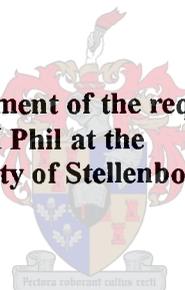


# **An evaluation of Bergzicht Training Centre as a model for a community learning centre**

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**Thesis submitted in partial fulfilment of the requirements for the degree of  
M Phil at the  
University of Stellenbosch**



**Supervisor: Prof CA Kapp**

**April 2006**

## DECLARATION

**I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.**

Date:.....12/12/2005.....

## ABSTRACT

Throughout the world a number of factors influence the way in which industry, commerce and service are organized, and all aspects of the world are subject to change. The plight of the out-of-school youth, illiterate adults, workers and the unemployed can be alleviated by the establishment of institutions that are characterized by the comprehensiveness or multi-purpose dimension of their curricula.

The question arises if this model provides ample training for the unskilled adult, support to secure permanent employment and become self-reliant and independent. Bergzicht Training Centre (BTC) was formed with the purpose of breaking the cycle of poverty for many unemployed semi-skilled adults.

The problem to which the study seeks an answer is therefore what criteria are needed to constitute BTC as a model of community-learning centres. Through this study, the research aims to refine and further define some success dimensions for community education. When these success dimensions are constructed and identified, it can be operationalised by the development of a performance appraisal instrument to evaluate any community-learning centre. This evaluation instrument can provide the initial framework of knowledge for further study.

The study was conducted in two phases and a variety of exploratory research methods were utilised to collect the necessary information in order to achieve the purpose of the study.

The findings of the questionnaires and the interviews provided the researcher with the necessary backing to present the identified dimensions as the factors needed to secure the success of a community learning centre.

The dimensions of success identified in the study assisted the researcher to develop a model of a successful community learning centre and introduce that model to assess Bergzicht Training Centre as a model of a community learning centre.

Recommendations were provided for a community learning centre, recommendations for Bergzicht Training Centre and recommendations for further research.

## OPSOMMING

Daar is wêreldwyd verskeie faktore wat 'n invloed het op die wyse waarop industrieë, besighede en dienste georganiseer word. Die faktore verander deurentyd namate die eise van die samelewing verander. Die lot van die jongmense wat reeds die skool verlaat het, ongeletterde volwassenes, algemene werkers en die werkloses, kan verlig word deur die ontwikkeling van instellings wat gekarakteriseer word deur die multifunksionele dimensies van hul kurrikula.

Die vraag ontstaan egter of voldoende opleiding voorsien vir die onopgeleide volwassene, en of dit ondersteuning bied vir die verkryging van permanente werk. Volwassenes sal slegs selfonderhoudend en onafhanklik kan wees as dit wel die geval is. Bergzicht Opleidingsentrum is ontwikkel met die doel om armoede te breek vir die talle werklose, onopgeleide volwassenes.

Deur hierdie studie is gepoog om die kriteria te bepaal waaraan Bergzicht Opleidingsentrum moet voldoen om beskou te word as 'n model van 'n gemeenskapsopleidingsentrum. Die dimensies van sukses vir 'n gemeenskapsopleidingsentrum is gedefinieer. Hierdie dimensies kan voorts gebruik word om 'n evalueringsinstrument saam te stel waardeur enige gemeenskapsopleidingsentrum geëvalueer kan word. Die evalueringsinstrument kan as basis dien vir verdere studie oor die aktiwiteite van gemeenskapsopleidingsentrums.

Die studie is in twee fases benader en 'n verskeidenheid eksploratoriese navorsingsmetode is gebruik om die tersaaklike inligting te bekom vir die doel van die studie.

Die bevindinge verkry vanaf die vraelyste en die onderhouds het die navorser voorsien van die nodige ondersteuning, om die dimensies te bepaal vir 'n suksesvolle gemeenskapsopleidingsentrum.

Die dimensies van sukses soos bepaal deur die studie het aan die navorser die nodige steun gegee om 'n model te ontwikkel van 'n suksesvolle gemeenskapsopleidingsentrum. Hierdie model is gebruik om Bergzicht Opleidingsentrum te evalueer as 'n model van 'n gemeenskapsopleidingsentrum. Aanbevelings is gemaak vir gemeenskapsopleidingsentrums, vir Bergzicht Opleidingsentrum en vir verdere navorsing.

## ACKNOWLEDGEMENTS

With faith all things are possible for nothing in this world is worthwhile without Jesus Christ. I am thankful and grateful for our Heavenly Father for affording me the opportunity to look to the future and not the past to find those things I want to make last. This was a journey of no mistakes, but only a long growth experience.

I wish to thank my wife, Ronell, and children, Warwick and Ryan, for their love and support, and accepting me for who I am, so that I may learn what I can become.

A word of appreciation for my late grandfather, William Taylor and late mother-in-law, Sylvia Hendricks, who taught me the meaning of humility- for it is that humility that fostered the ability to learn and continue learning.

I thank my parents, brothers and sister who all instilled the belief that every disappointment or failure can be changed into a new challenge and finally into an asset. Only a positive outlook on and approach to life will enable you to succeed.

I would like to thank my promotor, Prof. Chris Kapp for his professional guidance and patience to become a problem solver and lead me into a more constructive and productive way of life. A word of appreciation for the staff and adult learners of Bergzicht Training Center for their cooperation and contributions.

A word of thank for Ella Belcher for the language editing and all other individuals who supported me on this journey.

May God who understands each need, who listens to every prayer,

Bless you and keep you in His care.

*Without knowledge and wisdom there is no life;*

*Without love there is neither knowledge nor wisdom*

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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND

Stellenbosch and the surrounding areas, like the rest of South Africa, are faced with many unemployed young people and adults, mostly from the disadvantaged communities (mostly Africans and Coloureds). This phenomenon, if not rectified, will impact negatively on the economy and community of Stellenbosch. Throughout the world a number of factors influence the way in which industry, commerce and service are organised, and all aspects of the world are subject to increasing rates of change. In South Africa some of the most important influences for change are: globalisation, the demand for higher skills because of technological developments and dramatic changes in the accessibility of information, growth of small business with subsequent generation of more jobs, societal changes like the threat and causal effect of HIV/AIDS as well as the causal relationship between unemployment and crime (Department of Labour, 2000:4).

These factors influence the national economy, and their impact on individuals will take various forms. A number of trends are discernable and will have an effect on our economy and labour market. For example, the demand for skills and a better educated workforce will increase rather than diminish, structural changes in the labour market will not be reversed and skills development will increasingly be a life-long commitment.

## 1.2 STATEMENT OF THE PROBLEM

The plight of the out-of-school youth, illiterate adults, workers and the unemployed can be alleviated by the establishment of institutions that are characterised by the comprehensiveness or multi-purpose dimensions of their curricula. Such institutions will offer a combination of programmes to diverse students with different abilities and past achievements, with a variety of educational goals within a single institutional framework (Zuma, 1996:6).

According to the Department of Labour (2000:6), of the more than four million people who are unemployed in South Africa, some 50 per cent are young people who have completed more than nine years of schooling. Youth unemployment is aggravated by the inadequate provision of technical education and training opportunities. Around the world, companies, individuals and communities are reaping the benefits of investing in their people. The skills development legislation and the projects and programmes of the Labour Market Skills Development Programme being implemented by the Department of Labour, are designed to win irrevocable changes in attitudes towards occupationally directed education and training or skills development.

In October 2000 the Department of Labour determined five objectives to enhance skills development in South Africa:

- Developing a culture of high quality of life-long learning; targeted 2004 to have a minimum of 15 per cent of all workers to progress to at least one level on the National Qualifications Framework;

- Fostering skills development in the formal economy for productivity and employment growth; by 2004, the Department of Labour would like to have 90 per cent of Enterprises with more than 150 workers who claimed skills development grants from Sector Education and Training Authorities;
- Stimulating and supporting skills development in Small Business;
- Promoting opportunities for skills development and social development initiatives; and
- Assisting new entrants into employment in the labour market.

By 2004 a minimum of 100 000 people under the age of 25 years had completed learnerships and also a Minimum of 50 per cent of those who had completed learnerships were gainfully employed (Department of Labour, 2000:8).

The new learnership programme, although not restricted to young people, offer the opportunity to learn skills that are in demand and it should be feasible to expand the number of learnerships to a significant scale.

Bergzicht Training Centre (BTC) was formed with the purpose of breaking the cycle of poverty for many unemployed semi-skilled adults. Bergzicht Training Centre focuses on entry-level skills development programmes and to employment after they have completed their training. The questions arise: Does this model provide ample training for unskilled adults, and does it offer sufficient support to enable its graduates to secure permanent employment and become self-reliant and independent? The problem to which the research seeks an answer is therefore what criteria are needed to constitute BTC as a model for a community-training centre.

### **1.3 RESEARCH GOAL**

An outline of the general and specific goal of the research is provided in the following section.

#### **1.3.1 General research goal**

Within the boundaries of the community education field, the success criteria of Bergzicht Training Centre (BTC) as a model for a community learning centre are conceptualised by identifying dimensions of success for a community centre to be deemed successful, then implemented as an evaluation tool.

#### **1.3.2 Specific research goal of the literature review**

The specific research goal of the literature was to identify the dimensions of community education in the literature. The research field was investigated by probing related matters such as adult education, adult learning and community development. In this chapter the success of community learning centres is defined in terms of criteria dimensions, thus conceptualising success criteria for a model for a community education centre.

#### **1.3.3 Specific goal of the empirical research**

The research aimed at defining some dimensions from literature that epitomise success within the domain of community education. Some new dimensions could be added or further integrated with existing dimensions. Once these success dimensions were identified and formulated, it was possible to implement them by developing an appraisal instrument to evaluate a community-

training centre. Through this evaluation instrument it was possible to provide the initial framework of knowledge for further research.

#### **1.3.4 Synthesised goal of the research**

The synthesised aim of the research was the composition of recommendations for theory building that could provide a blueprint for further empirical research. These recommendations were based on the outcome of the above objectives. They made recommendations on:

- Possible ways to develop an appraisal instrument to evaluate community learning centres;
- Identifying features of a successful community-learning centre;
- Developing a model for a successful community-learning centre; and
- The evaluation of existing training programmes of a community-learning centre.

#### **1.4 TARGET GROUP OF THE RESEARCH**

The target group of this research consisted of the past and present administrative staff of Bergzicht Training Centre, present facilitators at this centre, and past graduates (between the years 2002 and 2004).

#### **1.5 DELIMITATION**

This research focused on Bergzicht Training Centre (BTC) in Stellenbosch to assess whether it conforms to the norms and standards and the success dimensions identified to be classified as a successful community-learning centre. The researcher as established from the literature review and empirical research determined the norms and standards, as well as the success dimensions. The assessment focused on the administration of the Centre, the various programmes that are

offered to students, the composition of graduates, their individual vision and mission, and their future prospects.

This investigation provided some information on the main aims for the development and establishment of BTC. The evaluation did not focus on the socio-economic development programmes, nor did it concentrate on the impact of the programmes to alleviate poverty. The evaluation merely focused on the strategy of BTC and their approach to provide entry-level skills development programmes to empower unemployed adults to develop into more economically productive, employed adults. This is parallel to the holistic aim of any community education project. It was necessary to investigate whether these programmes (entry-level skills development) empower the graduate to secure employment in the labour market.

Some background is needed to clarify the need for the establishment of BTC: the needs, aims, mission and vision, financing strategies, growth (short-term and long-term) and future development.

This evaluation also included an assessment of the impact of the programmes on the graduates, to determine who had successfully managed to find and sustain employment. This research did not explore the role of the government or human resources development.

## **1.6 LIMITATIONS**

Although this research attempts to assess BTC as a model for a community-training centre, the focal point will be on community needs and individual needs and how the training centre addresses these needs. It does not focus on the transformation of the programmes and management structures of BTC.

## **1.7 RESEARCH DESIGN AND METHODOLOGY**

Mouton (1996:36) refers to research as the application of a variety of standardised methods and techniques in the pursuit of valid knowledge. In terms of the fundamental objective of the research, namely to provide insights and understanding, and not to test specific hypotheses and examine relationships, the research design of this study is exploratory in nature (cf. Mouton & Marais, 1985).

Exploratory studies are most typically done for the following reasons:

- To satisfy the researcher's curiosity and desire for better understanding;
- To test the feasibility of undertaking a more extensive study;
- To develop the methods to be employed in any subsequent study;
- To explicate the central concepts and constructs of the study;
- To determine priorities for future research; and
- To develop new hypotheses about an existing phenomenon (Babbie & Mouton, 2001).

Because exploratory studies usually lead to insight and comprehension rather than to the collection of detailed, accurate, and replicable data, these studies frequently involve the use of in-depth interviews, the analysis of case studies, and the use of informants. The most important research design considerations that apply here are the need to follow an open and flexible research strategy; and to use methods such as literature reviews, interviews, case studies, and informants, which may lead to insight and comprehension (Babbie & Mouton, 2001).

Maykut and Morehouse (1994:64) explain that “the design of a research study includes the overall approach to be taken and detailed information about how the study will be carried out, with whom and where”. The research design involves two major components: one the *source* of the data, that is the sample or setting from which they are obtained; the other is the *method* by which data are to be collected. A well-formulated research problem contains two elements – a clear indication of the purpose of research, and a clear specification of the object of study (or unit of analysis) (Babbie & Mouton, 2001).

Research designs are broadly classified in terms of the fundamental objective of the research as being exploratory, descriptive, or causal (Mouton & Marais, 1985; Van der Merwe, 1996; De Vaus, 1996). Many qualitative research aims primarily at description. The range of contexts in which we may formulate a descriptive research purpose may include conceptual analysis (the construction of typologies and taxonomies), historical analysis (narrative descriptive), the retrospective reconstruction of small numbers of cases (case studies), and the use of multivariate descriptive statistics (contingency tables, correlations, regression, analysis) (Babbie & Mouton,

2001). The researcher included conceptual analysis, historical analysis and case studies in an attempt to assess BTC as a model for a community-learning centre.

The research was conducted in two phases and a variety of exploratory research methods were utilised to collect the necessary information in order to achieve the purpose of the study.

#### Phase 1: Literature review

A literature review was carried out to provide an investigation into all issues relating to community education, adult learning, adult education, and community development. These related issues enabled the researcher to develop and determine success criteria for a community-training centre by which to evaluate any community centre such as BTC.

#### Phase 2: Empirical study

A survey was conducted amongst adults who enrolled at BTC and successfully completed their course in either one of the following: home management; educare; frail care; or cater care, between 2002 and 2004, with practical experience of the subject of research. In-depth interviews, structured and unstructured questionnaires, informal discussions and focus groups were some of the exploratory research methods utilised in the data collection process. The nature of the research required the historical background of BTC as barometer to investigate the initial needs analysis for the establishment of BTC, relating to aspects like the need for a community training centre, the financial strategies and donor support. The impact of BTC as an element of the strategy of the Department of Labour to address unemployment and of the

Department of Social Services to address social and community weak points and needs, was investigated.

## **1.8 TECHNIQUES FOR GENERATING DATA**

Van der Merwe (1996) puts forward the following three exploratory research methods:

- A survey of the existing, relevant literature;
- The experience survey – a survey amongst people (adults) with practical experience of the subject of study; and
- The analysis of insight-stimulating examples.

The same methods were implemented in this research and are presented individually in Sections 1.8.1, 1.8.2 and 1.8.3.

### **1.8.1 Literature review**

A literature review helps a researcher to categorise the research in the contexts of what has already been done, allowing comparisons to be made. Resulting from the literature review, the construct of a model for a community-learning centre was formulated. This construct served as the basis for the formulation of an appraisal questionnaire, thus operationalising the findings of the exploratory study.

Qualitative research is distinguished by the way in which it focuses on the subjective perceptions of those it addresses, thus allowing the researcher to study people in terms of their own definitions of the world (Mouton, 2001:194). According to Scheyvens and Storey (2003:57),

qualitative methods include a variety of techniques, from participant observation and the writing of ethnography, to semi-structured interviews, oral histories and group discussions. The literature research provided the basis for the theoretical framework of community education and the formulation of the success dimensions for a community-training centre.

### **1.8.2 Experience survey**

The experience survey of the research provided information on the subjects of the research, namely the management and facilitators of BTC and the graduates of the period 2002, 2003 and 2004.

The experience survey involved the following:

- Accessing existing data on the functioning of BTC;
- Conducting interviews with the education and training learning facilitators at BTC, to explain and clarify the functionality of the various programmes;
- Selected interviews with graduates who completed programmes between 2002 and 2004;
- Structured and unstructured questionnaires administered to selected adults who had completed any of the courses offered at BTC; and
- Structured and unstructured questionnaires administered to facilitators and managers of BTC.

In order to gain insight into the background of the establishment of BTC, documents were investigated pertaining to the compilation of relevant investigative studies qualifying the need for the establishment of BTC. These documents assisted the researcher in ascertaining to what extent these studies had substantiated the initial proposals to develop BTC.

Qualitative interviewing design is characterised by flexible, interactive and continuous interviewing, rather than by interviews that have been prepared in advanced and are locked in stone (Babbie & Mouton, 2001:289). The in-depth interview as a method of data collection relied on in this research, ranged from casual conversation or brief questioning to more formal interaction. An in- depth interview is a process where the researcher is not so much interested in the content of the conversation, but rather in the process by which the content of the conversation has come into being (Babbie & Mouton, 2001:291). According to Babbie & Mouton (2001:293), research reports using interview data should indicate not just the context and structure of the data from each interview, but also a clear statement of the researcher's purpose(s) in conducting the interview in the first place.

Firstly, at least one facilitator in each of the programmes was interviewed in one-on-one semi-structured interviews. These qualitative interviews determined the methodology currently used in the various programmes offered and the expected generic learning outcomes perceived to be a problem or success.

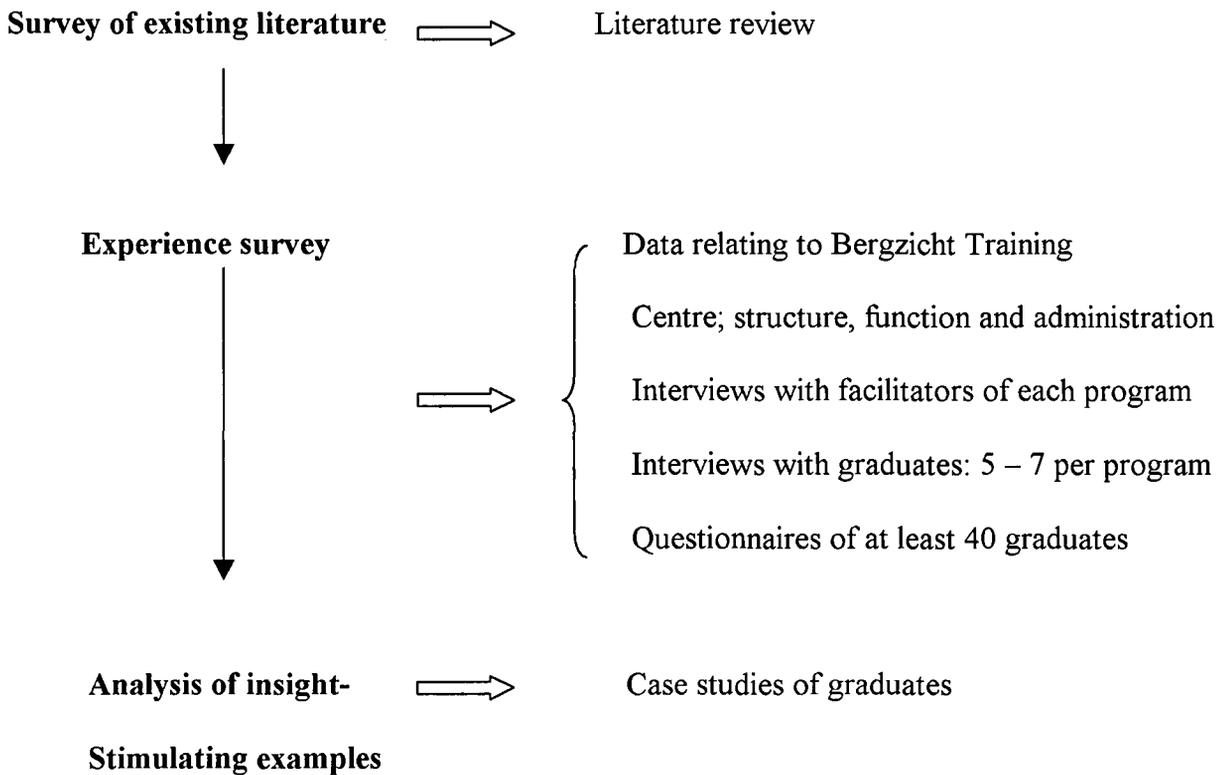
Secondly, selected graduate students from all the existing programmes were interviewed in one-on-one semi-structured interviews. The formation of the groups was based on judgement sampling, so as to ensure that the groups were representative of the period 2002 to 2004. Each of the groups consisted of 5-7 graduates per programme. During these interviews graduates were encouraged to discuss their learning experiences, specifically the unintended outcomes, and to highlight those experiences that they deemed to have been most enjoyable and beneficial.

Administering questionnaires is a good way of collecting certain types of information quickly and relatively inexpensively as long as the subjects are sufficiently literate and as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main task (Bell, 1996).

In this study, information gathered through interviews was supplemented by questionnaires that required respondents to give answers to both open-ended and unstructured questions and closed or structured questions.

A questionnaire was administered to at least 40 graduates of the programmes in home management, educare, fail care and cater care, representative between the periods 2002-2004. This included the selected group of 5-7 graduates who participated in the interviews. The questionnaires attempted to elicit data regarding specific personal family structures and future prospects and plans for further study, specific classroom experiences, the techniques employed and the assessment practice. The questionnaire gave the graduates the opportunity to rate the extent to which specific events designed to develop the critical outcomes were positively experienced and beneficial. This aspect is discussed in more detail in Chapter 4.

Table 1.1 attempts to provide some structure to the proposed techniques for generating data.

**Table 1.1 Techniques for generating data**

### 1.8.3 Analysis of insight-stimulating examples

The third exploratory method of research listed by Van der Merwe (1996) involves the intensive study of selected cases of the phenomenon under investigation. The researcher uses existing records, observation of the occurrence of the field study and unstructured interviewing with the focus on the individual as well as on the group perspective. When data are gathered through observation, the researcher “goes out to watch (monitor) and record what happens in some social situation” (Markam, 1989:5). Through observation the researcher learns about behaviours and

the meanings behind those behaviours. In this research the researcher spent some time in the BTC setting, observing and learning about experiences of the adult learners.

