional development.

5.14 MENTORING THE EDUCATORS

There must be a supportive teacher or supervisor, the researcher adds, e.g.a mentor, an official or a consultant, because educators need sustained encouragement and direction. Educators need clear guidelines about what is expected. They also need feedback and correction. The researcher argues that this strategy will enhance self-confidence among educators.

The National Department of Education should ensure that it maintains a mentoring role after the institutions have played their roles as trainers. This will only happen if the ABET officials themselves have attended all the in-service training sessions. If no mentoring takes place, the problem may arise that participants may not know who to ask if they cannot implement what they have been trained for. There is therefore a dire need for educator mentors.

5.15 INTERVENTION PROGRAMMES

As already mentioned by Pandor that the government on its own cannot fight illiteracy, the researcher argues that there is a need for intervention programmes run by consultants or ABET officials at least once a month after an intensive in-service training course. These intervention programmes enable educators to share their successes and failures, becoming the actual learning situation for the educators and stimulating interest in teaching. The consultant assists the educators during these intervention programmes. He may also show them video cassettes of unsuccessful lessons so that the educators can come up with suggestions. He could also show them successful lessons so that educators can improve on their lessons.

5.16 MONITORING OF CENTRES

The survey indicated that there are no centre visitations by ABET officials, which is evidence that there is no monitoring. In this case how will standards be measured and maintained, even before the summative assessments are performed? How will the in-service training be sustained?

Lack of monitoring is detrimental to the desired standards of any discipline. It is therefore very useful to monitor standards of ABET from time to time, more especially because it is a new field; hence both educators and learners will need support.

Monitors of ABET have the important role of setting, maintaining, reviewing and evaluating standards from time to time.

The survey has revealed that the following should be considered, some of which were already discussed in cross reference to Chapter 4;

- the learner's environment whether the curriculum is designed to suit the rural or urban areas.

Mokotong (1998:vii) points out the birth of democracy has presented citizens with many challenges in developing the country and improving the lives of the population. She says that one of the biggest challenges facing the country is in the area of facilitation of ABET programmes. She further says that many people believe that learners from rural areas should be educated using materials that are known to them, whilst the researcher supports the ideas of seeking professional help where one does not get answers but the idea of being kept rural is not supported in this study because it would make educators reluctant to prepare because they would be teaching something that both the educator and learner know. The researcher maintains that it should be the intentions of ABET programmes to provide a balanced curriculum, so that rural learners should not be disadvantaged in urban areas as well. This implies that urbanisation equals development and advancement thus ABET officials should monitor that the curriculum develops and advances the adult learners.

5.17 EVALUATION OF EDUCATORS IN IN-SERVICE TRAINING

Evaluation should not be the last step, as indicated in these guidelines. There should be continuous evaluation by both presenters and participants. This assists one to correct emerging problems. The evaluation that takes place at the end of the course is usually called summative evaluation and is like an examination where candidates are examined on what they have studied throughout the quarter, the semester or the year. This type of summative evaluation should be well structured and well planned. It could take the following pattern:

- Written examination;
- Completion of questionnaires;
- An interview regarding the completion of an assignment;
- Group discussions and team building;
- Roleplays;
- Individual speeches;
- Assignments which were done during in-service training can be marked

and marks allocated;

- The external evaluators may be appointed to examine actual presentations of individual and multi-level lesson plans by educators;
- The external evaluators may test participants on actual assessment of learners by educators;
- Evaluation of presenters can also be made for the improvement of in-service training sessions.

5.18 APPOINTMENT OF AN ABET SPECIALIST OR MENTOR IN DISTRICTS

The appointment of an ABET specialist or mentor in every district is urgently necessary to ensure that educator in-service training programmes are consistent, that the mentoring of educators is in place, and that the monitoring of centres is continuous. The reason why the researcher suggests the appointment of an ABET specialist or mentor is explored in the underneath section as follows:

Steyn (2004:91) states that evidence from research suggests that mentors with supportive and empathetic personalities who provide structured programmes could be a key to a much improved induction process. The author points out that a good mentor is mature, trustworthy, understanding, a good listener, experienced, has interpersonal skills, and is challenging and encouraging. The author further maintains that it is necessary for mentors to share their professional expertise on the curriculum. The author further gives ways in which the mentors can assist educators; i.e. informational meetings, seminars and skills training, peer observations, social functions, to act as a resource, to pass on professional knowledge and coach work skills, provide staff development programmes. The researcher maintains that if ABET specialists or officials can assume their responsibilities as mentors, the love for teaching will be increased.

5.19 SUMMARY

This chapter the reconceptualising teaching guidelines for an in-service training model of educator empowerment has received attention. Approaches and strategies for teaching integrated skills and presentation of teaching models were elucidated.

