ABSTRACT

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

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

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

SOME OF THE IMPORTANT CONCEPTS USED IN THIS STUDY

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

This work is dedicated to my family:

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

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

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

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

I would like to thank God most sincerely for having made it possible for me to complete this study. I base my gratitude on the book of especially Ephesians Chapter 3, verse 20.

I acknowledge with appreciation that the professionalism and expertise of my study leaders, Prof M E W McDonald and Dr H V R Van der Horst, has been of immense value to me. Their encouragement, unflattering assistance, positive and constructive criticism and expert guidance have made this study an enriching experience. The fact that they could combine patience, their passion for education and their desire and zeal to help has actually enabled me to complete this study.

My sincere thanks are extended to the following people who contributed to the completion of this study:

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Mr David Levey of the Department of English - UNISA, for the professional editing of this study.

Mrs Magda Botha of the Department of Teacher Education for her efficient typing.

Department of Education (Provincial and District Offices)
DECLARATION

Student number: 668-129-8

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

........................................... ...........................................
Signature
(Mrs D R Mothiba) Date
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<tr>
<td>ABET:</td>
<td>Adult Basic Education and Training</td>
</tr>
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<td>AEEM:</td>
<td>Alternative Educator Empowerment Model</td>
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<tr>
<td>AC:</td>
<td>Arts and Culture:</td>
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<tr>
<td>CBO:</td>
<td>Community-Based Organisation</td>
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<td>CDO:</td>
<td>Community Development Organisation</td>
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<td>EMS:</td>
<td>Economic Management Sciences</td>
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<td>EPT:</td>
<td>Educator Participating Time</td>
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<td>EU:</td>
<td>European Union</td>
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<td>FET:</td>
<td>Further Education and Training</td>
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<td>GET:</td>
<td>General Education and Training</td>
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<td>HET:</td>
<td>Higher Education and Training</td>
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<td>IIZDVV:</td>
<td>Institute for International Cooperation of the German Adult Education Association</td>
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<td>INSET:</td>
<td>In-service Training</td>
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<td>L:</td>
<td>Languages</td>
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<td>LPT:</td>
<td>Learner Participating Time</td>
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<td>LO:</td>
<td>Life Orientation</td>
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<td>LSM:</td>
<td>Learner Support Material</td>
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<td>Maths:</td>
<td>Mathematics</td>
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<td>NLC::</td>
<td>National Literacy Cooperation</td>
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<td>NPO:</td>
<td>Non Profit making Organisation</td>
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<td>NQF:</td>
<td>National Qualifications Framework</td>
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<td>NS:</td>
<td>Natural Sciences</td>
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<td>OBE:</td>
<td>Outcomes-Based Education</td>
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<td>OBET:</td>
<td>Outcomes-Based Education and Training</td>
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<tr>
<td>RNCS:</td>
<td>Revised National Curriculum Statements</td>
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<tr>
<td>SANGOCO:</td>
<td>South African Non-Government Organisation Coalition</td>
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<td>SANLI:</td>
<td>South African National Literacy Initiative</td>
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SAQA: South African Qualification Authority
SETA: Sector for Education and Training Act
SGB: School Governing Body
T: Technology
UNESCO: United Nations Educational Scientific and Cultural Organisation