## **1.9 DATA ANALYSIS**

According to Babbie and Mouton (2001), content analysis is a research method, which examines words or phrases within a wide range of texts, including books, book chapters, essays, interviews and speeches as well as informal conversations and headlines. Eight steps in the process of content analysis are identified, namely:

- Deciding on the level of analysis;
- Deciding how many concepts to code;
- Deciding whether to code;
- Deciding how to distinguish among concepts;
- Developing rules for the coding of texts;
- Deciding what to do with irrelevant information;
- Coding texts; and
- Analysing results.

The data analysis was conducted in three phases. Firstly, the existing documentation regarding the historical background of BTC was analysed, sorted and documented to give some clarification on the establishment, mission and vision. Secondly, the raw data obtained from transcribing the interviews with the various facilitators were referenced, coded and analysed, and noted down under key headings including methodology; efficacy; assessment approach; and any other information that might emerge from the data. This information gave insight into the

preparation and strategy to address the needs of the students. Thirdly, interviews with the selected graduates was referenced and grouped under key headings including learning experiences, unintended outcomes, personal details and future prospects. This information gave some reference to the initial needs and expectations of the students for enrolling for any specific vocational programme presented.

This initial analysis was correlated with information deduced from the questionnaires conducted with specific graduates. On completion of the survey, the responses were collated and cross-referenced to highlight patterns and trends. This led to the final analysis where all data gathered were assessed, including data highlighted, in order to isolate successes and causes of concern. When these success dimensions were constructed and identified, the dimensions could be operationalised by the development of an appraisal questionnaire.

## **1.10 CHAPTER BREAKDOWN**

Chapter 1 provided background to the research. This includes the statement of the problem and purpose of the research. The delimitation, limitations and research design and methodology gave insight into the planning of the research. Research was done on the techniques for generating data and data analysis. The target group was identified and the chapter breakdown was structured.

Chapter 2 presents the literature review that aimed at clarifying concepts such as life-long learning, adult learning, community education, community development, community learning

centres as well as at defining the role of a community learning centre. The chapter also attempts to identify some dimensions indicating a successful community-learning centre.

Chapter 3 produces an overview of Bergzicht Training Centre in Stellenbosch. The background, mission statement, values and objectives Information is provided on the functions of the employment bureau, the funding of BTC and the leadership and management structures.

The research design and methodology are provided in Chapter 4. The research methodology includes the generating of data through the literature review, experience survey, analysis of stimulating examples, sampling and questionnaire survey. Data processing includes data analysis, data interpretation, data presentation, and validity and reliability of data.

Chapter 5 presents a report on the findings generated by the questionnaires and interviews. The presentation of data from the questionnaires administered to adult learners is followed by the presentation of data from the questionnaires administered to the facilitators. The presentation of data from the interviews with adult learners is followed by the presentation of data from interviews with facilitators and the manager of BTC.

In Chapter 6 the formulation of an appraisal questionnaire is drafted, using the findings produced by the data generation. This appraisal questionnaire could be used to assess a community-learning centre. This chapter also presents a synthesis of the research followed by conclusions based on the findings. Recommendations are based on the conclusions that resulted from the findings.

The references, list of tables, list of figures and list of appendices follow the preceding chapters.

### **1.11 SUMMARY**

Chapter 1 attempted to clarify the need for the research, the statement of the problem and the purpose of the research. The delimitation, limitations and target group were determined and the research design and methodology of the research were outlined. This scientific method of research was essential in determining whether academic principles were implemented to generate data through research, analysis of the data and to deduce the required synthesis, presentation and conclusions of findings. A breakdown of the chapters was provided to aid the researcher in the structure of the thesis.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In this chapter attention is given to literature that clarifies major concepts in this research, namely *lifelong learning (adult education)*, *adult learning*, *community education* and *community development*.

The Department of Education, Directorate: Adult Education and Training (1997:125) defines the concept *adult learning centre* in the following way:

The term 'adult learning centre' is used as an umbrella term for a wide range and variety of forms of learning provision in the Multi-Year Implementation Plan. It includes the current night schools and their satellites, emerging community learning centres, private providers, non-government organisation learning facilities, church halls, community halls, economic sector located facilities and public library facilities. The facilities may allow for face-to-face individual and group instruction as well as distance learning and forms of self-instructional learning.

The ultimate aim of the literature study is to determine some dimensions for a model of a community training and learning centre like the Bergzicht Training Centre (BTC). This information, together with the information gathered from the empirical study, serves as the basis for the formulation of an appraisal questionnaire to assess BTC as a model for a community-

learning centre. The information gathered aided the researcher in formulating conclusions and recommendations based on the literature study.

## **2.2 LIFELONG LEARNING**

Lifelong learning (previously known as adult education) includes, but is not limited to, adult basic education, continuing education, independent study, agricultural education, business education and labour education, occupational education and job training programmes, parents' education, post-secondary education, pre-retirement education and education for older and retired people, remedial education, and special education programmes for groups or for individuals with special needs. It includes educational activities designed to upgrade occupational and professional skills, to assist business, public agencies, and other organisations in the use of innovation and research results, and to serve family needs and personal development (Robinson, 1995). Lifelong learning thus includes all personal development encountered throughout an individual's life. This may occur by means of personal investment or by other exterior factors such as employees or organisations that could invest in human capital.

Individual employers do not necessarily invest in the training of their employees, which leads to widespread concern for inadequate skills levels. Mayo (1997) states that whilst the market-led approach to community education and training has raised the dilemmas in relation to work-related education and training, and the changing needs of the economy, it has been just as problematic, if not even more, in relation to adult education and training in the community. The role of education is to provide opportunities for adults to be educated to enable them to be active

as citizens in the social transformation. In other words, lifelong learning is aimed at creating the conditions for self-realisation and citizenship. Brookfield (1986) states that the notion of lifelong learning that largely lacked influence in government has been displaced by more powerful discourses of a lifelong learning market in which individuals are encouraged to take responsibility for their own learning.

Brookfield (1986) explains that the discourses shift to emphasise lifelong learning as the organising concept for adult education. Learning now starts to be conceived as a lifelong process with important connections established between schooling, higher education, and workplace learning. Mayo (1997) see lifelong learning as a process of accomplishing personal, social and professional development throughout the life span of individuals in order to enhance the quality of life of both individuals and their collectives. According to this view, lifelong learning is connected with both individual growth and social progress. The Hamburg Declaration of July 1997 declares that:

Adult education thus becomes more than a right, it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for promoting justice, gender equality and scientific and social development (Mayo, 1997).

Brookfield (1986) argue that lifelong learning has to be seen as a complex and multifaceted process that begins in pre-school times, is carried through compulsory and post-compulsory periods of formal education and training, and then continues throughout life, through provision of learning experiences, activities and enjoyment in the workplace, in universities and colleges, and in other educational and cultural agencies and institutions – of both formal and informal kind – within the community.

Lifelong learning refers to learning across the human life span from the cradle to the grave. It is assumed that lifelong learning will meet the needs of an increasingly sophisticated economy for a skilled and educated workforce.

The South African Constitution of 1996 recognises past prejudice and those who suffered in the long struggle against apartheid. The Reconstruction and Development Programme (RDP) provided for the establishment of an integrated National Qualifications Framework (NQF) that would enable learners to progress to higher levels to obtain recognition and credits towards qualifications from any point of the system towards another level of the NQF. The White Paper on Education and Training (Department of Education, 1995) is concerned with the historically disadvantaged groups and redress for injustices suffered by the disadvantaged groups of citizens of South Africa. Redress is supposed to address the legacy of apartheid by providing opportunities to learners who were excluded or disadvantaged by previous policy and practice. Among the learners are women, particularly those in rural areas and informal settlements, unemployed youth and adults, and homeless and imprisoned youth and those militarised at a young age through the struggle against apartheid.

In the Green Paper on Further Education and Training (FET)(RSA, 1998) the Skills Development Act (RSA, 1998:501) sets out to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce to integrate those strategies within the NQF to provide for learnerships that lead to recognised occupational qualifications, to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund (NSF), and to provide and regulate employment services. The NSF is intended to support pre-employment training and learnership programmes, some of which will include Adult Basic Education and Training (ABET) and improve employment possibilities for youth, the disabled, the rural poor and the informal sector.

The National Institute for Life Long Development (NILLD) provides the following definition of lifelong learning in the South African context:

“Lifelong learning is the development of human potential in all roles, circumstances and environments, through a continuously supportive process which stimulates and empowers individuals to acquire and apply all the knowledge, values, and skills to creatively attain their goal, from cradle to grave”(Department of Education, 1997).

This definition emphasises individuals in society and the importance of their acquiring knowledge, values, and skills throughout their lives. The definition is contrasted with lifelong learning development, which focuses on the system required to support notions of lifelong learning. Lifelong learning development is the organised improvement of the learning site and programme delivery for the benefit of the learner. It is concerned with content, process and

context, and the interaction of all three. Its tasks involve catalytic, coordinative and collaborative processes. In this definition, *content* refers to what is learnt, *process* to how it is learnt and evaluated and *context* to where it is learnt.

Whatever the form, content, duration, physical planning, or sponsorship, an activity is identified as lifelong learning when it is part of a systematic, planned, instructional programme for adults. It is an intervention into the ordinary business of life, an intervention whose immediate goal is change, in knowledge or in competence. This means that lifelong learning refers to any learning activity or programme deliberately designed by a providing agent to satisfy any training need or interest that may be experienced at any stage in his or her life by a person that is over the statutory school-leaving age and whose principal activity is no longer in education. Its ambit thus spans non-vocational, vocational, general, formal and non-formal studies as well as education with a collective social purpose.

## 2.3 ADULT LEARNING

This section provides definitions of an adult, of learning and of education, with the focus on adult learning principles, the environment for learning, and self-directedness in the learning process.

The term *adult* can refer to a stage in the life cycle of an individual. He or she is first a child, then a youth, and then an adult. Adults are those people whom their society deems to be adult. Characteristics such as far-sightedness, self-control, established and acceptable values, security, experience and autonomy are amongst the most common characteristics. Adults continue to strive to become more mature, more balanced and more responsible, attributes that they accomplish through some experience of learning.

Brookfield (1986) states that learning is an activity in which we take part all the time throughout life. Areas of change in our life are determined as we enter new social roles, work at our various occupations, develop new personal interests or even prepare for more learning. Education is planned learning; contrived and purposeful learning opportunities. Words like “structured”, “development”, “cumulative”, “sequential” and “progress” are associated with the concept of education. The aim of all this planning, preparation and review is to promote and direct learning. Education may therefore be seen as the provision of organised conditions for learning to take place, a means to providing learner support. Education is regarded as an encounter without prior determination of the outcomes, because of the open-ended nature of the encounter between learner, facilitator and material and the unpredictability of learning.

### 2.3.1 Principles of adult learning

Much has been written about andragogy, but the search for a general theory of adult learning stays elusive. Cross (1981) defined andragogy as the art and science of helping adults learn. In his discussion on andragogy, Brookfield (1986) states that adult education would become that education concerned with the enhancement of the prescriptive desired conditions of adulthood. Learning activities and learning styles vary so much with physiology, culture and personality that generalised statements about the nature of adult learning have a very low predictive power.

Brookfield (1986) promotes the following four assumptions of andragogy:

- Adults both desire and enact a tendency towards self-directedness as they mature;
- Adults' experiences are a rich resource for learning;
- Adults are aware of specific learning needs generated by real life tasks or problems;  
and
- Adults are performance-centred in their orientation to learning.

Adult learners should know what they need to learn, believe themselves responsible for their own learning, be able to utilise prior experience, be ready to learn, be life/task/problem-centred, and derive their motivation from self-esteem, or the likelihood of job satisfaction or quality of life.

Brookfield (1991) summarises the findings of several researchers (Miller, 1964; Kidd, 1973; Knox, 1997; Brundage & Mackeracher, 1980; Durkenwald & Merriam, 1982) on the principles of adult learning in the following way:

- Adults learn throughout their lives. Most of the students that attend the courses presented at the community training centres are motivated by the hope of gaining employment or better employment circumstances and improving their lives. This statement is supported by Valla (2000) who conducted an impact study on BTC;
- Adults exhibit diverse learning styles and learn in different ways, at different times, for different purposes;
- Adults like their learning activities to be problem-centred and to be meaningful to their life situation, and they want the learning outcomes to have immediacy of application;
- The past experience of adults affects their current learning, sometimes serving as an enhancement, sometimes as a hindrance. They have a pool of experience, which enables them to contextualise the learning and in this way, evaluate it;
- Effective learning is also linked to adults 'subscription to the self-concept of himself or herself as a learner. Self-concept moves from dependency to independency as individuals grow in responsibility, experience and confidence;
- A comfortable supportive environment is a key to successful learning; and
- Adults exhibit a tendency towards self-directedness in their learning.

The above section attempted to provide some of the principles of adult learning. The main feature and characteristic is that adult learning can be defined as the science and process of helping adults learn. Adults do require a different approach from that required by children, because they have some educational experience and are more mature to direct their own learning experience.

### **2.3.2 Environment for learning**

In the previous section adult learning and principles of adult learning were discussed. The next element in this process is the learning situation and the question is asked: “What circumstances help people to learn?” A learning environment entails all of the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of an adult engaged in an educational enterprise (Hiemstra, 1991).

Ingalls (1973) maintains that certain environmental factors seem either to facilitate or to be disruptive of adult learning. Ingalls (1973) explains that the term *climate* is used to describe the web of messages and meanings that are constantly being communicated from the physical, human and organisational environments around us. Climate setting consists of the integration of the physical surroundings, human or interpersonal environment, and the organisational or interactive environment.

#### **2.3.2.1 The physical environment**

Some of the more important items of consideration in developing a climate conducive to adult learning would include the following:

- Provision of ample space to work;
- Sufficient lighting of rooms;
- Acceptable acoustics and reduced outside noise;
- Appropriate décor or educational material on walls;
- Comfortable temperature;
- Sufficient ventilation;
- Organised seating;
- Comfortable environment;
- Positioning and arrangement of furniture;
- Grouping arrangements;
- Ample space to ensure mobility;
- Provision of rest facilities;
- Provision of writing materials;
- Available rest rooms; and
- Required audiovisual aids.

In addition, Ingalls (1973) reports on other related physical concerns such as that directions to the place of learning should be clear and accurate, whether in a formal existing community centre, at a company venue or any other building structure. The learning site should be central to

the community it is serving. Travelling should not be too difficult, too time-consuming, dangerous, or too expensive.

#### 2.3.2.2 Psychological environment

Knowles (1987) points out that if people feel they are being talked down to, embarrassed, or otherwise denigrated, their energy is diverted from learning to dealing with these feelings. Knowles (1987) emphasises that a climate of “collaborativeness” rather than competitiveness and a climate of supportiveness rather than “judgementalness” should be encouraged. Learners should be made aware of the fact that the richest resources are within their peers and they must come to understand the importance of making these resources available. Learning will only thrive within a climate of mutual trust (Knox, 1986). Learning must also be fun. The use of humour and an informal way of doing things might contribute to the enjoyment of the training event. According to Knowles (1987), the last condition that characterises a climate that is conducive to learning is a humane climate. This is a climate in which people feel that they are being treated as human beings, not objects, for learning is a unique human activity.

#### 2.3.2.3 Organisational policy and structure and its effect on climate

Ingalls (1973) views organisational climate from the following two perspectives:

- The actual organisation of any particular adult learning / training activity, meaning the planning and structure; and

- The overall organisational, institutional, community setting within whose jurisdiction the training activity is taking place.

Organisational climate concerns itself with what is being communicated by every piece of publicity or advertising about training or education activity. The manner in which an educational initiative is marketed can stimulate interest and curiosity and invite active participation.

The behaviour of the facilitator plays a vital role in the setting of a climate of enthusiasm, cheerfulness, informality and democracy. The programme design as a whole, as well as the way in which the individual sessions are structured, and the format of the workbook and notes on the subject matter, all contribute to the climate setting. Providing learners with the opportunity to make decisions and to be involved with the training experience demonstrates an organisation's concern with and care for them as individuals.

Financial resources are always a sensitive issue, mostly because community development is typically not profitable and is therefore hampered by limited funds. Vocational programmes require enormous financial injection for learning material and other infrastructure. The community and other role players like the Department of Labour, private enterprise and donors, have to support these initiatives to provide adults access to these resources.

### 2.3.3 Self-directedness of the learning activity of adult learners

An adult is one who has achieved the consciousness of being in charge of his/her life, and being responsible for making his/her own decisions. This is carried through to the learning process where the adult learner is encouraged to develop his/her own ideas, behaviours and beliefs and take charge of his/her own development. The development of self-directed learning capacities is an aim of educators and trainers of adults (Brookfield, 1991). Self-directedness can be defined in terms of learners' ability to plan, conduct, and evaluate their learning activities independently.

Education leads to self-empowerment. Freire, as quoted by Hope and Timmel (1991), states that no education could ever be neutral and that education should be designed to liberate people, not domesticate them into puppets without the ability to be critical, creative, and responsible for themselves. Hopson and Scally (1981) offer a detailed explanation on the criteria for self-empowerment behaviour. These criteria include the awareness of self, of others and of systems; goals; one's own commitment; specific outcomes, values, and life skills related to self-empowerment living; and information. From this viewpoint self-directed learning is then seen as an integral part of self-empowerment.

Adults are likely to be engaged in some form of learning on a daily basis increasingly formalised by learning through training. The word *adults* can relate to an individual's stage in the life cycle or to status as recognised by society. Adult learning and lifelong learning denote the entire educational processes, whatever the content, level and method, whether formal or otherwise. The educational process might prolong or replace initial education in schools, colleges and

universities as well as in apprenticeships. Persons regarded as adults by the society to which they belong can develop their abilities, enrich their knowledge, improve their technical or professional qualifications or even turn them in a new direction. This might bring about changes in their attitudes and behaviour in the two-fold perspective of full personal growth and participation in balanced and independent social, economic and cultural development.

In this section an attempt was made to conceptualise the term *adult*, and to examine the extent to which an adult demonstrates the capacity to be exposed to lifelong learning. Adults are those people the society deems to be adults characterised by far-sightedness, self-control and established in the community. The concepts *learning* and *lifelong learning* were clarified and defined. These concepts are essential in understanding how adults can achieve self-directedness in the learning process.

## **2.4 COMMUNITY EDUCATION**

This section provides definitions of community education, discusses the aims and purposes of community education, mentions the current categories of provision of community education and non-government organisations which provide access to community education and offers insight into factors influencing community development.

### **2.4.1 Definitions of community education**

Community education now has a widespread currency but lacks any generally acknowledged definition (Martin, 1994:192). Jarvis (1995:35) says that it is not the education of communities or education for communities, but rather education for community action or development and thus education in the community or adult education beyond the walls of the class. The essence of community education is the blurring of boundaries between educational establishments and their surrounding communities, as well as between teachers and students, and work and leisure (Martin, 1994).

Merriam and Brockett (1997:11) define community education as “any formal or informal action-oriented or problem-solving education that takes place in the community”. Cohen and Brawer (1982) in Kapp (1998) argue that community education is an area of the service that knows no limits on client, age, prior educational attainment, interest or intent. They contend that the scope of offering is limited only by staff energies and imagination and by the funds available. Decker’s view (1978: 174) is that community education is not a combination of disjointed programmes or an add-on to the existing education structure, with an educational philosophy that has concern for all aspects of community life.

According to Poster and Krüger (1990:62) the seeds of the solutions to a community's problems are contained within that community. There is an argument that community education should be needs based and coordinated (Kapp, 1998:5). Kapp (1998) quotes Decker (1979:4) who describes community education as encouraging "the development of a comprehensive and coordinated delivery system for providing educational, social and cultural services for all people in the community". Brookfield (1983: 84) constructed a three-fold descriptive typology of community adult education: adult education for the community, adult education in the community and adult education of the community. All three of the above-mentioned definitions apply to BTC. BTC provides adult education for the community, in the community and of the community. BTC provides access to adults from the community to adult education. The adults who come from the community experience the learning in the community and are trained to address the needs of the community, making them aware of current employment needs.

The White Paper on Education and Training (RSA, 1995(b): 16 ), argues that the essence of community education combines the principles of learner-centeredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition of credit for prior learning experience, the provision for learner support , the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems. Community education has to be cost-effective, enabling the community to be actively involved in mutual growth and awareness through appropriate coordination of leadership, resources and skills, directed towards the empowerment of that community (Poster & Krüger, 1990:62).

The Report of the Senate Standing Committee on Employment, Education and Training in Australia (1991), as quoted by Kapp (1998:5), suggests that community education:

- Makes provision for the recurrent vocational, cultural and social development of people regardless of their employment status, who are beyond compulsory school age but not primarily engaged in post-secondary education and training programmes;
- Involves complex but coherent forms of cooperative learning geared to the adult status of its participants and committed to their empowerment through skills acquisition, access to information and introduction to fields of knowledge;
- Is not necessarily constrained by the conventions of place, time and teaching/learning methods which may apply in the familiar settings of the school, college or university; and
- Is fundamentally a learner-centred and needs-based practice, characterised by active concern for accessibility, democratic processes, social justice, and success measured primarily in terms relevant to the needs and aspirations of the individual participant.

Community education tends to be linked with the culture and needs of the community in which it is located and to be more a product of community reflection and collaboration than are formal award-based programmes (Harris & Willis, 1994:197).

## 2.4.2 Purpose of community education

The role which community education services can and do play in the development of learning opportunities for adults is debatable. This role is usually determined by a particular context, need within a community or involvement of stakeholders.

Rogers (1992) suggests that the purposes of community education are to:

- Reaffirm individuality within the community;
- Provide education for change in the community;
- Be of general service to the community;
- Provide stimulus to learning from home and community in the community;
- Support family learning in the community;
- Promote active citizenship and democracy to be able to answer tomorrow's problems in the community and the country;
- Develop a culture of learning in society;
- Create sense of wholeness or relationship to others in the community;
- Overcome poverty in the community and country; and
- Understand economic growth models challenging the community and the country.

Poster and Krüger (1990:62) states that community education is about education, that is, people developing new skills, new knowledge and new confidence. It is about communities, about using the resources in them, and about integrating learning with other aspects of living. The previous discussion advocates that community education is much more than the mere use of

facilities. Community education makes educational programmes more accessible by bringing the community into the classroom and taking the classroom into the community. The NQF (RSA,1995:15), states that the principle of community education needs to find expression as an important thrust of the FET programmes of various types and for different levels of providers.

Brookfield (1995:66) provides two notions of community education as based on two separate visions of community. The liberal view is an organic harmonious entity. The liberating view holds that divisions and inequalities of an economic, political and ethnic nature split the communities. Both the liberal view and the liberating view are clarified in the following sections.