Throughout this study an interactive approach, which also embraces interdisciplinary, cooperative, peer teaching, team and integrated learning and teaching of adults, has been referred to.

The Cuban education system received attention in this study. According to the researcher this raises concerns if it expresses the Ministry of Education in South Africa's yearning for adopting Cuban education system as a whole or in parts. The researcher maintains that the ministerial committee should consider important points of the Cuban education system in a clear and elucidated way as this will impact either positively or negatively to the new democracy which is entering into the second decade (as discussed in the previous sections) at the time of the completion of this study.

The study further explored the guidelines and models. It also demonstrated that the value of empowerment of practitioners lies in the fact that it constitutes a real maximisation of people's teaching potential. The researcher stated that empowerment of educators rekindles and encourages self esteem, self reliance and feelings of self worth. She also maintains that giving a person a fish will feed him for one day, but if taught how to fish he will be empowered to fish, to devise strategies to catch bigger fish and experience the value of fishing with other people. The guidelines explored in this study indicate how practitioners can be empowered to facilitate ABET programmes in the Limpopo Province and the country at large. They also serve to emphasise factors relating to the empowered practitioners' competencies and roles. If the suggested integrated approach is considered then there need not be any fear of the present monster of ABET. If the suggested multi-level approach is mastered then there will not be anxiety about lack of teaching and assessment skills amongst educators. The following chapter discusses the conclusions emanating from this study, makes recommendations

and outlines implications for further research.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

THE TRANSFORMATION OF ABET PROGRAMMES IN ORDER TO MAKE A SUBSTANTIAL IMPACT ON ABET EDUCATOR EMPOWERMENT

6.1. SUMMARY

The study has reviewed available research on educator empowerment and attempted to clarify what ABET is, what it does, and what is likely to maximise its educational value. The factors surrounding such empowerment, with special reference to ABET, were identified and explored in order to arrive at conclusions and formulate recommendations concerning educator empowerment, for the more effective fulfilment of the tasks of ABET implementation in the provinces, with special reference to the Limpopo Province.

It is apparent that there are enormous numbers of illiterate adults, as indicated statistically in the first two chapters, although a number of projects are attempting to address the issue. These great numbers of such people warrant the empowerment of educators on which the ABET sector can bank.

6.1.1 BACKGROUND TO THE PROBLEM INVESTIGATED IN THE STUDY

The thesis commenced with an account of the marginalisation of illiteracy within the education system in South Africa. Historically, educational provision in South Africa focused on formal education rather than on literacy. Educator empowerment has been channelled to benefit learners in conventional schools, both primary and secondary. Several observers and researchers have made reference to the problems surrounding the implementation of ABET programmes but little has been written about educator empowerment.

The study attempted to address the researcher's concern, described in Chapter 1, that there is a dire need for ABET educator empowerment because the socio-economic context of the Limpopo Province has not been conducive to progression

in education. Whilst there are a considerable number of agencies responding to ABET and issues of illiteracy in particular, rural schools in the Limpopo, for instance, continue to produce poor matric results because matric learners lack guidance from their illiterate parents. Illiterate adults continue to live in poverty because educators have not been trained in poverty alleviation strategies, new methodologies and leadership skills.

6.1.2 THE PROBLEM

The research problem addressed by this study as discussed in Chapter 1 is three-fold:

Firstly, how can practitioners be empowered to facilitate ABET programmes in the Limpopo Province?

Secondly, which enabling factors are conditions for the effective implementation of empowered practitioners' ABET strategies?

Thirdly, which conclusions can be drawn from a case study on the implementation of ABET programmes in the Limpopo Province?

6.1.3 METHOD OF INVESTIGATION

The researcher explored a number of methods in problem-solving in Chapter 1 in order to arrive at conclusions that are not subjective and invalid.

In this study a variety of methods were used, namely, an exploratory method, an enquiry/discovery method, an interactive approach action-research orientation towards transforming classroom practices, ethnography and a case study. The case study has employed several techniques to elicit information. The researcher considered the case study to be qualitative and suitable for this study which aims a gaining understanding of educators who should be empowered to teach efficiently at schools. Various ABET educators (focus groups) described their situations and what their experiences in teaching ABET mean to them. This was explored

through chapters as follows:

Chapter 1 has explored the problem and explicated the concept ABET and related concepts which were used as the discourse of ABET. The researcher's long-term goal is to see adult learners being able to apply their knowledge of reading and writing to assist their children so that education in the Limpopo Province and participation in the community can be improved. This will be successful if ABET educators can be competent enough to facilitate ABET programmes. The rationale of the study discussed in chapter 1 was to explore the empowerment of educators to facilitate ABET programmes so that they can effectively implement ABET programmes in the Limpopo Province.

