

**THE TRAINING OF ABET EDUCATORS AND
EDUCATORS-IN-TRAINING IN THE NEBO-
DISTRICT OF THE NORTHERN PROVINCE**

by

MONANANA MARGARET MMINELE



**THESIS PRESENTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MAGISTER PHILOSOPHIAE IN EDUCATION
AT THE
UNIVERSITY OF STELLENBOSCH**

SUPERVISOR: PROF. C.A. KAPP

DECEMBER 2000

DECLARATION

I, THE UNDERSIGNED, HEREBY DECLARE THAT THE WORK CONTAINED IN THIS THESIS IS MY OWN ORIGINAL WORK AND HAS NOT PREVIOUSLY IN ITS ENTIRETY OR IN PART BEEN SUBMITTED AT ANY UNIVERSITY FOR A DEGREE.

SIGNATURE

DATE

ABSTRACT

The proper training of Adult Basic Education and Training (ABET) educators-in-training could play an important role in the eradication of illiteracy in South Africa. ABET is a tool that can be applied to redress the imbalances of the past. Proper training implies the real, effective and accredited training that would be recognized by the National Qualifications Framework (NQF). The way the training of ABET educators is presented is lacking some form of recognition from other institutions.

The research was undertaken in the Native Employment Bureau Offices (NEBO) District of the Northern Province in South Africa during the period from July 1997 to August 1999. The purpose of the research was twofold. Firstly to establish whether the programmes that are used by the various institutions to train ABET educators in the NEBO district are effective. That is whether those people who had been trained as ABET educators can teach adult learners in such a way that they are accepted by the learners and that there will be a decrease in the high numbers of illiterate people as a result of what ABET learners are taught. Secondly how suitable the people who are used to present these programmes are in relation to what is required of ABET educators.

A literature review was done to establish the ABET activities in both developed and developing countries. In each of the countries the need and examples of the training of ABET educators were looked at. It was found that the same problems were experienced. Under the developed countries, Ireland was used as an example and for the developing countries South Africa and Tanzania were studied. In South Africa three ABET training programmes were studied and compared. These programmes are Project Literacy (PROLIT), University of South Africa (UNISA) ABET Institute and the Rural Enterprise Agricultural Project (REAP).

Qualitative data was obtained by means of the interviews, observation and analysis of existing data from the governmental documents. The result of the qualitative data showed a difference among the four groups of ABET educators. The group that was trained by the *past* PROLIT, UNISA ABET and REAP programmes showed a higher level of understanding and

empowerment in training the ABET learners. The *present* PROLIT training programme was not so effective to train ABET educators-in-training.

This research showed that the three ABET training programmes were producing different kinds of ABET educators with different status. By status is meant the recognition of the training by means of a certificate or a diploma. The research also indicated that the trainers of the trainees did not implement all of the written materials.

The most important recommendation is that the National ABET Directorate should integrate the three training methods for better eradication of illiteracy, by means of well recognized trained ABET educators. The value of the research was that one integrated ABET curriculum was recommended that probably would be better for the achievement of the goals that are set by the National ABET Directorate.

OPSOMMING

Die gepaste opleiding van Basiese Volwassene-onderwys en -opleiding (BVOO) se opvoeders-in-opleiding kan 'n belangrike rol speel in die vermindering van ongeletterdheid in Suid Afrika. Dit kan ook bydra tot die regstelling van die ongelykhede van die verlede. Gepaste opleiding impliseer werklik effektiewe en geakkrediteerde opleiding wat erken sal word deur die Nasionale Kwalifikasie-Raamwerk (NKR). Die wyse waarop die opleiding van BVOO-opvoeders tans geskied kort een of ander vorm van erkenning deur ander instellings.

Die studie is uitgevoer in die *Native Employment Bureau Offices* (NEBO)-distrik van die Noordelike Provinsie van Suid-Afrika. Die doel van hierdie studie was tweërlei. Eerstens om vas te stel of die programme wat deur verskeie instansies gebruik word om BVOO-opvoeders op te lei effektief is. Dit wil sê of diegene wat as BVOO-opvoeders opgelei is instaat is om volwassene leerders op so 'n wyse te onderrig dat hulle aanvaar word deur die leerders en dat daar 'n afname in die aantal ongeletterde persone is wat toegeskryf kan word aan die onderrig van BVOO-leerders. Tweedens is die studie onderneem om te bepaal hoe geskik die BVOO-opvoeders wat gebruik word om die programme aan te bied, is en hoe hulle vergelyk met die vereistes waaraan 'n BVOO-opvoeder moet voldoen.

'n Literatuuroorsig is gedoen om vas te stel wat in ontwikkelde en ontwikkelende lande gedoen word met betrekking tot BVOO. In elke land is daar na die behoeftes en die aard van die BVOO-opleiding gekyk. Daar is bevind dat min of meer dieselfde probleme orals voorkom. Ierland het as voorbeeld van 'n ontwikkelde land gedien en Tanzanië en Suid-Afrika as voorbeelde van ontwikkelende lande. In Suid-Afrika is drie BVOO-programme bestudeer en vergelyk. Hierdie programme is dié van *Project Literacy* (PROLIT), Universiteit van Suid Afrika (UNISA) BVOO Instituut en die *Rural Enterprise Agricultural Project* (REAP).

Kwalitatiewe data is verkry deur middel van onderhoude, observasie en die analise van bestaande data van staatsdokumente. Die resultate van die kwalitatiewe data dui op verskille tussen vier groepe BVOO-opvoeders Die groep wat met die vorige PROLIT-program, en die

UNISA BVOO en REAP-programme opgelei is, het 'n hoër vlak van begrip en bemagtiging getoon. Diegene wat met die huidige PROLIT opleidingsprogram opgelei is was minder effektief.

Hierdie studie het aangedui dat die drie BVOO-opleidingsprogramme verskillende tipes BVOO-opvoeders oplei en met verskillende status. Met status word bedoel die erkenning van die opleiding deur middel van 'n sertifikaat of diploma. Die studie het ook aangetoon dat die opleiers van die BVOO-opvoeders nie al die geskrewe materiaal gebruik nie.

Die belangrikste aanbeveling is dat die Nasionale BVOO Direkoraat die drie opleidingsmetodes moet integreer om deur middel van goed opgeleide BVOO-opvoeders beter daarin te kan slaag om ongeletterdheid uit te wis. Die waarde van die studie is dat dit een geïntegreerde BVOO-kurrikulum voorstel wat waarskynlik die doelstellings van die Nasionale BVOO Direkoraat beter sal bereik.

ACKNOWLEDGEMENT OF FINANCIAL ASSISTANCE

Financial assistance provided by Prof Howard Reader and his wife Dr Ursula Reader towards this study is hereby gratefully acknowledged. Also Mr Robert Kotzé through the International Office work (University of Stellenbosch).

Views and opinions expressed in this thesis and conclusions arrived at, are those of the author and are not necessarily to be attributed to the two families.

Dedicated to my **late family members** for their love care and support: -

Grandparents Koko Nteke Makwadilepe, Boas and Rhoto Mokgaetsi Tsebe,

my Father Mariri-a-tau Asaph,

twin-brother Leshalela-morago Ephraim Tsebe,

twin sisters Sarah and Florah,

elder brother Malachia Dibata Tsebe.

Aunts Kgadi Idah Tsebe, Sarah Nnani Selomo and Norah Pebetse Tsebe.

Cousin Mohwelere Mabutha Lephondo (Poor Thom).

son Letladi Phillipus Onyane and

daughter Tebogo Anna Mminele and

brother Malachia Dibata Tsebe.

In-laws Rev. Letladi Phillipus and Deborah Mminele and Ausie Appolonia Maredi Maepa.

God-parents Mrs Selina Ngwanakamokhoti Kekana, Mrs Sekgoma Ramasodi, Mrs Martina

“Llala” and Mr Sydney “Papa” Maaka.

ACKNOWLEDGEMENTS

I would like to express my appreciation to:

*God, the Almighty, the Son and the Holy Spirit for the gift of
life and privilege to be able to learn (Psalm 117).*

- My supervisor, Prof CA Kapp, for his expertise, guidance and support.
- Dr Alan Chadwick for his interest and motivation.
- My grandmother **Mma Nnonani Ruth Kekana** for her love and care during my infancy as I was near death. She did her best to keep me alive (My little kind).
- My sickly mother, Nyanya Malose, mmane Sinah and Canon JBK Tsebe for their love, support in dark years and present situation.
- My paraplegic daughter 'Hlako Ngwanaka Deborah,
son Leshala Ephraim Mahlatse and
daughter Mamoruti Norah for their spiritual, moral and financial support, love and encouragement since long and now.
- My siblings Golo Sally Peggy Tsebe; Mmane Mokete Aphrah Papo; Malome Sam-Sam Malesela Tsebe; Mmane Granny Nteke and Molamo Alan Duba who stood by me through thick and thin, Amelia Mama Bunga, Susana Mama Shokie, Ngheni Johana Dikeledi Lephondo, Tshepo “Mfazi” Mamabolo and Sybil Dikeledi Mthimunye.
- Friends and colleagues of Thabamopo College of Education for their motivation, especially Sente “Tau” Masemola.
- Mrs Anna-Marie Maritz (Subject-Librarian); Dr Christel Troskie-de Bruin and Mrs Anna-Marie Kotzé (Lecturer in Ancient Studies) academic staff of the University of Stellenbosch for their moral support.
- Then the Northern Province ABET Directorate – Mr Mathume Enoch Bopape; Southern Region staff – Mr Fraser Ramphisa and Mr CM Kekana; in the NEBO District – Mr

Phatudi Matlala and Mrs Mathung Albina Mahlare for their permission and assistance at ABET workshops, courses and centres.

- Deputy Kgoshi Mogaletlwa Marishane, Mrs Salome Mmago Potu Masemola, Ms Sekobje Mahlase, Mr Taylor K Marishane and Ex-Principal Ovidió Thembe for their vital information.
- Kgoshi Moroangwato Matlejoane Marishane, his wife, Mohumagadi Mogoshadi Makau Marishane, his sister Kgoshigadi Pheladi Makgatsike Tisane for their permission to research in their country and Mrs Marungoane Mogoshadi (half sister).
- Mr Willie and Francis Meyer of Cloeteville in Stellenbosch for their moral and spiritual support.
- Yvonne Cyster and Marieta van Wyk for the (long hours and week-ends) neat and careful typing and Dr Elaine Ridge for accepting over-loaded work in language editing and Connie Park for assistance in the computer laboratory.
- Ms Daimane (Head of Female Section) Pollsmoor Prison - Cape Town for my Teaching Practise (through Mrs Nomsa Booysen).
- Prof Simon S Maimela (Vice-Principal - University of South Africa) and his wife Dr Mabel Ramaisela Maimela for spiritual and moral support.
- 'Jakane Ilesho Matsholoane Mahlase and Motswala 'Gati Muhushi for their moral and spiritual support during my daughter's accident and my studies.

“Ndri mhutogholwana wha ghe Leyheni - MANDEBELE MANYE!!!!!!”

TABLE OF CONTENTS

	Page
CHAPTER ONE.....	1-10
INTRODUCTION AND OVERVIEW	
1.1 INTRODUCTION	1
1.2 PROBLEM FORMULATION	2
1.3 STATEMENT OF PURPOSE	3
1.4 DELIMITATION OF THE STUDY	4
1.5 VALUE OF THE RESEARCH	4
1.6 DEFINITION OF KEY CONCEPTS	5
1.6.1 Adult Education (AE)	5
1.6.2 Training	5
1.6.3 Adult Basic Education and Training (ABET).....	6
1.6.4 ABET Educators-In-Training (AEIT).....	7
1.6.5 ABET Co-ordinators	8
1.6.6 NEBO	8
1.6.7 Northern Province	8
1.7 RESEARCH METHODOLOGY	9
1.8 FURTHER DEVELOPMENT OF THE RESEARCH	9
1.9 SUMMARY	10
 CHAPTER TWO.....	 11-45
ADULT BASIC EDUCATION AND THE TRAINING OF ADULT EDUCATORS IN SOME DEVELOPED AND DEVELOPING COUNTRIES	
2.1 INTRODUCTION	11
2.1.1 Terms used for ABET educators.....	12
2.1.2 Developed and developing countries	13
2.1.3 The need for ABE and ABET from an international perspective.....	14
2.2 ABE IN A DEVELOPED COUNTRY: IRELAND.....	16

2.2.1	Historical background	16
2.2.1	<i>(a) Individuals</i>	17
2.2.1	<i>(b) Institutions</i>	18
2.2.1	<i>(c) Organisations</i>	19
2.2.2	The need for ABE/ABET in Ireland	20
2.2.3	Some examples of ABE/ABET programmes offered in Ireland	23
2.2.3	<i>(a) Institutions and organisations for adult educators</i>	23
2.2.3	<i>(b) Institutions and organisations for adult learners</i>	25
2.3	ABE/ABET IN DEVELOPING COUNTRIES – TANZANIA AND SOUTH AFRICA	28
2.3.1	ABE/ABET in a developing country – Tanzania	28
2.3.1	<i>(a) Historical background</i>	28
2.3.1	<i>(b) The need for ABE/ABET in Tanzania</i>	31
2.3.1	<i>(c) Some examples of Tanzanian programmes in ABE/ABET</i>	33
2.3.1	<i>(d) Singida District</i>	33
2.3.1	<i>(e) Dodoma District</i>	34
2.3.2	ABE/ABET in South Africa	35
2.3.2	<i>(a) Historical background</i>	35
2.3.2	<i>(b) The need for ABE/ABET in South Africa</i>	38
2.3.2	<i>(c) Some examples of South African programmes in ABE/ABET</i>	39
2.3.3	ANALYSIS AND SYNTHESIS OF THE THREE ABET TRAINING PROGRAMMES	42
2.3.3	<i>(a) The implementation of the three ABET Training Programmes in the Northern Province</i>	42
2.3.3	<i>(b) The implementation of the three programmes in the Western Cape</i>	43
2.4	AN OVERVIEW OF THE DEVELOPMENT OF ABE/ABET	44
2.5	SUMMARY	45

CHAPTER 347-57

RESEARCH DESIGN AND METHODOLOGY

3.1	INTRODUCTION	47
3.2	PURPOSE OF THE RESEARCH	49

3.3	TARGET POPULATION.....	49
3.3.1	Unqualified staff members and not trained in ABET programmes	49
3.3.2	Qualified teachers but with little or no training in ABET programmes	49
3.3.3	Qualified teachers trained by the Lebowa Department of Education and Training and Manchester University ABET programmes	50
3.3.4	Qualified Diploma teachers and ABET Educators-In-Training (AEIT).....	50
3.4	RESEARCH STRATEGY	51
3.4.1	Research design and methods.....	51
3.4.2	Time of empirical research	51
3.5	DATA COLLECTION	51
3.5.1	Preparation for data collection	52
3.5.2	Time of data collection	52
3.5.3	The process of data collection	52
3.5.4	Limitations of the data collection	53
3.5.5	Interviews	54
3.6	DATA ANALYSIS.....	55
3.6.1	Analysis of existing data.....	56
3.6.1	(a) <i>Policy and other government documents</i>	56
3.6.1	(b) <i>Checklist on the three ABET programmes</i>	56
3.6.2	Interview data	56
3.7	SUMMARY	57
 CHAPTER FOUR.....		 58-86
DATA ANALYSIS AND INTERPRETATION		
4.1	INTRODUCTION	58
4.2	A SUMMARY OF PARTICIPANTS IN THE FACE-TO-FACE INTERVIEWS AND PARTICIPATORY OBSERVATION SESSION	59
4.3	FINDINGS BASED ON INTERVIEW DATA	61
4.3.1	Questions asked during interviews.....	62
4.3.2	Results of the interviews.....	63
4.4	FINDINGS OF THE PARTICIPANT OBSERVATION DATA	70
4.5	FINDINGS OF THE WRITTEN DOCUMENTS DATA	73

4.5.1	Government Gazette Draft White Paper on Education and Training (1994:17-18) No. 15974.....	74
4.5.2	Policy for Adult Basic Education and Training (October, 1997:14, 41-42).....	74
4.5.3	Government gazette (Department of Education, 1997:17-18).....	75
4.5.4	Regulatory Framework: Transforming Night Schools into Public Adult Learning Centres (Department of Education, 1997:10-12)	76
4.5.5	Draft Standards of ABET facilitators (1997:10).....	77
4.5.6	A National Multi-year Implementation Plan for ABET (1997: 157-158).....	78
4.5.7	Monitoring and Evaluation Strategy for AET (1997:14).....	78
4.5.8	UNISA Institute for ABET (1995:2-7)	79
4.5.9	REAP Agricultural ABET Training Programme (1999)	79
4.5.10	Western Cape Province Education Department (WCED) ABET Policy (1997).....	80
4.5.11	Northern Province Department of Education, Arts, Culture and Sports ABET Task Team (1995:3-4).....	80
4.6	INTERPRETATION OF THE INTERVIEWS, PARTICIPATORY OBSERVATION AND WRITTEN DOCUMENTS	81
4.6.1	Interview data	81
4.6.2	Participatory Observation data.....	81
4.6.3	Written documents data.....	82
4.7	INTEGRATION OF 4.6.1-4.6.3	82
4.8	SUMMARY	86
CHAPTER FIVE:		87-106
SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS		
5.1	INTRODUCTION.....	87
5.2	SYNTHESIS OF LITERATURE REVIEW AND REVIEW ON INTER- VIEWS, OBSERVATION AND ABET DOCUMENTS ANALYSIS AS COMPARED TO THE POLICY DOCUMENT FOR ABET, 1997	87
5.2.1	Literature review.....	88

5.2.2	Review of the face-to-face interviews, participatory observation and ABET documentary analysis.....	90
5.2.2	(a) <i>The face-to-face interviews.....</i>	90
5.2.2	(b) <i>Participatory observation</i>	93
5.2.2	(c) <i>ABET Documentary (Official) Analysis.....</i>	94
5.3	CONCLUSIONS ON LITERATURE REVIEW AND RESEARCHED DATA.....	95
5.3.1	Literature review (see Chapter Two).....	95
5.3.2	Researched data (see Chapter Four).....	95
5.4	RECOMMENDATIONS	97
5.5	CONCLUSION.....	98
	BIBLIOGRAPHY	99-106
	APPENDIX 1:.....	107
	APPENDIX 2:.....	107
	APPENDIX 3:.....	108
	APPENDIX 4:.....	109-113

LIST OF TABLES

		Page
Table 2.1	Comparison of three adult educator programmes	41
Table 2.2	Comparison of ABET activities in the three countries.....	44
Table 4.1	A summary of participants in the face-to-face interviews and participatory observations session.....	59
Table 4.2	Categorisation of interview data.....	64
Table 4.3	Themes and responses derived from interviews.....	65
Table 4.4	ABET activities and responsible individuals.....	67
Table 4.5	Didactical aspects of the course	69
Table 4.6	Workshops presenters	71
Table 4.7	Course presenters	72
Table 4.8	ABET centres poorly and well mentained.....	73
Table 4.9	Integration of 4.6.1 – 4.6.3.....	83

CHAPTER ONE

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

The training of Adult Basic Education and Training (ABET) educators in the Northern Province, the then Lebowa Education Department, dates back to 1978 when Literacy teachers, as they were called, went to Mamelodi (outside Pretoria) to attend In-Service Training (INSET). The INSET offered training to ABET educators. Two sets of techniques were explored in the training programmes, namely those of Operation Upgrade of Southern Africa (OUSA) that was established by Dr. F Laubach with government approval in 1966 (Hutton, 1999:58-61). The second set of techniques were those used by the Bureau of Literacy and Literature (BLL) which was started by the South African Institute of Race Relations (SAIRR) in 1956 (Hutton, 1992:245, Draper, 1998:79-80 and Senyatsi, 1984:3). In the rest of this thesis, the acronyms, ABET and OUSA/BLL will be used.