#### 2.4.2.1 The liberal model of community education

The liberal model of community education is based on the assumption that community education comprises of a programme that satisfies the needs of all members of a community. It emphasises delivery systems that are provided by some agency to serve the needs of the community. The underlying concern is the identification and satisfaction of community needs as well as individual needs. This poses a problem when a certain group of people take a decision against the wishes of a large number of local inhabitants, or support one person's prescription of what kind of community change is deemed necessary. In 1998 the community of Kalkfontein in Kuils River, Cape Town, started a community project. Cement blocks were made to supply the builders who were developing a housing scheme in the community. Only a few people benefited from that community education project for a certain time, thus it was only effective for a set

period of time. The Kalkfontein project would have been more successful if rapid expansion of the housing development had been secured. The Kalkfontein project provides an example of a project that aimed to address a need in the community.

#### 2.4.2.2 The liberating model of community education

The liberating model is usually associated with radical adult educators and political theorists. It is based on the notion of community that emphasises the existence of inequities in terms of income, access to educational opportunities and political power. Community educators are seen as being forced to ignore the needs of one sector in order to serve the needs of another. Education becomes a political act. Development and action are seen as intertwined and part of a broad movement to attain social justice. In Kleinvlei, a suburb outside Cape Town, an ABET programme was initiated as a community education project to help the illiterate to further the educational capabilities of the community.

South Africa was historically known for a socially unequal society. This implies the existence of inequalities in terms of income, access to educational opportunities and political power. The new South African society should not be influenced by any of the two models, but adhere to the constitution which promotes equal opportunities to all citizens irrespective of race, gender and religion.

Adult education, as discussed, ought to be accessible to as many needy people as possible. Most of the formal educational institutions are out of reach for most of the disadvantaged communities. They need education for change, in response to their immediate circumstances, to develop new skills, new knowledge and new confidence. The community has its own needs and common causes and is the creator of its own culture. Educational resources are to be dedicated for integrated learning with other aspects of living. The aims and purposes of community education are usually determined by a particular context and culture. Community education is essentially consumer-driven and client-responsive rather than producer-driven. It begins with and acts for the individual for the empowerment of all those who need it in the community. The scope of community education includes lifelong education and learning, basic education, community involvement, and the utilisation of educational resources that can promote learning.

### **2.4.3 Categories of provision of community education**

It is possible to identify four broad categories of adult and community education according to the primary focus of the category (Harris & Willis, 2000). These four categories overlap, because the learner and not the provider determine the purpose that leads to participation in any of the categories. The four categories are: adult basic education, liberal education, occupational education and training, and public education.

#### 2.4.3.1 Adult basic education

Adult basic education, better known as adult basic education and training (ABET) encompasses literacy, numeracy, communication skills, basic science, the humanities, and social science, up to level four of the NQF. The provision of basic literacy and numeracy skills, including those needed for a safe and productive working life, is pre-eminently the obligation of government. ABET is the basic education and training phase in the provision of lifelong learning, consisting of levels along a continuum of learning aimed at adults and youth with very little or no formal schooling and who have unrecognised knowledge and technical skills (Department of Education, 1997:1).

#### 2.4.3.2 General / liberal education

This is arguably the best known and most visible kind of adult education that is undertaken for personal enrichment and development, general interest or recreation. It includes programmes that help people to realise their full potential and become well informed about key issues confronting society. Liberal adult education refers to education for democracy – the development of the knowledge, understanding and skills that will encourage and support wider and more meaningful participation in the democratic processes of society and education (Harris & Willis, 2000).

#### 2.4.3.3 Job, occupational and career-related education and training

This area includes industry and trade union training, special purpose training for organisations like the defence force, police and fire services, management training and development and continuing professional education (CPE) (Harris & Willis, 2000).

#### 2.4.3.4 Public education

Public education seeks to inform and educate the public at large in relation to key issues, problems and challenges confronting society, for example AIDS Awareness in the South African society. In the timber industry in South Africa, environmental awareness was increased among literate and semi-literate employees in the late 90's (Kapp, 1998). During the last quarter of 2004 and the first quarter of 2005 most of the South African provinces experienced a severe water shortage. The Department of Water Affairs and Forestry engaged in a national water saving campaign in the media to encourage citizens to conserve water. Every year during March the Arrive Alive campaign is launched nationally to promote road safety and sober driving habits during the Easter holidays. The Arrive Alive campaign is also promoted during all school holidays.

This section provided some definitions of community education, including a discussion on the purposes of community education. A distinction was made between the liberal and liberating models of community education. The different categories of provision of community education provide adult learners with a choice of any of the given categories to encounter learning

according to their respective needs. These categories overlap in their provision of adult education because all adults are part of a community. The learners decide on their own about participation in any of the four categories of adult education.

## **2.5 COMMUNITY DEVELOPMENT**

The concept *community development* attempts to combine two elements to address the needs of an area or of a specific community: firstly, participation by the people themselves with as much self-reliance as possible, and secondly, the provision of outside technical and expert assistance in ways that further self-help and initiative (McConnell, 1996). Community development seems to have four persistent threads:

- The creation or encouragement of a sense of belonging to an area and the strengthening of community networks so as to ensure effective communication among neighbours;
- The encouragement and stimulation of self-help activities;
- The identification and stimulation of local leadership; and
- The need for an effective, respectful and sympathetic response by the authorities in making resources available and providing services appropriate to the needs of the area.

According to Du Preez (1981) community development can be described as a process by which communities are motivated to participate and cooperate in the activities of development agents in order to improve their economic, social and cultural circumstances, to integrate themselves into the life of the nation, and eventually to be able to contribute fully to national progress. The RDP emphasises the profound importance of education and training for empowerment and development. Training will lead to development and development will lead to further training. This development is especially prevalent in underdeveloped communities.

In the restructuring of the economy and education in this country, there is a need for a concerted effort to create a bridge between education, business and industry. With many adults lacking basic skills in South Africa, investment in further education and training is needed on a massive scale (Thoalane, 1998).

Verster (1983:25) confirms the above-mentioned argument through the following statement:

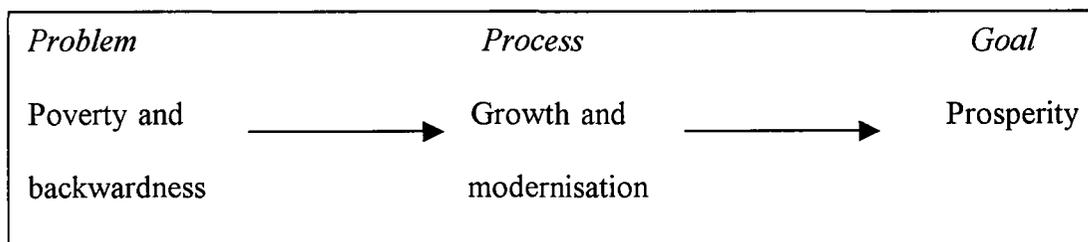
Community development is, in itself, an important educational process and at the levels of informal and non-formal education, it is perhaps one of the most effective educational agencies. The broad aims of community development are to promote a motivated future-orientated society within which new skills and a new sense of self-reliance can be cultivated.

Rogers (1992) provides the following taxonomy of community development set on the basis that those programmes are based on the concept of need and exclusion ( Table 2.1):

**Table 2.1 Taxonomy of Community Development** (Source: Rogers 1992)

	<b>Deprivation and needs theories</b>	<b>Exclusion theories</b>
1	Overcoming poverty	1. Dependency and self-reliance
	1a Growth and modernisation	
	1b Social planning	
	1c Human Resources Development	2. Liberation
	1d Community Organisation	
2	Meeting Basic Human Needs	3. Participation

**Table 2.2 Model of growth and modernisation process** (Source: Rogers, 1992)



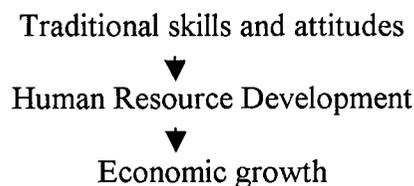
This table illustrates the problem of poverty and backwardness as a result of the lack of adequate development. Intervention processes to promote growth and modernisation in the community will lead to the eventual prosperity of the community.

### *Social planning*

Social goals are added to economic goals such as that a controlled rate of population increase is the basis for planned economic growth, or that a limit on the exploitation of natural resources is inevitable if the economy is to avoid a decline, or that a contented and trained workforce is essential in a fiercely competitive world.

### *Human Resources Development (HRD)*

This concept was born from the concern for an active, satisfied and well-trained labour force. The human population is the biggest potential capital a nation possesses and thus there is a need to invest in these resources if we are to achieve economic growth. Set out in the flow chart are the traditional skills and attitudes that will develop with the intervention by means of human resources development, which will eventually lead to economic growth, due to that particular intervention. This is presented in Figure 2.1. below.



**Figure 2.1 Flow chart of human resources development**

### *Community organisation (development)*

The whole community should be encouraged to engage in self-reliant economic activities.

UNESCO defines community development as:



### Meeting basic human needs

Meeting human needs and improving the quality of life rather than building up the economic wealth of the nation are seen as the main goals of development. Five clusters of needs can be identified:

- Personal consumer goods; food, clothing and shelter;
- General access to minimum physical and social services; water, sanitation, medicine, energy;
- Productive employment of individuals, families or communal units;
- Physical, human and technological infrastructure and capacity necessary to produce goods and services; and
- The opportunity to take part in decisions about social and economic policies and about the way these policies are carried out.

When adult learners engage in lifelong learning through community education they participate in community development. This section set out to provide some aspects of impact that may be experienced in the community when adult learners are committed to lifelong learning through community education.

## **2.6 THE COMMUNITY LEARNING CENTRE**

In the literature, as shown in the forgoing sections, a community training or learning centre can only deem to be successful when it can perform the many different roles ascribed to it and if it adheres to several features regarding the physical setting, and expectations, criteria and outcomes

regarding the adult learners. A truly successful community training or learning centre is one which can accommodate and meet the expectations of the adult learners and support the aims and outcomes as prescribed by government and other related institutions or organisations.

Kamper (1989:2) describes a community-learning centre (CLC) as an educational institute, which is characterised by optimal community involvement in its own management and services. A CLC utilises its own buildings and facilities and resources in the community to render highly adaptable educational, training and other applicable community services, which are focused on the particular circumstances and needs of the community.

The functions of the CLC and some examples of the CLC are presented in the sections that follow, to offer a description and features of a CLC. There is limited literature currently available on CLC, but the researcher was able to use Torres (2002) as a reference. Torres, as a recognised scholar in the field of CLC, provided valuable information on this topic.

### 2.6.1 The functions of a community learning centre (CLC)

According to Torres (2002:153) a CLC has the following functions:

- Education and training, which includes literacy classes, provision for education and skills training activities such as pottery, promotion of lifelong learning, training of non-formal education personnel such as educational assistants or facilitators, community information such as providing reading material and dissemination of resources, community information library services, and advisory and counselling services;
- Community development, which includes community development projects such as literacy classes and participatory future planning;
- Coordination and networking, which includes linkages between government and non-government organisations as in Bangladesh, where the Dhaka Ahsania Mission (NGO) cooperates with the Department of Education; and linking traditional village structures with official administrative structures as in the project to promote human development through literacy in Cambodia.

With regard to the functions for a CLC, Kamper (1995) adds that the services should essentially be aimed at the identification and enrichment of the learner strengths, and should be ethically accountable in terms of the recognition and maintenance of the cultural and social qualities of, and within, the community.

## 2.6.2 Examples of community learning centres

There are various examples of how community learning centres have made a difference to individuals and communities as well as how such centres have contributed to their empowerment and lifelong learning.

Bhutan, a country in Asia, has implemented basic literacy programmes for youth and adults in their country since 1992. The CLC aims to provide people in the local communities with literacy and continuing education programmes (Torres, 2002:153).

Similarly, in Tekeo and Kompong Spue provinces in Cambodia, that aims at promoting human development through literacy classes for women, skills training and libraries (Torres, 2002:154).

In Myanmar in Asia, community-learning centres have been an integral part of the Human Development Initiative (HDI). The main target group consists of drop-outs from schools, school youths, adult illiterates and under-privileged groups. Literacy and other basic education activities are implemented together with income-generating programmes. The local communities contribute materials and labour for the establishment of centres (Torres, 2002:156).

Dhaka Ahsania Mission (DAM), one of the Ganokendra Community Learning Centres in Bangladesh, is a non-government organisation (NGO) that developed an adult education programme. The main objective was to create facilities for lifelong learning and community development to improve the quality of life, social empowerment of the community and economic

self-reliance. The curricula include basic literacy and numeracy, family, environment, society, religion, values, health, nutrition, gender, women's development, institution building, income generation and employment. Ganokendra is accessible to all people in the area. The illiterates, out-of-school children, people with limited reading skills, local school students and youths, are allowed to participate in various activities. Socio-economic and environmental programmes and services of various agencies are linked towards people's empowerment and community development. The learners not only develop their literacy skills, but also solve their social problems and address the needs of the community. Cultural activities as well as skills training are arranged (Torres, 2002:159-160).

A self-empowerment community education programme, called Action Aids, was started in Gambia. The programme makes a significant contribution to national development in education, agriculture, rural water supply and income-generating projects. It has helped improve and increase the number of water wells in villages, has funded beekeeping ventures, and has assisted women in farming, agriculture and craft activities that have an economic return. Action Aid's integrated approach to rural education is successful because it begins where the learners are and it meets the learners' immediate needs while providing tools for success in the future (Kapp, 1998:15).

Many more examples of adult education and training exist, such as community education through community learning centres in the Philippines, Latin America, Africa, Korea, Costa Rica, the South Pacific and Asia, and community-based education for all in Colombia (Kapp, 1998:17).

## **2.7 DEFINING THE ROLE OF A COMMUNITY LEARNING CENTRE**

What does a successful community-learning centre do or provide? What constitutes successful practice, circumstances, or outcomes? In the preceding sections of this chapter an attempt was made to answer these questions by clarifying the concepts community education, adult learning and community learning centres. As indicated in the introduction, the purpose of the literature review is to conceptualise the construct “success” with regard to community learning centres.

In the following section, presenting a set of indicators of a successful CLC as identified from the literature outlines the role of a community-learning centre. Based on the literature review, the function, aim, management, programmes and structure of a CLC will be discussed in the following sections.

### 2.7.1 The CLC as creator of a learning environment for adult learners

According to the literature review, a successful CLC should:

- Aim to arrange as comfortable a physical setting and should therefore be aware of how this can be achieved;
- Demonstrate empathy towards adult learners;
- Create climate in which all adult learners feel listened to and free to participate actively;
- Confront the realities within the group setting and focus on stimulating “collaborativeness” rather than competitiveness and supportiveness rather than “judgementalness” among group members;
- Provide structure and direction to the learning experience by working within a clearly stated policy framework;
- Be practical and create situations in which adult learners learn how to apply content to real situations;
- Promote self-directed learning by facilitating a discovery process, guiding adult learners to acquire new insight and skills;
- Create a safe learning environment, whether mental, physical, emotional or spiritual; and
- Be aware of the effects of timing and programme sequence on learning (Hiemstra, 1991).

### 2.7.2 The CLC as provider of educational facilitation to promote learning

According to the literature review, a successful CLC should have educational facilitators who:

- Acknowledge the unique educational circumstances to which the adult learners are exposed in a CLC;
- Have knowledge and a clear understanding of a CLC and the differences in approach compared to traditional methods of teaching and learning;
- Know, fully understand and practise the tenets of facilitation of the learning process;
- Know and understand adult learners and the unique background of each learner;
- Conduct a needs assessment of the adult learners before designing a programme and be flexible to respond to different needs they might have;
- Apply the principles of adult learning to the facilitation process;
- Set clear, relevant and obtainable objectives in cooperation with learners or establish pre-set objectives which are shared with learners and modified if necessary and possible;
- Understand the subject matter, and be capable of explaining or making the content clear by utilising appropriate strategies; and
- Evaluate the adult learners' progress and provide constant feedback (Brookfield, 1991).

### **2.7.3 The CLC as provider of a coordinator, manager, administrator and marketer**

According to the literature review a successful CLC should have coordinators, managers, administrators and marketers who:

- Coordinate and manage all logistics involved with the education experience (coordinating administrative duties such as registration of learners, managing the time-schedules, checking on quality and content of learning material, keeping the centre clean and organised);
- Promote and sustain the learning centre by actively marketing the courses presented at the centre by means of brochures or any other marketing techniques available, to reach as many potential adult learners as possible;
- Raise the necessary funds by organising sponsorships for the running-costs of the learning centre; and
- Present a periodical report on the state of the learning centre to investors and all other stakeholders (Knowles, 1987).

### **2.7.4 The CLC as a development agent of the community**

As indicated in the previous discussions, an educational venture at a community-learning centre directly contributes to the development of that community.

A successful CLC should perform the following developmental tasks:

- Know, understand and practise the principles of community development to ensure economic, social and cultural growth of the community of whom the adult learner is a member;
- Initiate change in behaviour and attitude by making the need for change known to learners;
- Encourage self-empowerment to ensure sustainable development; and
- Involve the broader community in decisions regarding their learning centre and courses being run at the centre, and as a result get to know the needs of the community (McConnell, 1991).

#### **2.7.5 The CLC as an educational adviser and counsellor to support adult learners**

According to the literature review a successful CLC should have educational advisers and counsellors who should:

- Provide unbiased advice, guidance and encouragement to the learners on a broader basis than the content of the course in order to ensure that the learners cope most capably with educational decisions and are better equipped to weigh up a situation and choose between alternatives; and
- Provide help and support to the adult learners in addition to the aid associated with learning by means of counselling (Rogers, 1992 ).

### **2.7.6 The CLC as a motivator for the adult learner**

A successful CLC should have facilitators and staff who can act as motivators. In this important role they should:

- Understand why adults engage in learning and what motivates people to learn;
- Assist learners in identifying their own personal motives for learning;
- Focus on intrinsic rather than extrinsic motivational factors;
- Strive to fulfil those needs, wishes and desires expressed by learners;
- Try to keep the learners interested in the subject matter by employing creativity in making theory practical and internalised;
- Create opportunities for the learners to experience success; and
- Foster each learner's self-confidence, thereby building self-worth

(Brookfield, 1991).

### **2.7.7 The CLC as a provider of courses to the community**

A successful CLC should provide courses that ensure personal development and empowerment of the learner by:

- Gaining as much knowledge on the community as possible to assist in understanding its dynamics;
- Providing advice and educational guidance to adult learners to cope most capably with educational decisions; and

- Providing a variety of programmes, from personal development to ABET, to vocational training (Rogers, 1992).

## **2.8 Conclusion**

In this chapter an attempt was made to define the role of a community-learning centre by identifying some dimensions presenting criteria for a successful community-learning centre. The empowering of individuals through self-directed learning was emphasised. Taking into account the aspects discussed in this chapter, it is clear that all planning towards this self-directed learning can only be achieved when capable of being met by means of structured outcomes that empower individuals towards their role and responsibility in society. The following schematic representation (Figure 2.8) illustrates this principle.



**Figure 2.3 The role of the community learning centre**

There might be more dimensions that can influence the indication of a successful community-learning centre. For the purpose of this research the above dimensions were used. Chapter 3 gives an overview of Bergzicht Training Centre, which was evaluated as a model for a CLC. In

Chapter 4 the research design and methodology is provided that was used to substantiate the claim that these dimensions will give an indication of the level of success of a community-learning centre.

## **CHAPTER 3**

### **BERGZICHT TRAINING CENTRE IN STELLENBOSCH:**

#### **AN OVERVIEW**

##### **3.1 INTRODUCTION**

Many unemployed young adults from disadvantaged communities are unable to obtain employment in organisations in the private or public sector in South Africa. In South Africa, the lack of opportunity and poor education that were deliberate strategies of the past system of apartheid, continue to make their negative consequences felt on the previously disenfranchised and currently disadvantaged communities. In order to break this cycle of poverty, many social development programmes have been implemented to improve the physical, social and psychological indices of individual and community life.

According to Valla (1999), development programmes aimed at Skills Development and Further Education and Training, closely linked with or integrated into local and regional economic and development strategies (that is, Integrated Development plans, Land Development Objectives, and Local Economic Development plans), combined with careful sectoral analyses of traditional, formal and informal economies of a region, are required for holistic remedies to the cycle of poverty and hopelessness in our communities.

It is against this background that Bergzicht Training Centre (BTC) in Stellenbosch was established in March 1992. This project was the brainchild of Cecile Kotze, a dynamic and

committed white South African educationist and community conscious person, who gained permission on 5 February 1990 from the then president of “Vroue vir Suid Afrika”, Mrs. Jenny Malan, to proceed with the research and planning of BTC. After deliberation and consultation with the Department of Manpower (presently the Department of Labour), the Western Cape Training Centre decided to establish a satellite in Stellenbosch with the specific aim of training and educating unemployed women. Cecile Kotze, Minnie van der Merwe, Corlia Jacobs and Myril Ginsburg managed BTC when the first 21 women entered to start with the initial three-week course in Home Management (Bergzicht Training Centre, 1992).

The following sections provide information on the background of BTC, including the mission statement, the objectives of BTC, courses offered and their structures, operation of the employment bureau, funding and money-generating projects, their resource centre and outreach projects.

### **3.2 BACKGROUND OF BTC**

The conception of BTC was the response to the pressing need for training for unskilled and unemployed people in the Stellenbosch region in the Western Cape. A survey that was done in the Stellenbosch area showed a need for trained workers for frail care, tourism, day-care and housekeeping, on which the Centre decided to focus. It was also decided not only to train people, but also to take a more holistic approach by assisting to secure employment through an in-house employment bureau.

In the Stellenbosch region and surrounds, it was established that the tourism and hotel industry was growing rapidly and that there was a great need for semi-skilled labour at guesthouses, restaurants, hotels and a whole range of tourist facilities. The Centre conducted an investigation into targeted industries in the region that employed unskilled and semi-skilled workers. The tourism and hospitality industry indicated that there was a need for better trained workers in their industry and that they would welcome and support any training agency who undertook the responsibility of developing adults to perform these services in the region.

The survey also revealed that between 1980 and 1990 there was a proliferation of retirement resorts and homes, and sectional title units for the elderly in the Western Cape region. These institutions required personnel ranging from medically trained professionals to assistants capable of rendering basic services to the elderly. At the time of the survey in 1991 there were very few people available in the region to act as assistants in the centres for the elderly.

The third critical finding of the survey indicated that as a result of the economic situation in the region, mothers were increasingly forced to enter and remain in the labour market, while the care and stimulation of their children was left to third parties. The age groups of the children mostly affected by this trend were infants (3 months and older) to pre- school children. A need for trained educare skills was identified.