In Chapter 2 a study of ABET programmes in the Limpopo Province was explored with a view of analysing the different types of ABET programmes currently in operation in the province. The emphasis of the investigation was then shifted to the skills needed for the efficient facilitation of ABET programmes in chapter 3.

The focus in Chapter 4 has been on the situation of ABET provision in terms of resources, venues and a case study. Chapter 5 has been an exploration of how ABET educators can attain optimal empowerment and use it as a tool to change the lives of the illiterate, unskilled adults entrusted in their tuition. An intensive analysis of ABET in South Africa has been developed and guidelines for empowering ABET educators in interactive and cognitive approaches have also been provided in the fifth Chapter. Chapter 5 has also explored different types of models and an example of a relevant model for ABET and FET which can be applied as a guideline for educator empowerment has been provided.

The final Chapter (Chapter 6) contains conclusions and recommendations which have evolved from the study and implications for further research.

Against the backdrop of the Chapters outlined in this study, the thesis geared itself towards its main outcome: Educator empowerment. A case study in the Limpopo Province.

6.1.4 LIMITATIONS OF THE STUDY

The researcher cannot claim finality on a broad topic such as educator empowerment. This task is the first of its nature; to my knowledge, little has been documented on educator empowerment in ABET and AFET (an acronym coined, to suit this study, for Adult Further Education and Training). Basically, this study serves as a detailed foundation establishing the correct approach for similar studies, at schools as well as ABET centres. Once these objectives are established and it is evident that ABET as a sector or profession is a continuing process, future researchers can embark on further aspects to be included in the approaches, models and skills. They should for instance determine the grades and levels at which such aspects should be taught.

Although the literature presents an array of factors that influence educator empowerment, this study confined to the factors that emerged as themes during a case study. These factors can be categorised as consistency between theory and practice, the relationship between centres and districts and educators, officials and learners and critical issues in the new curriculum. This study therefore does not purport to be a comprehensive and final examination of educator empowerment in the ABET context, as the field of ABET and educator empowerment will grow and develop as the ABET situation, and educator and training needs, change. It is also limited to the Limpopo Province, and its findings will not necessarily apply elsewhere.

6.1.5 LITERATURE STUDY

The study embarked upon a literature review, as discussed in Chapter 1. Relevant sources, both primary and secondary comprising published books, unpublished dissertations and theses, research reports, newspapers, articles, websites, scientific periodicals and lectures were read.

At the outset an analysis of ABET in South Africa was undertaken. This investigation includes sources on topics such as:

- the empowerment of ABET practitioners in effective approaches;
- a multi-year implementation plan for ABET;
- developing a policy and passing an ABET Act for facilitating ABET programmes and literacy skills in particular.

An investigation into all the relevant factors which relate to the empowered practitioners' competencies and roles, was carried out.

For example, lesson plans as explored by Van der Horst and McDonald (1997:150-156), with special reference to OBE(T), and the interactive approach as found in various fields including psycholinguistics, education, languages and communication, were scrutinized for their utility in an ABET context. The lesson plans were extensively discussed in Chapter 3.

A case study on the facilitation of ABET programmes in the Limpopo Province was described in Chapter 4 in order to illustrate the application of theory to practice. This case study, with its successes and flaws, illustrated the practical application and problems of ABET delivery at the grassroots level.

In addition, sources dealing with action research, with a particular focus on the existing centres and a centre established for purposes of this research, served as references for developing methods of educator empowerment. Different types of models were explored and examples of a relevant model for ABET and FET which can be applied as a guideline for educator empowerment were provided in Chapter 5.

Against the backdrop of the issues outlined above, the study geared itself towards attaining its main outcome:

The empowerment of practitioners in implementing ABET programmes.

The model project, its successes and weaknesses, were used as important vehicles for uncovering ABET problems and for providing ABET solutions at the

level of delivery.

6.1.6 SYNTHESIS

Finally, the researcher synthesised all findings in order to generate a model for an ABET centre (multi-level or mass teaching) and an Alternative Educator Empowerment Model (AEEM) which could serve as frame of references for possible future centres and at In-service Training centres particularly in the context of the Limpopo Province, In-service Training centres and UNISA.

She describes the multi-level or mass teaching model as follows:

The researcher has coined the concept "multi-level or mass teaching" to suit a situation where various ABET levels are put in one class and taught by one educator. This calls for an educator who is empowered to group learners in such a way that those learners who cannot read and write are placed together, those who can write basic things are also grouped together and those who are advanced are also put together in one class.

Outcomes-Based Education emphasises outcomes: learners are expected to learn according to their own pace. Some learners on the same level may complete the unit standards in a very short space of time and others later.