During the system of Homelands¹, the Lebowa Department of Education and Training used teachers who were qualified primary school trained teachers to act as ABET educators. These teachers taught adult learners who previously had to attend classes in the evening, during daytime. The name changed from “Night Schools” to “Afternoon Adult Classes.” This group of teachers had the opportunity to be trained for a period of six weeks as ABET educators at the University of Manchester in the United Kingdom. They were trained mainly in subjects which developed Income Generating Skills (see 3.3.3).

The White Paper on Education 1995 (Department of Education, 1997:139) and Policy for ABET (1997:41) have given direction on **why** and **who** to train in order to enhance the professional education of trainers and educators. Both documents stressed the need to have

¹ During the Apartheid Government, all African people were divided according to their languages. Lebowa was one of them with isi-Ndebele, shi-Tsonga, tshi-Venda and Northern Sotho speaking people.

well trained ABET educators with more insight into the knowledge, skills, attitudes and values that adult learners of ABET programmes need to develop.

The national ABET Directorate established provisional task teams on ABET programmes to help in the implementation of ABET programmes. The Northern Province ABET Newsletter (1995:3-4) stresses the need for ABET training programmes: “To ensure that students will receive appropriate teaching and training teachers/trainers will receive continued training and will be evaluated on a continuous basis. The infrastructure, e.g. curriculum, physical and human resources, and others, which is necessary to ensure life long education for all, will be made available.”

A number of documents have been written on the importance of ABET educators being well trained for ABET programmes, but the implementation does not seem to have been monitored nor have the programmes been accredited. Sebakwane (1995:208) stresses the need for a National Training Programme with National recognised certificates to be established for ABET educators and/or trainers. This all boils down to the importance of ABET educators to be well trained professionals in the field of ABET programmes. This naturally applies to the Northern Province, especially in the Native Employment Bureau Offices (NEBO) District. In the rest of this thesis the acronym NEBO will be used.

1.2 PROBLEM FORMULATION

The ABET programmes in the NEBO District of the Northern Province started in 1939 as an informal programme, but others were subsequently recognised by the then Lebowa Education Department after 1978. These programmes (BLL) and (OUSA) were developed slowly, they started long ago in 1956 and 1966 respectively. Other institutions took part also until three more groups introduced ABET programmes to train ABET educators in the NEBO District. Those institutions are Project Literacy (PROLIT), University of South Africa (UNISA) ABET Institute and Rural Enterprise Agricultural Development Project (REAP) (see 3.3.4). In the rest of this thesis the acronyms PROLIT, UNISA ABET and REAP will be used to represent these three programmes.

In spite of all these programmes, there are still approximately 15 million black adults (over one-third of the population) who have had little or no education. Evidence in this regard is

provided by the five sources mentioned in the next line. ABET educators have been trained in increasing numbers year after year, but there seems to be only limited improvement in the quality of “adult learners” activities and skills (1994:17; Department of Education, 1997:8, Sebakwane, 1995:207, Department of Education, 1994:17, Hutton, 1992:60-62 and Miller, 1987:94). In the South African Survey (1999/2000:112) the 1996 census results showed that 7.6m people or 36% of the population aged 20 years and older are illiterate. The Northern Province with a total population of 1 023 873 in 1996, has 49% of illiterate adults as evidence of the high rate of illiteracy.

Most of our people in the Northern Province still sign their names using a “thumb” print. The National Literacy Co-operation (NLC) calls that a criminal offence to the millions of South Africans. The NLC is known as a major progressive literacy organisation in South Africa (SA) after the voice of Paulo Freire as the prophet of literacy for liberation became extremely influential (Hutton, 1992:66). The desired learning outcomes have not materialised in most rural and remote areas of the Northern Province like the NEBO District (see 3.5.3 and Table 4.9). ABET training is still very fragmented and unco-ordinated in these areas (see 3.3.4).

1.3 STATEMENT OF PURPOSE

The purpose of this study is to establish whether the programmes that are used by various institutions to train ABET educators in the NEBO district are effective. The reason being that whether those people who had been trained as ABET educators can teach adult learners in such a way that they are accepted by the learners and that there will be a decrease in the high numbers of illiterate people as a result of what ABET learners are taught.

The programmes that are used in the Northern Province in the NEBO district are the following:

- PROLIT that is used by the Government to train the ABET educators-in-training. Different specialists or consultants are hired to offer ABET training programmes in South Africa (ABET Providers)
- The UNISA ABET Institute that has trained anybody who is interested or who qualifies to do so in ABET training programmes since 1995. These are mainly ABET co-ordinators, tutors, educators and educators-in-training who have registered with the institution.

- REAP under AFRICARE that is sponsored by USAID. This programme started its ABET training programmes with Agricultural Projects at Msinga in Kwa-Zulu Natal and the NEBO District in the Northern Province. This has targeted only the poor rural and remote areas.

The questions that the researcher will attempt to answer are:

- How are these three programmes implemented?
- How suitable are the people who are used to present these programmes in relation to what is required of ABET educators?
- Is there a difference in the quality of the ABET training programmes that are offered?

1.4 DELIMITATION OF THE STUDY

This study focuses on the manner in which ABET educators were trained and still are trained in the Northern Province of South Africa, since the Northern Province has six regions, the researcher chose the Southern Region – the NEBO District as her site of study (see Appendix 1 and 2).

The researcher aims to establish how factors like the curriculum, physical and human resources, which are necessary to ensure life-long education for all are used in this region. With regards to the curriculum, the researcher is interested in the different curricula that are used for training ABET educators. The physical resources refer to accommodation that is allocated for ABET training programmes as well as the availability of teaching and learning aids. The human resources refer to ABET educators (Literacy Teachers as they were called in the past, Hutton, 1992:61), trainers and co-ordinators in charge of training the ABET educators-in-training.

1.5 VALUE OF THE RESEARCH

The training programmes for ABET educators are very important, since the success of the activities that are intended to reduce illiteracy are influenced by the training qualifications of the educators. ABET educators must be trained to enable them to empower² the adult learners

² During the power struggle in South Africa, between the Apartheid regime and African National Congress (ANC), the word “empower” meant to give the oppressed groups a chance to be part of the decision-making process. Empowerment is expressed as a door to emancipate an individual, socially, economically and politically.

with knowledge and skills that they can use in their daily lives – give the voiceless a voice (Hutton, 1992:17). The value of the research is that it can help the Northern Province ABET Directorate to examine the three ABET training programmes that are used in the area and see whether they achieve the goals set (Department of Education, 1995). There are three aims of the directorate concerning the practitioner development:

- to build the capacity of adult educators in applying the Outcome Based Education (OBE) to adult learning,
- to develop norms and standards for adult practitioners to assist the professionalisation of educators in the ABET sector.
- to train the practitioners by means of the Cascading method (Burger, 1999:345)

The value of the research would help in the achievement of the above stated aims.

Another positive outcome of the research might be that the information can assist the Department of Education to design a unique ABET Training curriculum, which can be used as a guide for the training of ABET educators and will result in more effective training programmes. According to Hutton (1992:205) an empowering education needs to focus on both the content and process of learning, on what to teach and how to teach it. The Department of Education (1997:6-8) links Adult Basic and Further Education and Training as a tool to accommodate the range of learners into the band of the National Qualification framework (NQF).

There are certain key concepts that would be used throughout the study. These are explained in the following section.

1.6 DEFINITION OF KEY CONCEPTS

For the purpose of clarification, the following key concepts are defined:

1.6.1 Adult Education (AE)

Adult Education is an umbrella term that includes other forms of Education, for people above the age of 16 years. A 16 year old is taken as a fully grown adult (Hawkins, 1999:7). This kind of education is called “Andragogy” which can be described as the theory and practice of how adults learn. According to Knowles (1995:52-53) andragogy is defined as using special teachers, special methods and special philosophy in adult education. In Knowles (1990:119)

andragogy is explained as a task or problem centred approach that aims at helping adults to learn. There are various forms of Adult Education of which Adult Basic Education and Training (ABET) is one (see 1.6.3)

Adult Education builds on the experience of adults to improve their education and to use this in their daily lives – solving their life problems and empowering them.

1.6.2 Training

Training gives a person instruction or practice so that he/she becomes skilled. It emphasises the importance of providing practical and vocational skills, which are used for the development of an individual or a community (McKay, 1997:5).

According to the NEPI (1993:3) training is defined as the systematic development of the attitudes, knowledge and skill patterns required by an individual in order to perform adequately a specific, often vocational task.

In this study training is used to describe the process ABET educators-in-training who are professionally qualified as teachers of children undergo in order to be changed into teachers of adults. These ABET adults also become skilled in the process of taking adults from being illiterate to being literate adults. To describe the training of illiterate adults, the word basic has been introduced. Adult Basic Education and Training, which is fully defined below, adds to the initial or basic education of a specific group of people namely “adults”.

1.6.3 Adult Basic Education and Training (ABET)

Writing, reading and counting are basic skills that are taught to adults in ABET classes alongside income generating skills which can be used by adults to make a living. ABET is part of the Reconstruction and Development Programme (RDP) as an underlying goal that all South Africans should have access to lifelong learning (Department of Education, 1994:10). Adults who did not have a chance to be schooled, are now being given a chance to do basic education. Some institutions started training ABET educators to help the illiterate adults to be educated. For an example, the UNISA ABET Institute responded to the Government’s request by introducing the ABET training programme in 1995. This became a means of helping to train those who will in turn eradicate illiteracy in South Africa (Sebakwane, 1995:207). According to the Department of Education (1994:11), “The Ministry of Education recognises that education and training are basic human rights”. This basic right is channelled through

ABET that some subjects like “environmental education” will play a leading role and must be a vital element of all levels and programmes of education and training systems (Department of Education, 1995:18).

According to Jarvis and Chadwick (1991:207) in the Western Europe Adult Education and Training, ABET is equated with *popular education*. In addition, the national qualifications and accreditation structure for ABET educators/trainers/development practitioners have to be recognised by the South African Qualification Authority (SAQA). This can only materialise if the ABET training programmes are of the required standards and improve the level of education in training groups, the love for teaching adults, confidence and dedication towards ABET educators-in-training.

1.6.4 ABET Educators-in-training (AEIT)

There are ABET educators who are still in the process of being trained. They are called ABET educators-in-training, because they are not yet qualified as ABET educators. They are primary and secondary Teachers’ Diploma candidates, who are now being trained as ABET educators. Some- times they are called “On the-Job-Training (OJT) ABET educators. These educators are trained by the qualified ABET trainers and co-ordinators who are qualified primary teachers. According to Burger (1999:344) the ABET policy and planning in 1998 was to translate the National ABET policy into practice, as the first phase. This would be possible by training the AEIT to put into practice the wish or policy and for future planning.

1.6.5 ABET Co-ordinators

The ABET Co-ordinators are regarded as experts or specialists in the ABET activities in the study. They are qualified primary school teachers called Literacy teachers and ABET educators and now the Government is making use of them as ABET trainers in the Northern Province. The White Paper on Education (1995:41) does not discriminate between them and other ABET educators, but regards them as ABET practitioners. These are the implementors of the rapid expansion of participation within the new ABET system (Burger, 1999:345) by proper training of the AEIT.

1.6.6 NEBO District

The term NEBO is an acronym for Native Employment Bureau Offices District. These offices have been under the Native Commissioners since 1st October 1920 (Reitz, 1942:1). The word “Native” means a person belonging to the place of his/her birth (Hawkins, 1999:290). According to Allen (1987:489) in South Africa, native meant less civilised people or a Black person. During the Colonial era, there was a Native Affairs Department (NAD) specially to serve the Non-Whites as they were called by the government of the day - Colonial Government.

NEBO is situated between the Magisterial Districts of Groblersdal and Middelburg, which belonged to the province previously called *Transvaal*. Groblersdal is an important irrigation area that produces citrus, cotton, tobacco, wheat and vegetables (Burger, 1999:15). NEBO is a product of the Colonial Government (see Appendix 1 and 2).

1.6.7 Northern Province

The Northern Province (previously Northern Transvaal) is one of the nine provinces of South Africa. According to the mid-February 1995 estimates, at present the province occupies an area of 123 910 square kilometres of land, with a population of 4 929 million (Burger, 1999:16) but the Survey (1999/2000:112) has 7 578 602 population estimates (see Appendix 1 and 2). The province has six regional offices with Pietersburg as the capital city and lies strategically in the centre of the province (Burger, 1999:15-16). The Provincial ABET Directorate is situated in Pietersburg and is under the supervision of the Member of Executive Committee (MEC - Mr. Edgar Mushoana) for Education.

Three ABET programmes are used in the Northern Province with the permission of the MEC for Education. The programmes are PROLIT, UNISA ABET Institute and REAP (see 3.2 and 3.3.4). According to the Northern Transvaal Province ABET Task Team (1994:17) “The Mission of ABET activities is to eliminate illiteracy in the Northern Province.”

1.7 RESEARCH METHODOLOGY

Three research techniques were used, namely interviews, observations and analysis of documents. A qualitative research approach was followed in the collection and analysis of part of the data. The reason for choosing this approach was to become a participant observer, be able to conduct interviews and have some documents to analyse (Mouton, 1996:169). Unstructured and semi-structured face-to-face interviews were conducted at various ABET Centres, with ABET educators, educators-in-training and ABET learners.

The data collection methods would include participant observation, interviewing and attended workshops (Mouton, 1996:36 and 157). The researcher attended workshops and courses that were conducted in the NEBO District. During these training sessions observations would be made of other people in the groups attending these workshops and courses would be interviewed.

The analysis of documents involved mainly ABET policy documents or other government documents dealing with ABET. This documentary evidence provided important supportive evidence (Yin, 1994:80-85). The various aspects relating to the training of ABET educators were gleaned from these documents in order to ascertain what is required of an effective ABET educator. The recommended qualifications specified in these documents were identified and listed.

1.8 FURTHER DEVELOPMENT OF THE RESEARCH

The research has five chapters and each chapter will focus on the following:-

- **Chapter One** represents an overview of the research process, starting with an introduction, problem formulation and sub-problems, statement of purpose, delimitation of the study, which have been separated for the sake of clarity. The value of the research, definition of key concepts, proposed method of research, further development of the study and summaries of the other chapters are provided.
- In **Chapter Two** a literature review of ABET activities and Adult Education (AE) programmes on both developed and developing countries, is presented. This chapter

describes some of the ABET activities in an international context. Ireland is taken as an example of a developed country and Tanzania as a developing country. Some historical ABET developments in the South African context are also discussed.

- **Chapter Three** explains how the research came to be conducted at a particular site of study. The researcher discusses techniques, approach and methods used to collect the data. These involved the face-to-face interviews, participatory observations and analysis of written documents on ABET activities.
- In **Chapter Four** the results are reported. This consists of a presentation and analysis of the results and some interpretation of it.
- **Chapter Five** summarises the findings of the research, the conclusions are drawn from the findings and recommendations are made.

1.9 SUMMARY

In this chapter, the purpose of the study is given, with a detailed definition of key concepts that are referred to throughout the study. The delimitation of the research was indicated, the value of the research was justified and the further development of the research was described. In the next chapter ABET and the training of adult educators in some developed and developing countries is described. Ireland has been studied as an example of a developed country, while Tanzania has been studied as an example of a developing country.

CHAPTER TWO

ADULT BASIC EDUCATION AND THE TRAINING OF ADULT EDUCATORS IN SOME DEVELOPED AND DEVELOPING COUNTRIES

2.1 INTRODUCTION

This chapter is divided into five sections. Section one is an introduction with an explanation of different names given to the Adult Basic Education and Training (ABET) educators as its subsection, placing a great emphasis on what their work is as opposed to teachers of adults. The concept ABET will be used in this study to simplify all the different names given to ABET educators both in the developed and developing countries. Where Adult Basic Education (ABE) is used it will indicate that the adults are not totally illiterate, they can read, write and solve numeracy problems not much but to a limited extent. These adults attended schooling in the past and dropped-out. In Ireland ABE is used as a stepping stone to their Continuing AE. The second subsection deals with the definition of both the developed and developing countries, where ABET activities take place. The need for Adult Basic Education (ABE) and ABET from an international perspective is studied under the third subsection of the introduction. This implies looking at the reason why ABE and ABET are still needed in the 21st Century throughout the world. ABET in some developed countries provides the substance of section two with its three subsections. Section three examines ABET in two developing countries, Tanzania and South Africa. The discussion of each of the countries is divided into five subsections. The fourth section provides an overview of the development of ABET. Section five offers a conclusion. In the interests of clarity, the different names that are used to refer to ABET educators are explained below.