Finally, the survey revealed that many women in the region were employed as domestic workers. These women regularly lost their jobs or received salaries below the basic subsistence level. The fact that these women had received no training for their jobs exacerbated this problem. A need

for domestic worker skills training existed. BTC was established to address to this need in the area.

The Bergzicht Training project is registered under Article 21 of the companies act as a non-profit-making company with seven members. The Centre is registered as a training centre in terms of the Law on Training of 1981 and the employment bureau of the Centre is registered with the Department of Labour. BTC is also registered with the Department of Finance as a training centre for income tax purposes under Article 1 (A) of the Income Tax Act. The Tourism and Hospitality Education and Training Authority (THETA) accredited BTC Heerenhuys (hospitality training) of the Centre. All programmes were listed with the South African Qualifications Authority (SAQA), and BTC is registered with the Education and Training Development Provider (ETDP) as a training provider.

### **3.3 MISSION STATEMENT OF BERGZICHT TRAINING CENTRE (BTC)**

BTC has formulated the following mission statement:

- To develop and empower people with life, technical and career orientated skills in homecare and related areas; and
- To assist them to negotiate a living wage and secure employment for them, through an in-house employment bureau.

### **3.4 VALUES OF BERGZICHT TRAINING CENTRE**

Supporting the mission statement, BTC formulated the following values:

- To secure the needs and interests of the community;
- Empowerment of people;
- Quality in standards of service;
- Client focus (employees and employers);
- Focus on development of human potential;
- Protection of employer / employee relationships;
- Integrity in all dealings; and
- Transparency in all information.

### **3.5 OBJECTIVES OF BERGZICHT TRAINING CENTRE**

In addition to the mission statement and set of values, BTC tries to remain focused on the following objectives:

- To promote stability in the growth of student numbers with the aim of improving the quality level of students accepted at the BTC;
- To promote job creation through the employment bureau and to achieve a placement rate of 90 % of students obtaining either employment or becoming self-employed;
- To establish the Bergzicht Resource Centre, which will facilitate the expansion of consultation services to other training centres, both in the Western Cape and Nationally throughout the whole of South Africa;
- To build partnerships, networks and strategic alliances; and
- To obtain broad-based financial assistance.

### **3.6 COURSES AND STRUCTURE OF BERGZICHT TRAINING CENTRE**

The structures and content of the programmes at BTC have been developed and refined over a number of years with the assistance of content experts.

All students complete the Foundation Home Management course, which is followed by a module in Entrepreneurship Skills. After successful completion, students can elect to continue with one of three speciality courses:

- The course in Educare, and thereafter seek employment as a day-care mother, as an assistant at a crèche, or start a playgroup from home;
- The course in Frail care, and thereafter seek employment as a frail care assistant within an institution, as a home carer in private homes or in the community caring for the aged or terminally ill patients, or become self-employed by delivering services such as foot care or bed bathing; and
- One of the three specialised areas of Cater care, namely as waits, room or kitchen assistants, and thereafter seek employment in the hospitality industry, or become self-employed by starting their own catering project.

BTC also offers literacy courses and a course in English Communication skills for students who urgently require these competencies.

Further support rendered by BTC is to provide a consulting service to both the employer and employee. This is implemented by means of:

- A contract of employment, which protects the rights and interests of both parties;
- A code of conduct for both the employer and the employee;
- A follow-up service to measure both parties' responses to the relationship;
- An advisory service to both parties with respect to fair and equitable disciplinary procedures; and
- A mediation service.

Many other training centres in the Western Cape have turned to BTC for help and assistance, which has resulted in the development of a two-day course on how to start and run a Training Centre; a three-day Train the Trainer course with the BTC model as a basis; and in-service training conducted on the premises for clients.

The next section provides a table of programmes offered at BTC.

### 3.6.1 Table of programmes

Programme	Home management	Childcare	Frail care	Hospitality	Entrepreneurial	Literacy
<b>Status</b>	Compulsory	Advanced	Advanced	Advanced	Advanced	Compulsory
<b>Duration</b>	4 weeks 25 days full time	10 weeks 50 days full time	10 weeks 50 days full time	10 weeks 50 days full time	10 weeks 50 days full time	Ongoing programmes
<b>Purpose</b>	It forms the bases of all programmes. Students need to complete this programme before they can move on to the advanced programmes.	This programme prepares students for employment as day-care mothers assistants in crèches; assistants in orphanages or to start their own play groups.	This programme prepares students to care for :  Elderly people in the community and in institutions; Aids patients at home; Disabled people at home and in institutions; start their own caring projects in the community.	This programme prepares the students for employment as:  Waiters; kitchen assistants; room attendants; front-of-house attendants; or start their own catering business.	This programme prepares the student to start their own catering business	For illiterate people to be educated in literacy
<b>Target Group</b>	Home managers; Cleaning services; Office assistants; Cooks; or start their own cleaning agency or valet service	Day-care mothers assistants in crèches; assistants in orphanages or to start their own play groups.	People who want to care for the above mentioned groups	People who want to enter employment in this industry	People who want to start their own business	Illiterate youth or adults

### 3.6.2 Other programmes

These are programmes that are not part of the set programmes offered as part of vocational training, but more specialised programmes for predetermined target groups on their request.

### In-service training

In- service training is done on request from private or business people in the above-mentioned programmes.

### Extra services and training

*Workshop:* How to start a training project / centre

This is a two- to three-day programme for organisations countrywide with a special focus on the rural areas of the Western Cape and Northern Cape.

*Train the trainer programme:* This is a five-day programme on adult training based on the programmes conducted at BTC.

This section provided information about the various programmes offered at BTC. These programmes were developed in response to the vocational needs of the community and will continue to be expanded and redeveloped as the needs of the community change or are realigned. The main purpose of these programmes was job creation and the preparation for further learning to enable the learners to advance to higher levels of the NQF. After completion of these programmes it depends on the employment bureau and the individual to secure employment on a part-time or permanent basis.

## **3.7 EMPLOYMENT BUREAU OF BERGZICHT TRAINING CENTRE**

The employment bureau has consistently achieved a placement rate of over 80%. Students are also empowered and encouraged to find employment themselves, with great success (Valla,

2000:62). Valla conducted an impact study on BTC that provided the researcher with this statistic.

The bureau provides the following services:

- Selecting jobs for students;
- Interviewing students before placements;
- Conducting interviews with employers;
- Arranging placement of students;
- Advisory services for students and employers;
- Handling grievances;
- Organising contracts of employment;
- Furnishing a code of conduct; and
- Ensuring work ethics.

The bureau acts as a facilitator between employer and employee, and provides assistance and advice on issues such as grievance procedures, employer/employee misunderstandings, dismissal problems and general queries.

### **3.8 FUNDING AND MONEY-GENERATING PROJECTS**

BTC is a non-profit organisation and depends on sponsorships and donors for funding. A number of other initiatives are also undertaken from which the Centre earns an income to cover operating costs. This section provides information on funding and money-generating projects at BTC.

### **3.8.1 Funding**

BTC receive their funding via sponsors from local, -provincial, - national- and international donors such as the Hans Seidel Foundation, the Joint Education Trust, the Department of Labour of South Africa, the British American Tobacco Company, the Jan Marais Fund, the Kagiso Trust, the Pioneer and Anglo Gold Educational Fund.

### **3.8.2 Money-generating projects**

BTC generates a third of its whole operating budget of between approximately R1, 2 and R1, 5 million through:

- The Heerenhuys Conference Centre (Training venue for Cater care) which produces about 80 % of the income;
- The laundry services to business and public (training venue for Home Management);
- The provision of in-service training programmes offered for private candidates or business;
- Placement fees for learners who complete their programmes and acquire employment through the employment bureau (paid by private persons or business);
- Registration fees paid by adult learners for enrolling in various programmes;
- A payment of R20 per learner who enrolls for the compulsory programme;
- A payment of R50 per learner who enrolls for any of the advanced programmes;
- A housecleaning service provided by BTC as part of the practical work for learners;

- Selling training manuals to other institutions or individuals; and
- Catering for private or in-house functions.

All of these projects provide BTC with the necessary additional funds to manage the Centre.

### **3.9 THE RESOURCE CENTRE AT BERGZICHT TRAINING CENTRE**

BTC has built a reputation for high quality training and service provision. Due to numerous requests from other organisations and centres, a need has been identified to expand the services of BTC. A resource centre was established from May 2002 to conduct the following services:

- Training in how to start and manage a training centre/project;
- Compiling training material for other learning centres;
- Conducting Train the Trainer programmes for facilitators;
- Organising in-service training programmes for the public and business.

### **3.10 OUTREACH PROJECTS**

Since 1993 BTC was instrumental in the establishment of the following training projects:

- Magaliesberg Training Centre (Pretoria);
- Umuzi Training Centre (Amanzimtoti, Kwazulu-Natal);
- Iqayiya College (Cradock,);
- Ezika Cooking and Catering School (Langa, Cape Town);
- Zanokhanya (Khayelitsha, Cape Town);

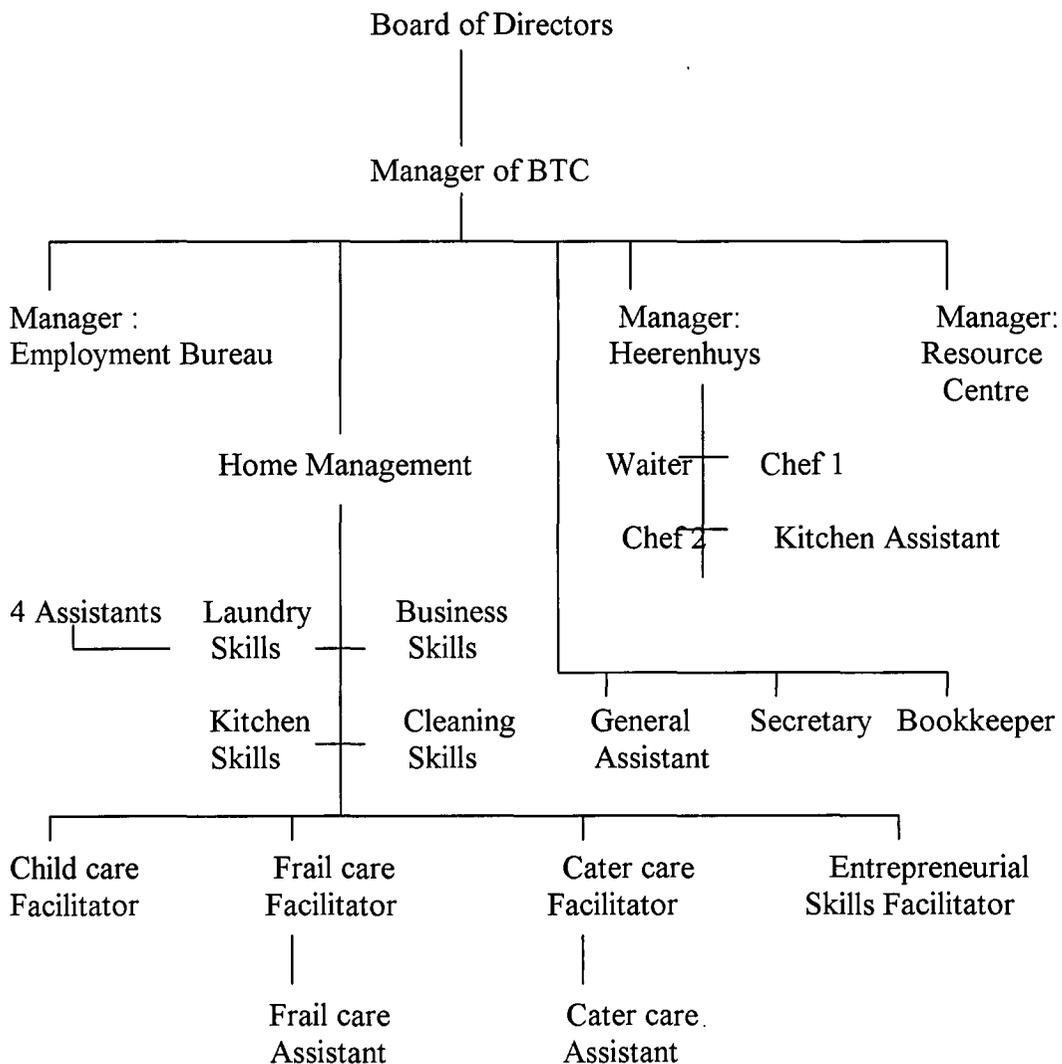
- Job Start Training Centre (Cape Town);
- Wagenmakersvallei Training (Wellington);
- Basadi Pele Foundation (Krugersdorp);
- Moi Training Project (Moorreesburg);
- Helderberg Training Project (Somerset West);
- New World Foundation (Lavender Hill, Cape Town);
- Noordhoek Valley Training Centre (Cape Town);
- Fraser burg Training;
- Plettenberg Bay Training;
- Durbanville Training (Cape Town); and
- Calvinia Training.

BTC experienced success with the establishment of the Centre and the development of the various programmes that resulted after a need analysis was done. The Centre secured funding and has consistently demonstrated sound management and administration. The management of BTC have initiated the outreach project to share their expertise, skills and resources to guide and support other similar centres to experience parallel success

### **3.11 LEADERSHIP AND MANAGEMENT**

It is essential that all stakeholders in a project be identified, that their needs are analysed and that they be positively involved. Many projects fail because they do not have the support of the communities they wish to serve. BTC has adopted a philosophy of involving a community committee in each project at grassroots level; a philosophy, which has ensured continued

support. All of the above-mentioned aspects, including the administration, programme, funding and placements, need to be properly managed and guided. The following organogram (Figure 3.1) reflects the structure of leadership and management of BTC.



**Figure 3.1** Organogram of leadership and management of Bergzicht Training Centre

### 3.12 CONCLUSION

BTC has established infrastructure, training courses and training equipment to deliver measurable results. In the Annual Report of 2000, the managing director states: Bergzicht Training Centre over the years has committed itself to capacity building of individuals from the historically disadvantaged communities in South Africa.

This commitment is essential for the development of our communities where unemployment is still prevalent. The Bergzicht Training Centre aims to develop the human potential and to empower individuals through intervention to secure permanent employment. In so doing it aims to improve their physical and socio-economic circumstances. This aim of BTC was measured by means of an appraisal questionnaire to assess the successes of BTC in terms of the aims and features of community training/learning centres in general.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1 INTRODUCTION

In this chapter the logistics of the research are discussed. The research problem was defined and formulated in Chapter 1 and the object of research explored in Chapter 2. A research strategy needed to be formulated. Exploring a research design to determine the overall approach to be taken and to provide information about how the research could be structured did this.

The rest of this chapter gives an explanation of the research design and methodology as applied in this research. It includes information on data generation and collection, data processing, data presentation, data analysis, data interpretation, validity and reliability.

#### 4.2 RESEARCH DESIGN

Mouton (1996: 36) refers to research as the application of a variety of standardised methods and techniques in the pursuit of valid knowledge. In terms of the fundamental objective of the research, namely to provide insights and understanding and not to test specific hypotheses and examine relationships, the research design of the research is exploratory in nature (Mouton & Marais, 1985).

Exploratory studies are most typically done for the following reasons:

- To satisfy the researcher's curiosity and desire for better understanding;
- To test the feasibility of undertaking a more extensive study;
- To develop the methods to be employed in any subsequent study;

- To explicate the central concepts and constructs of the study;
- To determine priorities for future research; and
- To develop new hypotheses about an existing phenomenon

(Babbie & Mouton, 2001).

The researcher's reason for this research is to investigate some of the available literature on community education and community training and learning centres, to measure the successes of Bergzicht Training Centre (BTC), to construct an appraisal questionnaire to measure the successes of community training or learning centres, to test the feasibility of undertaking a more extensive study, and to determine priorities for future research. Therefore the research can be justified as exploratory.

Exploratory studies usually lead to insight and comprehension rather than to the collection of detailed, accurate and replicable data. These studies frequently involve the use of in-depth interviews, the analysis of case studies, and the use of informants. The most important research design considerations, which apply here, are the need to follow an open and flexible research strategy, to apply methods such as literature reviews, interviews, case studies, and to use informants. These methods may lead to insight and comprehension (Babbie & Mouton, 2001).

Maykut & Morehouse (1994:64) explain that "the design of a research study includes the overall approach to be taken and detailed information about how the study will be carried out, with whom and where". The research design involves two major components: one is the *source* of the data, that is the sample or setting from which they are obtained; the other is the *method* by which

data are to be collected. A well- formulated research problem contains two elements – a clear indication of the purpose of the research, and a clear specification of the object of study (or unit of analysis) (Babbie & Mouton, 2001).

Research designs are broadly classified in terms of the fundamental objective of the research as being exploratory, descriptive, or causal (Mouton & Marais, 1985; Van der Merwe, 1996; De Vaus, 1996). Qualitative research aims primarily at description. The range of contexts in which a descriptive research purpose is formulated may include conceptual analysis (the construction of typologies and taxonomies), historical analysis (narrative description), the retrospective reconstruction of small numbers of cases (case studies), and the use of multivariate descriptive statistics (contingency tables, correlations, regression, analysis) (Babbie & Mouton, 2001). The researcher included conceptual analysis, historical analysis and case studies in an attempt to assess BTC as a model for a community centre.

The research was conducted in two phases and a variety of exploratory research methods were utilised to collect the necessary information in order to achieve the purpose of the research.

#### Phase 1: Literature review

A literature review was carried out to provide an investigation into issues relating to community education, adult learning, adult education, and community development. These related issues enabled the researcher to develop and determine success criteria for a community-learning centre by which to evaluate any community education -learning centre such as BTC.

#### Phase 2: Empirical study

A survey was conducted amongst adult learners who had enrolled at BTC and had successfully completed their course in one of the following programmes: home management, educare, frail care, or cater care between 2002 and 2004, and who had been exposed to practical experience in their respective programmes. They could provide valuable information that was crucial to the research. In-depth interviews, structured and unstructured questionnaires, informal discussions and focus groups were some of the exploratory research methods utilised during the data collection process. The nature of the research required the researcher to research the historical background of BTC to be used as a barometer to investigate the initial needs analysis for the establishment of BTC, relating to aspects like the need for a community education centre, the financial strategies and donor support. BTC needed to be investigated, as an element of the strategy of the Department of Labour to address unemployment and of the Department of Social Services to address social and community needs.

### **4.3 RESEARCH METHODOLOGY**

The literature survey reported on in Chapter 2 represents a crucial part of this exploratory research. Resulting from the literature survey, the construct “success” was found to be multi-dimensional. These dimensions associated with successful community training centres, together with other sources such as interviews and questionnaires, served as the basis for the formulation of an appraisal questionnaire to evaluate the success of a community training centre. The following sections provide information on data generation and collection.

#### **4.3.1 Data generation and collection**

For the purpose of this research, aspects such as the target group, sampling, and the use of questionnaires were clarified.

Van der Merwe (1996) puts forward three exploratory research methods:

- A survey of the existing, relevant literature;
- The experience survey – a survey amongst people (adults) with practical experience of the subject of study; and
- The analysis of insight-stimulating examples

More information regarding these aspects follows in the following sections.

#### 4.3.1.1 Literature review

Documents have been defined as “any written material that contains information about the phenomena that we wish to study” (Bailey, 1982:301). A literature review helps a researcher to categorise the research in the contexts of what has already been done, allowing comparisons to be drawn. Limited resources are available on the South African community education and South African community training and learning centres. More knowledge was provided by comparative literature of research done in Asia, Europe and South America. This information provided more insight into and perspective on community education and what has been done in these regions. The literature review also informed about appropriate research methods used in community

education and scientific research. The following section provides information on the experience survey.

#### 4.3.1.2 Experience survey

The experience survey involved:

- Accessing existing data on the functioning of BTC;
- Conducting interviews with the facilitators at BTC, to explain and clarify the functionality of the various programmes;
- Selected interviews with graduates; and
- Structured and unstructured questionnaires with selected adult learners who had completed a programme offered at BTC.

To gain information on the background of BTC, documented proof was investigated pertaining to the compilation of relevant investigative studies qualifying the need for the establishment of BTC. It was ascertained to what extent these studies led to the formulation of relevant supports structures and logistical procedures.

Qualitative interviewing design is characterised by flexible, interactive and continuous responses, rather than by responses prepared in advance and locked in stone (Babbie & Mouton, 2001: 289). The in-depth interview as a method of data collection, relied on in this research, range from casual conversation or brief questioning to more formal interaction. An in-depth interview is a process where the researcher is not as interested in the content of the conversation

as in the process by which the content of the conversation has come into being (Babbie & Mouton, 2001: 291).

One facilitator in the respective four current programmes and one irregular programme was interviewed in one-on-one semi-structured interviews. The purpose of these qualitative interviews was to determine the methodology currently in practice, the expected generic learning outcomes, and what are perceived to be successful and/ or problematic for the educational process.

Selected graduate learners from all the existing four programmes and one irregular programme were interviewed in one-on-one semi-structured interviews. The formation of the groups was based on judgement sampling to ensure that the groups were representative of the learners of the period 2002-2004. Each of the groups consisted of at least two graduates per programme. During these interviews graduates were encouraged to discuss their learning experiences, specifically the unintended outcomes, and to highlight those experiences that they deemed to have been most enjoyable and beneficial to them. Their record of employment, being temporary, contractual or permanent, was indicative of the success dimension of BTC to be regarded as a model for a community-learning centre.