Because of learner uniqueness, even if learners in the same level start on the same day, their pace of learning may always be different. Some may learn at an extremely slow pace. This does not justify their going to go to the next level. The educator must be skilled enough to teach and accommodate the fast, the average and the slower learners within the given time and in one class.

The model motivates the educator to initiate group discussions where learners who are faster than others in the same level may perform an activity with him or her and when they have finished it, they can be tasked to lead others and he can accumulate assessment marks through that particular activity. This division of labour, with constant supervision, will enable the educator to pay attention to

slower learners so that they can move to the average group. This is a skill that educators have to learn.

The researcher suggests that the Alternative Educator Empowerment Model will require convergence of the Unisa programmes that deal with training, e.g. Certificate for Education, Training and Development Practitioners, NPDE for both Intermediary and Senior phases, UNISA ABET Institute and the Department of Further Teacher Education/FET in order to develop and articulate professional plans, guided by the National Department of Education, in view of the need for training. The researcher also views the establishment of Community ABET and AFET Centres at Provincial, District and Circuit levels by the Department of Education as urgent, in order to make further Levels beyond Level 4 in ABET delivery possible.

The researcher maintains that Introduction to Training Practice, Technology in Instruction and Psychology or Counselling should be included in ABET Educator Empowerment programmes at UNISA as they focus primarily on the ABET profession.

6.2 Data collection

The information was gathered through the use of questions set as activities of students in practice and what they would like to see happening in ABET at centres, in the Department of education and their comments regarding ABET certificate courses. These focus groups were chosen at random, and on the basis of their availability and willingness to speak and write. The focus group had to write about their experiences and aspirations in a narrative form.

6.3 Data analysis

The data collected were consolidated into two categories, namely observations, experiences and aspirations. Analysis of all data into categories was approached in two stages focused on segmenting data into categories and enumeration (counting of responses). The categories were consolidated into topics. Stage 2

focused on comparing the topics related to observations, experiences and aspirations respectively. The focus group discussed topics and outlined cases studies and gave examples of their lesson plans.

6.4 Findings

As indicated above, the data collected led the researcher to derive the following major topic with regard to the observations, experiences and aspirations.

6.4.1 Findings regarding the new curriculum

The results obtained from the focus group with regard to the new curriculum revealed the following: almost half of the respondents indicated that educators experienced difficulties with the new curriculum. They remarked about the confusing terminology, the way life orientation was presented was a concern to even the society and the overcrowding which poses a challenge for implementation. They were also concerned about workload pressure and the fact that there is no ABET educator who is receiving a monthly salary, they all claim based on the number of periods they have taught. There is always contradiction from one trainer to the other in how to present the new curriculum appropriately. They were concerned about the way change takes place, today the new curriculum is Outcomes-Based Education then next year it will be Revised National Curriculum Statements. The concern of the researcher is that, very soon it will be the Cuban model of curriculum just to add on the concern of the educators. Collectively, these concerns have a severe impact on learners. Based on the categories; observations, experiences and aspirations the research has addressed, the following conclusions are drawn.

6.5 CONCLUSION

The research problems of ABET delivery are not discussed in isolation in this study, but are viewed against the background of ABET as a sector of the General Education and Training Band in accordance with National Qualifications Framework (see Chapter 2) as alluded in Curriculum 2005

(1997:30).

On the question of how can practitioners be empowered to facilitate ABET programmes in the Limpopo Province, the researcher concludes that there will be various approaches to this question. The models of Alternative Educator Empowerment and Multi-level or Mass teaching as well as the components of teaching and learning discussed in this study, namely, aims and objectives, learning content, learning strategies and evaluation are seen by this study as responding to the first research question.

In response to the second question, which enabling factors are conditions for the effective implementation of empowered practitioners' ABET strategies? the researcher concludes that the factors which the educator should take note of for the implementation of ABET programmes are amongst others situation analysis and an audit of available resources of the centre he is appointed at. He or she should know the curriculum of the centre, know the learners, know the methods and learning strategies and the learning content so that they can influence his or her plans and implementation. The ability to integrate the curriculum, to interact and reflect will enable the educator to manage the implementation effectively. The researcher still maintains that the Alternative Educator Empowerment and Multi-level teaching or Mass-teaching will enhance the functioning of co-operative learning, team teaching, learner participation and motivation in order to move to the next level and leads to more meaningful learning.

Regarding the third research question, which conclusions can be drawn from a case study on the implementation of ABET programmes in the Limpopo Province?

A case study on the facilitation of ABET programmes in the Limpopo Province was described in chapter 4 in order to illustrate the application of theory to practice. This case study, with its successes and flaws, illustrated the practical application and problems of ABET delivery at the grassroots level.