2.1.1 Terms used for ABET educators

The terms that are used to explain an adult educator are the following:

- Teacher of adults
- ABET practitioner
- Facilitator
- A group leader, village leader, animateur or development agent and linchpin.
- Education, Training and Development Practitioner (see 1.5)

Although other terms are used for an ABET educator, the study will only use the terms listed above. Consideration will be given to either of these terms and the particular way different authors use them. A *teacher of adults* can be trained for personal development or to prepare individuals for a profession. According to Boshier (1985:3-22 in Motala, 1992:1) adult educators are classified according to the roles they occupy or functions they perform. Graboski (1976), Caldwell (1981), Russe-Efr Rubin and Helmen 1981 in Allen (1987:14) defines an adult educator as a person who works at a college and train adult educators to become teachers or *ABET practitioners*.

A *facilitator* has more knowledge than an ABET educator and is sufficiently skilled to be able to prepare the participants for an exercise and provide clear and understandable instructions (Galbraith, 1990:109). A *group or village leader, animateur or development agent and linchpin* is a person who seeks to ensure that the educational needs of the adults are met (Coles, 1978:126). The term linchpin is defined as someone acting as a mediator between learners and educators. These are some of the examples that have been found in the literature that both developed and developing countries use in relation in the naming of *adult educators*.

In the Irish Department of Education, the concept practitioner is preferred to ABE educator (Jarvis and Chadwick, 1991:56). This is also true of the South African Department of Education (DoE) as indicated in (Harley, Aitchison, Lyster and Land, 1996:462-466).

The last concept is the *Education, Training and Development Practitioner* (ETDP) that would be recognised by the National Qualification Framework (NQF). All the concepts explained above serve as indication of some of the terms used for an adult educator in developing and

developed countries. In developing countries ABE and ABET are used differently according to different qualifications.

2.1.2 Developed and developing countries

Developed countries are industrialised and are known as First World Countries. The population is more advanced technologically and manufactures its own products from the raw materials. These countries are usually found in the Western Industrialised World and are able to feed their populations. Comparatively few need ABE to develop their continuing education. According to Norwine and Gonzalez (1988:15) the First World consists of Western Industrialised countries together with Japan, Israel and South Africa sometimes being included. These countries are more advanced than the Second and Third World Countries. The Second World countries consist of the Communist Block, inter alia the Soviet Unions, Poland, East Germany, Hungary, Romania and Bulgaria.

Developing countries are not highly industrialised and are known as Third World countries. The term Third World refers to the nations in Asia, Africa and Latin America. These generally are characterised by relatively low per capita incomes, *high rates of illiteracy*, agriculturally based economies, short life expectancies, a low degree of social mobility, strong attachment to tradition and, usually, a history of colonisation (Sachs, 1976; Mountjoy, 1979; Hougvelt, 1982; Gnenrer, 1982 in Norwin and Gonzalez, 1988:15). These countries are still undergoing a process of industrialisation and technological development. The functional approach and UNESCO takes adult literacy as an essential element for development that is closely linked to economic and social priorities, present and future manpower needs (Hutton, 1992:32).

In both the developed and developing countries there is a need for ABET. In the post-war period many people have not been able to get education or have only had elementary or basic education. The next subsection gives an explanation of why it has become important for the whole world to provide ABE and ABET and provides some statistical information on illiteracy numbers. These statistics are not always reliable, since illiteracy is defined differently from country to country. The estimated number of people who still need ABE and ABET internationally are provided.

2.1.3 The need for ABE and ABET from an international perspective

ABE is used for those adults with less knowledge of reading, writing and numeracy. These are classified as the semi-illiterates. ABET indicates that the adults being taught are totally illiterate, with few knowledge of reading, writing and numeracy. Frank Laubach used literacy for the express intention of winning people over to Christianity due to an all-out war between Christianity and Communism (Hutton, 1992:30-32).

In both developed and developing countries there is still a need for ABE and ABET. These different countries may have different needs to meet in educating their adults or training adult educators. There are some adults who lack elementary or basic education in literacy or have little education, or are without proper skills training. These would be the adults who would need to be trained in ABET before learning new technological advancement and even continuing their education.

Throughout the world the need for ABE/ABET is still great. At the World Symposium in 1975 in Iran the wish for every individual to be literate was expressed. Although is 25 years ago, it remains important. The small numbers of people who have become literate has not made much of an impact on the many illiterate people. The main wish of the symposium was not to wake up one day to find that there were no illiterates, but to have constructive or more literate people who can translate ideas into action, individually or collectively. In this way the world could become a changed environment (Galtun, 1975) in Bhola (1994:195) contends that “education makes a people easy to read, but difficult to drive; easy to govern, but impossible to enslave”. This implies that it will not be possible for literate people to be oppressed or become slaves. The literate people would do what they think is constructive within their communities, for example politically - take part in decision making, economically create job opportunities and socially become a learning community.

According to Hutton (1992:14) the rates of world literacy given in UNESCO’s World Education Report on 1991 give an estimated total of about 882 million illiterate people in the world. In 1990 estimates were 8993 million illiterates in the world (McKay, 1998:20). Both the estimates for 1990 and 1991, though there is a great difference in the numbers given, indicate that there is a great need for ABE/ABET in the world. These are estimates from some

researchers and estimates may as well change according to years of the implementation of ABET learning programmes.

Hutton (1992:14) projects further that in the year 2000, there will be about 900 million and UNESCO estimates 912 million in the same year of illiterate adults. The reason for this high rate of illiteracy is that many children are still not receiving primary schooling and out-of-school youth (Department of Education, 1997:8). This is adding to the numbers of adult illiterates in the long-term. According to Harley, *et al.* (1996:80) the greatest number of illiterates are located in Eastern Asia, while Africa has the highest proportion of illiterates relative to its population. Hutton (1992:15) justifies the above statement by indicating that in Africa half of the adult population is illiterate, whereas in Asia one third of the adult population is illiterate. The need for ABE/ABET is further emphasised by the fact that about 35% of all women in the world are illiterate compared with about 20% of men (Hutton, 1992:15).

It was also suggested by delegates from 112 countries to the fourth UNESCO International Conference on Adult Education in 1985 that training, both initial and in-service is a serious issue world wide (UNESCO, 1985) in Hutton (1992:14), alongside if the need for ABET. There is also a need to train adult educators. Prinsloo (1995) quoted the United Kingdom Report on Adult Education known as the Russel Report (1973) in calling ABET activities something that is fancy to the disadvantaged population and not well organised- with a "Cinderella Status". This status indicates lack of professionalism amongst the personnel or adult educators (Jarvis and Chadwick, 1991:45). In many countries adult educators are not well-trained and others teach adults without any training. Jarvis and Chadwick (1991:46) call this practice a "sketchy, narrow and patchwork of piecemeal offerings, rather than an integrated part of the professional development of adult educators". There is a great need for the training of adult educators as a means of eradicating illiteracy in the world.

From an international perspective, the World Bank (WB) through its own training arm, The Economic Development Institute (TEDI) is playing a vital role in the Third World countries with regard to the training of adult educators. In all economic sectors, the WB has utilised training as a key instrument for policy influence and project effectiveness (Jones, 1992:XVII). Adult vocational training, non-formal education, and teacher training form part of WB's education policy, which was based upon the need to conceive of a country's education system

as a whole. The main aim is to ensure ordered and integrated planning and development (Jones, 1992:101-102). ABET training programmes form part of the development.

From the foregoing discussion on the need for ABET and training of adult educators for ABET, it is clear that more attention must be focused on both. The training of adult educators in both developed and developing countries forms the foundation to eradicate illiteracy. The second section is based on the ABE in developed countries, with Ireland serving as an example.

2.2 ABE IN A DEVELOPED COUNTRY: IRELAND

Ireland was chosen because its need for ABET was coupled with farming methods, and because it is predominantly rural. It is similar to the rural areas of the Northern Province in the NEBO District. Their need for ABET is tied to agricultural methods and activities. As in the Northern Province their mission was to eradicate illiteracy and they needed ABET to develop their farming methods as some of the their farm workers were illiterate.

2.2.1 Historical background

In this section, the historical background of ABE/ABET is given. The individuals like Sir Horace Plunkett, Catholic priest - Rev. John Hayes, Dr Alfred O'Rahilly and R.H. Tawney took a leading role in ABE activities. There were several institutions and organisations that took the lead in ABE/ABET programmes in Ireland. More is explained in this section.

In 1731 The Royal Society was founded to provide education programmes for the wealthy. In the beginning the Irish thought only the rich people should be educated. According to Jarvis and Chadwick (1991:47), in Ireland, as elsewhere, education was later on viewed as a major vehicle for social mobility and a way of compensating for poor family background and/or lack of inherited wealth.

This positive move made it possible for the Irish Royal Society (IRS) to realise that education should not be a privilege and that the disadvantaged should also benefit. Many efforts were made to achieve equality of opportunity in education, but factors like social class, participation rates in second and third level education and distance from educational

establishments continued to restrict the chances of a large portion of the population that had to continue their education (Clancy, 1982 in Jarvis and Chadwick, 1991:47).

The suffering population was the rural community groups whose path to social and economic development was blocked. These were mainly composed of the small-scale farmers. In O'Sullivan (Youth Employment agency, 1987) (1989:75) it was indicated that the more economically marginalised population tend to be most deficient in leadership ability and especially in enterprise management and business skills.

After 1847, a four year scheme was established in which *itinerant practical instructors* (as they were called) were to work among small-scale farmers, with about half of the finance provided by government (O'Sullivan, 1989:60). These instructors were not *permanent adult educators* for these farmers, but they were nomadic, roaming, roving vagabond, travelling and unsettled individuals. No details are given as to where in Ireland they worked except that it was after 1847 that they worked in rural areas. Instruction was given in talks on experimental work on farmers' plots, or by simple lectures and demonstrations.

In 1825, the Mechanics Institute was established to provide education for trades people and artisans (Jarvis and Chadwick, 1991:48). This made way for all people irrespective of social class and distance from the institutions to receive their rudimentary or initial basic adult education. The Royal Agricultural Improvement Society of Ireland initiated what has become one of the most common systems of rural adult education throughout the world. The historical background does not end in 1884 but continued even after 1980. From 1884 there were three groups interested in the upliftment of adult education, both for educators and for adult learners. These were certain individuals, institutions and organisations.

2.2.1(a) Individuals

During the early twentieth century, Sir Horace Plunkett was greatly concerned about the quality of Irish rural life which he wanted to improve through adult education. His main message centred on "education" and "self-reliant organisations" (O'Sullivan, 1989:61). He was impressed by the material progress of the Danish Countryside Folk High School (O'Sullivan, 1989:62) and initiated some adult education initiatives.

In 1931 a Catholic priest, Rev. John Hayes, launched a new adult education movement, called Muintir na Tire (People of the Countryside) with the intention of establishing a vocational order for rural Ireland. It was then organised in parish guilds and councils. Adult educators went about the task of stimulating country people to transform their lives according to Catholic principles (O'Sullivan, 1989:123-124).

Dr Alfred O'Rahilly did a great deal on how to promote his views on education in the institution and society to which he belonged. His words were "we in the free countries cannot afford to remain negative and indifferent in the face of this growing menace of human liberty and to spiritual values." He experimented with adult education at the University College, Cork where Catholic trade union leaders were educated. In 1948 he launched the Diploma in Social and Economic Science in Limerick (O'Sullivan, 1989:125-127).

By 1914 RH Tawney was known to be one of the best adult educators in Ireland. His interest was in the education of the miners, the weavers and engineers. He believed in education of the whole person, and stated that the education of adult workers should be concerned with them as "men", not mere workers or political animals. His aim was to bring to the educationally disadvantaged adult (the small-scale farmers), the kind of liberal education which, historically, had been the prerogative of the free citizen (O'Sullivan, 1989:102-104). The implication behind this was that theory had to be supplemented by practice in the education of those adult workers who did not have the opportunity to be educated earlier.

2.2.1(b) Institutions

After 1940 and up to the publication of two reports, the Murphy Report (1973) and the Kenny Report (1984), six institutions were established and three of them developed extramural education programmes (Jarvis and Chadwick, 1991:48). There were now four universities, namely University College Maynooth, University College Cork, University College Galloway and the University College of Dublin which was established through the help of the Kellogg Foundation in 1950. There were also two institutes, namely the National Institute for Higher Education (NIHE) Dublin and Dublin Institute of Technology and four colleges, namely Thomond College of Education (Peoples College); the College of Industrial Relations (1951); the Resident Adult College (1953) in St Angela's College in Sligo (Jarvis and Chadwick,

1991:56) the Catholic Workshop College (1954) in Dublin as well as Regional Technical Colleges (RTC's) (Morrissey, 1992:47) who offered courses in ABET.

Since the main providers of adult education in Ireland were the university and non-university sectors such as second-level colleges, training agencies and community groups, there was a need for an amalgamation or links between these providers. According to Morrissey (1992:47), Vocational Education Committees (VECs) were established to co-ordinate and play a developmental role in adult education. This should have been achieved by building on the network of Adult Education Organisers and Adult Education Boards.

2.2.1(c) Organisations

Adult Education in Ireland was also promoted by organisations. As mentioned before, from 1731 the Royal Dublin Society catered in part for the wealthy part of society, but after a long consideration that all the people must be educated, more organisations were established in the urban areas including the following:-

- The Gaelic Athletic Association (1884)
- The Gaelic League (1893)
- The Irish Agricultural Organisation Society (IAOS) (1900)
- The United Irish Women's Association (1900) and
- United Irish Women Movement (1910)

There was considerable growth of organisations in rural areas from 1931-1955. Some of these organisations were as follows:

- Muintir na Tire (People of the Country side) (1939)
- Young Farmers (1940)
- Macra ba Feirme (1994) Amalgamation of Young Farmers' clubs into one National Organisation
- Macra na Tuaithe (Amalgamation of Tuaithe) (1951)
- The National Farmers Association (1955) (O'Sullivan, 1989:70)
- The National Adult Literacy Association (NALA) (O'Sullivan, 1989:62)
- AONTAS (formed by the Irish National Association of Adult Education in 1968 (Jarvis and Chadwick, 1991:56)).

More information about the individuals, in situations and organisations will be given in the next subsection.

2.2.2 The need for ABE/ABET in Ireland

Ireland, although a developed country, still had to meet the needs of its adults who did not have a chance to go to school. Only a few of these will be mentioned.

The potato-famine crisis created an awareness of the need that small farmers in the rural areas also should be educated. This resulted in *itinerant practical instructors* teaching farmers modern scientific and technological advances in farming. Travelling instructors (see 2.2.1) taught these farmers new agricultural methods, business methods for farm management and did literacy programmes with them (O'Sullivan, 1989:62). These farmers grew up under the old system of education with education only for the wealthy people", hence they were illiterate.

The new methods of farming and literacy were called Animal husbandry (O'Sullivan, 1989:62-65). Animal husbandry is concerned with farming methods relating to animals. These farmers were taught new farming methods like the eradication of insects. These insects were the cause of the potato-famine crisis. Another aspect of their education was to learn how to manage the resources of the farm, grow different kinds of vegetables, fruits and flowers and apply the basic principles of animal rearing and selling.

Thomas Burk and Tawney (see 2.2.1(a)) saw the need to offer the educationally disadvantaged adult, the kind of liberal education which historically had been the prerogative of the free citizen (O'Sullivan, 1989:103-104). To the Irish ABE/ABET trainers the training of adult learners formed part of development hence the ABE, ABET and ABED training programmes.

Certain needs were identified by the Knapp Report (1964), the Murphy Report (1973) and the Kenny Report (1984) (O'Sullivan, 1989:70,129-132; Jarvis and Chadwick, 1991:48, 53, Morrissey, 1992:47-48). Apart from the general need for adult and continuing education, specific needs regarding women were now also included (O'Sullivan, 1989:85-86). The following three factors were identified by the reports:

- Massive changes in the labour market brought about by the introduction of new technology had led to the need for a more highly skilled and adaptable workforce.
- In continuing education, there was a rise from the almost universal downturn in the numbers of young people in the population or in the Organisation for Economic Co-operation and Development (OECD) countries.
- A major reason why the provision of education for adults was put on the agenda related to issues of equality of opportunity. Adult education activities offer the potential of a “second chance” to disadvantaged groups in society, in particular to women from working class backgrounds, unemployed people, black people and those from ethnic minority groups and with disabilities.

The Knapp Report (1964) stated three important points from the IAOS document (see 2.2.1(c)). There was:

- no comprehensive programme of co-operative education in Ireland;
- no systematic instruction on the subject in the institutions of higher learning;
- little educational information emanating from the IAOS.

After this report there were again changes in the rural areas. The post-Knapp era marked a renewal of Irish agricultural co-operative education to young farmers, and more specifically with the Macra na Feirme (National Organisation of Clubs).

In the late 1960s Junior Advisory Committees (JAC's) were established and this was promoted by the IAOS (O'Sullivan 1989:70-71). The second development was that in the 1970s the JAC's were replaced by Boards of Directors. There were director training programmes for 2 to 3 days on strategic planning, board responsibilities and board/chief executive relationships. The third development was the establishment of the Centre for Co-operative Studies at University College Cork in 1980 (O'Sullivan, 1989:71-72).