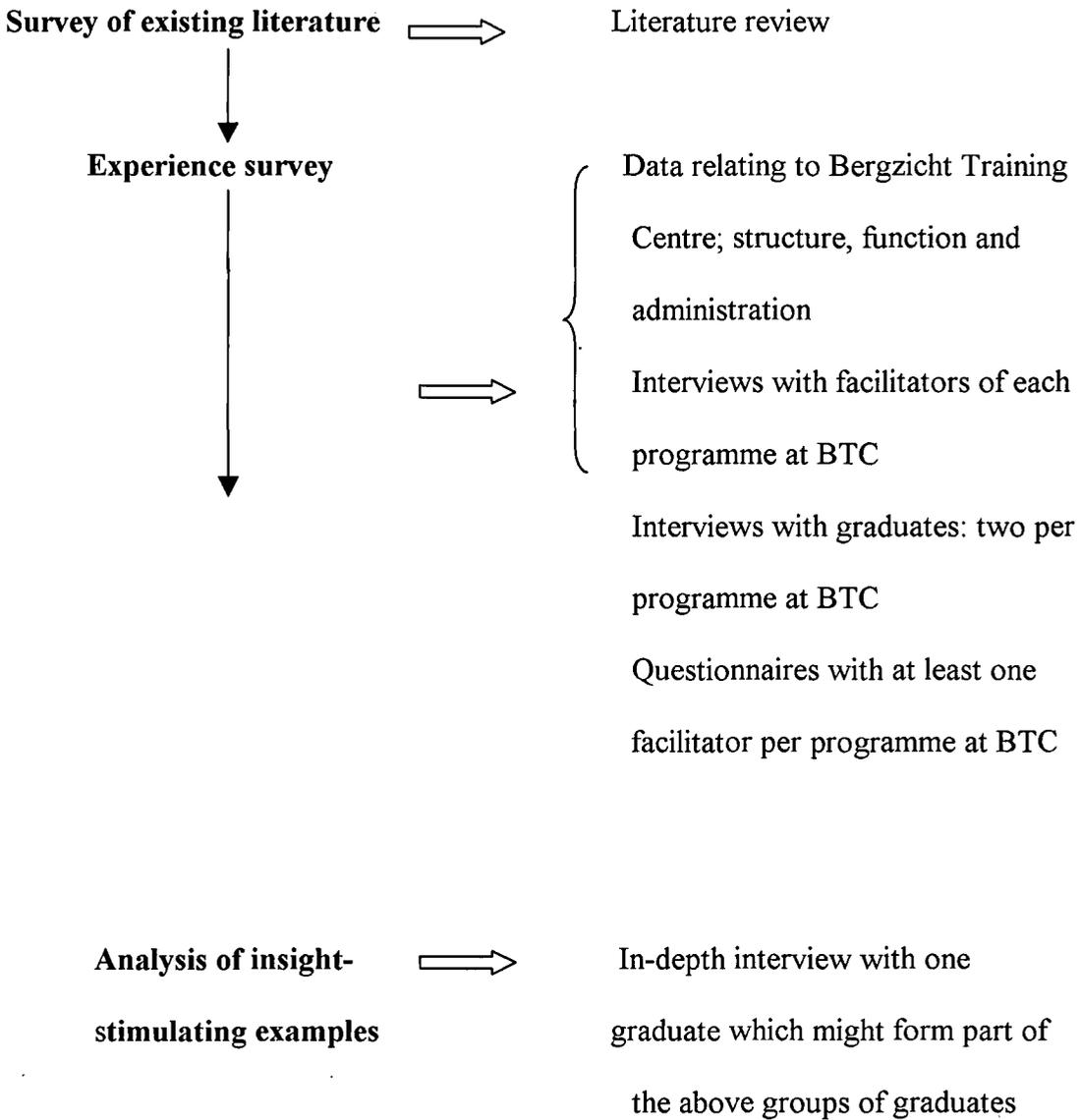
Questionnaires are a good way of collecting certain types of information quickly and relatively cheaply, as long as the subjects are sufficiently literate and the researcher is sufficiently disciplined to abandon questions that are superfluous to the main task (Bell, 1996).

Information gathered through interviews was supplemented by questionnaires, requiring respondents to give answers to open-ended or unstructured questions and closed or structured questions.

At least five graduates of the following programmes: home management; educare; frail care; cater care; and the irregular accommodation services programme, representative of the period 2002-2004, completed a questionnaire. The questionnaires attempted to elicit data regarding specific personal family structures and future prospects, specific classroom experiences, the techniques employed and the assessment practices. The questionnaire gave the graduate the opportunity to rate the extent to which specific events designed to develop the critical outcomes were positively experienced and beneficial. This is discussed in more detail in Chapter 5.

Table 4.1 provides some structure of the proposed techniques for generating data.

**Table 4.1 Techniques for generating data**



#### 4.3.1.3 Analysis of insight- stimulating examples

The third exploratory method of research listed by Van der Merwe (1996) involves the intensive study of selected cases of the phenomenon under investigation. The researcher used existing records, observation of the occurrence of the field of research and unstructured interviewing with the focus on the individual as well as the group perspective. When data is gathered through observation, the researcher “goes out to watch (monitor) and record what happens in some social situation” (Markam, 1989: 5). Through observation the researcher learns about behaviours and the meanings behind those behaviours. In this research the researcher spent some time in the BTC setting, observing and learning about experiences of students to provide some sense of reality and perspective.

#### 4.3.1.4 Sampling

In selecting respondents or informants that would contribute to the experience survey, a number of guidelines by Maykut and Moorehouse (1994:56-61) are suggested for consideration:

- The respondents must be chosen because of the likelihood that they will offer the contributions sought.
- A good informant is one who demonstrates competence, has relevant experience and the ability to communicate the experience.
- An effort must be made to include variation in point of view and type of experience. It would be advantageous to select respondents to ensure a representation of different types of experience and obtain a balanced perspective.

These guidelines were applied in sampling respondents. The facilitators of the respective programmes at BTC were representative, because the coordinator of each programme was included in this research. They proved to be competent to communicate the relevant experience and their point of view.

The graduates or adult learners chosen represented all the programmes offered, spanning over three consecutive years (2002-2004). They offered information of the experience to which they had been exposed in different years and situations, the different programmes they had successfully completed.

#### 4.3.1.5 Questionnaire survey

Two questionnaires were designed and administered to elucidate factors that could influence adult learners to enter a community training or learning centre for vocational training. One questionnaire was designed to determine the demographic information, attitude and expectations of adult learners with regard to entering into vocational and literacy training at BTC. The other was designed to determine the role of the facilitators at BTC regarding their involvement in adult education and their attitude towards the aims and vision of BTC in the provision of education and training. It was decided that both interviews and questionnaires would be used to allow the researcher to engage more potential respondents; both facilitators and adult learners, since the survey would be more representative if more respondents were involved.

##### *(a) Questionnaire design*

Unstructured interviews were conducted with one facilitator per programme who was involved with the respective vocational programmes. These facilitators all acted as coordinators of the

respective programmes. Only the home management programme had four assistants in addition to the coordinator. Based on the information obtained from the interviews, the questionnaire on the role of the facilitators at BTC was designed to collect information on their involvement in adult education and their attitude towards the aims and vision of BTC in the provision of education and training. The questionnaire conducted with the adult learners was designed to collect demographic information and information on various aspects of the individual adult learners' attitude, expectations, positive and not so positive experiences, their personal successes, and influences resulting from the learning experience.

The questionnaires were designed to be self-administered. It was not possible for the researcher to contact all the facilitators and adult learners who were involved personally, and to administer the questionnaire to them. Given that the questionnaires were aimed at measuring the roles and attitudes of facilitators, as well as the adult learners' attitudes and expectations, which are typically, complex (De Vaus, 1996), a large number of questions were formulated to capture the scope of the various dimensions. This was done with the realisation that limiting the number of questions for a self-administered questionnaire was important, because a long questionnaire could deter the respondents from completing the questionnaire or cause them to become bored or to lose focus on the essence of the purpose of the questionnaire.

With regard to the wording of the questionnaire, it was advantageous that all possible respondents represented a uniform group, because the facilitators had a tertiary education and a common background as staff of BTC. The questionnaire for the adult learners posed a challenge in terms of their different levels of education. Care was taken to ensure that wording was

straightforward and to the point, to avoid ambiguous wording in questions, and to keep questions limited to a single concept (Rea & Parker, 1992). The wording of the questions was kept neutral, with care taken to avoid prejudicial language, as well as language that might conjure up either positive or negative images (Rea & Parker, 1992). In compiling the questionnaire for adult learners, it was decided to include both closed and open-ended questions. Oppenheim (1992:115) explains that some of the reasons for using closed questions would be that such questions require little time to complete, are easy to process, facilitate the process of making comparisons, and are useful for testing specific hypotheses. The advantages of using open-ended questions are that they allow for the freedom and spontaneity of answers, provide the opportunity to probe and are useful for testing hypotheses about ideas or awareness.

*(b) Formulation of the appraisal questionnaire*

The appraisal questionnaire developed in this research can be seen as a measuring instrument for evaluating the success of BTC as a community-learning centre. It is a behaviourally based appraisal instrument that was used to evaluate the success of BTC as a community-learning centre. The appraisal questionnaire consisted of behavioural criteria indicating a successful learning centre, as identified through this exploratory research study.

For any training endeavour to succeed, the evaluation of the whole process should be conducted on a continuous basis. An appraisal questionnaire is an instrument of measure, but not only for the purpose of rewarding employees according to specific standards or indicators of performance. It can also be a helpful tool in identifying areas of development and training. Latham and Wexley (1981:45) explain it in the following way:

What makes behavioural criteria more comprehensive than cost-related or economic measures by themselves is that they not only measure the individuals on factors over which they have control, but they also specify what the person must do or not to attain these outcomes.

In the preceding sections, certain dimensions of success have been identified through exploratory research. These dimensions make up the basic structure of the appraisal questionnaire. The questionnaire is divided into seven categories or parts, each representing a different success dimension. Each category consists of a number of statements on key behaviour measures, operationalising the specific dimension of success it relates to. Responses were elicited using a five-point Likert scale. This type of question was chosen as it works well to elicit attitudinal information (Rea & Parker, 1992). An uneven number of responses were selected to ensure an equal number of positive and negative response possibilities and one middle or neutral category (Rea & Parker, 1992). (See Appendices C and D.)

Throughout the study an attempt was made to provide answers to the question of what makes a community training or learning centre successful. The critical incident technique (CIT), one of the most frequently used job analysis procedures for developing behavioural criteria, provides for the structure of the research strategy utilised. The CIT, as interpreted by Latham and Wexley (1981: 48-51), requires from the person interviewed or asked to complete a questionnaire by the researcher, to be aware of the aims and objectives of a given job and to see people perform the job on a frequent basis over a period of time. All relevant persons (facilitators, coordinators,

managers and adult learners) may be interviewed or asked to complete a questionnaire about their observations of the critical requirements of the job.

The final step in the formulation of the questionnaire is the presentation of the final product and the procedure for its use. On the first page of the questionnaire a short introduction is given to what the aim of the questionnaire is and how the scale should be used, followed by items on the role of the community training or learning centre (Part 1) through to that of development agent (Part 7). To calculate and interpret the final score on the questionnaire, an ideal behaviour profile is provided at the end with notes on how to determine a respondent's performance.

To calculate the final score on the 5-point scale on each of the seven dimensions, one has to add all the individual score values of the different items and then divide the total score by the number of items or indicators per dimension. Learning centre A might, for instance, score as follows on Dimension 1 (educational facilitator):

ITEM: SCORE VALUE

1	3
2	2
3	2
4	1
5	2

**10** (total score)

10 divided by 5 = **2** (average score for dimension 1)

Once the final score per dimension is calculated and the appropriate score encircled, a behavioural profile of Learning Centre A is obtained by connecting the encircled scores (refer to Figure 6.1). To be successful as a learning centre an average score of at least 4 is required on this particular dimension. Learning Centre A's score of 2 can be interpreted as inadequate and unsatisfactory, indicating an area for development.

This section produced information on the methods that were used to generate and collect data. This process started with the literature review, and was followed by the experience survey using questionnaires and interviews. Information was given on sampling and the construction of the questionnaire for the facilitators and the adult learners. After this process the data needed to be processed as discussed in the following section.

#### **4.3.2 Data processing**

Through the data collected by means of interviews and questionnaires, as discussed in this chapter, an attempt will be made to confirm and reiterate what has already been indicated in the literature study reported in Chapter 2. The appropriate people involved in the research were asked to complete the questionnaire on their own, or otherwise the researcher used the same items covered in the questionnaire as a guide to in-depth interviewing. A more comprehensive discussion on the findings of the questionnaires will be discussed in the next chapter.

### **4.3.3 Data analysis**

The data collected through document analysis, interviews and questionnaires, provided information on the state of affairs at BTC. Descriptive statistics were used to describe the data. The informative data on community learning centres gave an insight into the logistics of such centres. It was not considered appropriate or possible to use comparative statistics to analyse these data. The results obtained using this methodology are described and discussed in Chapter 5. The researcher tried to isolate those success criteria that really made a difference and to rate their importance used the questionnaires and interviews with the facilitators and the adult learners by using their input. After the coding of information had been completed, their relationships were explored and noted in affirmation of the different selected dimensions of success.

### **4.3.4 Data interpretation**

As stated earlier in the previous sections, the data collected by means of interviews and questionnaires as discussed in this chapter, confirm and reiterate what was indicated in the literature study in Chapter 2. All new data resulting from the experience survey and direct observations of the learning process were interpreted and analysed by means of coding and the reactions to open-ended questions that had been incorporated. Information gathered through the additional exploratory research methods reported, makes it possible to refine the dimensions of success determined in Chapter 2. It was possible to speculate to what extent each dimension contributed to the success of a learning centre.

### 4.3.5 Data presentation

A range of simple statistical analysis techniques was used to analyse data from the survey. Not all of these techniques yielded useful information, but they are included to provide an indication of the range of lenses through which data were viewed. Frequency distributions and pie charts are descriptive analyses that show the number of people falling into the defined categories for each variable. Pie charts present the same information as the frequency distributions, but are more graphic.

Two-way tables are used to show the relationship of two criterion variables. Bar charts illustrate row percentages for each table. The researcher used graphs to present some of the data generated from the questionnaires.

### 4.3.6 Validity

Validity is defined by Bless and Higson-Smith (1995:129) as being “concerned with just how accurate the observable measures actually represent the concept in question and whether, in fact, they represent something else”.

#### 4.3.6.1 Validity of document analysis

Mouton (1996) specifies the dimensions of validity as:

- Theoretical validity;
- Measurement validity;
- Representativeness;
- Reliability; and

- Inferential validity.

Measurement validity has as its dimension face validity, construct validity, criterion validity and predictive validity (Mouton, 1996). Generally, the face (content) validity leaves no doubt as to the authenticity of the documents that are being studied, as they have been recently produced and are readily available. The documents studied represent the available documents. In this study, all documents were considered.

#### 4.3.6.2 Validity of questionnaires and interviews

A valid measure is that which measures what it is intended to measure (De Vaus, 1996). Validity of items was assessed as far as possible, using available literature. The literature review presented the formulation of dimensions used to determine the success of a community-learning centre. These dimensions formed the basis for the formulation of questions and statements to be included in the questionnaires and interviews.

#### 4.3.7 Reliability

Reliability is defined by Bless and Higson-Smith (1995: 129) as “the extent to which the observable (or empirical) measures that represent a theoretical concept are accurate and stable when used for the concept in several studies”. This affirms the view of Mouton (1996:144) who asked, “Will the same methods used by different researchers and/or at different times produce the same result?”

##### 4.3.7.1 Reliability of document analysis

Document analysis offers the advantage that the unit of analysis is non-reactive to the researcher.

The purposes for which the study guides were produced provide no source of bias in the

documents (Babbie & Mouton, 2001). The documents that were being studied were contemporary and were fully available to the researcher.

#### 4.3.7.2 Reliability of questionnaires and interviews

A reliable measurement is one where the same results are obtained on repeated occasions (De Vaus, 1996). There are three aspects to be considered regarding reliability of questionnaires, namely sources of unreliability, testing reliability and increasing reliability (De Vaus, 1996). Bad wording can be the source of unreliability (De Vaus, 1996). If the researcher asks questions on a topic about which people have no opinion or insufficient information, unreliable responses may be elicited (De Vaus, 1996). Regarding the questionnaires on facilitators and their attitudes as well as attitudes and expectations of adult learners, all respondents in this study were considered to have sufficient knowledge to express informed opinions on all aspects addressed in the questionnaires.

## 4.4 CONCLUSION

This chapter provided a description of the research design, utilising a variety of exploratory research methods. The research methodology included a literature review, an experience survey and an analysis of insight-stimulating examples, sampling of respondents and a questionnaire survey. The questionnaire survey was conducted with a questionnaire completed by adult learners and facilitators of Bergzicht Training Centre (BTC). The data from the questionnaire survey required data processing, data analysis, data interpretation and data presentation. Various sections in this chapter presented an outline of the procedures required to present the findings anticipated through the research. The researcher was required to assure that all data collected and

produced were valid and reliable for the research. The section on validity and reliability proposed guidelines for the researcher to maintain validity and reliability of data and findings. This chapter aimed to provide the researcher with a research design and methodology to produce the required findings that would give answers to the research problem.

## **CHAPTER 5**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **5.1 INTRODUCTION**

To aid the collection of data, two questionnaires were designed. The first questionnaire was compiled to be completed by the facilitators of Bergzicht Training Centre. The second questionnaire was to be completed by adult learners who enrolled for a programme at BTC. Both the facilitators and the adult learners were selected to engage in an in-depth interview to supplement the data collected by the researcher by means of the questionnaires. The data collected from the adult learners were presented first, followed by the data collected from the facilitators. This is followed by the presentation of the data collected in the interviews with the adult learners, followed by the data from the interviews with the facilitators.

#### **5.2 PRESENTATION OF DATA COLLECTED FROM ADULT LEARNERS AND FACILITATORS THROUGH THE QUESTIONNAIRES**

The questionnaires were designed to extract the responses and opinions of the adult learners and facilitators regarding the success dimensions for a community-learning centre, determined in Chapter 2 (Figure 2.8). The questionnaire consisted of three parts. Part 1 was concerned with personal information of both the adult learners and the facilitators. The demography proved to be of a variable nature regarding the age, gender, marital status, home language, programme completed, current employment and other employment experience. Part 2 consisted of open-ended questions where the adult learners and facilitators were asked to express their own

opinions. The adult learners and facilitators were required to comment on the role of a community learning centre; what they expected to achieve after enrolment in a programme; and if they thought the facilitator was essential in the learning process. They were asked to elaborate on why they thought the facilitator had an important role in the learning process. Part 3 consisted of 30 Likert scale type questions incorporating the criteria provided in the success dimensions to produce responses. The researcher used the findings to determine the dimension that determined the success of a community-learning centre.

The researcher decided that a predominant response indicated that a particular statement represented a conclusive finding. The statement could then be regarded as a probable dimension to ensure that a community-learning centre was successful. The columns that presented the responses of the questionnaires indicating extremely important and important were combined to represent the importance of a statement. The columns of the questionnaires indicating low importance and not important were combined when the researcher needed to determine whether the respondents had decided that a statement represented a level of no importance.

Questions 1-7 provide information of a more personal nature of the adult learner. These questions had little or no bearing or influence on the success dimensions of a community-learning centre. The learners were asked what they thought of

- A facilitator with a matriculation qualification;
- The gender of the facilitator;
- The age of the facilitator;
- The personality of the facilitator

- The fact that the facilitator was a well-known figure in the community
- A facilitator who was fluent in their mother tongue.

Table 5.1 represents the responses of the adult learners and the facilitators to Statements 1-7 of their respective questionnaires. The same questions were posed to adult learners and the facilitators.

**Table 5.1 Response of the adult learners (A) and the facilitators (F) to questions 1-7 of the questionnaires expressed in percentages (%)**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely important	Important	Moderately important	Low importance	Not important
1 ... have a matriculation qualification	A	27,9	27,9	11,6	2,3	30,3
	F		66,7	16,6		16,6
2 ...be female, because women tend to have more of a sympathetic nature	A	13,9	13,9	18,6	9,3	44,3
	F			66,7	16,6	16,6
3 ...not be too young ( at least 30 years old ). The older, the more experienced and therefore better	A	20,9	18,6	20,9	6,9	32,7
	F	16,6	16,6	33,4	33,4	
4 ...have an exceptionally friendly and caring personality	A	43,5	34,9	14,7	2,3	4,6
	F	83,4	16,6			
5 ...be a well-known figure in the community itself, because then he/she knows and understands the community's needs	A	27,9	34,9	16,3	9,3	11,6
	F			50	16,6	33,4
6...not necessarily be from the community itself, as long as he/she is a good and committed facilitator	A	27,9	32,4	16,2	9,3	14,2
	F	16,6	16,6	33,4		33,4
7 ...be fluent in mother-tongue language, be it Xhosa, or any other language, apart from being fluent in English	A	32,6	23,3	16,2	9,3	18,6
	F	16,6	50	33,4		

## 5.2.1 Analysis of the response of the adult learners and facilitators to Statements

### 1-7 of the questionnaires

Both the adult learners and the facilitators agreed on Statement 1 about a matriculation qualification, with both scoring 60% or more on the *important* column. Statement 2 on gender, Statement 3 on age, Statement 5 on being a well-known figure, and Statement 6 on being from the community, presented a variety of responses across the spectrum of possible responses. This indicates that the respondents had a variety of preferences. Both groups of respondents agreed on Statement 7 on being fluent in mother tongue by scoring 55% and 67% respectively on the important column.

Table 5.2 represents the responses of adult learners and facilitators to Statements 8 and 9 on the provision of courses. The same statements were posed to adult learners and facilitators.

**Table 5.2 Response of adult learners (A) and facilitators (F) to Statements 8 and 9**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely Important	Important	Moderately important	Low importance	Not important
8 ...do a thorough needs assessment before any courses are selected	A	25,6	37,2	16,2	9,3	11,6
	F	50	50			
9 ...actively promote/market the courses presented at the learning centre by compiling brochures and utilising any other marketing techniques available in order to reach as many potential trainees as possible	A	23,3	30,2	11,6	18,6	18,6
	F	16,6	66,7	16,6		

## 5.2.2 Analysis of the response of the adult learners and facilitators to Statements

### 8 and 9 of the questionnaires

Statements 8 and 9 were aimed at gaining responses on the opinions of the adult learners and facilitators on the provision of programmes (courses) at a CLC. Both statements presented a response of importance of more than 80%. Table 5.3 represents the responses of adult learners and facilitators to Statements 10-15 on the role of a coordinator, administrator, manager and marketer.