In addition, sources dealing with action research, with a particular focus on the existing centres and a centre established for purposes of this research, served as references for developing methods of educator empowerment. Different types of models were explored and examples of a relevant model for ABET and FET which can be applied as a guideline for educator empowerment were provided in the Chapter 5. The model project, its successes and weaknesses, were used as important vehicles for uncovering ABET problems and for providing ABET solutions at the level of delivery.

The researcher concludes that against the backdrop of the issues outlined throughout this thesis, the study geared itself towards attaining its main outcome:

Educator empowerment. A case study in the Limpopo province.

The major conclusions reached by this study are as follows:

6.5.1 CONCLUSION 1

The interactive, co-operative and reflective theories which were discussed in Chapter 5 have to be included in the ABET curriculum. These theories make pronouncements concerning the way the structure of Outcomes-Based Education and Revised National Curriculum Statements can be translated and easily interpreted when implementing ABET programmes.

6.5.2 CONCLUSION 2

The researcher maintains that introductions to training practice, technology in instruction and psychology or counselling should be included in ABET Educator Empowerment programmes at university, as they are sometimes neglected in ABET teaching and learning at present.

6.5.3 CONCLUSION

The researcher advocates that multi-level teaching discussed in Chapter 5 should

be introduced at ABET centres. The educator who is able to teach a multi-level led group is an empowered and versatile educator.

6.5.4 CONCLUSION 4

The appointment of an ABET specialist or mentor in every district is necessary and urgent, to ensure that educator in-service training is consistent, that mentoring of educators is in place and that monitoring of centres is continuous.

6.5.5. CONCLUSION 5

The researcher maintains that the implementation of any model from other countries, e.g. the Cuban model as contemplated by Pandor (2005) discussed in Chapter 5 needs thorough scrutiny and internal environmental scanning of the country's education situation before adoption in South Africa to avoid problems of educator implementation.

6.5.6. CONCLUSION 6

The researcher concludes by emphasising Chapter 1 which identified adult learners as people who because of the social and economic conditions, of apartheid, did not have the opportunity to learn, or who, for lack of sufficient stimulation, ceased to raise their intellectual level. These people have forgotten a large part of the knowledge acquired during their childhood, but have intentions of refreshing them, thus, they need empowered educators to do so.

6.5.7. Conclusion 7

The dialogic meditation, human resource development and constructivism explored in Chapter 3 and subsequently, summarised in Chapter 5 are regarded as important approaches to tailor learning for both the learners and educators. This implies that if they can be included in the curriculum of educator empowerment they will yield excellent results.

6.6 RECOMMENDATIONS

At this stage recommendations are made which are based on the conclusions of this study and could be used to improve the training of ABET educators.

6.6.1 RECOMMENDATIONS AND IMPLICATIONS FOR ABET PRACTICE

It is recommended that there should be in-service training that articulates theory and practice and integrates interactive, co-operative and reflective theories. These theories make pronouncements concerning the way the structure of Outcomes-Based Education, the Revised National Curriculum Statements and the conventional curriculum can be translated and easily interpreted when teaching ABET programmes. The implication is that learners and educators have to interact either with the material or another person; thus even shy people have to interact, co-operate and reflect. This will inculcate in-depth knowledge of Outcomes Based Education and the Revised National Curriculum Statements.

6.6.2 RECOMMENDATIONS AND IMPLICATIONS FOR ABET TRAINING

The researcher explicitly advocates the convergence of the UNISA departments that deal with teacher training and practice, e.g. Certificate for Education, Training and Development Practitioners, NPDE for both Intermediary and Senior phases, the UNISA ABET Institute and the Department of Further Teacher Education/FET, in order to develop and articulate professional plans, guided by the National Department of Education, regarding the necessity of training. The researcher also views the establishment of Community ABET and AFET Centres at provincial, district and circuit levels by the National Department of Education as being urgent, in order to make levels beyond level 4 in ABET delivery possible. The researcher further recommends that learners who have only passed Level 4 or school grade 10, without matric admission, should be given a short-term bridging course as a prerequisite for ABET certificate courses. This will improve assessment and of the professional competence of the educator and prospective educator.

6.6.3 The researcher maintains that there should be ABET centre

libraries, which are accessible and user friendly.

6.6.4. ABET centres should be equipped with stationery and library books.

6.6.5. Adult learner's week and international literacy day should be used to grant merit awards to learners with exceptional performance.

6.6.6. The researcher recommends that the conditions of service and benefits, for example the salaries of ABET educators should be improved and salaries be paid monthly like educators who teach in the formal education system.