The biggest association that was formed in Ireland was the AONTAS in 1969 by the Irish National Association of Adult Education (INAAE). According to Legge (1982:185-186) this association was established to serve as “an advisory and consultative body, reflecting nationally the interests, hopes and anxieties of all groups, agencies and individuals” in the whole of Ireland and it had a membership in the North. It promoted arranged courses and seminars for personnel in adult education. It provided a facilitating structure for development

of the competencies of adult educators through publications, conferences, seminars, training sessions and its consultative library and research facilities (Jarvis and Chadwick, 1991:56).

Many teachers, lecturers, education officers and teachers of voluntary organisations have been the real labourers in the field of adult education in Ireland; often receiving little or no training for their work with the adult learner. They have continued to serve their adult learners with a remarkable sense of commitment and skills. Recommendations by the Murphy Report (1973) were that the training of adult educators and community development workers should be considered as “a vital, urgent and necessary element in the provision of adult education”. (Jarvis and Chadwick, 1991:45-46).

According to the Kenny Report (1984) adult education was not at that stage an administrative distinct sector of the educational system. There was a diversity of agencies. They included the formal institutions of second and third level education as well as a variety of statutory and voluntary bodies and community groups. The statutory agencies operated under the auspices of a number of government departments. The voluntary agencies, which were state-aided, were supported to varying degrees from a variety of government funds.

After these reports there was a need for an amalgamation or links between the universities and the Vocational Education Committee (VEC) (Morrissey, 1992:47). It was necessary to link and co-ordinate Adult Education Organisers and Adult Education Boards.

Morrissey (1992:47) emphasised that out of the six education aims stated in the Green paper proposals for Irish Adult Education, three key educational aims were important for the ABE section:

- The need to establish greater equity in education, particularly for those who are disadvantaged (see 2.2.1);
- The need to broaden Irish education, so as to equip students more effectively for life, for work in an enterprise culture, and for citizenship of Europe;
- The need to make the best use of educational resources by radically developing administration, introducing the best management practice and strengthening policy-making.

In the programme for Social and Economic Progress there was the need to increase participation rates in education for mature students. This need could be achieved in the following four ways:

- Promotion of adult education initiatives;
- Increasing institutional links, increasing the provision of access courses;
- Development of a system of modularization in courses; and
- A review of the limited grant system for mature students.

The last section of 2.2 indicates the institution and organisation that provided training for both adult educators and learners. Some examples are indicated below.

2.2.3 Some examples of ABE/ABET programmes offered in Ireland

2.2.3(a) *Institutions and organisations for adult educators*

The Royal Dublin Society offered activities and skills for the wealthy while the Mechanics' Institute provided education for trades and artisans in 1824. *Adult educators* could acquire various qualifications like the Diploma of Social and Economic Science in Limerick (O'Sullivan 1989:127), and the Diploma in Adult Continuing Education for adult educators at the University of Maynooth. The University College, Cork and Galway together with the Centre for Co-operative Studies offered courses ranging from one day to weekend blocks. Other courses were for ACOT staff and veterinarians, advisors, resource persons, senior board members, ICOS staff, accountants and *for training itinerant instructors* (O'Sullivan, 1989:72-9).

Irish National Association of Adult Education; AONTAS, was established in 1969 as “an advisory and consultative body, reflecting nationally the interests, hopes and anxieties of all groups, agencies and individuals” in the whole of Ireland with a membership in the North Legge (1982:185-186).

According to Jarvis and Chadwick (1991:54) most *Irish universities offer training courses for adult educators*. The universities offer mainly post-elementary or basic adult education programmes to adults who are continuing with adult education, or workplace education. Examples of these are the following:

- University College Dublin: Here post-graduate training in agricultural advisory work (O'Sullivan, 1989:63) is offered. The University got some help from the Kellogg Foundation (Jarvis and Chadwick, 1991:54).
- University College Galway: The Diploma in Social Action was later replaced by a one-year unaccredited course in Community Development. This was designed to provide a Curriculum more closely related to the needs of a growing number of Community groups in the West (Curtin and Varley, 1986, in O'Sullivan, 1989:75). A master's degree programme in Rural Development for *educators, trainers, administrators* and other workers in the field of Rural Community Development (Jarvis and Chadwick, 1991:54-55) has also been introduced;
- University of Maynooth: It offers the Diploma in Adult and Continuing Education to adult educators (Jarvis and Chadwick, 1991:54);
- University of Cork: Besides training programmes, it has established a centre for the preparation and publication of teaching material for a wide variety of formal and informal courses, called the Centre for Co-operative Studies (O'Sullivan, 1989:72 and Jarvis and Chadwick, 1991:54).

The colleges whose central function was adult education were:

- People's College: Here programmes which were offered were designed to offer workers opportunities to broaden their education through the liberal arts and to acquire the skills and knowledge which would enable them to play an active role in the labour movement (O'Sullivan, 1989:127-128). Catholic Workers' College resented the People's College because it was subsidised.
- Catholic Workers' College: This offered similar and parallel courses to the People's College (its rival).
- St Patrick's College Maynooth: for Women in Science and Engineering (WISE). Courses were also opened to men, but they were trained to suit the needs of those with childcare responsibilities, health centres, mothers and toddler groups (O'Sullivan, 1989:92). WISE became an important part of ABE and ABET.
- Regional Technical Colleges and Vocational School Adult Education also had allied functions to St. Patrick's College. It offered libraries, museums, health, welfare organisations programmes (O'Sullivan, 1989:74-75 and 88).

- Vocational Schools and Winter farm schools: To serve and train country and rural farmers under Country Agricultural Advisers. They built their own training centres for teaching and demonstrations including an equipped kitchen for providing instructions in domestic economy (O’Sullivan, 1989:64).
- The National Adult Literacy Association (NALA – see 2.2(c) provided initial and regular in-service courses for its literacy tutors and organisers of literacy programmes (Jarvis and Chadwick, 1991:52-53).
- Mechanic Institute – to provide education for trades people and artisans (Jarvis and Chadwick, 1991:48). It was open to all people irrespective of social class and distance from the institutions.

Organisations and institutions that offer training for adult learners conclude the list of providers of ABE in this section.

2.2.3(b) Institutions and organisations for adult learners

The following institutions and organisations offered training courses and programmes specifically for the adult learners who were mostly small-scale farmers before they grouped themselves with their sons and wives into a national body called “An Comhaire Oiluna Talamhaiochta” (ACOT) in 1980 (O’Sullivan, 1989:63).

The University College Galway (Curt and Varley, 1986 in O’Sullivan, 1989:79) collaborated with the institute in a community development course that encourages practical involvement in community activities.

Jarvis and Chadwick (1991:54-55) mention other workers in the field of rural community development particularly those of the Western counties of Ireland. The University College, Cork was used by Dr. Alfred O’Rahilly as an extension to serve adult learners. “Muintir na Tire” (People of the Countryside) had primary education that was insufficient for the needs of the working class and especially not for its leaders, the trade union officials and labour party officials. O’Rahilly stressed the point that adult (adolescent) education had to follow. If not for all, at least for those who were willing and able (O’Sullivan, 1989:24, Jarvis and Chadwick, 1991:54).

Students, not an organisation, from the Folk High School, helped adult learners in Ireland by providing them with general education for the farming community (O'Sullivan, 1989:88). Vocational Schools and winter Farm Schools served and trained country and rural farmers under the Country Agricultural Advisers.

St Patrick's College, Maynooth catered for women who were trained in Science and Engineering. The Women into Science and Engineering (WISE) (See 2.2.2(b)) were recruited. Students (trainees) were selected on the basis of potential to learn, rather than on the basis of formal qualification. The WISE experience of formal schooling had "turned them off" Mathematics, Science and Technology (O'Sullivan, 1989:92-94). These women had to forget about their experiential prior learning. They all belonged to the Irish Country Women's Association (ICA) and provided education and training courses for their own members either separately or in co-operation with other agencies (Jarvis and Chadwick, 1991:55-56).

The following voluntary organisations with a rural orientation, or 'non-statutory initiatives' offered ABET courses. The National Adult Literacy Agency (NALA) provided initial and regular in-service courses for its literacy tutors and organisers of literacy programmes (Jarvis and Chadwick, 1991:55). These literacy tutors and organisers were involved with the rural adult learners. The National Association of Adult Education (NAAE) called the Aontas' philosophy for action was concerned with the promotion of the educational interests at every individual adult (O'Sullivan, 1989:130). Aontas also served adult educators, who were involved with adult learners (Jarvis and Chadwick, 1991:56).

Macra na Feirme (National Clubs Amalgamation Organisation) (Jarvis and Chadwick, 1991:55-56) in 1944 taught its discussion groups through a fortnightly newspaper "The Young Farmers' Journal" and became the contemporary weekly 'Irish Farmers' Journal. Discussions and debates often dwelt on economic issues and shortened the time available to leaders for the fulfilment of the organisation's original educational, social and cultural aims. Macra's approach to learning was informal, group-centred and activity-based. The ICA obtained US Grant Counterpart Funds for a five-year programme in which specialists were employed in a scheme of itinerant instruction to rural women adult learners. The aim was to stimulate increased production of fruit, flowers, and small livestock, promote good housing, advise on home decoration and improvement, and initiate a farm-home management advisory service (O'Sullivan, 1989:65-67).

Muintir na Tire (Voluntary Rural Movement) started in the 1930s but progressed in the 1970s (Jarvis and Chadwick, 1991:55-56; O'Sullivan, 1989:73-75). Muintir na Tire's (Voluntary Rural Movement) aim was "to organise the different elements of rural life in Ireland for the common good". Its founder Canon Hayes drew up formal programmes and urged the people to work together (Bolger, 1977:117 in O'Sullivan, 1989:74). Muintir na Tire was given EEC funding for a pilot scheme for a four-year period. Seven full-time community development officers and varying number of part-time advisers were employed. All these participated in a programme to establish units of the Muintir organisation and provide training in community development to local people (adult learners) in rural areas. This only started in the mid-1970s.

The programme was monitored by social researchers in An Fonn Tatuintois. O'Sullivan, (1989:74) sees the following as the main educational outcomes:

- Greater clarification of the content of a professional training in rural community development, i.e. in terms of required knowledge, skills, attitudes and personal qualities;
- Clarification of the personal attributes needed in a professional role in community development;
- Revelation and refinement of field strategies and practices, e.g. the application of the concept of "felt needs" as a stimulus for local action; and
- Refinement of methods and approaches in training local people for community development.

The purpose of the Gaelic League was especially "to keep the Irish language spoken in Ireland" by promoting Gaelic culture and the "Oireachtas", the annual fest of folklore, literature and art, and establishing "feiseanna", Gaelic music festivals throughout the country (O'Sullivan, 1989:119). These were part of adult learners' programmes.

In the 1960s, use of the broadcast media was increased for the sake of small-scale farmers in ABE farming programmes. In 1964 "Telefs Feirme" had a special weekly farming programme. This was an organised group of adult learners watching and listening to the programme under the direction of an *expert group leader*. The radio discussion broadcast followed the next night (Murray, 1970 in O'Sullivan, 1989:65). The media became a tool for teaching adult learners at home.

The last sub-section of part three deals with ABE/ABET in developing countries. Tanzania and South Africa are the countries chosen for this study. The reason for choosing these two developing countries is that both have a vast portion of land as rural, with less educated adults (ABET training programmes still play a leading role) and most are living on subsistence farming like the situation in Ireland in the past.

2.3 ABE/ABET IN DEVELOPING COUNTRIES – TANZANIA AND SOUTH AFRICA

The two countries are discussed below starting with Tanzania then South Africa on their historical background, the need for ABET, some examples of ABE and ABET programmes in Singinda and Dodoma districts of Tanzania..

2.3.1 ABE/ABET in a developing country - Tanzania

2.3.1(a) Historical background

In developing countries we find people called village leaders or development agents. In Tanzania there is a *linchpin* that is used in any system of adult education. A linchpin is the person who first effects the introduction between learners and teachers. This person gives educational support and is able to advise a seeker (adult learner) on what is available and how to set about obtaining help (Coles, 1978:126). Such a person can be called a leader, development agent, local adult education officer, animateur, facilitator or community development worker. In Tanzania an *adult educator* is called “Mwalimu”. In Kiswahili, the late President Julius Nyerere himself was called “Mwalimu” by people who wanted to show him respect and affection. Literacy teachers were proud of being called “Mwalimu” (Bhola, 1994:14).

The first literacy classes were established in 1860 by Christian missions to enable converts to read religious literature. The German colonial government introduced adult literacy classes to train individuals for government work in both the administrative and technical fields in 1880.

In 1911 the vocational training centres were established to provide adults with work-oriented skills. The British government established a Department of Education in 1930 but it had to clarify the policy on adult education. In 1935 the British Colonial Advisory Committee on Education issued a memorandum on the education of African communities where the need to introduce adult education for community development was underlined. In 1940 the British government continued Adult Literacy classes that were started by the German colonial government in Tanganyika. It was in the same year that Mary Ibrahim established an institute in which she taught illiterates, the three R's (writing, reading and arithmetic). In 1957 she went to further her study of ABET courses at the Regent Street Polytechnic in London. She returned to Tanganyika in 1959 (Draper, 1998:87). She was then a *qualified ABET educator*. Her teaching involved subjects like English, Kiswahili, Arithmetic (Mathematics) sewing and knitting, child-welfare and carpentry.

In 1944 the colonial government issued the second memorandum on mass education, with an emphasis on adult literacy campaigns and matching educational projects with local conditions. During the same year, the League of Women was given a loan of £100 000 for programmes specifically for adult women. These classes offered the English, Swahili and Health Education programmes.

In 1949 a Swahili primer (elementary or basic schoolbook) for adult literacy was developed, using Frank Laubach's picture models. The Department of Social Welfare was replaced by the Department of Social Development, where programmes like literacy, community and women's education were introduced in 1950.

In 1954 the Kinondoni Adult School had its first written literacy test for adult learners. Thirty-six adults passed in the "A" category. In the same year the Tanganyika African National Union (TANU) was formed with a manifesto encouraging and supporting education for adults. In 1958 the Singida District-wide Literacy Campaign (SDLC) was established. From 1959 to 1962 there was an increase in the enrolment in literacy classes. 1964 saw the birth of Tanzania after three countries united – Tanganyika, Zanzibar and Pemba. The same year the Adult Education Association of East and Central Africa was established at a meeting held at Kivukani College, Dar-es-Salaam. Later the association grew into the African Association for Adult Education (AAAE) (Draper, 1998:88).

In 1965 Adult education responsibilities were transferred from the Ministry of Community Development and National Culture to the Ministry of Regional Administration and Rural Development. According to Buchert (1994:151), there was a need for adult education co-ordinators at each layer of the decentralised administrative structure in 1964. It was in 1967 that in Singida and the surrounding areas “empowerment” became a priority in the designing of new educational policy (Buchert, 1994:87).

According to Jenkins (1986:15-16) literacy programme was established in Tanzania between 1965 and 1975. During the course of time, the UNESCO expert who was a Norwegian poultry farmer and the American cotton grower (who acted like ABET trainers) started to experience problems from their adult trainees instead of seeing changes in social patterns.

In 1968 the UNESCO Experimental World Literacy Project (EWLP) was launched in Tanzania Lake Zone (Draper, 1998:88). Professor Bhola, one of the staff members, was a training and methodology specialist in the United Republic of Tanzania. This was a joint project of the Government and UNESCO (Bhola, 1994:4-5). In 1969 the responsibility for literacy and adult education activities were transferred to the Ministry of National Education. A new section was created within the Ministry to spearhead adult education activities. The Second-Five Year Development Plan was released, emphasising adult education and rural development (Draper, 1998:89).

The TANU leadership declared 1970 an Adult Education Year and clearly articulated the aims of adult education in Tanzania. In 1971 a compulsory subject had to be included in the curriculum for all teachers training in primary school methods namely “*adult education methodology*”. In 1972 an international workshop was held in Dar-es-Salaam to explore the relationship between adult education and development. The introduction of first courses in adult education; adult education methods and planning and administration of adult education programmes at the University of Dar-es-Salaam in 1974, followed. In 1976 the Mwanza National Literacy Centre and Folk Development Colleges were established.

The first World Assembly of the International Council of Adult Education (ICAE) met in Dar-es-Salaam to deliberate on adult education and development. The late President Julius K. Nyerere became the first president of the ICAE. In 1983 the Ministry of Education conducted a study to evaluate the impact of functional literacy on people’s lives. 1990 was the 20th year of adult education in Tanzania. In that year, government officially adopted the *Integrated*

Community-Based Adult Education (ICBAE) model as the country's approach to the eradication of illiteracy (Draper, 1998:90).

2.3.1(b) The need for ABE/ABET in Tanzania

Before the independence of Tanganyika and Zanzibar, with the unification of Tanzania, Zanzibar and Pemba (United Republic of Tanzania), there were different needs for ABE/ABET in the three countries. The first need was for religious purposes. The Missionaries offered adult education to enable their converts to read religious literature. The German colonial government's need was to have workers who could operate in the administrative and technical fields (Draper, 1998:88). Hence the partial collapse of the system.

There was also a need to provide health education to women groups. Marguerite Jellicoe was appointed. Her teaching concentrated on improving cookery, child care and health, aiming at raising minimum living standards of the Tanzanians by providing education to 3,000 women in two years (Buchert, 1994:84). Having healthy children was a strong concern, so cleanliness and proper feeding were taught. The cookery course also included the making of tasty meals. For instance, tomatoes were added to their relish of "wild leaves" or "morogo".

The purpose of the mass education and community development schemes was to speed up "improvement" or "modernisation" in localised rural areas, such as Singida (Buchert, 1994:86). The women's education programmes, reflected an awareness of and sensitivity to the local social organisation and local values and the existing division of labour. There was a big problem that using Kiswahili instead of local languages for a literacy campaign, reflected national rather than local communication needs. This caused that the issue of "participation" never reached the stage of "empowerment". By empowerment we mean that educating people by using their local language as a foundation to ABET.