**Table 5.3 Response of adult learners (A) and facilitators (F) for Statements 10 to 15 of the questionnaires**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely important	Important	Moderately important	Low importance	Not important
10 ...be responsible for taking the lead in raising funds and/or attaining sponsorships for the running costs of the training/learning centre	A	34,9	32,6	9,3	11,6	11,6
	F	16,6	16,6	33,3	16,6	16,6
11 ...let the learners explain their expectations (goals) before hand so that they both know what they want out of the course and to make them more directed and focussed	A	34,9	30,4	13,9	4,6	16,2
	F	66,7	33,3			
12 ...give learners guidance and advise on all the administrative details of the course (such as when the sessions will be held, where, what the cost will be)	A	44,3	32,6	6,9		16,2
	F	100				
13 ...give guidance and advise on educational issues other than issues directly related to the contents of the course. (He/she should for instance advise learners on the best study methods)	A	39,5	37,3	13,9		9,3
	F	16,6	83,4			
14 ...be a competent administrator, responsible for all administrative duties associated with the day to day running of the centre, from registering trainees to handling general inquiries, keeping the centre clean and organised	A	37,3	30,2	9,3	9,3	13,9
	F	33,4	50	16,6		
15 ...present a monthly/quarterly report on the state of the training/learning centre to the investors or donors	A	23,3	46,5	11,6	9,3	9,3
	F	33,4	16,6	33,4	16,6	

### 5.2.3 Analysis of the response of the adult learners and facilitators to Statements

#### 10-15 of the questionnaires

Statements 10-15 were to elicit responses regarding the role of the coordinator, administrator, manager and marketer at a CLC. The adult learners responded by affirming by more than 60% that it is important that facilitators should perform the roles of a coordinator, administrator, manager and marketer. The facilitators did not agree on all the statements. Statement 10 on fundraising and Statement 15 on presenting reports, presented responses by the facilitators that ranged equally over the five levels of importance. This means that the facilitators are indifferent in their opinion on their role as fundraisers for BTC. Statements 11-14 presented responses of 100% by the facilitators, indicating that they agree on the roles they need to perform. Table 5.4 represents the responses of adult learners and facilitators for Statements 16-18 of the questionnaires on the learning environment.

**Table 5.4 Response of adult learners (A) and facilitators (F) to Statements 16 to 18 of the questionnaires**

Statements		Extremely important	Important	Moderately important	Low importance	Not important
16 ...be able to work with the technical equipment or electronic media involved (television, power-point, OHP, video machine)	A	25,6	44,3	13,9	6,9	9,3
	F	16,6	83,3			
17 ...be able to make the learner feel at ease, confident to ask questions and generally create an atmosphere that supports learning	A	41,9	27,9	9,3		20,9
	F	100				
18 ...understand and be sensitive to the specific needs and circumstances of the adult learner	A	27,9	48,9	4,6		18,6
	F	100				

## 5.2.4 Analysis of the response of adult learners and facilitators to Statements 16-18 of the questionnaires

Statements 16-18 focused on the learning environment. All the facilitators felt that Statement 16, on the use of technical equipment, was important. The adult learners agreed with a response of almost 70%. Both groups also agreed on the creation of an atmosphere that supports learning. Both groups also agreed on Statement 18 on the need to be sensitive to the needs and circumstances of the adult learner.

Table 5.5 represents the response of adult learners and facilitators to Statements 19-22 of the questionnaires on the CLC as development agent.

**Table 5.5 Response of adult learners (A) and facilitators (F) to Statements 19 to 22 of the questionnaires**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely important	Important	Moderately important	Low importance	Not important
19 ...have an understanding and knowledge of community development principles (empowerment of the community and economic development )	A	20,9	39,6	18,6	9,3	11,6
	F	66,7	16,6	16,6		
20 ...have a knowledge and understanding of the functions of community- learning centres	A	29,9	39,6	11,6	6,9	13,9
	F		66,7	16,6	16,6	
21 ...know the subject/course content and should be able to answer all related questions	A	32,6	37,3	13,9	6,9	9,3
	F	100				
22 ...understand the subject/course content, but if there is something the adult learner does not understand, guide or advise the adult learner where the appropriate answers can be located	A	44,2	39,6	9,3	6,9	
	F	100				

### 5.2.5 Analysis of the response of adult learners and facilitators to Statements 19-22 of the questionnaires on the CLC as a development agent

Statements 19 to 22 aimed at eliciting the opinion of the adult learners and facilitators regarding the CLC as development agent. Both the groups regarded the CLC as development agent as extremely important with responses of 60% to 100%. Statements 21 and 22 represented 100% responses by the facilitators.

Table 5.6 represents the responses of the adult learners and facilitators to Statements 23-27 of the questionnaires on the CLC as provider of educational facilitators.

**Table 5.6 Response of adult learners (A) and facilitators (F) to Statements 23-27 of the questionnaires**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely important	Important	Moderately important	Low importance	Not important
23 be able to explain concepts and provide adult learners with practical examples in such a way that the content matter becomes clear, by making use of interesting training/ facilitation techniques	A	30,2	50	6,9	2,3	18,6
	F	83,4	16,6			
24 ...encourage open communication and initiate discussion on course content, getting adult learners actively involved	A	30,2	50	4,6	2,3	13,9
	F	100				
25 ...know how to get the quieter or shy adult learner to participate	A	30,2	46,7	4,6	6,9	11,6
	F	83,4	16,6			
26 ...know how to pose questions in order for adult learners to discover rather than being fed information	A	37,2	37,2	9,3	7	9,3
	F	83,4	16,6			
27 ...be an active listener which means he/she is sensitive to adult learners' needs	A	34,5	35	9,3	4,6	11,6
	F	100				

### 5.2.6 Analysis of the response of adult learners and facilitators to Statements 23-27 on the CLC as provider of educational facilitators

The facilitators responded 100% to the Statements 23-27, indicating the role they need to perform. The adult learners reaffirmed that belief with a response of more than 70% to the Statements 23-27.

Table 5.7 represents the response of adult learners and facilitators to Statements 28 and 29 of the questionnaires on the CLC as adviser.

**Table 5.7 Response of adult learners (A) and facilitators (F) to Statements 28 and 29 of the questionnaires**

Statements		Extremely important	Important	Moderately important	Low importance	Not important
A facilitator/coordinator/manager of a community training/learning centre should...						
	28 ...be able to pick up from adult learners if they are comprehending, interested and actively listening to the content being presented	A	32,6	53,5	13,9	
	F	83,4	16,6			
29 ...know when to guide adult learners in deciding which courses to take, to make optimum use of the provision of courses. The facilitator should for instance know how to guide the adult learners towards striving for their goal, supporting them without being hampered by destructive competition and conflict	A	44,3	41,8	4,6	9,3	
	F	83,4				16,6

Table 5.7 represents the response of adult learners and facilitators to Statements 28 and 29 of the questionnaires on the CLC as adviser.

**Table 5.7 Response of adult learners (A) and facilitators (F) to Statements 28 and 29 of the questionnaires**

Statements A facilitator/coordinator/manager of a community training/learning centre should...		Extremely important	Important	Moderately important	Low importance	Not important
28 ...be able to pick up from adult learners if they are comprehending, interested and actively listening to the content being presented	A	32,6	53,5	13,9		
	F	83,4	16,6			
29 ...know when to guide adult learners in deciding which courses to take, to make optimum use of the provision of courses. The facilitator should for instance know how to guide the adult learners towards striving for their goal, supporting them without being hampered by destructive competition and conflict	A	44,3	41,8	4,6	9,3	
	F	83,4				16,6

Table 5.8 represent the response of the adult learners and facilitators for Statement 30 of the questionnaire on the CLC as motivator.

**Table 5.8 Response of adult learners (A) and facilitators (F) to Statement 30 of the questionnaires**

Statements		Extremely important	Important	Moderately important	Low importance	Not important
A facilitator/coordinator/manager of a community training/learning centre should...						
30 ...motivate adult learners to keep with the programme/course, especially when they feel demotivated. The facilitator should always be there to encourage and inspire.	A	39,5	37,3	9,3	13,9	
	F	66,7	33,3			

### 5.2.8 Analysis of the response of adult learners and facilitators to Statement 30 of the questionnaires on the CLC as motivator

The adult learners responded by more than 70% that it is important for a facilitator to motivate adult learners. The facilitators responded with 100% in agreement that it is important for them to motivate adult learners.

### **5.2.9 Interpretation of the data collected by the questionnaires with adult learners and facilitators**

The questionnaires were designed to elicit data from the adult learners and the facilitators to support the dimensions of success identified in Chapter 2. These dimensions were identified as being important to secure the success of a CLC. The seven dimensions identified were supported by the responses of the adult learners and the facilitators.

The response to the statements focusing on the provision of courses showed that 80% of the respondents were in agreement that it is important that a CLC should conduct a thorough needs assessment before any course is introduced. The course should be properly marketed and promoted (Statements 8 and 9).

The response to statements focusing on the CLC as a coordinator, manager, administrator and marketer, produced a response of 100% by the facilitators supported by the adult learners with a response of more than 70% in agreement that the roles are important. This response indicates that both groups acknowledged the importance of the roles to be performed by facilitators at a CLC, as coordinators, managers, administrators and marketers (Statement 10-15).

The response to the statements focusing on the CLC as creator of a learning environment for adult learners produced a response of more than 70% from both the adult learners and the facilitators. They agreed on the importance that a suitable learning environment enhances the learning process (Statements 16-18).

The response to the statements focusing on the dimension on the CLC as a development agent of the community presented a response of between 60 and 100% by the facilitators. The adult learners were indifferent in their responses presenting responses over the spectrum of possible responses. (Statement 19 to 22)

The response to the statements focusing the dimension on the CLC as provider of educational facilitation to promote learning presented a response of 100% by the facilitators. The adult learners supported that statement with a response of more than 70%. This is indicative that both groups agreed that it is important. (Statement 23 to 27)

The response to the statement focusing the dimension on the CLC as educational adviser and counsellor to support adult learners presented a response of more than 80% by both the adult learners and the facilitators. They both agreed that it is important that the educational adviser and counsellor is available at the CLC. (Statement 28 and 29)

The response to the statement focusing the dimension on the CLC as motivator for the adult learner presented a response of more than 70% by both the adult learners and the facilitators. (Statement 30)

### **5.2.10 Synthesis of data collected by the questionnaire with adult learners and facilitators**

Both the adult learners and the facilitators agreed that it is of the utmost importance that a proper needs assessment be done before any programmes are selected to be offered at BTC. These programmes need to be actively promoted and marketed.

The adult learners affirmed the role of the CLC as provider of facilitators, coordinators, administrators, managers and marketers. The facilitators did not agree that they were responsible for fundraising. The facilitators accepted their responsibility for facilitating the learning process.

Both the adult learners and the facilitators expressed the importance of creating an atmosphere that supports learning. The adult learners should feel at ease and confident in the learning process.

Both the adult learners and the facilitators regarded the CLC as development agent as extremely important. The CLC should understand the needs of the community. The CLC should empower the community and enhance the economic development of the community.

The facilitators agreed on their role as educational facilitators at the CLC. They should be adequately trained to support adult learners by encouraging open communication and guidance through the learning process.

The adult learners agreed that they were in desperate need to be advised on the learning process and their education. The facilitators supported that notion to guide adult learners to the successful completion of their programme.

The facilitators acknowledge the importance of keeping the adult learners motivated to complete the programme for which they had enrolled. They felt that adult learners need to make personal sacrifices to be able to attend the CLC full-time.

All of the above-mentioned aspects represent the dimensions identified by the researcher as important to ensure the success of a CLC.

### **5.3 PRESENTATION OF THE DATA FROM THE INTERVIEWS WITH ADULT LEARNERS AND FACILITATORS**

The data from the interviews with the adult learners are presented in this section, which has been succeeded by the presentation of data from the facilitators. The presentation of the data is concluded with an analysis and interpretation.

#### **5.3.1 Presentation of data from the interviews with adult learners**

The interview questions were structured into seven sections. Sections 1, 2 and 3 presented demographic information about the interviewees. Section 4 presented information regarding the

personal circumstances at home and employability after completion of a programme at BTC. Section 5 required them to comment on the physical environment to which they had been exposed during their learning process. Section 6 focused on the ability of the facilitators and their methodology. Section 7 extracted comments on the role of the facilitator as adviser and motivator.

Altogether 13 adult learners, comprising of three males and 10 females who had completed a programme at BTC, were interviewed. The ages of the participants ranged from 20 to 43 years. All of them had been unemployed when they enrolled for a course at BTC. After completion of their respective courses the BTC Employment Bureau arranged for employment, which in some cases enabled them to secure permanent employment.

They all agreed that their personal circumstances had improved since they enrolled at BTC and completed a programme. Most of them were able to sustain employment although not with the same employer. The facilitators had advised, supported and guided the adult learners through the courses. They felt the facilitators had motivated them to complete their courses and further their studies. They had also been supported when they experienced personal crises like domestic problems, financial difficulties and emotional upsets.

They all acknowledge the contribution of BTC and the facilitators in the development of their personalities, their attitudes and skills. They had gained self-confidence and determination to better their personal circumstances and employment possibilities. Some of them stated that

would like to further their studies and acquire a tertiary certificate or diploma and hopefully a degree in the future.

However, some of the adult learners felt that they could have had more support from both BTC and the government. They were of the opinion that there could have been greater investment in the development of the community to enable more needy, unemployed people to acquire skills to better their personal circumstances.

### **5.3.2 Analysis of data from interviews with adult learners**

The adult learners agreed that they had achieved their goal in improving their personal circumstances since they enrolled at BTC to complete a programme. The facilitators had advised and guided them through their educational process. The adult learners had gained self-confidence to better their employment possibilities and education. Their experiences and the training they had received at BTC had enriched their lives.

### **5.3.3 Presentation of data from interviews with facilitators and the manager of BTC**

Interviews were conducted with the facilitators, coordinators and the manager of BTC. All were female except, the manager, who was a male. All of them were full-time employees of BTC with years of employment ranging from one year to 11 years.

The interview questions were structured into seven sections. Sections 1, 2 and 3 presented demographic information about the interviewees. Section 4 presented information regarding their

knowledge of the reasons why adult learners come to BTC and in which way their training at BTC enhanced their chances to secure permanent employment. Section 5 required them to comment on the physical environment they facilitated. Section 6 focused on the abilities of the facilitators and the methodology they used to make the educational process as enjoyable as possible for the adult learners. Section 7 extracted comments on the role of the facilitators as advisers and motivators of adult learners.

All of the facilitators who participated were glad to be part of community education and indicated that they would like to invest more of their time and expertise in the development of the community. They enjoyed working with adults and experienced tremendous rewards and satisfaction in monitoring the transformation of the adult learners present during and after their education or vocational encounter at BTC. They kept track of the reasons why adult learners flock to BTC in the hope of gaining valuable vocational training to eventually improve their personal circumstances. All of the adult learners who had enrolled at BTC sought permanent employment after completing a course and aspired to bettering their educational level.

The facilitators, coordinators and manager gave the assurance that they make the educational process enjoyable by thorough preparation of learning material, and by creating an infrastructure and physical surroundings that are conducive to learning. They advise, motivate, support and guide the adult learners through their education and training at BTC.

There are, however, according to the facilitators external elements that limit the adult learners' development, such as a lack of regulated transport to BTC, the unfavourable social environment

of some of the individuals, restrictions on enrolment, and funding of BTC. Young adults who had matriculated inundated BTC with requests for enrolment, but the institution did not have the necessary infrastructure to accommodate more adult learners.

#### **5.3.4 Analysis of data from interviews with facilitators and the manager of BTC**

The facilitators and the manager were glad to be part of community education. They indicated that they would prefer to invest more of their time and expertise in the development of the community. They expressed the passion underlying their efforts to facilitate adults in their vocational training, and to advise, support and guide them through their education and training. The facilitators and manager of BTC are aware of the external elements that could inhibit the adult learners' development and they know how they can assist individuals who express the need for intervention. The interviews with the facilitators and manager provided the researcher with data supporting the dimensions for the success of a CLC.

#### **5.3.5 Interpretation of the data collected by the interviews with adult learners and facilitators**

The interviews were conducted to elicit data from the adult learners and facilitators to support the findings of the questionnaires. The data collected by the interviews was analysed by the researcher, to verify whether the findings support the dimensions identified as being important to secure the success of a CLC. The findings of the data do support the dimensions identified as being important to secure the success of a CLC. The findings of the data collected in the

interviews support the findings of the data collected by the questionnaires. The findings of the questionnaires and the interviews supported the dimensions identified to secure success of a CLC.

#### **5.4 SYNTHESIS**

The questionnaires and interviews with adult learners and facilitators were designed to obtain responses and opinions regarding the success dimensions for a community-learning centre as determined in Chapter 2. The findings of the data from the questionnaires with adult learners and facilitators were presented separately from the findings of the data from the interviews with adult learners and facilitators. This provided the researcher with the opportunity to produce the analysis and the interpretations of the findings separately to clarify the deductions made from the findings. The factors needed to secure the success of a CLC were determined in Chapter 2. Questionnaires were administered and interviews were conducted to determine whether the adult learners and facilitators could uphold the dimensions identified to secure the success of a CLC. Both the adult learners and facilitators responded positively to the criteria expressed by the dimensions.

The participants supported the need of a CLC to:

- Conduct a thorough needs assessment before any programme is introduced;
- Provide facilitators to act as coordinators, administrators, managers and marketers;
- Create a learning environment for adult learners;
- Act as development agent of the community;

- Provide educational facilitation to promote learning;
- Provide adult learners with educational advisers and counsellors to support their learning process; and
- Be a motivator for adult learners.

The findings of the questionnaires and the interviews thus provided the researcher with the necessary backing to present the identified dimensions as the factors needed to secure the success of a CLC. The researcher acknowledges the fact that there might be other criteria and dimensions that could also contribute to the success of a CLC.

## **CHAPTER 6**

### **SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

Within the boundaries of community education, the success criteria of Bergzicht Training Centre (BTC) as a model for a community learning centre (CLC) were conceptualised by identifying dimensions that are essential to the success of a community-learning centre. An attempt was made to identify these dimensions for success in the literature. This chapter synthesises the literature review and the findings of the data collected by the questionnaires and the interviews with the adult learners and facilitators of BTC and the formulation of the appraisal instrument. The conclusions are based on the literature review and the findings of the researched data. The recommendations that are presented have been derived from the conclusions that are based on the literature review and the findings of the data. The final comments and suggestions are provided in the conclusion.

#### **6.2 SYNTHESIS OF THE LITERATURE REVIEW**

The literature review in Chapter 2 clarified major concepts in this research, namely lifelong learning (adult education), adult learning, community education and community development. The ultimate aim of the literature review was to determine some dimensions for a model of a community-learning centre like BTC. This information, together with the information gathered from the empirical study, served as the basis for the formulation of an appraisal instrument to

assess BTC as a model for a community-learning centre. The information gathered aided the researcher in formulating conclusions and recommendations.

In Chapter 2, an attempt was made to define the role of a community-learning centre by identifying some dimensions for a successful community-learning centre. The empowering of individuals through self-directed learning was emphasised. Given the dimensions set out in Chapter 2, it was clear that all planning towards self-directed learning can only be achieved when the determined community needs and economic needs can be met by means of structured outcomes that empower individuals towards their role and responsibility in society. To summarise, this is depicted in Figure 2.2 on page 58.

Chapter 3 provided an overview of BTC as an institution. Aspects such as the background, programmes offered, funding, leadership, management and employment bureau were highlighted. This overview informed the researcher about the functioning of a community-learning centre.

In Chapter 4 the research design and methodology was used to substantiate the claim that the dimensions identified and reported in Chapter 2 constitute an indication of the level of success of a community-learning centre.

The following dimensions reported in Chapters 2 and 5 were identified as essential in the determination of a successful community-learning centre:

- The CLC as creator of a learning environment for adult learners;

- The CLC as provider of educational facilitation to promote learning;
- The CLC as coordinator, manager, administrator and marketer;
- The CLC as development agent of the community;
- The CLC as educational adviser and counsellor to support adult learners;
- The CLC as motivator for the adult learner; and
- The CLC as provider of programmes to the community.

The identification of these dimensions can be seen as the attainment of the goal, namely to conceptualise the construct *successful community learning centre*.

Data were collected by means of questionnaires and interviews to extract responses of adult learners and facilitators regarding the success dimensions for a CLC.

### **6.3 SYNTHESIS OF THE FINDINGS OF THE DATA COLLECTED THROUGH THE QUESTIONNAIRES AND INTERVIEWS WITH ADULT LEARNERS AND FACILITATORS**

The questionnaires and interviews with adult learners and facilitators were designed to extract responses and opinions regarding the success dimensions for a community learning centre as determined in Chapter 2. The findings of the data from the questionnaires with adult learners and facilitators (see 5.2) were presented separately from the findings of the data from the interviews with adult learners and facilitators (see 5.3). This provided the researcher with the opportunity to complete the analysis and the interpretation of the findings separately to clarify the deductions made from the findings (see 5.2.9; 5.2.10; 5.3.2; 5.3.4 and 5.3.5). The questionnaires and

interviews were conducted to determine whether the adult learners and facilitators could support the dimensions identified to secure the success of a CLC. Both the adult learners and the facilitators responded that they supported the need of a CLC to:

- Conduct a thorough needs assessment before any programme is introduced,
- Provide the services of a coordinator, administrator, manager and marketer,
- Create a learning environment for adult learners,
- Act as development agent for the community,
- Provide educational facilitation to promote learning,
- Provide educational advisers and counsellors to support adult learners, and
- Be a motivator for adult learners.

The conclusions based on the literature review and the findings of the data collected through questionnaires and interviews with adult learners and facilitators of BTC, are presented in the next section.

#### **6.4 CONCLUSIONS BASED ON THE LITERATURE REVIEW AND THE FINDINGS**

The following is an outline of the general and specific goal of the research:

- General research goal: Within the boundaries of community education, the success criteria of Bergzicht Training Centre (BTC) as a model for a community learning centre was conceptualised by identifying dimensions of success for a community learning centre to be deemed successful.

- Specific research goal of the literature review: An attempt was made to identify the characteristics of community education in the literature. The success of community learning centres was then defined in terms of criteria dimensions, thus conceptualising success criteria for a model for a community-learning centre.
- Specific goal of the empirical research: When these success dimensions are identified and formulated, they can be implemented by developing an appraisal instrument to evaluate a community-learning centre.
- Synthesised goal of the research: The synthesised goal of the research was the composition of recommendations for theory building that can provide a blueprint for further empirical research. This evaluation instrument can provide the initial framework of knowledge for further research.

#### **6.4.1 Conclusions with regard to the specific research goal of the literature review**

The literature review provided the researcher with dimensions presenting criteria for a successful community-learning centre. There might be more dimensions that can influence the indication of a successful community-learning centre. For the purpose of this research, the dimensions presented were used. The findings of the questionnaires and the interviews thus provided the researcher with the necessary backing to present the identified dimensions as the dimensions to secure the success of a CLC. The researcher acknowledges the fact that there might be other criteria and dimensions that could also contribute to the success of a CLC. The focus of the research was to determine what dimensions are essential to promote a successful CLC. The researcher therefore primarily concentrated on identifying behaviour dimensions.