6.6.7. Dialogic meditation and constructivism are recommended for transformation of classroom situation and promotion of mutual learning for both educator and learners in the process of human resource development in specifically, educator empowerment.

6.6.8. Educator training is an important part of all the programmes that are described. Educators need not be exposed to a variety of approaches before they are informed about such an exposure.

6.7 FUTURE RESEARCH

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.

The reason why the researcher regards this as important is because presently admission requirement at tertiary levels is Grade 12. Level 4 as an equivalent of Grade 7 and regarded as an exit point has no further curriculum study at FET of the NQF. Thus, after completing Level 4, learners do not have any future. This should be seen as a problem for further research.

6.7.2 Problems encountered in the teaching of specific learning areas in the ABET centres e.g. Mathematics, Economic and Management Sciences in the ABET centres.

The reason for this is that educators of ABET are not appointed on the basis of their expertise from the Natural Science or Commercial stream. They are appointed on the basis of having completed ABET certificate or ABET diploma. The researcher argues that this will be a problem as long as the Alternative Educator Empowerment Model suggested in this study is not yet implemented because currently there is no practice teaching in ABET programmes. Thus, the educators are appointed being incomplete professional ABET implementers.

6.7.3 Problems encountered in the interactive approach surrounding electronic distance training for ABET practitioners at tertiary institutions.

South Africa is facing challenges in as far as technology is concerned.

This implication for further research is provoked by Minister Naledi Pandor's suggestion of Cuban model (Mass Education) as discussed in Chapter 5. Many educators are very illiterate in this regard and thus they will be disadvantaged if this model may be introduced.

6.7.4 The role of libraries in ABET.

When educators educate adult learners, the aim is to improve reading and writing. Presently various role players such as librarians in government departments who are supposed to be actively involved in ABET are not even making strides to be closer to ABET, hence, they have stacks of literature which was supposed to be assisting them. Thus, the researcher sees this in a very serious light, that researchers should embark on the role of libraries in ABET as a study in order to close the gap of fragmentation of ABET programmes.

6.7.5 Reflections on teaching practice at tertiary institutions offering ABET.

This can be interwoven with 6.4.1 and 6.4.2. Reflections on teaching practice at tertiary institutions offering ABET is regarded by the researcher as a must for professional educators, thus, it is of vital importance that it is explored on its own as implication for further research.

6.8 CONCLUDING REMARKS

The study has represented an attempt to describe, explore, investigate and interpret challenges and achievements regarding ABET programmes in the Limpopo Province. It has analysed the different types of ABET programmes in operation in the Limpopo Province and the country in general. The study further explored the means of an integrated curriculum as a method for educators to combat illiteracy.

This study subscribes to the premise that, if ABET provisioning could be effectively executed, adult illiteracy would decrease, and the involvement of parents in the education of their children would increase, therefore leading to the ultimate improvement of learner performance in conventional schools.

Observations have revealed that where adult literacy rates are high, parents' involvement in their children's education is also strong, and this leads to improved learner performance at schools. Where parent involvement in children's education is low, there is low learner performance as a result of lack of motivation from and by parents. The practical experience of the researcher has also revealed that in the past, the number of adult learners dropped substantially in adult education centres within three months of their registration. Amongst other reasons for such dropping out were a lack of intervention strategies for adult educator development and ABET provisioning, children's educators were merely moved from conventional schools to adult learning centres without prior initiation into adult education approaches. As a result of the abovementioned factors, many innate abilities in adults could not be developed.

The conclusions and recommendations recorded in this study, which embrace guidelines for intervention strategies and models of adult educator development as well as of ABET provisioning, should provide educators with the necessary skills to motivate adult learners and also to equip them to unfold their inborn capabilities. It is hoped that if the suggestions provided in this study are implemented, the quality of training for ABET practitioners offered at tertiary institutions, in-service training at district level and delivery at centres will be placed on a much higher level. If this occurs, not only will ABET educators be empowered, but the learners whom they teach will also be enabled to overcome their disadvantages and enrich the country as a whole.

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8. Annexure 1

1. The profile case study where from focus groups are drawn

The area in which this investigation was executed is Tzaneen (Mopani District), which is situated in the Lowveld region of the Limpopo Province of the Republic of South Africa. Before the renaming of Limpopo in 2002, the area was administered by Northern Province, previously the defunct Lebowa, Venda and Gazankulu homelands. At the time of completing this study the Department of Education has had four Ministers of Education. Dr Motsoaledi, Dr Phaahla, Mr E. Mushwana, Mrs Mashamba and Dr A Motsoaled again and Director General Prof H. Nengwenkulu who at the time of the completion of this research was recruited by the Eastern Cape Province after striving to improve matric results in Limpopo for more than ten years which sometimes affect the interest and implementation of ABET.