It was necessary to revise the first plan. The Second Five-year Development Plan saw the need to establish rural training centres to train farmers and local leaders to operate within Socialist communities. The first rural libraries, (an identified need in the new plan) were also established in the Lake Zone. The mass education campaign's slogan was "To plan is to choose" (*Kupanga ni Kuchagua*). The Mwanza National Literacy Centre and Folk Development Colleges were established in 1976 because there was a need to *train teachers of*

adults (Draper, 1998:89). In 1993 the Open University of Tanzania was established and two Tanzanian specialists visited Canada to familiarise themselves with Canadian community-based literacy activities and in 1994 a team visited the Philippines on the same mission (Draper, 1998:90).

According to Harley *et al.* (1996:102) to make a success of the implementation of Adult Education programmes, they recruited and *trained volunteers*, distributed materials, supervised and managed. Training teams consisted of the Adult Education Co-ordinator, the Ujamaa Officer, an Adult Education tutor from the local teacher training college, the resident International Adult Education (IAE) tutor, an agricultural officer, a schoolteacher and a national service leader. There were also support structures to make implementation successful.

According to Jenkins(1986:15-16) during 1965 and 1975 literacy programme was established in Tanzania. During the course of time, the UNESCO expert who was a Norwegian poultry farmer and the American cotton grower started to experience problems from their adult learners. They worked like ABET educators but experienced problems instead of seeing changes in social patterns. Their main problem was to give in a pre-packed package to the Tanzanians without satisfying the needs of the people.

Between 1968 and 1992, the United Nations Development Programme (UNDP/UNESCO), Work-Oriented Adult Literacy Pilot Project (WOALPP) with curricula and materials development, and REWLP (see 2.3.1) which ran in seven African countries. The EWLP trained literacy specialists, developed materials for each of the pilot functional literacy projects and developed new strategies for literacy and post-literacy material and training.

According to McGirney and Murray (1991:94-95), an AWPID adult education initiative started a scheme to train people to work within communities and identify local needs and priorities. This approach was similar to the Tokota Kilemba project. The educators involved helped a group of women and children to get a grinding mill of their own. Because of AWPID's connection to OXFAM, it was able to help to secure training in managing projects, book-keeping and technical skills.

According to Bhola (1994:6) project providers should be careful not to assume that they can apply what works in their culture to every culture and context. This is also true that a project work well in urban areas but not necessarily be good for rural areas. Local people need to play

a vital role in literacy campaigns. It was only during 1971 and 1975 that a functional literacy approach was used to implement methods of eradicating illiteracy. Colleges, education centres and the University of Dar-es-Salaam introduced courses in adult education (Draper, 1998:89).

2.3.1(c) Some examples of Tanzanian programmes in ABE/ABET

In 1964 three adult education institutions were established. These were the Moshi Co-operate Education Centre, to provide correspondence education to the rural population; the District Training Centres, to train community development workers; and the Institute of Adult Education, to formulate and execute programmes for the *training of practising adult educators* (adult educators-in-training) (Draper, 1998:88). Mosha (1985 in Wickremasighe, 1992:763-764) mentions the work of the Swedish Folk High School which contributed to ABET courses for village leaders. During the independence of Tanganyika in 1961, a woman social development officer, Mary Ibrahim was implementing a pilot scheme for women programmes. The programmes brought about an increase in adult learners, with 72,557 literacy classes and enrolment of 541,562 adult learners (206,214 men and 334,348 women) (Draper, 1998:88). The Singinda and Dodoma Districts are discussed below regarding their ABE/ABET programmes.

2.3.1(d) Singida District

The literacy programmes were placed under a social development officer. In 1958, the plans of the most influential local missionary societies, the Augustma Lutheran Mission (ALM), were used in the new programmes. The literacy campaign used local languages and Kiswahili. The teachers of the ALM literacy classes became external examiners of the tests which were introduced after teaching in Kiswahili commenced in 1959. The programmes started as a pilot project of Ihanja (Chiefdom) and spread rapidly to other areas of the Central Province because of local demand.

In 1961, the registered adult literacy learners were more experienced as a result of their interaction with the Augustana literacy teachers in 1958. Adult educators were field staff appointed by local authorities. They were local men with six to eight years of formal education. They were to supervise the widespread literacy groups and act as a link between the groups and senior staff of the Social Department. The use of Kiswahili by “adult

educators”, did not “empower” the adult learner. The reason was that they wanted to use their local languages, in order to develop local initiative, local skills, local decision-making and local ownership of the programmes (Buchert, 1994:86).

Learners contributed two shillings in payment for a literacy kit that consisted of a reading primer, *Twende Tusome* (Let’s go and read), a writing book and black pencil. Five shillings per month for school funds was paid (the UK sterling was also used in Tanzania like in South Africa because both were British colonial countries). The ICBAE (see 2.3.1) Model was included in the Basic Education Master Plan. The aim was to expand the community-based adult education programme into four regions each year between 1997/98 and 2001. The illiteracy rate in the region was estimated to be around 35% (Draper, 1998:90).

2.3.1(e) Dodoma District

The study of the functioning of the adult literacy programmes in the Dodoma district during 1975-90 involved field trips during the spring of 1991 to three different villages, a Bahi, Dabalo and Mvumi Makhulu, in the rural district. The socio-economic circumstances in this region are poor and the climatic conditions (as in Singida) are harsh. In Tanzania these conditions are to the advantage of functional literacy classes because during the dry season (March-November) adult learners can not work in their fields. This helped adult educators to teach the theory that would be put into practise during the rainy season (December – April). This benefited both adult educators and learners (Buchert, 1994:151-152).

It seems that the enrolment of learners was fairly constant with more than half of the basic literacy learners concentrated at the lowest levels between 1975 and 1986. In Standards 5 and 6 the adult learners were at the post-literacy level. But there was a decline in the interest of adult learners because they felt that their teachers were no longer interested in teaching because they had become money-minded (Burchert, 1994:153-159). Carr-Hill *et al.* (1991) in Harley *et al.* (1996:103) indicated that records were seldom kept and this meant there were no longer reliable data. This was a drawback to UNESCO and SIDA. In 1991 the Ministry of Education and Culture, in collaboration with the Swedish International Development Co-operation Agency, conducted a post-literacy study in the Arusha, Mtwana, Mwanza and Dodoma regions (Draper, 1998:90).

This study revealed the following problems during visits to selected villages in 1991. (Butchet, 1994:158-163):

- The adult education situation in the region as a whole had worsened in recent years, because the responsibility for the classes had been transferred to the district level.
- The Swedish International Development Authority (SIDA) lost interest in donating money to the functioning of the adult literacy schemes.
- The community school movement made little or no attempt to base adult literacy classes on the identified needs and wishes of the learners, nor to incorporate the learners in the planning and running of the activities.
- Both adult educators and learners did not connect the purpose of literacy classes to the development of self-reliance nor to individual and community development.
- Primary school teachers, who taught adult literacy classes, felt overburdened by the workload.
- Some teachers had received little or no specific training in the teaching of adults and they did not know how to modify their normal teaching practice for an adult audience.

It was difficult for the teachers and learners to do what SIDA, UNESCO and their Tanzanian representatives dictated to them, and to satisfy their needs. This was one of the causes of the partial collapse of the project called EWLP (see 2.3.1). Bhola, (1994:6) argues that what is meaningful for literacy in settled communities may not make sense in refugee camps. Professor Bhola was one of the facilitators who witnessed the implementation of the project.

Coles (1978:58) mentions that many universities in Africa - under the developing countries have developed Institutes of Adult Education, like in Tanzania where the main sources of material in the country are offering a great many courses of preparation for adult educationists. This statement holds water for the South African Institutes of Adult Education. In the next subsection South Africa is the focus point of study. After that the background of the two contrasting countries, namely Ireland and Tanzania, will be compared with the South African situation with regard to ABE/ABET.

2.3.2 ABE/ABET in South Africa

2.3.2(a) *Historical background*

The South African education system initially rested on the colonisation and the needs of their colonisers. In 1663 when the Dutch East India Company (DEIC) opened their children's school, one Khoi, four slave and twelve white children were educated together (Lemmer and Badenhorst, 1997:52). The slave school was established in the lodge in 1685 by the DEIC (Keegan, 1996:17 and Winberg, 1997:19). This school was especially for the non-white slaves, who were young adults. In 1737 the Moravian Missionaries sent ministers to work among the Hottentots in the Cape (Keegan, 1996:17; Winberg, 1999:19).

Adult Basic Education and Training was not seen as a completely new idea (Winberg, 1997:27). The DEIC and different missionary communities served to indicate the previous existence of ABE/ABET in South Africa. The International Socialist League was formed in 1915, reconstituting itself in 1921 as the Communist Party of South Africa (CPSA) or the South African Communist Party (SACP) as called by other authors. The CPSA initially directed its activities towards skilled white workers in industry and commerce. It provided normal instruction in certain subjects. It also later extended its activities to include black workers, and some night school activity began round 1919. The Workers' Educational Association (WEA) began activities in Johannesburg, Durban and elsewhere. Between the 1920s and 1930s the CPSA established night schools on the Witwatersrand as a drive against illiteracy. The so-called "Night School Movement" served the adult domestic and mine workers. Their potential black leaders and CPSA organisers were recruited and trained (Draper, 1998:770).

They taught mainly in English and Politics rather than basic literacy (Winberg, 1997:23-24; Hutton, 1992:55-56). Basic Literacy then was based on the functional approach, namely literacy for modernisation and development. At an UNESCO conference in Teheran in 1965, functional literacy was closely tied to economic functioning based on the psychology of an adult at work (Bhola, 1994:32-33). The first teacher was T.W. Thibedi, who recruited Moses

Kotane, Johannes Nkosi and George Makabeni. They all conducted their classes in the evenings, earning themselves the name the “Night School Movement” in 1924 (Draper, 1998:77).

In 1929 the State harassed the CPSA. It took the form of a court case against the night school for alleged incitement of racial hatred (Draper, 1998:77). In 1930-33 the CPSA night school began to decline as a result of conflicts within the party, so Edward Roux designed and started a night school in Cape Town (Draper, 1998:97). The school which was situated in District Six in Cape Town became known as the “People’s Club” in 1936. Roux was one of the figures who prompted the founding of the “African Bookman” where he produced an educational newspaper and thought provoking text for neo-literates (Draper, 1998:78).

In 1943 the night schools in the Witwatersrand had vocational training and persuaded the Technical College to open its doors to “Non-European adults”. Adult Education was introduced and became known as the Junior Advisory Committees (JACs) (Draper, 1998:78). Between the forties and fifties Laubach established the Committee on World Literacy and Literature (Hutton, 1992:45). Much later, in 1990 Mayibuye Schools, similar to the African College were opened and operated with volunteers and later subsidised by the Transvaal Teachers’ Association (Draper, 1998:78).

In 1945 an official committee on Adult Education which included members of the Institute of Race Relations was established (Hutton, 1992:56). In the same year in the Orange Free State, twelve vacation schools were held, based on the principles on which the Danish Folk High School were run. This brought together young adults from the rural areas to study various subjects at schools for white people.

In 1955 the Department of Native Affairs took over the administration of grants for African adult education and insisted that all classes be registered, irrespective of whether they were subsidised. An interim committee was set up by the South African Institute of Race Relations to establish the Bureau of Literacy and Literature in 1956. Two years later, many night schools were closed and the JACs co-ordinating body broke up. In 1959 the South African Committee for Higher Education (SACHED) was established to help black students, because universities were closed to them (Draper, 1998:79). In 1966 Operation Upgrade of Southern Africa was started by Dr. F Laubach with government approval. The radical University

Christian Movement trained some students in Freire's methodology and used it in community education and literacy classes (Draper, 1998:80). In 1970 the Institute for Adult Education and External studies was established at the University of Cape Town. It offered an advanced diploma course for educators of adults. (Draper 1998:81). During the same year, the Molteno Project, which was based at Rhodes University set out to help adult literacy work, through Breakthrough approach for adults and training teachers. These teachers used Breakthrough methods at Ikageng night schools which was set up by Jenny Nesor in Pretoria and Johannesburg (Hutton, 1992:65). The University of Natal also offered an advanced diploma in adult education from 1984. In 1985 the Centre for Adult and Continuing Education was established at the University of the Western Cape (Draper, 1998:82). The International Literacy Year in South Africa was celebrated in 1990 and in 1992 a Workers' College was established at the University of the Western Cape (Draper, 1998:84).

After the African National Congress (ANC) took over the government in 1994, the Peninsula Technikon with Use, Speak and Write English (USWE) offered a three year national diploma for ABET and UNISA established an ABET Institute for the training of practitioners. In 1996 the DoE established a National ABET Stakeholders' Forum. In 1994 the DoE's Directorate of AET published a Draft Four Plan Implementation for ABE (Draper, 1998:85).

2.3.2(b) The need for ABE/ABET in South Africa

The DEIC and the missionaries had different aims in teaching the slaves (young adults). The DEIC's need was for the slaves to understand the language of their masters, read, write and count. Their aims were therefore firstly to teach the spoken language, teach the slaves how to read, write the language and to teach counting for work purposes (home and farm). For the missionaries it was important that the slaves should be able to read so that more can be learnt from the Bible, for example, Psalms and other verses. The missionaries based their teaching on a personal salvation approach (Keegan, 1996:17; Winberg, 1997:19; and Hutton, 1992:30-32).

Another group, the Communist Party of South Africa (CPSA) (see 2.4.1) also had some aims regarding the black and white workers in Johannesburg, Durban and elsewhere (Hutton, 1992:56 and Draper, 1998:77). The CPSA's needed to have well-educated and skilled workers for better production in their activities, their people had to understand the English

language and had to understand how the government was running the country. Their aims were to teach English as the language of the workplace; to teach politics so that adults could know what the government does with the policy of the country (specially separate development-apartheid).

Roux and company's work dealt with political analysis, health, systematic agricultural practices, conservation and the ideologies of race and "civilisation" (Hutton, 1992:37 and 245). "The African Bookman" which functioned until the early 1950s, served the needs of the neo-literates, but unfortunately this work was to be a victim of repression (Hutton, 1992:56). The Nationalist Party government came into power in 1948 with other aims, the reverse of the policy of support for night schools for blacks. The government discouraged and closed down non-governmental and community literacy projects. Instead a division of Adult Education was created within the Department of Education, Arts and Science. A National Advisory Council for Adult Education was set up to attend to white interests (Draper, 1998:79).

In 1956 the Bureau of Literacy and Literature was set up *to train literacy teachers*, providing the necessary material and fostering the distribution of Christian and other healthy and useful literature. Many night schools were closed in 1958 because of administrative and financial difficulties, and the JAC's co-ordinating body was dissolved (Draper, 1998:79).

2.3.2(c) Some examples of South African programmes in ABE/ABET

Unlike Roux's publications, which dealt with ideological issues, scientific concepts, agricultural and economic practices, the political programmes attracted government opposition. ABE/ABET programmes included vocational training and were instrumental in persuading the Technical College to open a department for "Non-European adults". *New ABET untrained educators* came from the government. Health programmes were taught by the South African Red Cross Society that deployed 14 000 of its people to teach first aid in 1943 (Draper, 1998:78).

In 1946 a project was implemented to explore literacy methods and materials which used the Laubach method to teach literacy in South African vernacular languages, English and Afrikaans to black learners. The programmes were subsidised by the state and were religious in content (Draper, 1998:78).

The turning point in ABE/ABET activities and programmes were in 1948 when night schools which offered support to black learners were closed down and other non-governmental and community literacy programmes/projects were prohibited. For the whites, the opposite was true. A division of Adult Education was created within the Department of Education, Arts and Science. A National Advisory Council for Adult Education was set up to attend to white interests. Programmes were arranged in collaboration with church councils, provincial library services, the National Thrift Association and others (Draper, 1998:79).

Dr. F. Laubach started the South African Operation Upgrade (SAOU) which supplied primers and readers in African languages. This was focussed on the production of easy-reading text programmes. In 1969 "Communication in Industry" was started in Natal. The programme's aim was to teach black workers (adult learners) through the medium of English, using Arnold and Varty's "English Through Activity" method (Draper, 1998:80). From the above discussion the South African scholars and planner seem to have paid lip-service to the lives and felt needs of literacy learners (Hutton, 1992:18).

The following paragraph focuses on a new version of ABET programmes that came into being after 1994. This was a sudden change in direction in the many ABET programmes that tried to train the ABET educators. The description of the three programmes which are under investigation, Project Literacy (PROLIT), the University of South Africa (UNISA), ABET Institute and the Rural Enterprise Agricultural Development Project (REAP), forms the main part of this section.

PROLIT is used by the government in training the ABET Provincial and Regional Co-ordinators. The training reaches up to the ABET educators-in-training level. The UNISA ABET Institute is used by all individuals interested in ABET training activities. The group is composed of ABET Provincial, Regional and Area Co-ordinators, nurses, community developers, teachers, social workers, ABET educators-in-training and others. The REAP programme is used in only two provinces in South Africa. These are the Kwa-Zulu Natal Msinga District and the Northern Province NEBO District. Their trainees are chosen by the Area ABET Co-ordinators.

Table 2.1 indicates the different ABE activities in South Africa, using Sekgobela (1997:10-24) as the framework for the comparison.