Based on the findings, the following deductions were made:

- The facilitators, coordinator, manager and administrator at a CLC should have an understanding of adult learners and adult learning methodologies. They should be able to interact positively with the adult learners by presenting characteristics as being caring, trustworthy, encouraging, creative and patient (see 5.2.3).
- The prospective facilitators of adult learning need to be aware of their role as developing agents and the unique challenges of community education. This concern was expressed by the adult learners and facilitators who completed the questionnaires and participated in the interviews (see 5.2.5).
- Practical issues such as how to create an optimum learning environment with limited resources and how to support adult learners, who experience personal crises, should be addressed. The matter of motivation and inspiration, as shown in this research, is important in the training programmes of the CLC (see 5.2.4).
- The facilitators expressed with passion their efforts to facilitate adults in their vocational training, and to advise, support and guide them through their education and training. The adult learners agreed that they had been able to achieve their goals through improving their personal circumstances since they had enrolled at BTC to complete a programme. The facilitators had advised and guided them through the educational process. The adult learners had gained self-confidence to better their employment possibilities and education (see 5.2.7 and 5.2.8).

- Bergzicht Training Centre in Stellenbosch addresses the needs of the community and other surrounding communities. This is supported by the findings. The fact that BTC is consistently inundated with applications for enrolment provides evidence of this. Community education is about education; that is, people developing new skills, new knowledge and new confidence. The findings provided proof that BTC as CLC makes educational programmes more accessible by bringing the community into the classroom and taking the classroom to the community (see 5.2.2).
- The literature indicates that a truly successful community-learning centre is one that can accommodate and meet the expectations of the adult learner and support the aims and outcomes as prescribed by government and other related institutions or organisations. According to the findings, BTC has these characteristics, and can therefore be labelled as truly successful (see 5.2.6).
- The facilitators and manager of BTC are aware of the external elements that could have a negative impact on the adult learners' development and how they could offer assistance to individuals who express the need for intervention. The findings of the interviews with adult learners provided the researcher with information of elements that impact negatively on their efforts to complete a programme at BTC successfully (see 5.3.1). These elements include domestic pressures such as children and spouse, lack of financial support, lack of parental support, problems with transport to the CLC, the length of the programmes, lack of income and the frustrations of prevailing personal circumstances.

- More than 50% of the adult learners are young people with a matriculation certificate, who are unable to afford any formal vocational training. They are unemployed, needy and unskilled. BTC offers them a chance to acquire some basic skill and a prospect of temporary employment after completion of a programme. The adult learners have the choice to enrol for an advanced programme. The learners expressed their high expectation to enhance their educational level and to enrol in a formal Further Education and Training (FET) institution to gain a certificate or a diploma. The adult learners expressed the expectation that the programme they had completed should provide them with a qualification for enrolment to the FET colleges (see 5.3.1).

The literature provided dimensions of success that were accentuated by the findings of the data. Dimensions indicating success included various criteria to clarify the contents of each dimension defined the role of a community-learning centre.

#### **6.4.2 Conclusions with regard to the specific goal of the empirical research**

The dimensions of success identified in this research assisted the researcher to develop a model of a successful CLC and introduce that model to assess BTC as a model of a CLC. The operationalisation of these behavioural success indicators in the form of a performance appraisal instrument is the outcome of the goal statement to develop an evaluation instrument that would make the result of this research more practical.

The performance appraisal instrument that was drafted can be seen as a measuring instrument for evaluating the performance of a community-learning centre. The instrument should assist in the process to assess whether a CLC is successful or not. The performance appraisal instrument is a behaviourally based appraisal instrument to be used in evaluating the performance of a CLC. The performance appraisal instrument thus consists of behavioural criteria to profile a successful CLC.

For any training endeavour to succeed, evaluation of the training process should be conducted on a continuous basis. A performance appraisal instrument is an instrument to measure the level of performance, but not only for the purpose of rewarding employees according to specific standards or indicators of performance. It can also be a helpful tool in identifying areas for development and training.

Certain dimensions of success have been identified through exploratory research. These dimensions form the fundamental structure of the performance appraisal instrument. The instrument is divided into seven parts, each representing a different success dimension. The level of importance of each part is indicated in Chapter 5 (Level 1 indicates: most important and Level 2 indicates less important):

- The CLC as creator of a learning environment for adult learners (Level 1);
- The CLC providing educational facilitation to promote learning (Level 1);
- The CLC as coordinator, manager, administrator and marketer (Level 2);
- The CLC as development agent to the community (Level 2);
- The CLC as educational adviser and counsellor to support adult learners (Level 2);

- The CLC as motivator of adult learners (Level 1); and
- The CLC as provider of programmes to the community (Level 1).

Each part consists of a number of statements. The role of the community-learning centre can be rated on a 5-point Likert scale, where 1 represents *almost never* and 5 represents *almost always*.

On the first page of the instrument a short introduction is given to what the aim of the instrument is and how the scale should be used. To calculate and interpret the final score on the questionnaire, an ideal behaviour profile is provided at the end with notes on how to determine the performance of the CLC.

Figure 6.2 represents an ideal behaviour profile of a successful CLC. The seven dimensions are rated in terms of their importance by two levels determined by the findings in Chapter 5. The most significant dimensions contributing to success, as indicated by the findings, are allocated, as Level 1. These dimensions require a score of at least four (4) on the 5-point Likert scale. A successful community-learning centre needs the lesser significant dimensions, as indicated by the findings. These dimensions contributing to success are rated Level 2. A score of at least an average of three (3) is required on the 5-point Likert scale.

When the evaluator of a CLC is required to calculate the average score on the 5-point scale of each of the seven dimensions, he/she has to add the individual score values of the different criteria and then divide the total score by the number of criteria per dimension. Community

Learning Centre A might, for instance, score the following in Dimension 1 (Learning environment) as presented in Figure 6.1.

Once the final scores per dimension have been calculated and the appropriate score encircled, a behaviour profile of Community Learning Centre A is obtained by connecting the encircled scores. To be a successful CLC, an average score of at least 4 is required on this particular dimension. Community Learning Centre A's score of 2 can thus be interpreted as inadequate and unsatisfactory, indicating an area for development.

CRITERIA STATEMENTS IN DIMENSION ON LEARNING ENVIRONMENT	SCORE VALUE (1-5 ON SCALE)
<b>Criterion 1</b>	<b>3</b>
<b>Criterion 2</b>	<b>2</b>
<b>Criterion 3</b>	<b>2</b>
<b>Criterion 4</b>	<b>2</b>
<b>Criterion 5</b>	<b>1</b>
<b>TOTAL SCORE</b>	<b>10</b>

$$10 \text{ divided by } 5 \text{ criteria} = 2 \quad (\text{average score on dimension 1})$$

Figure 6.1 **Score on Dimension 1 (Learning Environment)**

The evaluator of a CLC could be the management or donors of an organisation that deem an evaluation necessary. The evaluator may be the facilitator of a CLC who needs to assess their performance and service delivery. The evaluator may be an adult learner who needs to determine whether a particular CLC is the appropriate choice as a means to acquire the required skills. The frequency of evaluation may differ according to the purpose of the evaluator. The management

and donors may require an annual assessment as part of their annual report. The behaviour profile of a successful community-learning centre is represented in Figure 6.2.

DIMENSIONS	SCORE					SCORE DIVIDED	FINAL SCORE
	1	2	3	4	5		
DIMENSION 1 (Level 1) <b>LEARNING ENVIRONMENT</b>				*			
DIMENSION 2 (Level 1) <b>EDUCATIONAL FACILITATOR</b>				*			
DIMENSION 3 (Level 1) <b>MOTIVATOR</b>				*			
DIMENSION 4 (Level 1) <b>COURSE PROVISION</b>				*			
DIMENSION 5 (Level 2) <b>DEVELOPMENT AGENT</b>			*				
DIMENSION 6 (Level 2) <b>EDUCATIONAL ADVISER./COUNSELLOR</b>			*				
DIMENSION 7 (Level 2) <b>COORDINATOR/MANAGER/ ADMINISTRATOR/MARKETER</b>			*				

- KEY (SCORING)**
- 1 Almost never
  - 2 Seldom
  - 3 Sometimes
  - 4 Frequently
  - 5 Almost always

**Figure 6.2 Behaviour profile of a successful community-learning centre**

The next section provides some recommendations based on the conclusions presented in this section.

## **6.5 RECOMMENDATIONS**

The synthesised aim of the research was to provide recommendations that can produce a blueprint for further empirical research. The literature review provided features of a successful CLC. The features were formulated in dimensions to secure success of a CLC. Each of these dimensions impacts on the success of a CLC.

The recommendations are divided into sections with recommendations for a CLC, recommendations for BTC and recommendations for further research.

### **6.5.1 Recommendations for a Community Learning Centre**

During the course of the research, the researcher came to understand the complexities of the functioning of a CLC. Various factors, besides the facilitators' impact, contribute to the efficiency and effectiveness of a CLC. This research identified seven dimensions contributing to the success of a CLC. The researcher recommends that a CLC in South Africa can utilise these identified dimensions, formulated in the performance appraisal instrument, to determine the level of success of that CLC. BTC operate an employment bureau for the placement of learners after completion of their programmes. The employment bureau of BTC maintained a placement rate of more than 80%, which contributes to their success. The researcher recommends that a CLC

should have an employment bureau to support adult learners to secure employment after completion of a programme.

### **6.5.2 Recommendations for BTC**

The interviews with the facilitators revealed that some of them were not formally trained to be involved in adult education. The facilitators and coordinators did not meet the requirements for professional adult learning facilitators being trained to facilitate adults. However, the facilitators and coordinators possessed the skills, education, experience and passion to facilitate the respective programmes.

The researcher recommends that all facilitators in adult learning should be properly trained to be able to explore other methodologies and techniques that could support the learning process of adult learners.

The learning environment at BTC provided the adult learners and facilitators with both appreciation and frustration. They had appreciation for the beautiful Cape Dutch style historical buildings and central setting in Stellenbosch. They were frustrated by the lack of workspace in their workrooms. The manager indicated that they were keen to address this problem in the near future.

The researcher recommends that the management and trustees at BTC maintain their aim to address the needs of the community and make an asserted effort to accommodate the influx of

matriculated young adults seeking vocational skills and entry-level education to further their studies. **It is clear** that BTC cannot provide education and training for all adults who apply for enrolment. It is therefore recommended that the management and trustees of BTC plan and work diligently to establish another CLC such as BTC or to expand the facilities of BTC to enrich the lives of more people in the community.

BTC has applied for the accreditation of all their programmes that will eventually allow graduates to enrol at any FET college for further education and training. The lack of accreditation has created a void between the matriculation status and a qualification to enrol for a programme at a FET college. The researcher recommends that BTC try to fill that void by aligning its programmes to enable adult learners to gain entry-level status to a FET college.

BTC focuses on entry-level skills development programmes that provide training for unskilled adults. BTC operates an employment bureau for the placement of graduates after completion of their programmes, as indicated previously. The BTC employment bureau has maintained a placement rate of more than 80%, but this does not secure permanent employment to enable adult learners to become self-reliant and independent. Although BTC renders this initial service, the adult learners should take responsibility for their lives after completion of their training. The researcher recommends that a sense of responsibility should be instilled in adult learners instead of promises of employment and dependence on BTC for employment.

BTC adheres to the dimensions identified to secure success of a community learning centre (CLC) and can sustain the mission and vision determined during the inception. BTC still needs to

focus on the needs of the community as well as the needs of the adult learners to ensure success in its function as a CLC.

### **6.5.3 Recommendation for further research**

In the statement of the problem in Chapter 1, it was indicated that the plight of the out-of-school youth, illiterate adults, workers and the unemployed could be alleviated by the establishment of institutions that are characterised by the comprehensiveness or multi-purpose dimensions of their curricula. Such institutions should offer a combination of programmes to diverse adult learners with different abilities and past achievements. BTC was formed with the purpose of breaking the cycle of poverty for many unemployed, semi-skilled adults. The question was whether this model provided ample training for unskilled adults, and whether it could support such people to secure permanent employment and become self-reliant and independent. The problem to which the research sought an answer was what criteria are needed to constitute BTC as a model for a CLC. The answers were provided by the identification of dimensions to ensure success.

The performance appraisal instrument needs to be tested on BTC to evaluate the functions of BTC parallel to the dimensions of success determined through this research. It is essential to utilise the same performance appraisal instrument to evaluate other community learning centres such as BTC. This evaluation would enable the researcher to evaluate the performance appraisal instrument and introduce the required amendments to that performance appraisal instrument. This research recommends further research regarding the testing of the performance appraisal instrument and the profile of an ideal CLC.

## 6.6 CONCLUSION

BTC is one of the institutions in Stellenbosch faced with the task of empowering a community in dire need of a facility to equip adult learners for employment. Despite the constraint of accommodation for more adult learners, BTC provides quality vocational training that adequately prepares adult learners with valuable skills training. BTC empowers its adult learners by exposing them to personal financial planning to do budgets, writing skills to prepare curriculum vitae, personal hygiene to care for their families, and education to prepare them for further education. All of these skills are additional to the programme choice of each adult learner. BTC is successful in achieving its aims of preparing adult learners for employment and providing them with the necessary support structure through the BTC employment bureau. All the adult learners utilise the employment bureau in an attempt to secure permanent employment.

The adult learners put their trust in BTC to provide them with the necessary skills to better their personal circumstances, to nurture their confidence and secure employment to support their families. As adult learners they require guidance, support and encouragement to persevere in their aim to acquire much-needed education and skills to be more employable. The findings of this research have proved that the adult learners leave BTC after completion of a programme or programmes, with the confidence, skills, determination and attitude to succeed in their future endeavours. Some of the adult learners who completed a programme have started their own businesses or have found temporary employment. Some of the adult learners have secured permanent employment, while others have enrolled for further studies.

The researcher acknowledges the successes of BTC to set out enthusiastically to change the lives of the adults who enter its doors to experience learning. BTC provides adults, who would otherwise not have the opportunity to empower themselves through education and training, with opportunities for learning and skills training.

Bergzicht Training Centre in Stellenbosch is a model for a community-learning centre. This means that other community learning centres can be evaluated by the standards set by BTC to determine whether they are equally successful. The researcher acknowledges the effort of BTC to set the example for other community learning centres and is hopeful that the current and future facilitators and management will maintain the aim and vision of BTC to empower the community of Stellenbosch and surrounding areas. The pioneers of BTC had a vision to empower the community, but those who dedicate their lives to adult education and lifelong learning drive that vision with their passion and commitment to adult learning.

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4. Did your training at BTC help you to further your studies?

Y N

If yes, explain how? If no, why not.

.....  
.....

**Section 5**

1. Did you find the physical surroundings of BTC helpful for your learning experience? Y N

If yes, explain how? If no, why not.

.....  
.....

2. Was the working rooms/classrooms comfortable and user friendly eg. Ample space, lighting, air conditioning etc. Y N

If yes, explain how? If no, why not.

.....  
.....

**Section 6**

1. Did the facilitators at BTC know their learning material and made the educational process for you an enjoyable one? Y N

If yes, explain how? If no, why not.

.....  
.....

2. Did the facilitators of BTC guide your educational and training process in such a way that you find it easy to realize the full course requirements and work to be done? Y N

If yes, explain how? If no , why not.

.....  
.....

**Section 7**

- 1. Did the facilitators of BTC advise you on the different courses you can do after the Home Management course and about the advantages of each of the courses eg. Employment possibilities? Y N

If yes, explain how?

.....  
.....

- 2. Did the facilitators keep you motivated to do your work, finish your course, better your personal and employment circumstances? Y N

If yes, explain how?

.....  
.....

- 3. Did the courses at BTC provide you with the opportunity to better your educational and training? Y N

If yes, explain how? If no, why not?

.....  
.....

- 4. Is there anything else you like to add about your experience at BTC? Y N

If yes, explain.

.....  
.....

**APPENDIX B**  
**INTERVIEW WITH FACILITATOR/COORDINATOR/MANAGER**

**Section 1**

1. First name .....
2. Surname .....
3. Age ..... Sex M .....F Married Y.....N
4. Home language .....
5. Highest qualification .....
- Institution ..... Year .....
6. Qualification in Adult education.....
7. Years employed at current institution .....
8. Current employment/ job .....
9. Course/ program .....
10. Other employment experience .....
- .....

**Section 2**

1. Are you glad to be in adult education Y N
2. Are you glad to be part of community education Y N
3. Would you like to do other work than the above Y N

**Section 3**

1. Do you think you have the personality and temperament to work in adult education and community education Y N

If yes, explain why? If no, why not

.....

.....

2. Would you like to keep on doing your current job            Y    N

If yes, explain why? If no, why not

.....

.....

3. Do you use the best facilitation techniques available or known in your course or programme            Y    N

If yes, explain how? If no, why not

.....

4. Is there something you would like to change or better regarding your methodology and techniques used            Y    N

If yes, explain how? If no, why not

.....

.....

**Section 4**

1. Do you keep track of the reasons why adult learners come to your centre to do your course or programme            Y    N

If yes, explain how? If no, why not

.....

.....

2. Do you think the skills that you teach the adult learners at BTC will help them to get a better job?            Y    N

If yes, explain how? If no, why not.

.....

.....

3. Has the training at BTC improved the way adult learners think and feel about their chances to secure a job? Y N

If yes, explain how? If no, why not.

.....

.....

4. Do you think there are other factors other than the current educational level which could retard an adult learners' development Y N

If yes, explain how? If no, why not.

.....

.....

**Section 5**

1. Do you find the physical surroundings of BTC helpful for the adult learners' learning experience? Y N

If yes, explain how? If no, why not.

.....

.....

2. Is the working rooms/classrooms comfortable and user friendly eg. Ample space, lighting, air conditioning etc. Y N

If yes, explain how? If no, why not.

.....

.....

**Section 6**

1. Do you as a facilitators/coordinator/manager at BTC know your learning material and make the educational process for adult learners an enjoyable one?  
Y N

If yes, explain how? If no, why not.

.....  
.....

2. Do you as a facilitators/coordinator/manager of BTC guide the educational and training process in such a way that the adult learners find it easy to realize the full course requirements and work to be done? Y N

If yes, explain how? If no , why not.

.....  
.....

**Section 7**

1. Do you as facilitator/coordinator/manager of BTC advise adult learners on the different courses they can do after the Home Management course and about the advantages of each of the courses eg. Employment possibilities?  
Y N

If yes, explain how? If no, why not

.....  
.....

2. Do you as the facilitator/coordinator/manager keep the adult learners motivated to do their work, finish the course, better their personal and employment circumstances?  
Y N

If yes, explain how?

.....  
.....

3. Do the courses at BTC provide the adult learner with the opportunity to better their educational and training levels in the future Y N

If yes, explain how? If no, why not?

.....  
.....

4. Is there anything problems you can identify regarding the enrolment of adult learners at BTC in the future?

Y N

If yes, explain.

.....  
.....

**APPENDIX C****QUESTIONNAIRE FOR ADULT LEARNERS INVOLVED IN COMMUNITY TRAINING/ LEARNING CENTRES**

Dear Participant

You are selected to be one of a group of learners to fill in the questions on this form.

My name is Wilfred Taylor. I am a masters student at the University of Stellenbosch writing a thesis : *An assessment of Bergzicht Training Centre ( BTC ) as a model for a community education training / learning centre.* In order for me to produce the best result I need your input. This is no test and there are no correct answers.

I would like some information from you as a past adult learner (graduate ) of BTC. The role of the facilitator/coordinator/manager is of vital importance to the managing of the learning process between the adult learner and the learning material. How did the facilitator/coordinator/manager fulfil their role of creator of the learning environment, development agent, advisor and counsellor, motivator, coordinator, manager, administrator, marketer and provision of courses at the centre, and secure employment for you. Did the training you received at BTC help you in any way to live a better life?

The questionnaire consist of three parts:

- Part 1 It is expected of you to answer a few personal questions.  
 Part 2 Consist of a few general open-ended questions which requires you to express your own opinion in a few sentences.  
 Part 3 Consist of multiple- choice questions. I have compiled a list of sentences/ activities that might define the role of the facilitator at a community training/learning centre. I need you to rate the actions in order of importance, by circling the letter best describing your opinion about the statement.

**For example**

The facilitator/coordinator/manager of a community training/learning centre should...

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
1	...make sure that learners are close to the centre					

Thank you very much for participating.  
 Enkosi Kahkulu. Baie dankie

## QUESTIONNAIRE FOR ADULT LEARNERS

### PART 1

1. First name .....
2. Surname .....
3. Age ..... Sex M .....F Married Y.....N
4. Home language .....
5. Highest grade passed .....Year .....
6. What course did you complete: Home Management Frailcare  
Educare Catercare
7. What Year did you receive your diploma: .....
8. Current employment/ job .....
9. Other courses/ programs completed .....
10. Other employment experience .....
- .....

**PART 2**

1. What in your opinion is the role of a community learning/ training centre ( educator, skills training, etc. ). Name as many as you as you can think of.

.....

.....

.....

.....

.....

2. What do you expect to achieve after you enrolled for a course/ programme at a community training/learning centre

.....

.....

.....

.....

3. Do you think the facilitator is important in the learning session or do you think you as the adult learner should cope on your own.

.....

.....

.....

.....

4. If you answered “ yes “ on the first part, why do you think the facilitator plays an important role. What makes his/ her presence so important?

.....

.....

**PART 3**

A facilitator/coordinator/manager of a community training/learning centre should...

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
1	... have a matriculation qualification					
2	... be female, because women tend to have more of a sympathetic nature					
3	... not be too young ( at least 30 years old ). The older, the more experienced and therefore better					
4	... have an exceptional friendly and caring personality					
5	... be a well-known figure in the community itself, because then he/she knows and understands the community needs					
6	... not necessarily be from the community itself, as long as he/she is a good and committed facilitator					
7	... be fluent in his/her mother-tongue language, be it Xhosa, or any other language, apart from being fluent in English					
8	... do a thorough needs assessment before any courses are selected					
9	... actively promote/ market the courses presented at the training/learning centre by compiling brochures and utilizing any other marketing techniques available in order to reach as many potential trainees as possible					
10	... be responsible for taking the lead in raising funds and/ or attaining sponsorships for the running costs of the training/learning centre					
11	... let the learners explain their expectations ( goals) before hand so that they both know what they want out of the course and to make them more directed and focussed					
12	... give learners guidance and advise on all the administrative details of the course ( such as when the sessions will be held, where, what the cost will be)					

	Statement	Extremely important	Important	Moderately important	Low importance	Not Important
13	...give guidance and advise on educational issues other than issues directly related to the contents of the course. ( He/she should for instance advise learners on the best study methods					
14	...be a competent administrator, responsible for all administrative duties associated with the day to day running of the centre, from registering trainees to handling general inquiries, keeping the centre clean and organised					
15	...present a monthly/quarterly report on the state of the training/learning centre to the investors or donors					
16	...be able to work with the technical equipment or electronic media involved ( television, power-point, OHP, video machine )					
17	...be able to make the learner feel at ease, confident to ask questions and generally create an atmosphere which support learning					
18	...understand and be sensitive to the specific needs and circumstances of the adult learner					
19	...have an understanding and knowledge of community development principles ( empowerment of the community and economic development )					
20	...have a knowledge and understanding of the functions of community training / learning centres					
21	...know the subject/course content and should be able to answer all related questions					
22	...understand the subject/course content, but if there is something the adult learner do not understand, guide or advise the adult learner where the appropriate answers can be located					
23	...to able to explain concepts and provide adult learners with practical examples in such a way that the content matter becomes clear, by making use of interesting training/ facilitation techniques					

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
24	...encourage open communication and initiate discussion on course content, getting adult learners actively involved					
25	...know how to get the quieter or shy adult learner to participate					
26	...know how to pose questions in order for adult learners to discover rather than being fed information					
27	...be an active listener which means he/she is sensitive to adult learners' needs					
28	...be able to pick up from adult learners if they are comprehending, interested and actively listening to the content being presented					
29	...know when to guide adult learners in deciding which courses to take, to make optimum use of the provision of courses. The facilitator should for instance know how to guide the adult learner towards striving for their goal, supporting them without being hampered by destructive competition and conflict					
30	...motivate adult learners to keep with the program/ course, especially when they feel demotivated. The facilitator should always be there to encourage and inspire					

## APPENDIX D

### QUESTIONNAIRE FOR FACILITATORS INVOLVED IN COMMUNITY TRAINING/ LEARNING CENTRES

Dear Participant

You are selected to be one of a group of facilitators to fill in the questions on this form.