According to Growth and Development Strategy (1998:5) at least 487,000 people (46% of the economically active population) in the Limpopo Province are unemployed. To reduce the unemployment rate below the national average by the year 2004, 97 000 new jobs need to be created each year for the next five years.

Growth and Development Strategy (1998:3) points out that the Limpopo Province has, since it was established, successfully integrated the four previous administrations so that services are rendered in a unified manner throughout the province. The province faces major challenges in dealing with illiteracy, poverty, unemployment and a backlog of basic services.

In terms of socio-economic indicators, the province faces a number of development challenges and requires radical strategies to improve the situation. The province has potential in mining, agriculture and tourism, but needs to develop strong secondary industries for value adding within the province in order to contribute to the development of the manufacturing sector.

The province, according to Growth and Development Strategy (1998:5) covers an area of 123 910 square km, which is 10.2% of the national area. The province has a population of 4.9 m, which is 12.1% of the national figure. The province is 89%

rural in nature. The public sector is the largest provider of employment opportunities. There is an acute shortage of classrooms and other educational facilities as discussed in the previous chapters. There are inadequate telecommunication facilities, and supplies of electricity. HIV and AIDS infection are according to Growth and Development Strategy (1998:5), estimated at 17 persons per 100, with the potential of affecting young people most. There are also inadequate water supply and sanitation facilities.

(2) Constructing the questionnaire

The questions were phrased by the researcher around important issues in the teaching and learning of ABET. The first section entails filling in the personal particulars of the respondent and his or her brief profile. Section B describes curriculum and its didactic implications: Educator's problems and strategies, while Section C discuss the Qualification Framework and provides an illustration of the types of examination written by ABET learners (SAQA)

(3) Administering the Questionnaires

The researcher had to obtain written permission from the Department of Education in Limpopo to conduct her research at its ten ABET centres. The typing and binding of questionnaires was done at Tzaneen Technical College. The researcher consulted the district officials and centre managers to make the necessary arrangements for the completion of the survey. The questionnaires were explained to the educators and ABET officials, who in turn had to administer all the sections. Letters of explanation accompanied all questionnaires. The research took place in seven Department of Education regions as follows:

- Region 1: Sekhukhune: Fetakgomo, Mokhuduthamaga, Tubatse and Groblersdal
- Region 2: Mopani includes magisterial districts of : Phalaborwa, Giyani, Greater Tzaneen, Greater Letaba, Maruleng with the exclusion of Bohlabela with the new demarcation of boundaries.

- Region 3: Vhembe: Includes magisterial districts of Musina, Makhado, Mutale and Thohoyandou
- Region 4: Capricorn: The magisterial district of Aganang, Blouberg, Lepelle-Nkumpi, Molemole, Polokwane
- Region 5: Waterberg: Belabela, Lephale, Modimolle, Mogalakwena, Mookgopong

The greatest problem was failure on the part of the respondents to return the questionnaire because the researcher sent out one hundred and sixty (160) questionnaires but only One hundred and thirty (130) of them were returned. When a follow-up was done the findings were that some questionnaires had been misplaced or that some people were just reluctant to complete them. Therefore only ten questionnaires were returned after a follow up to add on 130 I received leaving the researcher with 140 questionnaires to administer. From these questionnaires, answers were grouped in accordance with their similarities in responses to questions. One hundred and forty (140) questionnaires from seven (7) regions had similar responses; and one hundred (100) had different opinions to the rest: One hundred and forty (140) questionnaires are therefore used in this regard. The answers given to some questions show that some respondents failed to understand questions and sought clarity from other people although they were requested to work independently. This was evident with respondents from the same centre or district.

However, these problems will not nullify the authenticity of the information gleaned from the questionnaires because most questions were answered correctly, as the results will show below.

Presentation and interpretation of data obtained from the questionnaires completed by Limpopo Province ABET educators, centre manager supervisors and ABET officials.

Questionnaire

Section A Respondent's Profile

(1.1.1)

Are you having teachers at your ABET centre.
Yes
No

(1.1.2)

Indicate the correct level. Are you teaching
Level 1
Level 2
Level 3
Level 4

(1.1.3) For how long have you been teaching ABET?
Less than 1 year
1 to 5 years
6 to 10 years or more

(1.1.4)

Are you teaching ABET at ABET centre or institution of higher learning
ABET Centre
Institution of higher learning

(1.1.4) Are you teaching any learning area for which you were not trained?
Yes
No

(1.1.6)

Does your training include Didactics or Andragogics.
Yes
No

(1.1.7) Are you engaged in furthering your studies?