TABLE 2.1**COMPARISON OF THREE ADULT EDUCATOR PROGRAMMES**

	PROLIT	UNISA ABET INSTITUTE	REAP
Major role players	National Education Department through Provincial ABET Directorate, Regional and Areal ABET co-ordinators.	UNISA ABET Institute teaching staff with Prof. V. McKay as the director of the institute, based in Pretoria.	AFRICARE staff with McDonald Homer as the Director, based in Braamfontein.
Content	Developmental lectures from the ABET National Forum. e.g. draft Standards for ABET facilitators, ABET outcomes-based training and the framework on teaching and learners.	Certificate course for ABET trainers with four modules to do plus a project ABET advanced diploma with ten courses to choose from 1 st year and in 2 nd year three modules to do.	Many electives related to the needs of the area. Second step fieldwork in their various centres.
Tutorial Sessions	National ABET directory need for its nine provinces. According to the needs of the Government	Distance teaching for each individual to consult regional or main offices.	Two sessions followed by visit to farmers (plot) and practice teaching.
Tutorial Venues	The Park Hotel, Magoebaskloof, Protea Hotel or a convenient venue for the National or Regional directorates.	UNISA's Regional Office at various towns in S.A. Visits by individuals to main branch in Pretoria.	NEBO Circuit ABET, Education, Social Work and Agricultural offices.
Duration	Continuous training according to ABET providers consultant hired by the National ABET directorate.	ABET Certificate one year, ABET Advanced Diploma two years.	Three years course with ongoing training process. 25 days training for twice a year (each session-6 months gap).
Method	The Cascade system of staff development for existing staff (Cascade model for all nine provinces)	Distance education: written material sent by post, consultation with tutor and regional co-ordinator via the telephone and the postal system.	Face-to-face teaching practical fieldwork and practice teaching (peer group).
Format	Notes from each specialist invited by the National/Provincial ABET Directorate.	Modular approach: notes, tutorials and other materials, tape.	Notes, practical work, handouts, tapes.
Funding	S.A. National Education through ABET directorate.	Individual payment to the UNISA ABET Institute.	USAID Project.

	PROLIT	UNISA ABET INSTITUTE	REAP
Trainees	Provincial and regional ABET co-ordinators. These train Area circuit ABET educators up to ABET Educators-in-training..	Trainers of adults in a variety of fields: Literacy, health care, public works, community learning centres, industry, RDP and NGO training programme personnel.	A group chosen by regional ABET co-ordinator from various ABET Centres in NEBO.
Assessment	No assessment, but supervision of regional co-ordinators to Area ABET core educators at staff adult centres.	Formative and summative project. Practice teaching, assessment and end of year examinations.	Continues assessment during the two sessions of the year plus practical work.
Accreditation	No accreditation documents available presently. Only scrutinised daily in department.	UNISA ABET certificate after one year. UNISA ABET advanced Diploma after two years. Both recognised for employment.	Accreditation certificate of attendances for three years is followed by proper accreditation certificate that will be a recognised document by the employer.

2.3.3 ANALYSIS AND SYNTHESIS OF THE THREE ABET TRAINING PROGRAMMES

Using the information tabled above, an analysis is made of the major role players as responsible people at the three Heads of the activities. In both UNISA ABET and REAP, their content and tutorial sessions and venues are compared to that of PROLIT. PROLIT trains continuously, using the Cascade model and different ABET providers.

The other two (UNISA, ABET Institute and REAP) have specific time limit with more training methods and specialised documents for each group. The trainers of all three programmes are well trained with an exception of ABET educators-in-training, who are faced with PROLIT and REAP.

On synthesising the three ABET programmes, the researcher has found that an integration of programmes would be beneficial for the NEBO district. Having one ABET training Curriculum for all would make it easier to maintain standards.

2.3.3(a) The implementation of the three ABET Training programmes in the Northern Province

The Northern Province ABET Department consists of six regional ABET directorates. The ABET educators-in-training programmes takes three forms. They are the PROLIT, UNISA, ABET Institute and REAP programmes. The Northern Province ABET Training programmes rely on the ABET consultants from various places to train the co-ordinators, educators and educators-in-training on behalf of the Provincial Government.

Non-governmental organisations and the Provincial ABET Directorate had not yet been integrated by the end of 1999. The main problem at present is that the Provincial ABET Directorate is still training its ABET educators for the six regions with the Cascade Model in ABET Outcomes-based training according the principles of SAQA and the NQF. REAP is only found in the Southern Region of the NEBO District which has networked with other NGOs, agricultural institutions, colleges, universities, technikons and farmer and representative organisations.

2.3.3(b) The implementation of the three programmes in the Western Cape

In the Western Cape Province different training programmes have been implemented by the Western Cape Province Department (WCED) as a means of training their ABET educators. Institutions that are involved in ABE/ABET programmes are Disabled People South Africa, the Numeracy Centre, Independent Examination Board, Private Sector, the Universities of Cape Town and the Western Cape and the Peninsula Technikon. They offer programmes in line with PROLIT but also recognised certificates, diplomas, post-graduate diplomas, Master's degrees (both coursework and theses).

The institutions have lectures on their campuses whilst the private sector offers on-the-job-training of ABE/ABET educators. Adult educators that are produced by the above institutions run ABET centres at different places. For example, at Groote Schuur Adult Learning centre, Coca Cola Canners' Adult Learning Centre at Epping, St. Francis Learning Center in Langa and Pollsmoor Prison in Retreat Adult Learning Centre. The researcher was privileged to visit some of these places and to do some teaching practice at the Pollsmoor Prison Adult Learning Centre. This is specially established for the sentenced young and old prisoners.

The WCED has problems with funding. Due to the lack of funding, the NGO - Use Speak, Write English (USWE) ceased its activities in 1999. The institutions offering an ABE/ABET programme that are flourishing best are those at the University of Cape Town since 1983 (Hutton, 1992:71-72) – Extra-Mural and Continuing Education, the University of the Western Cape and the Peninsula Technikon.

2.4 AN OVERVIEW OF THE DEVELOPMENT OF ABE/ABET

In comparison with the ABET programmes in both the developed and developing countries the following table is drawn (see table 2.2).

TABLE 2.2
COMPARISON OF ABET IN THE THREE COUNTRIES

ABET	IRELAND	TANZANIA	SOUTH AFRICA
During the 18th to early 19th Century			
Organisations	Agricultural clubs	TANU (see 2.2.1)	Dutch East India Company (DEIC)
Trainers	Itinerant instructors	Teachers from primary schools	Missionaries and DEIC staff
Trainees	Farmers, wives and sons	Farmers, wives and sons	Slaves and poor whites
Content	Reading, writing, counting and new farming methods	Reading, writing, counting, hygiene and farming methods	Reading, writing and counting

In the last half of the 19th Century to early 20th Century (Before 1994)			
Organisations	AONTAS and Irish Country Women Organisation	TANU (see 2.2.1)	CPSA, ANC and NGOs
Trainers	Individuals, institutions and organisations	Teachers from Primary Schools and lecturers at Dar-es-Salaam University	CPSA activists and missionaries
Trainees	Farmers, wives and sons	Farmers, wives and sons	Mine and domestic workers, Christians in different churches
Content	Introduction of new technological methods	Farming methods coupled with literacy studies	Reading and writing of mother-tongue and English coupled with counting.
During the last half of the 20th Century till present situation (After 1994)			
Organisation	Four universities, two colleges, two technical and vocational institutes	University of Dar-es-Salaam, Dodoma and Singida Regions with ABET organisation	The Government with eight of the 21 universities, NGOs and private sectors
Trainers	Itinerant instructors, university lecturers and students from Folk High Schools	Teachers who trained as primary school teachers and also in Adult Education	Government, national, Provincial and Area ABET Directorates, lecturers, ABET
Trainees	Farmers and their families, women in society and young farmers in clubs	Farmers and their families with young adults	Consultants and teachers of adults. ABET educators from the provincial, regional, area co-ordinators and educators -in-training
Content	Technological subjects in farming methods, management, home and domestic science	Methods of cultivating land, management and sale of farm produce coupled with post-illiteracy studies	Use of Cascade Model in all subjects, Outcome based programmes based on NQF of SAQA

2.5 SUMMARY

During the 18th and the 19th centuries

The Irish managed to use itinerant instructors as their ABET educators. They were travelling teachers without a permanent ABET centre from which to operate. This was unlike the situation in Tanzania which had schools where ABET activities took place. The South Africans had one ABET centre for the slaves, poor whites and other converts. There were therefore no similarities, only differences in the three countries.

In the last half of the 19th century to early 20th century (Before 1994)

The AONTAS managed to control the work of the itinerant, institution and women's organisations to educate the Irish farmers who were all illiterate. They were taught technological methods in farming like the eradicating of the potato famine. There were no similarities with Tanzania that had TANU. TANU also acted like AONTAS in controlling the ABET activities, using teachers of primary schools to eradicate illiteracy. The ABET lessons were coupled with farming methods. In South Africa the CPSA and the banned ANC used some individuals and institutions for the training of ABET educators to eradicate illiteracy. These individuals were trained to teach adults who were mine and domestic workers. Due to the Apartheid regime, these adult educators were victimised and labelled activists. This resulted in adding the already high rate of illiteracy amongst the Africans especially in the remote and rural areas of the Northern Province.

During the last half of the 20th century till present situation (After 1994)

The three countries had universities, colleges, technical and vocational institutions to train its ABET educators. The South African ABET programmes did not have their training coupled with Agricultural Programmes, before the REAP programmes. These are the two countries from which South Africa might learn how best to train ABET educators, so the needs of the masses can be met. However, the training of the ABET educators must take careful account of the needs of the illiterate people of South Africa and not copy the Irish or Tanzanian programmes. The copying of other countries ABET training programmes would result in the collapse as in Tanzania. There is a great need to conduct research in our country, especially in the Northern Province. This would result in knowing why, who, how and by whom ABET training programmes are needed?

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter Three is divided into seven subsections. The introduction gives the reader what the government wants to do in the solving of the illiteracy problem in the Northern Province. This introduces the purpose of the research as subsection two. The third subsection involves the target group that is composed of four groups of ABET educators. The research strategy is followed by how data was collected as subsection five. Data analysis forms subsection six and is divided into three parts. Those are policy and other government documents, checklist on the three ABET programmes and the interview data. The last subsection is the summary.

The training of ABET educators in the Northern Province at the NEBO District has been the task of the government, private sector and non-government organisations (NGO's). The intention of the government is to train the educators to use the ABET material provided by the government. The professional education of trainers and educators is one of the central pillars of a national human resource strategy and the growth of professional expertise and self-confidence as the key to teacher development (Department of Education, 1995). This means the importance of training ABET educators that needs to be relevant to the requirements of the illiterate adults in the Northern Province, at the NEBO District. Although the government seems fully involved in the training of content to ABET educators, some authors see it differently.

Motala (1992:2) has observed two problem areas, that is lack of systematic training and lack of resources by the institutional arrangement in the ABET training programmes. By systematic training is implied one curriculum with various syllabi – the same as one curriculum for Grade 12 with various syllabi for each subject. The inadequate institutional resources leads to insufficient results in provision of ABET Training at Colleges and other

Higher Educator Institutes (HEI). These institutions which do provide ABET programmes or courses make use of different ABET educator curricula. It seems as if there is no integration of ABET training programmes or curricula.

The various ABET training programmes' providers need some guidelines in this regard, which can be obtained from SAQA, even if the ABET division of the Department of Education has not set standards that are in practice yet as in some other education sectors. In theory the Department of Education has five points on the training and orientation of ABET practitioners according to the Final Draft for ABET (1997:41-42). The following five points have to do with the various ABET educators who are to be trained as a means of eradicating illiteracy by means of qualified educators.

- **Redeployment of schoolteachers to ABET:** The schoolteachers have to be retrenched or redeployed to ABET Centres as ABET educators in an attempt to right size the staff ranks at schools. These are to be trained as qualified ABET educators.
- **Recognition of teaching competence and performance:** The voluntary teachers are said to be having relevant learning for practitioners, that will be recognised according to performance.
- **New National Standards for ABET Practitioners:** ABET educators are expected to accumulate credits that will be registered by SAQA.
- **In-service orientation and re-training programmes:** The teachers will have in-service training programmes in outcomes-based education and training approaches.
- **Practitioner Training Programmes:** The Department of Education will continue to work in partnership with training agencies and institutions to provide ongoing professional and technical assistance.

The long introduction places emphasis on who the researcher worked with in building the research design and methodology. The purpose of conducting the research is briefly explained in the next subsection.

3.2 PURPOSE OF THE RESEARCH

The researcher is focussed on the three ABET training programmes that are provided in the NEBO District of the Northern Province. The providers are PROLIT for the government, UNISA ABET for individuals and REAP for the NEBO Tutor Training Programme. The purpose of the research regarding these three ABET programmes is to analyse and describe the contents of the training programmes and to identify some effective ABET training programmes for the Northern Province. This was to establish the effectiveness of the three training programmes with the aim of achieving the two goals namely, an integration of programmes and to have one ABET training curriculum.

3.3 TARGET POPULATION

The researcher interviewed **66 ABET educators** in different situations, at various institutions and at different levels. Their ages varied from 17 to 75 years of age. There were four groups. These were categorised as follows: unqualified staff members and not trained in ABET; qualified teachers but with little or no training in ABET; qualified teachers and trained in ABET and lastly the qualified Diploma teachers who are ABET educators-in-training. Each of these four groups will be described briefly.

3.3.1 Unqualified staff members and not trained in ABET programmes

These were teachers at “Sekolo sa Poswaneng”- the Royal Adult Education Centre (RAEC) that catered for the children of the royal family and their peer group, who were children of “Indunas” (half brothers and cousins). These teachers taught at “Sekolo sa Poswaneng” during the evening, whilst during the day they taught in the Primary School. The staff consisted of one lady pioneer by the name of Mrs Mahlakoana Salome Dolamo, (now deceased) and two men (Mr Motodi Cedric Mampuru and Mr David Mahlaba) (see interviews, Group A).

3.3.2 Qualified teachers but with little or no training in ABET programmes

These were volunteers who taught in the “Night Schools” without proper training in ABET programmes. They were mostly primary school teachers during the day and in the evening taught by candlelight (Winberg, 1997:24-25) as adult educators. Amongst this group, some

were trained by the Bureau for Literature and Literacy (BLL), Operation Upgrade of South Africa (OUSA), Project Literacy (PROLIT) and the Molteno Project (MP) in “Breakthrough to English Activity”. The pioneers were Mrs Racheal Marokane and Mrs Rekwile Dolamo (now deceased) with Mrs Louisa Rantlha, Mrs Frangelina Mamogobo, Mrs Alina Seloane and Mrs Ziphorah Choshane serving as the “Breakthrough to Literacy” teachers. The Molteno Project used the “Breakthrough to Literacy” method and Night School teachers implemented the method for adult learners. It specialised in English and mother tongue (Northern Sotho) education.

3.3.3 Qualified teachers trained by the Lebowa Department of Education and Training and Manchester University ABET programmes

During the Homeland System, the Department of Education and Training employed some primary school teachers as ABET educators. These teachers taught adult learners in the afternoons after teaching the school children during the day. This created an opportunity for those teachers to attend crash courses in ABET training programmes in their different circuits. These school teachers were drawn from all the Lebowa, Gazankulu and Venda Government Educational Circuits.

The same group was fortunate to be taken to Manchester University for a period of six weeks to train as ABET educators. The course or programmes were held in the United Kingdom. On their return, they occupied better positions in the ABET Department than before they went abroad. They are at present Area and Regional ABET co-ordinators in the Northern Province. The well-trained teachers can adapt and add to these packages to suit a wide variety of learners, levels, learning stages and learning needs (Hutton, 1992:211).

3.3.4 Qualified Diploma teachers and ABET Educators-In-Training (AEIT)

The Northern Province ABET Directorate has adopted a method of retrenching the present experienced educators, some of whom were trained by BLL, OUSA, PROLIT and MP, and replacing them with a new group. This new group is composed of qualified Primary Teachers’ Diploma (PTD) and Secondary Teachers’ Diploma (STD) teachers. These are qualified teachers who are unemployed.

This group is composed of young adults who were trained to teach children and now participate in what is called ABET training courses (on-the-job-training). These ABET educators-in-training have training in PROLIT and REAP. Others have also enrolled with UNISA to be trained in the UNISA ABET Institute (see interviews Group D).

3.4 RESEARCH STRATEGY

The qualitative research approach was applied, the reason being that the problem was based on people and not on numbers. By applying this approach, it allows you to solve social problems either in rural or urban areas. The research strategy comprises of the research design and research methods used, data collection and data analysis.

3.4.1 Research design and methods

An empirical study was done, using primary data and analysing existing data. The study was based on interviews and observations, not only theory. By primary data the researcher means first hand information from the interviewees and what was observed during participatory observations the primary data was collected through interviews. The interviews were unstructured and semi-structured. These were tape recorded during the process of interviewing and transcribed thereafter.

3.4.2 Type of empirical research

The existing data consisted of Policy documents, other Governmental documents concerning the implementation of ABET programmes in South Africa, divided according to nine provinces as well as materials of different ABET programmes from three institutions, namely PROLIT, REAP and UNISA ABET Institute.

3.5 DATA COLLECTION

The data collection was divided into five subsections. Those are the preparation for data collection, time that was used during data collection, the process that was followed, limitations of the data collection (problems encountered) and interviews.

3.5.1 Preparation for data collection

The researcher attended workshops, courses and visited (see Table 4.2) ABET centres. The workshops were held at Mamokgalake-Chuene College of Education and the courses at Mokgoma Primary School in the NEBO District. At first the purpose for doing so was to meet and know the interviewees. The researcher took part in the workshops and courses to get an overall experience of the implementation of programmes for ABET educators.

The second purpose was to make the necessary preparations, to collect data and to win the confidence of interviewees, and to meet people whose ABET centres would be visited. Another reason was to create an opportunity to interview people who were attending the workshops, as well as those who were presenting workshops.

The settings were Ga-Marishane, Ga – Sekwati, Jane Furse, Phokoane, Thotaneng, Ga-Masemola, Green Side, Ga-Phaahla, Ka Mashemong and Ga-Mabindana villages. All these villages fall under the NEBO District. For a clearer understanding of the settings a map of NEBO District is provided (see Appendix 1 and 2).

3.5.2 Time of data collection

The data was collected in three phases. The research was conducted during ABET classes in the afternoons. During the second semester of 1997 data was also collected. Interviews were conducted both during the first and second semesters in 1998, as well as in 1999. The process for collecting data is described below.