My name is Wilfred Taylor. I am a masters student at the University of Stellenbosch writing a thesis : *An assessment of Bergzicht Training Centre ( BTC ) as a model for a community education training / learning centre*. In order for me to produce the best result I need your input. This is no test and there are no correct answers.

I would like some information from you as a facilitator/coordinator/manager of BTC. Your role is of vital importance to the managing of the learning process between the adult learner and the learning material. How do you fulfil the role of creator of the learning environment, development agent, advisor and counsellor, motivator, coordinator, manager, administrator, marketer and provision of courses at the centre.

The questionnaire consist of three parts:

- Part 1 It is expected of you to answer a few personal questions.
- Part 2 Consist of a few general open-ended questions which requires you to express your own opinion in a few sentences.
- Part 3 Consist of multiple- choice questions. I have compiled a list of sentences/ activities that might define the role of the facilitator at a community training/learning centre. I need you to rate the actions in order of importance, by making an **X** in the block best describing your opinion about the statement.

#### For example

The facilitator/coordinator/manager of a community training/learning centre should...

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
1.	...make sure that learners are close to the centre					

Thank you very much for participating.

Enkosi Kahkulu. Baie dankie

## QUESTIONNAIRE FOR FACILITATORS/COORDINATORS/MANAGERS

### PART 1

1. First name .....
2. Surname .....
3. Age ..... Sex M .....F Married Y.....N
4. Home language .....
5. Highest qualification .....
- Institution ..... Year .....
6. Qualification in Adult education.....
7. Years employed at current institution .....
8. Current employment/ job .....
9. Course/ program .....
10. Other employment experience .....
- .....

**PART 2**

1. What in your opinion is the role of a community learning/ training centre ( educator, skills training, etc. ). Name as many as you as you can think of.

.....

.....

.....

.....

.....

.....

2. What should a facilitator do to fulfil his/ her role within this structure.

.....

.....

.....

.....

3. Do you think the facilitator is important in the learning session or do you think the adult learner should cope on their own.

.....

.....

.....

.....

4. If you answered “ yes “ on the first part, why do you think the facilitator plays an important role. What makes his/ her presence so important?

.....

.....

.....  
.....

5. Literature provides guidelines on the subject of facilitation of adult learning, but the question to be answered is whether community based education require different skills and abilities of the facilitator, to be effective.

Please comment on the above statement by giving full explanations to your opinion stated.

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

6. The community education facilitator also acts as a community development agent. To what extend should he/ she be involved in developmental activities not directly associated with his/her conventional role as educational leader.

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

**PART 3**

A facilitator/coordinator/manager of a community training/learning centre should...

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
1	... have a matriculation qualification					
2	...be female, because women tend to have more of a sympathetic nature					
3	...not be too young ( at least 30 years old ). The older, the more experienced and therefore better					
4	...have an exceptional friendly and caring personality					
5	...be a well-known figure in the community itself, because then he/she knows and understands the community needs					
6	...not necessarily be from the community itself, as long as he/she is a good and committed facilitator ...not necessarily be from the community itself, as long as he/she is a good and committed facilitator					
7	...be fluent in his/her mother-tongue language, be it Xhosa, or any other language, apart from being fluent in English					
8	...do a thorough needs assessment before any courses are selected					
9	...actively promote/ market the courses presented at the training/learning centre by compiling brochures and utilizing any other marketing techniques available in order to reach as many potential trainees as possible					
10	...be responsible for taking the lead in raising funds and/ or attaining sponsorships for the running costs of the training/learning centre					

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
11	...let the learners explain their expectations ( goals) before hand so that they both know what they want out of the course and to make them more directed and focussed					
12	...give learners guidance and advise on all the administrative details of the course ( such as when the sessions will be held, where, what the cost will be)					
13	...give guidance and advise on educational issues other than issues directly related to the contents of the course. ( He/she should for instance advise learners on the best study methods					
14	...be a competent administrator, responsible for all administrative duties associated with the day to day running of the centre, from registering trainees to handling general inquiries, keeping the centre clean and organised					
15	...present a monthly/quarterly report on the state of the training/learning centre to the investors or donors					
16	...be able to work with the technical equipment or electronic media involved ( television, power-point, OHP, video machine )					
17	...be able to make the learner feel at ease, confident to ask questions and generally create an atmosphere which support learning					
18	... understand and be sensitive to the specific needs and circumstances of the adult learner					
19	...have an understanding and knowledge of community development principles ( empowerment of the community and economic development )					
20	...have a knowledge and understanding of the functions of community training/learning centres					
21	...know the subject/course content and should be able to answer all related questions					

	Statement	Extremely important	Important	Moderately important	Low importance	Not important
22	...understand the subject/course content, but if there is something the adult learner do not understand, guide or advise the adult learner where the appropriate answers can be located					
23	...to able to explain concepts and provide adult learners with practical examples in such a way that the content matter becomes clear, by making use of interesting training/ facilitation techniques					
24	...encourage open communication and initiate discussion on course content, getting adult learners actively involved					
25	... know how to get the quieter adult learner to participate					
26	... know how to pose questions in order for adult learners to discover rather than being fed information					
27	...be an active listener which means he/she is sensitive to adult learners' needs					
28	...be able to pick up from adult learners if they are comprehending, interested and actively listening to the content being presented					
29	...know when to guide adult learners in deciding which courses to take, to make optimum use of the provision of courses. The facilitator should for instance know how to guide the adult learner towards striving for their goal, supporting them without being hampered by destructive competition and conflict					
30	...motivate adult learners to keep with the program/ course, especially when they feel demotivated. The facilitator should always be there to encourage and inspire					

**APPENDIX E****PERFORMANCE APPRAISAL INSTRUMENT FOR COMMUNITY****LEARNING CENTRES**

The following questionnaire contains key behaviours or features identified as being critical to the success of community learning centres.

Read each statement carefully and then indicate the extent to which the community learning centre demonstrates this behaviour by placing a cross ( x ) on the appropriate scale value. To calculate and interpret the final score refer to the relevant notes at the end of the questionnaire.

**KEY ( RATING SCALE ):**

- 1 ALMOST NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 FREQUENTLY
- 5 ALMOST ALWAYS

**PART 1 LEARNING ENVIRONMENT**

		1	2	3	4	5
1	Arranges a comfortable physical setting- demonstrates creativeness and initiative where ideal physical surroundings are difficult to obtain					
2	Demonstrates empathy towards adult learners eg. recognizing their specific needs and circumstances.					
3	Creates a climate in which all feel-listened to and free to participate actively in the educational and vocational process.					
4	Employ activities to avoid impersonal situations eg. making the theory practical, share own experiences with them and ask them to do the same					

5	Confronts the realities within group settings and focuses on stimulating collaborativeness rather than competitiveness and supportiveness rather than judgemental among group members	1	2	3	4	5
6	Provides structure and direction to the learning experience by working within a policy and vision framework which resulted of participative management of the education endeavour					
7	Creates situations in which adult learners learn how to apply content to real situations					
8	Promotes self-directed learning by facilitating a discovery process, guiding learners to acquire new insights and skills					
9	Creates a safe learning environment whether mental, physical, emotional or spiritual					

## PART 2 EDUCATIONAL FACILITATOR

1	Acknowledges the unique educational circumstances of training and facilitation at community learning/training centres					
2	Knows, understands and practices the principles of facilitation the learning process eg. directing adult learners to answer their own questions rather than providing them with all the answers					
3	Knows and understands the adult learner with unique circumstances					
4	Applies the principles of adult learning to the facilitation process eg. problem posing approach , build on past experiences of adult learners					
5	Understands the subject/ course matter					
6	Set clear, relevant and obtainable objectives in cooperation with the adult learners or pre-set objectives are modified if necessary					
7	Explains the content to adult learners by utilizing appropriate strategies eg. real life examples					
8	Evaluates the progress of adult learners and provide constant feedback					

**PART 3 MOTIVATOR**

		1	2	3	4	5
1	Understands why adults engage in learning					
2	Assists adult learners in identifying their own personal motives for learning					
3	Focus on intrinsic ( feeling of achievement, improving self esteem ) rather than extrinsic ( getting a certificate on completion) motivational factors					
4	Strives to fulfil those needs, wishes and desires expressed by adult learners through the means of education/ training experience					
5	Keep adult learners interested in the course matter by making theory practical and internalised					
6	Create opportunities for adult learners to experience success					
7	Show enthusiasm about the course matter by putting extra effort into preparations					
8	Foster an adult learner' confidence and build self-worth					

**PART 4 PROVISION OF COURSES**

1	Conduct thorough needs assessment before implementing any project or course					
2	Encourage open communication and initiate discussion on course content, getting adult learners and business involved					
3	Adapt training programmes/ courses for different adult learners' needs eg. language					
4	Guide adult learners in deciding which course to take, to make optimum use of the provision of courses					

**PART 5 DEVELOPMENT AGENT**

1	Knows, understands and practices the principles of community development to ensure economic, social and cultural growth of the community of whom the adult learner is a member eg. making the learning and training relevant to their specific needs they want to satisfy ,such as gaining employment					
2	Initiate change in behaviour and attitude by making the need for change known to the adult learners					

3	Involves the broader community in decisions on their learning/training centre and courses to introduce at the centre	1	2	3	4	5
4	Makes an effort to know the community eg. talk to community leaders about their dreams for the future					
5	Encourages self-empowerment to ensure sustainable development					

## PART 6 EDUCATIONAL ADVISOR AND COUNSELLOR

1	Let the adult learners explain their expectations so that the facilitator also know what they want out of the course and advise them so be more directed and focussed					
2	Provide adult learners with unbiased advice and guidance on all administrative details of the courses in order to make sure that they cope with the educational decisions					
3	Give guidance and advise on educational issues other than issues directly related to the contents of the course eg. advise adult learners on the best study methods					
4	Understand the course content, but if there is something the adult learner do not understand, guide and advise them where the appropriate answers can be located					

## PART 7 COORDINATOR, MANAGER, ADMINISTRATOR AND MARKETER

1	Coordinate the administrative duties associated with the daily running of the centre such as registering adult learners to handling general inquiries					
2	Actively promote or market the courses by compiling brochures and utilizing any other marketing techniques available in order to reach as many potential adult learners					
3	Be responsible for taking the lead in raising funds and/ or attaining sponsorships for the running-cost of the centre					
4	Present monthly/ quarterly reports on the state of the centre to the investors and other stakeholders					

**IDEAL BEHAVIOR PROFILE : STEP BY STEP EXPLANATION**

The figure below contains the profile of an ideal community learning/ training centre. Four columns can be identified, from left to right.

- |          |  |
|----------|--|
| Column 1 | The seven ( 7 ) behaviour dimensions defining the role of a successful community learning/ training centre   |
| Column 2 | Average score on the 5-point scale on each dimension   |
| Column 3 | Total score per dimension get calculated, entered in the block provided and divided by the number of indicators per dimension to obtain an overall average per dimension |
| Column 4 | The result is then entered in the block provided   |

Once all the final scores per dimension is calculated and the appropriate score circled in column 2, a behaviour profile of the community leaning/ training centre is obtained by connecting the encircled scores.

**BEHAVIOUR PROFILE OF A SUCCESSFUL COMMUNITY LEARNING CENTRE**

DIMENSIONS	SCORE					SCORE DIVIDED	FINAL SCORE
	1	2	3	4	5		
<u>DIMENSION 1</u> <b>LEARNING ENVIRONMENT</b>				*		9	
<u>DIMENSION 2</u> <b>EDUCATIONAL FACILITATOR</b>				*		8	
<u>DIMENSION 3</u> <b>MOTIVATOR</b>				*		8	
<u>DIMENSION 4</u> <b>COURSE PROVISION</b>				*		4	
<u>DIMENSION 5</u> <b>DEVELOPMENT AGENT</b>			*			5	
<u>DIMENSION 6</u> <b>EDUCATIONAL ADVISOR/ COUNSELLOR</b>			*			4	
<u>DIMENSION 7</u> <b>COORDINATOR/MANAGER/ ADMINISTRATOR/MARKETER</b>			*			4	

**KEY ( SCORING )**

**1** Almost Never  
**6** Seldom  
**7** Sometimes  
**8** Frequently  
**9** Almost Always

**APPENDIX F**

**MEETING WITH MNR DAVIS & LIVENE SMITH  
2005  
BERGZICHT TRAINING CENTRE**

**22 APRIL**

**14 H 00**

WILFRED TAYLOR

STUDENT NO. 13744364

M PHIL – ADULT EDUCATION AND LIFELONG LEARNING

RESEARCH TOPIC :

*AN ASSESSMENT OF BERGZICHT TRAINING CENTRE AS A MODEL FOR A  
COMMUNITY TRAINING/ LEARNING CENTRE*

PROMOTOR : PROF. CHRIS KAPP

CENTRE FOR HIGHER AND ADULT EDUCATION

**BACKGROUND**

I started my studies as Maties in 2001 with a modular contact session of two weeks. This was continued in 2002 with another contact session of three weeks which ended with a practical examination in October 2002. The thesis research started during 2003 with meetings with Mrs Kotze and Marieta De Vos and contact with Alte. Because of the time laps from 2002 – 2004 it is required to use more recent data and respondents for interviews and questionnaires.

I am currently at the stage where I need to conduct interviews with facilitators followed by structured

questionnaires. These interviews and questionnaires aim to elicit information regarding the attitudes and efforts to promote adult education at BTC. Similarly interviews and questionnaires need to be conducted with past adult learners of BTC.

## **REQUIREMENT/ SUPPORT**

1. The support and participation of the management and facilitators of BTC of every program offered.
2. The willingness of management and facilitators to participate with interviews and complete a questionnaire at their leisure. This questionnaire is self-administered.
3. At least one facilitator per program is required for an interview.
4. Management and all facilitators complete a questionnaire.
5. Identify at least 5 ( five ) adult learner per program for the respective periods 2002, 2003 and 2004, to complete a questionnaire.
6. Identify at least 2 ( two) adult learners per program for the respective periods 2002, 2003 and 2004, to be interviewed. The 2 adult learners can be part of the above group of 5.
7. Determine a time-frame for the interviews with management and facilitators.
8. Determine a time-frame for the completion of the questionnaire of management and facilitators.
9. Determine a date for interviews and completion of questionnaires with adult learners.
10. Explore the possibility to utilise the facilities of BTC for all interviews and completion of the questionnaires.

Thank you for this opportunity to discuss these matters and future cooperation.

Wilfred Taylor

## APPENDIX G

Aandag : Mnr. Davis  
Bergzicht Opleiding Sentrum  
28 April 2005

Geagte Mnr. Davis

Graag verwys ek u na ons afspraak van 22 April 2005 waar ons die volgende aspekte bespreek het:

1. Onderhoude met die fasiliteerders van die onderskeie kursusse,
2. Voltooiing van vraelyste deur die fasiliteerders.
3. Onderhoude met volwasse leerders wie tussen 2002 en 2004 kursusse voltooi het.
4. Voltooiing van vraelyste deur volwasse leerders wie tussen 2002 en 2004 kursusse voltooi het.

Die voorgestelde datums om die bogenoemde af te handel is soos volg:

Datum	Aktiwiteit	Kursus	Hoeveel	Tyd	
07 Junie	Onderhoude met <i>Fasiliteerders</i>  <i>Bestuurder BTC</i>	Frailcare catercare	1	14h00	
			1	14h30	
			1	15h00	
08 Junie	Onderhoude met <b>Fasiliteerders</b>  Vraelyste aan fasiliteerders	Home management Childcare Entrepreneurial skills	1	14h00	
			1	14h30	
			1	15h00	
13 Junie	Onderhoude met Volwasse leerders 2002 Vraelyste aan volwasse leerders Groepbespreking	1 per kursus	5	14h00	
			5 per kursus	20	15h00
			almal teenwoordig	20	15h45 –
14 Junie	Onderhoude met Volwasse leerders 2003 Vraelyste aan volwasse leerders Groepbespreking	1 per kursus	5	14h00	
			5 per kursus	20	15h00
			almal teenwoordig	20	15h45 -
15 Junie	<b>Onderhoude met</b> volwasse leerders 2004 Vraelyste aan volwasse leerders Groepbespreking	1 per kursus	5	14h00	
			5 per kursus	20	15h00
			almal teenwoordig	20	15h45

**APPENDIX H****Log of interviews with adult learners**

	Name and Surname	Program	Year completed	Date and Time
1	Denise Ockhuis	HM	05	13/06/05 14 h 50
2	Reagan Konstabel	HM	05	13/06/05 15 h 10
3	Christine Arends	Frailcare	05	14/06/05 14 h 00
4	Madelein Baartman	Frailcare	05	14/06/05 14 h 15
5	Sylvia Mehlomenea	Frailcare	02	14/06/05 14 h 30
6	Llewellyn Solomons	Catercare	03	14/06/05 14 h 45
7	Lezaan Booysen	Educare	03	14/06/05 15 h 00
8	Elizabeth Snyman	Catercare	03	14/06/05 15 h 15
9	Ethelde Lupondo	HM	03	14/06/05 15 h 30
10	Nicolene Hugo	Catercare	04	14/06/05 15 h 45
11	Johannes Sarelse	Catercare	04	15/06/05 14 h 00
12	Lerika Smith	HM	04	15/06/05 14 h 15
13	Celeste Fenandes	Catercare	04	15/06/05 14 h 30

**APPENDIX I****Interviews with facilitators and manager of BTC**

	Name and surname	Program	Date	Comment
1	Judith Theron – coordinator/facilitator + 1 facilitator	Frailcare	07 June 05 14 h 00	Nursing sister
2	Monica Lackey – coordinator/facilitator	Accommodation services	07 June 05 14 h 45	Leaving soon, caterer, adult ed. training
3	Kristin Dillen- coordinator/facilitator	Catercare	07 June 05 15 h 30	Cook
4	Carol Newman - coordinator/ facilitator + 4 facilitators	Home management	08 June 05 14 h 00	Teacher
5	Elsa Visser – coordinator/facilitator	Educare	08 June 05 14 h 30	Pre-school teacher
6	Sidney Davis- manager BTC	Manager BTC	14 June 05 16 h 30	Minister, consultant, facilitator

**APPENDIX J****Log of questionnaires of adult learners**

	Name and Surname	Program	Year	Date	Comment
1	Liezel Klein	HM	05	13/06	
2	Elise Appies	HM	05	13/06	
3	Denise Ockhuis	HM	05	13/06	
4	Reagan Konstabel	HM	05	13/06	
5	Adri Hendricks	HM	05	13/06	
6	Martha Isaks	HM	05	13/06	
7	Liberty-Ann Nefdt	HM	05	13/06	
8	Joselina Adams	HM	05	13/06	
9	Jacques Daniels	HM	05	13/06	
10	Sylvia Jansen	HM	05	13/06	
11	Winnefred Hendricks	HM	05	14/06	
12	Cecelia Botes	HM	05	14/06	
13	Johanna Philander	HM	05	14/06	
14	Joinne Winster	HM	05	14/06	
15	Marika Cloete	HM	05	14/06	
16	Iris Van Wyk	FC	05	14/06	
17	Debbie Speelman	FC	05	14/06	
18	Madelein Baardman	FC	05	14/06	
19	Janice Jonas	HM	05	14/06	
20	Christine Arends	HM	05	14/06	
21	Catherine Van Wyk	HM	05	14/06	
22	Lezaan Booysen	ED	05	14/06	
23	Nicolene Hugo	CC	03	14/06	
24	Elizabeth Snyman	CC	03	14/06	
25	Sylvia Mehlomane	FC	02	14/06	
26	Ethelda Lufondo	HM	03	14/06	
27	Vivianne Balie	HM	03	14/06	
28	Annelisa Skeffers	ED	03	14/06	
29	Llewellyn Solomons	CC	04	14/06	
30	Cheryl Titus	HM	04	14/06	
31	Lerika Smith	HM	04	15/06	
32	Celeste Fernandez	CC	04	15/06	
33	Johannes Sarels	CC	04	15/06	
34	Lynette Pieterse	ED	05	21/06	
35	Natasha Witbooi	ED	05	21/06	
36	Bonita September	ED	05	21/06	
37	Karin Burgher	ED	05	21/06	
38	Nomzomo Sotashe	ED	05	21/06	
39	Nokwando Morele	ED	05	21/06	
40	Sune Frans	ED	05	21/06	
41	Vuyelwa Nyobangosane	ED	05	21/06	
42	Susanna Ambraal	ED	05	21/06	
43	Regina Jacobs	ED	05	21/06	

**APPENDIX K****Log of questionnaires of facilitators**

	<b>Coordinator</b>	<b>Program</b>	<b>Facilitators</b>	<b>Received</b>	<b>Date</b>
1	Judith Theron	Frailcare		yes	13/06/05
2		Frailcare	Kathleen Petersen	yes	13/06/05
3	Monica Lakey	Acc. Services			
4	Kristin Dillen	Catercare		yes	13/06/05
5	Carol Newman	Home management		yes	13/06/05
6		HM	Annatjie Ludik	yes	13/06/05
7		HM			
8		HM			
9		HM			
10	Elsa Visser	Educare		yes	13/06/05
11	Sidney Davis	Manager			