Which institute are you serving?	Percentages
Government	
Private Company	
Non -Government	
Community Dev. Project	
Unemployed	

(1.3.1) Home language
N.Sotho
Tsonga
Venda
Any other (please specify)

(1.3.2)

Medium of instruction used at ABET centres
N.Sotho
Tsonga
Venda
Any other (please specify)

(1.4.)Which post are you holding?
Practitioners / facilitator / educator / teacher

Trainer Supervisor Other 1. Social worker
Nurse
Senior administrator Public works

(1.5)

What is your highest qualification?
Std 6/ Grade 8
Std 8/Grade 10
Std 10 /Grade 12
Std 10/Grade 12 and ABET Certificate ABET Certificate and other

(1.6) Indicate your total numbers of years of involvement in ABET activities.

Section B

1. The following describes curriculum and didactical implications:
teacher problems and strategies

(1). Are your lessons participatory?
Yes
No

(2).

Do you permit monitoring willingly at your centers?
No
Yes

(3.)

Do you achieve your aims and objectives in accordance with your
--

lesson plan?
Yes
No

(4)

Do you use a strategy of teaching by emphasising outcomes - based objectives?
Yes
No

(5)

Do you use peer teaching / group teaching / teamwork?
Yes
No

(6) Do you employ a strategy of games when teaching adults learners?
Yes
No

(7) Do you use music and rhymes when teaching adults?
Yes
No

(8) Do you encourage the use of speaking, listening, writing and reading in their classes
Yes
No

(9) Do you <u>always</u> have access to the use of educational media;
Yes

No

The inter action between educators and the researcher in the form of interviews took place. The following questions were asked and responses were written down (see chapter 4).

1. Comment in three sentences about improvement of the teacher's strategies in ABET class
2. Comment on how you inculcate a sense of confidence in learners and encourage the communicative approach.
3. Comment on educator training skills.
4. Comment on allocation of time to teach
5. Comment on the role of government in encouraging ABET programmes
6. Comment of the implementation of the curriculum relevant to ABET learners
7. Comment on placement of ABET learners according to levels.
8. Give two (2) comments as regards the learning programmes (syllabus);
The following are the respondent's opinions.

The following section examines the material used by educators and learners in the classes.

1. Manual and guides

- (1.1) Do the manuals and guides correlate with ABET syllabus?
- (1.2) Do teachers attend workshops to learn more about ABET manuals and guides?
- (1.3) Do these manuals integrate the four skills of a language?
 - (1.3.1) Give reasons for your answer

(1.4)

Do educators have the ability to develop materials?
Yes
No

- 1.5 What is the attitude of the society to parental involvement in the education of their children?
- 1.6 Comments about the facilities in their community.
- 1.7. Comment on the question of Assessment.
- 1.8. On the question of how often the educators gives listening assessment,
- 1.9. Integrated skill (Writing, Listening

Section C

National Qualification Framework

1.

Which examination or assessment has your ABET centre adopted?
I.E.B.
DoE
ASECA
SAQA

2. How do you assess and recognise prior learning of ABET learners
3. How are ABET learners accredited?
- 4.

From which institution did you receive this training?
Prolit
Aseca
Unisa
RAU
Western Cape University
University of the North

Other institutions:Learn and Teach (JHB)
Aloz (Zimbabwe)
Univ. of Pennsylvania (USA)

5. Comment on how you have benefited others
6. Comment on what you would need to be added in this training
7. Comment on how you can benefit others through this training
8. Give relevant topics for ABET learners
9. Comment on possible duties of the practitioners
10. Comment on conditions of centres
- 11.

Comment on books used by the centre
Prolit materials
Molteno
Operation Upgrade
Litsa Materials
Maskew Miller and Juta materials
UNISA
UNIN
RAU
No books
Other institutions (please specify)

12.

To which ABET Association did you affiliate?
NLC (defunct / demised)
ABET Council
NOPAPA (merged with AETASA)
NOPAPA - AETASA
Not Ticked

1. Questions regarding focus groups observations and reflections

- 1.1, Comment about the teacher's strategies in the ABET class
2. What would you do if you were an abet education specialist?
3. For the practitioner
4. For supervisors / centre managers
5. For adult learners
6. For others (specify)
7. What could make ABET more meaningful?

Annexure 2

Accreditation

National Higher Certificate in Adult Education and Training (a one year qualification) is accredited at REQV 11: NQF (an M+1) = 120 credits

National Higher Diploma in Adult Education and Training is accredited at REQV 13: NQF 6 (an M+3) = 240 credits.

Certificate Course in Local Government Administration and Management (a one year qualification) is accredited at REQV 11: NQF (an M+1) = 120 credits.

These qualifications are in accordance with SAQA, the requirements of the national ministry and with the Council for Higher Education.