3.5.3 The process of data collection

The researcher obtained permission from the Director of Education in the Northern Province to collect data at the NEBO District in the Northern Province. She was sent to the Regional Director who gave the permission but still sent the researcher to the Area Manager. Although getting permission has been a tedious task, an Area and Regional ABET Co-ordinator was requested to help the researcher.

The researcher had an opportunity to attend workshops and courses with the host ABET Co-ordinator. The interviewees were selected randomly. A tape recorder was used during the interviews and a checklist used for observations. The checklist was constructed through using Mc Kay's (1997) checklist (see Appendix B).

3.5.4 Limitations of the data collection

The researcher “interviewed” people through letters, telephones and face-to-face interviews, which became a limitation in itself. The interviewees can give what the researcher wants and not necessarily the truth in the matters concerning the training of ABET educators and learners. This meant that account must be taken of the artificial circumstances that were created to suit the researcher. The target groups might not necessarily like to answer some questions, even although gaining access to them had been a success. The interviews went well, but as compared to observations, there seem to have been fewer ethical problems as they afforded the participants more control in that they could refuse to answer troublesome questions (Merriam and Simpson, 1995:197).

There were problematic aspects concerning some of the Royal ABET Centre documents. This created a limitation to obtain more data. Some of the educated people (elite group) were not free to divulge information to researchers. The following sub-headings were seen as an addition on part of limitations on the side of the researcher, those were transport, expense, time-set, appointments and work conditions.

There were certain problems that had to be faced during data collection. These were:

Transport: It was necessary to start early since the researcher relied on public transport. Arriving late at the settings (NEBO office and various ABET centres) disturbed interviewees' timetables and caused the need to visit them again.

Expense: Hiring of a video camera was very expensive although it was used only once and the researcher relied on the tape recorder and note-taking for data collection.

Time set: The researcher's time planning did not allow enough time. A lot of time was wasted due to problems with transport, absence of the Area Co-ordinator because of unexpected meetings with Provincial ABET Directorate and the celebration of some traditional occasions (for example, circumcision school). These circumstances were beyond the teachers,

Appointments: It was difficult for the researcher to get positive responses from professional groups. These interviewees are termed “elite” interviewees (Patton 1990:10-12). These were ABET co-ordinators, ABET volunteers and retired ABET educators. They seldom had enough time to talk to the researcher. This was in contrast to the ABET educators-in-training and their ABET learners who were very willing and supportive during interviews. They readily rescheduled their time to overcome obstacles like transport.

Work conditions: ABET educators-in-training operate in school buildings. There was often a delay in school children and teachers’ leaving the premises, thus delaying the commencement of ABET classes. Some ABET classes are dependant on the employers’ attitude towards ABET learners. The Departments of Education, Works, Health and Welfare, for instance, made it possible for their workers to attend by agreeing to give them three days a week to attend ABET lessons researcher’s control.

3.5.5 Interviews

The researcher conducted interviews with both ABET learners and educators. The aim was to obtain the ABET learners perceptions of their ABET trainers-co-ordinators, the material used during workshops and courses, and of other learners like themselves. The interview questions differed according to the four groups, as indicated below:-

“Sekolo sa Poswaneng” staff members

Level of their qualifications regarding ABET programmes.

- Level of Teachers’ Training at schools.
- The reason for the establishment of the RAC.
- Curriculum and Syllabi for different subjects.
- Remuneration matters.

All the questions above were for “Sekolo sa Poswaneng “ but the following were for the 2nd to the 4th group.

The ABET educators not trained in ABET programmes

- The reasons for volunteering in ABET programmes.
- Level of their training in ABET qualifications.
- Level of Teachers’ Training at schools.

- Response from adult learners as compared to that of the school children.
- Problems they encountered with the Department of Education in the ABET section – such as a lack of facilitation materials and inadequate facilities.
- Remuneration matters.
- Continuation of studies in ABET programmes.

For trained educators

- The need for ABET classes in Lebowa Government Areas.
- Level of ABET training qualifications.
- Level of Teachers' Training at schools.
- The tasks they are faced with coupled with expectations of ABET learners.
- Working as part of Department of Education – ABET Sub-Directorate.
- Experience gained at the University of Manchester in the United Kingdom.
- Remuneration matters.

For the ABET educators-in-training

- Level of ABET Training qualifications.
- Level of Teachers' Training qualifications.
- Their experience of teaching adults instead of school children.
- Problems they encounter in their unexpected work.
- What their expectations are from ABET learners.
- Any means of help towards their work.
- Reasons for not teaching school children.
- Remuneration matters.

3.6 DATA ANALYSIS

In the previous section it was indicated how the four groups were interviewed on different questions based on their levels of qualifications regarding both the ABET and Teachers training programmes.

The researcher analysed existing data (see 4.5.1 to 4.5.11) on the training of ABET educators from the written documents and primary data (see 3.5.1 to 3.5.5). To add on that, she also

attended the training observation and conducted interviews. During the observation, a checklist of content was used and it indicated how the three training programmes differed. More on both is explained along with the results of the data analysis (see Appendix 4 and Chapter 4).

3.6.1 Analysis of existing data

The existing data was gleaned (gathered) from the following documents:

3.6.1(a) Policy and other government documents

An example of the government documents that were analysed is briefly discussed but only where they were some differences in the contents.

- A National Multi-Year Implementation Plan (MYIP) for Adult Education Training and Provision and Accreditation (1997: 22-23 and 139-147).
- The Southern Region ABET on Continuing Education Programme (CEP) dealing with ABET Outcomes-Based Training (1998) on the Cascade model.
- The Department of Education Lebowa: ABET Education (Newsletter Booklet).
- The Western Cape Educational Department documents, particularly the 1995 Draft Document of the Department of Education.

3.6.1(b) Checklist on the three ABET programmes

ABET programmes were analysed according to their context with a checklist developed from McKay's checklist (1997). The researcher found it necessary to supplement this checklist, since McKay's did not cover every aspect of the three ABET programmes (see Appendix 4). Content plays a leading role in the training of ABET educators and teaching material has to be relevant to the ABET trainees. By this, the researcher implies that rural and urban ABET trainees should have different training learning materials to serve the needs of their adult learners. The main reason being that the private sectors may want their workers to be *computer literate*, while the rural community may need *freshly produced bread and vegetables* for their daily lives. Some of the ABET programmes provide for different programme materials for rural and urban contexts.

3.6.2. Interview data

The information that the researcher collected from the four groups of interviews will be analysed as follows:

The researcher taped and transcribed the interview data. The analysis was done by firstly organising the information and then identifying themes. The final step in the analysis was to establish the general problems or tendencies across groups.

More details about how the checklist was used will be given with the analysis (see Chapter 4).

3.7 SUMMARY

The discussion of the research design and methodology aim at explaining the purpose of the research and how the first hand information was collected. These comprised of four different groups of ABET trainers as well as some of the trainees and the adult learners. The time of the empirical or practical research was also given. The data collection involved preparation time and the process of getting the information. The data analysis was based on the existing data. These analysed data were formed by the information from the Policy and other government documents, the three ABET training programmes and the interviews.

The interrelationships between the said data enabled the researcher to obtain the information on the training of ABET educators in the NEBO District of the Northern Province.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous chapter, the research design and methodology were dealt with. Chapter four is divided into two main sections. The data analysis is based on the interviews, participatory observation and written documents data as section one. The reason for data analysis is backed-up by Mouton (1996:169) saying that: “In qualitative research, the investigator usually works with a wealth of rich descriptive data, collected through methods such as participant observation, in-depth interviewing and document analysis.” Interviews need to be strengthened by supporting evidence. Yin (1994:85) confirms the statement that interviews need to be supported by both observations and written documents.

The second section provides the interpretation of the analysed data. This section is divided into four subsections. Subsection one is concerned with the interpretation of the interview data. This is followed by participatory observation data. Subsection three provides an interpretation of the data gleaned from written documents. This means the facts that were acquired from other documents (see 4.5.1-4.5.11). The integration of the data occurs in the fourth subsection where a comparison of the findings will be presented.

The interviews and participatory observation data are described in table format according to different ABET Centres or venues where the activity took place. A list of participants and the way information was gathered are indicated. The participants differ according to their qualification, hence the division into four groups of interviewees (see Chapter 3 and table 4.2.) For better understanding of the interviews that were conducted at the 16 ABET centres for Adult Educator – in - Training (AEIT) and 2 ABET venues for the co-ordinators, coding was done. The 66 interviewees were coded as the researcher’s own creation where letters of the alphabet were used like these:-

First to third countings were arranged in A – Z, AA – AZ and BA – BN. The reason was that the researcher used them as tools to think with, they can be explained, changed altogether as ideas develop through repeated interactions with the data (Ely, Vinz, Downing and Anzul, 1997:173).

4.2 A SUMMARY OF PARTICIPANTS IN THE FACE-TO-FACE INTERVIEWS AND PARTICIPATORY OBSERVATION SESSION

In this table a summary of interviews and observation is indicated.

TABLE 4.1

A SUMMARY OF PARTICIPANTS OF THE FACE-TO-FACE INTERVIEWS AND PARTICIPATORY OBSERVATION SESSION

ABET CENTRE/VENUE	PARTICIPANTS	INTERVIEWS	OBSERVATION
4.1.1 “Sekolo sa Poswaneng”	A- Traditional Leader and his wife, brother, sisters & cousins B- Untrained ABET educator and teacher C- Untrained ABET educator and agriculturalist D- Untrained ABET educator and musician E- ST Diploma, High-school principal, Area Manager with Masters in Education degree	Letter, telephone and personal Telephone/personal Personal Personal Letter, telephone and personal	Contact with ABET learners and staff members
4.1.2 A re thabeng ABET Centre	F- Trained ABET educator G- Trained Teacher H- Trained Teacher I- Trained ABET educator, B Tech Diploma	Personal Personal Personal Personal	Contact session with ABET learners and staff members
4.1.3 Baropodi ABET Centre	J- Trained ABET educator K- Trained ABET educator L- Trained Teacher and trained ABET educator	Personal Personal Personal	Contact session with staff members and ABET learners
4.1.4 Jane-Furse Primary “Night School”	M- Trained teacher and priest N- Trained teacher Trained teacher and trained ABET educator (Tanzania)	Personal Personal Telephone and personal	Contact session without ABET learners and staff members

ABET CENTRE/VENUE	PARTICIPANTS	INTERVIEWS	OBSERVATION
4.1.5 Khudu -seke Learning Centre	O- Trained ABET Educator P- Trained teacher Q- Trained ABET educator (Principal (BLL, OUSA and PROLIT))	Personal Personal Personal	Contact session with ABET staff members already pensioned or retired and ABET
4.1.6 Letebele Marrishane Adult Learning Development Centre	R- Trained ABET educator and needlework specialist S- Trained teacher Wayfarer leader and church warden T- Trained teacher and principal	Personal Personal Personal	Contact session without ABET learners and staff members
4.1.7 Phaahla Bakery and Brickmaking ABET Centre	U- Trained teacher and ABET educator V- Trained teacher and ABET educator W- ABET learner	Personal Personal Personal	Contact session with ABET learners and staff members
4.1.8 Matobole Adult Learning Centre	X- Trained teacher and ABET educator Y- Trained teacher and ABET educator Z- Trained teacher and ABET educator AB- Trained teacher and ABET educator	Personal Personal Personal Personal	Contact with ABET learner and staff members
4.1.9 Mokgome ABET Centre	AC- Trained teacher and trained BLL, OU and PROLIT (See chap. 3) AD- Trained teacher AE- Trained teacher and ABET educator	Personal Personal Personal	Contact with ABET learners and staff members
4.1.10 Moreko ABET Centre	AF- Trained teacher AG- Trained teacher AH- Trained ABET educator	Personal Personal	Contact with ABET learners and staff members
4.1.11 Motlokwe ABET Centre	AI- Trained teacher and ABET educator (trained) AJ- Trained ABET educator and Trained teacher AK- Trained teacher and ABET Trained educator	Personal Personal Personal	Contact with ABET learners and staff members
4.1.12 Mpepu Concrete and Brick-making ABET Centre	AL- Trained teacher, Physiotherapist and Pastor AM- Trained teacher AN- Untrained ABET educator AO- ABET learner	Telephone and Personal Personal Personal Personal	Contact with ABET Learners and staff members
4.1.13 RDP – Moshate Sekwati Adult Learning Centre	AP – Trained teacher, BA with HED and Trained ABET Educator AQ- Trained teacher AR- Trained Teacher AS- Trained ABET educator and teacher	Personal Personal Personal Personal	Contact with ABET Educator and ABET learners
4.1.14 Teme ABET	AT- Trained teacher	Personal	Contact with ABET

ABET CENTRE/VENUE	PARTICIPANTS	INTERVIEWS	OBSERVATION
Centre	AU- Trained teacher and principal AV- Trained teacher	Personal Personal	educators and ABET learners
4.1.15 Tiitsane ABET Centre	AW- Trained ABET educator and teacher AX- Trained teacher AY- Trained teacher AZ- ABET learner	Personal Personal Personal Personal	Contact with ABET educators and ABET learners
4.1.16 Tshwaane Literacy Centre	BA- Trained teacher BB- Trained teacher and ABET educator BC- Trained teacher BD- ABET learner BE- ABET learner	Personal Personal Personal Personal Personal	Contact with ABET educator and ABET learners
4.1.17 NEBO District ABET Co-ordinator and Trainers	BF- Trained teacher BG- Lebowa Education Department of Education. BH- Univ. of Manchester BI- Trained teacher and Trained ABET educator BJ- REAP trained Co-ordinator and ABET consultant	Telephone, letter and personal Personal Personal Personal	Long and short courses Contact sessions
4.1.18 Northern Province ABET National Representatives	BK- Trained teachers BL- and some trained educators from Lebowa BM- Education Department and BN- University of Manchester	Personal Personal Personal Personal	Workshops Contact sessions

The ABET learners at “Sekolo sa Poswaneng” insisted that the researcher writes the word “pennies” instead of cents.

4.3 FINDINGS BASED ON INTERVIEW DATA

The researcher conducted face-to-face interviews with the four groups as indicated in paragraph 4.3.1 (a), (b), (c) and (d) of ABET educators at the NEBO District. The first group is the staff members of the “Sekolo sa Poswaneng” who were qualified school teachers, nor qualified ABET educators. The next was the partially trained ABET educators who came from the previous OUSA and BLL. They were trained schoolteachers. The third group comprises some of the teachers in this group who were offered continuous training by the then Lebowa Government with the assistance from the British Council. These educators were later given further training at the University of Manchester to improve their ABET qualifications. The fourth group are the present ABET Educators-In-Training (AEIT).

4.3.1 Questions asked during interviews

The four target groups were interviewed on different questions as indicated below:-

- a) “Sekolo sa Poswaneng” ABET Educator
- Where did you train as an ABET educator?
 - Why was this ABET Centre started?
 - Do you teach these adults different things from those of the school children?
 - How was the ABET Centre managed (planning, organising, leading and controlling)?
 - What was your monthly salary besides the government payment?
- b) Partially trained ABET Educators but professional teachers
- Where did you train as schoolteacher?
 - Why did you start this ABET afternoon classes?
 - Did you earn any ABET qualifications from the Bureau of Literature and Literacy or Operation Upgrade or Prolit in the past?
 - How were these ABET afternoon classes run and managed?
 - Being volunteers and again a partially trained ABET educator why did you teach without being paid?
- c) Lebowa Government Teachers and University of Manchester ABET Trained Professionals
- Where did you train as schoolteachers?
 - Why were you trained as ABET educators and seconded to Circuit Offices as ABET Advisors?
 - Which criteria were used to choose you for further ABET Training Programmes outside South Africa?
 - What actually were you trained in at the University of Manchester in the United Kingdom?
 - Which subjects were included as Income Generating Skills?
 - From your experience did the subjects match the needs of illiterate people of the Northern Province in the NEBO District?

- Why were you promoted to be ABET Co-ordinators and National ABET Representatives in the Northern Province?

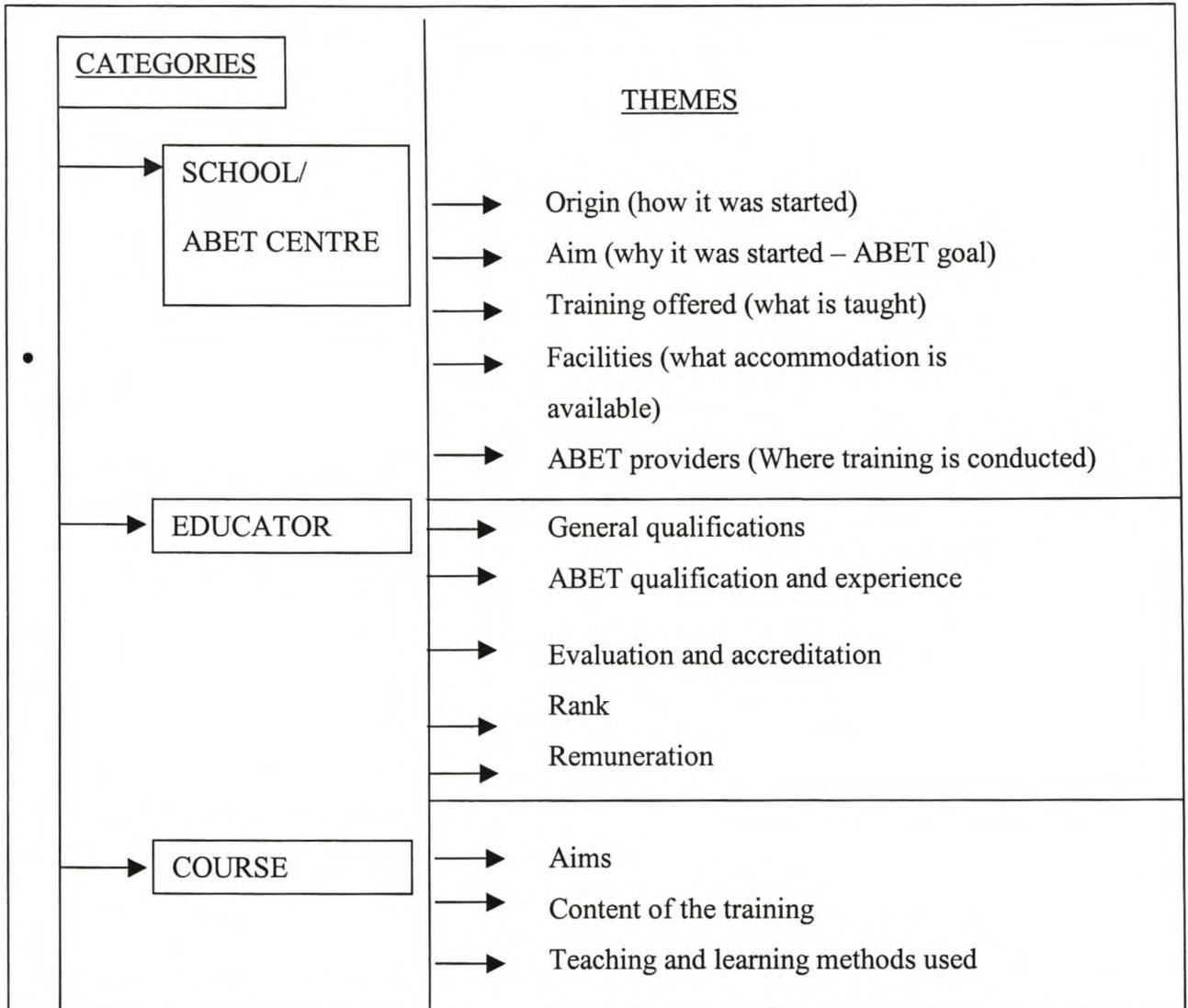
d) New Government Diploma Teachers as ABET Educators-in-Training

- What criteria were used to choose you as ABET educators, whilst you were trained as schoolteachers?
- Why and how did you start ABET centres?
- For how long were you trained under PROLIT, UNISA ABET Institute and REAP at the NEBO District?
- How do you experience the difference between these three ABET Programmes?
- How are you paid as ABET educators-in-training while doing the work and being trained?

4.3.2 Results of the interviews

The questions from the previous were grouped according to three main categories. These categories are Adult Learning Centre or ABET Centre, Educator and Course, as indicated. The categories were again clustered according to themes like origin, aim, training, facilities, ABET providers, general qualifications, ABET qualifications and experience, evaluation and accreditation, rank, remuneration, aims, content of the training, teaching and learning methods applied. This is illustrated in Table 4.3. These interviews were categorised into themes and responses (see Tables 4.4 up to 4.6)

TABLE 4.2
CATEGORISATION OF INTERVIEW DATA



The above categorisation of the interview data is based on information that the researcher obtained from the interviewees. These three categories are again classified into subsections. **Under School or ABET Centre**, we have the origin of the centre, its aims, and the training offered and facilities available, as well as the kind of ABET providers. The second category **Educator** comprises of general qualifications, ABET qualification and experience, evaluation and accreditation, rank and remuneration. **Course** includes the aims, content of the training and teaching and learning methods used.

In the following section answers of the four groups of interviewees are given. The answers are listed according to the three categories discussed above.

TABLE 4.3
THEMES AND RESPONSES DERIVED FROM INTERVIEWS

CATEGORIES	THEMES AND RESPONSES
SCHOOL/ ABET CENTRE	<p>(a) Origin</p> <p><u>Group (a):</u> The interviewees indicated the origin of the “Sekolo sa Poswaneng” as that of home-schooling. It was started as an initiated project for the Royal Family started by traditional leader of the Community and none converts group.</p> <p><u>Group (b):</u> The “Night School Movement” in the Urban areas influenced the educated group to start their “Night Schools in Rural Areas”. By educated groups, it means teachers, pastors, or nurses who by that time were untrained ABET educators.</p> <p><u>Group (c):</u> The “Night Schools” were transformed into Public Adult Learning centres in South Africa. They were now called “Afternoon Classes” with the emphasis that they were no more conducted in the evening, but in the afternoons. Their venues were school buildings; no more church buildings.</p> <p><u>Group (d):</u> Afternoon classes became Adult Basic Education and Training Centres. Unused and used classrooms were allocated to these ABET classes, with some exceptional ABET group that had their self-built ABET centres (see 4.2.7).</p>
	<p>(b) Aim</p> <p><u>Group (a):</u> Responses of the interviewees indicated the following:</p> <ul style="list-style-type: none"> • To view initiation school as very important and hold cultural beliefs and values in high esteem (honour them). • To view circumcision that is gradually followed by the “Sekolo sa Poswaneng” education as a stepping stone to “Missionary Education”. • To motivate their children to be educated like their traditional leader, who was the most educated person in Sekhukhuneland (Methodist Church-Kilnerton High School) product. • To instil a competitive spirit among the home-schooling children missionary schooling children. <p><u>Group (b):</u> The professionals in the rural areas wanted to free the migrant labourers wives and other young adults of the need to pay people to read and write letters as well as fill in forms or do banking business. They therefore had the following aims:</p> <ul style="list-style-type: none"> • To teach reading, writing and arithmetic (3Rs) • To persuade parents to send their children to school. • To help shopkeepers manage their books and run their businesses e.g. giving proper change to their customers (see 4.2.4). <p><u>Group (c):</u> This group also had the same sentiments or wishes for their people. Their aims were:</p> <ul style="list-style-type: none"> • To eradicate illiteracy that was and still holds sway in many parts of the communities in Lebowa Rural Areas. • To introduce Income Generating Courses. • To enable the ABET learners to develop managerial and vocational skills. • To urge the Department of Education to accredit ABET learners. • To influence the other Departments to help in instituting Projects in rural areas. <p><u>Group (d):</u> The ABET educators-in-training put forward the following as their aims:</p> <ul style="list-style-type: none"> • To ensure self-employment because the Government could not offer them teaching posts. • To eradicate illiteracy in their communities especially in the rural areas (NEBO District-Region six). • To instil self-confidence in the unemployed young adults roaming in the street. • To aid their rural area in project developments.

	<p>(c) Training Offered</p> <p><u>Group (a): Reading, writing, arithmetic and music</u> Training in reading, writing and arithmetic (counting) and the Northern Sotho they had when during their schooling years was offered. One of the interviewees could teach on agricultural methods (kinds of seeds, when to plough and plant what, time to prune and so on). Another interviewee had music knowledge.</p> <p><u>Group (b) Reading, writing, arithmetic, cooking and needlework</u> This group of interviews indicated that their content knowledge rests upon courses they were taught during Primary Teachers' Course. They mentioned subjects like: Domestic Science or Home-craft for women, Carpentry and Agricultural Science was for men. The untrained ABET interviewees mentioned the Wayfaring and Scouting Societies for Managerial Skills.</p> <p><u>Group (c): Reading, writing, arithmetic and income generating skills</u> The interviewees indicated the content they received at both Lebowa Education Department and Manchester University training aimed to develop income generating, vocational and managerial skills. The other skills were Community Development Projects with emphasis placed on what is available at different rural areas.</p> <p><u>Group (d): Reading, writing, arithmetic and other known ABET course-numeracy and communication</u> Interviewees indicated that they are trained on how to teach ABET learners from Level 4. They could also teach subjects that help in the development of small businesses, including income generating skills like: needlework, brickmaking, pottery, baking, sewing, knitting, crocheting, embroidery and agriculture for community gardens and farmers support programme.</p>
	<p>(d) Facilities</p> <p><u>Group (a):</u> There was an old Post Office that was used in the evening as a Night School, hence the name "Sekolo sa Poswaneng". It literary means that: "A school at a small Post Office". There were no benches to sit on or desks to write on. There was only a chair for the teacher.</p> <p><u>Group (b):</u> Churches, tribal offices and schools were used for accommodation during the night school classes. The furniture in those localities also were used by the ABET educators and learners.</p> <p><u>Group (c):</u> Schools were officially allocated to ABET educators in various circuits of NEBO Districts. School children would vacate the locality and ABET learners began attending class during the day (15:00 – 18:00).</p> <p><u>Group (d):</u> Schools are still operating as ABET centres in some exceptional cases, where an ABET Centre has been built. A good example is the Ga-Phaahla Adult Learning centre with all facilities needed. (electrified bread baking stove, dough mixer, 20 wheelbarrows and two brick making machines for small blocks and bricks.)</p>

TABLE 4.4
ABET ACTIVITIES AND RESPONSIBLE INDIVIDUALS

EDUCATORS	<p>(a) ABET providers</p> <p><u>Group (a)</u>: The traditional leader and some school teachers acted as providers of ABET programmes. Their payment of three pence as they are ABET Training salaries (interviewees insisted that “pennies” are being used instead of cents. It was a disadvantage, because certain children could not afford the payment as monthly contribution for school funds.</p> <p><u>Group (b)</u>: Principals had to choose whether they would provide ABET classes for their communities. The government did not force them. Recently the government began to be providers by hiring the BLL, OUSA, Profit and the Molteno Project to train its teachers. The Communist Party provided ABET material for its courses and Laubach provided ABET material and Bible texts for his very different courses. (see 4.3.1(b)).</p> <p><u>Group (c)</u> The Lebowa Government through the Department of Education and Training provided ABET Training courses to the interviewees. They mentioned Mr S Molepo and Mr CP Senyatsi in the Northern Province as their ABET Principals. They also referred to Dr Alan Chadwick, Professor Stalks, and Ms Pat Bonser, who were their trainers in ABET programmes, in the United Kingdom.</p> <p><u>Group 4</u>: The interviews indicated that they had three ABET programmes Providers, namely:</p> <ul style="list-style-type: none"> • PROLIT is used by the Government in all provinces of South Africa. (Mrs Mathung Mahlate) • UNISA ABET Institute offers courses to those interested in ABET educator training (Certificate Diploma). (Professor Veronica McKay – Head of the Institute) • REAP only in NEBO and Msinga Districts as pioneering projects, in South Africa under Africare-USAID. (Mr Ken Mwanza – Representative of REAP) <p>All three groups had their professional staff members who were all qualified for the job. (see 4.2.17-4.2.18)</p>
	<p>(b) ABET educators</p> <p><u>Group (a)</u>: According to the interviews the pioneer was a lady-teacher (Mrs Mahlakoane Salome Dolamo) who was related to the traditional leader Kgoshi). After her death the two men (Mr Motodi Cedric Mampurn and Mr David Mahlaba) who were also relatives of Kgoshi’s, continued with the Home Schooling. The qualified agriculturalist, also a relative, stayed in the chief’s Kraal while he was a teacher at the Missionary School. The ABET educators who were interviewed said that only relatives could be appointed as teachers..</p> <p><u>Group (b)</u> Some were qualified teachers whilst others had no formal qualifications. They stated that in the past, dedication and hard work were taken into consideration. They compared their work with the present qualified teacher whom they said were not dedicated to work.</p> <p><u>Group (c)</u>: They were all qualified teachers trained as Lower Primary and Higher Primary Teachers (LPTC and HPTC). A few of the interviewees had a Secondary Teachers’ Diploma. They trained at respected Training Colleges in the Northern Province. Examples are Mokopane Training College, Botshabelo Training Institution and Setlolwane High School.</p> <p><u>Group (d)</u>: The interviewees mentioned that they were well qualified Primary and Secondary Teacher Diploma Teachers. They indicated that they spent three years in training programmes. Some of the interviewees had a B.A. degree and a Higher Education Diploma from the University of the North or a B Tech (see 4.2.2).</p>

	<p>(c) ABET qualifications and previous experience</p> <p><u>Group (a):</u> The interviewees said that they had no formal ABET qualification. All they knew was that they would be teaching young adults who would have been given a strong grounding in traditional beliefs and values since they first started at the circumcision school. Converts would not be admitted into their classes.</p> <p><u>Group (b):</u> A lot of these interviewees said they had just volunteered for “Night School” activities. They had not trained anywhere. A few of them had been given a little training by the Bureau of Literature and Literacy (BLL), Operation Upgrade South Africa (OUSA), the Molteno Project and Breakthrough to Literacy. They claim that ABET training programmes were not given much attention.</p> <p><u>Group (c):</u> They trained after they were chosen to be ABET teachers in Lebowa Department of Education. For some months they attended one-week workshops. They also attended some UNISA Certificate ABET trainee sessions. The same interviewees were trained at Manchester University in the United Kingdom.</p> <p><u>Group (d):</u> The interviewees explained that at the different Colleges of Education they trained only in primary and secondary teaching. Some ABET educators-in-training were trained at Jerry’s Ville Adult Sewing Centre while others had been trained by PROLIT in Pretoria. At present they are being trained by PROLIT, UNISA ABET Institute and REAP Institutions.</p>
	<p>(d) Evaluation and accreditation</p> <p><u>Group (a):</u> No evaluation at the Home Schooling programme and no accreditation.</p> <p><u>Group (b):</u> The interviewees did not receive ABET Training that was to be evaluated. Those that were trained by BLL, OUSA, and the Molteno Project received certificates without being evaluated. The certificates were for attendance.</p> <p><u>Group (c):</u> These trainees were not screened as new recruits, but only trained. Their training was evaluated in presenting lessons to their peer groups. There was no formal evaluation process, but they were awarded certificates of attendance.</p> <p><u>Group (d):</u> PROLIT does not evaluate and accredit. The UNISA ABET programme evaluates the students’ assignments, practicals and examinations at the end of the year. The same applies to REAP’s programmes.</p>
	<p>(e) Rank and remuneration: Rank</p> <p><u>Group (a):</u> No position was thought of because it was a One-teacher school. This means that a teacher is both an assistant and principal.</p> <p><u>Group (b):</u> They explained that even if they partially trained for ABET programmes their position remained the same. Being volunteers, they were not concerned to have final qualifications.</p> <p><u>Group (c):</u> The interviewees explained that they were school teachers but interested in ABET activities,. They had been promoted from school teachers to ABET educators. After their training in Manchester University they occupied ABET Co-ordinator posts in the Northern Province, the highest rank in ABET education.</p> <p><u>Group (d):</u> This group described their promotion as being the same as for other teachers explored by the Department of Education. They were promoted to be ABET trainers because of their experience and academic qualifications. Others are just ABET educators-in-training. (On-Job-Training, OJT).</p>
	<p style="text-align: center;">: Remuneration</p> <p><u>Group (a):</u> The interviewees explained that their remuneration was collected from their ABET learners. The sum of three pennies was collected from those that were able to pay. <i>The word “pennies” was insisted instead of the word “cents”.</i></p> <p><u>Group (b):</u> They did not get any payment except their monthly salary from the government. They worked as volunteers.</p> <p><u>Group (c):</u> They were paid as teachers and this continued after their promotion. They also received their salaries at home while they were in the UK, as well as a stipend from the British Council.</p> <p><u>Group (d):</u> The interviewees said the following:</p> <ul style="list-style-type: none"> • They are paid according to hours. • The money is too little for them. • They do not understand the criteria used to pay them, whilst they are professionals.

TABLE 4.5
DIDACTICAL ASPECTS OF THE COURSE

COURSE	<p>(a) Aims of the course</p> <p><u>Group (a):</u> The interviewees had not received any ABET Educators' Training, so they could not provide aims. The only aims they knew were those of their young adults at their Night School. (see 4.4.2).</p> <p><u>Group (b):</u> For the partially trained they explained the aims of the course as:</p> <ul style="list-style-type: none"> • To be able to teach adults correctly. • To understand an adult student better as he/she differs with the child at school. • To get some extra payment where possible or work for charity (volunteers). <p><u>Group (c):</u> The stipulated aims of the course were:</p> <ul style="list-style-type: none"> • To train ABET trainers to be ABET Co-ordinators. • To get more advanced courses from the expertise outside South Africa (in the United Kingdom). <p><u>Group (d):</u> The present course aims were the following:</p> <ul style="list-style-type: none"> • To provide ABET educators and trainers from the surplus of teachers in normal schools. • To train ABET educators whilst they are on duty, hence ABET educators-in-training/on-the job training (OJT).
	<p>(b) Content and Methods of the course - Content</p> <p><u>Group(a):</u>The interviewees had the content knowledge. For example, one interviewee who was teaching was an agricultural specialist, but an untrained ABET educator.</p> <p><u>Group (b):</u> The interviewees explained that their own knowledge and experience affected the content of the course. They used some books handed out as materials for ABET programmes by Laubach and South African Communist Party.</p> <p><u>Group (c):</u> Their course content was not the same as that of their providers. The content came from expertise in the new field of ABET programmes. There was no specialist curriculum. In the United Kingdom they received content on the Income Generating Skills Courses. These courses were to be adapted for South African circumstances.</p> <p><u>Group (d):</u> All new material that was introduced by the ABET National Directorate was spread to this group. PROLIT does not have a curriculum. UNISA ABET has a clear four-moduled curriculum that their trainees will do. The same applies with REAP, where special courses are grouped for the rural agricultural people.</p>
	<p>Methods</p> <p><u>Group (a):</u> The group was composed of untrained ABET educators, who applied the reading and talking.</p> <p><u>Group (b):</u> The interviewees were taught through discussion methods. These methods were used to the Teachers' Courses Training Methods for young adults and adults students.</p> <p><u>Group (c):</u> The interviewees were trained by qualified Adult Education Trainers or Specialists in ABET. They mentioned the name of Knowles and other ABET Education Method books. The group attended workshops and courses that used appropriate training methods like discussion methods and buzz groups. Some received certificates during their training sessions.</p> <p><u>Group (d):</u> The ABET educators had been trained in what they termed as pedagogical plus andragogical methods. The interviewees stated the following:</p> <ul style="list-style-type: none"> • At their Colleges of Education they were trained to teach children. • At workshops and courses, they were trained to teach adults. <p>They enjoyed discussion, round-table and buzz group methods.</p>

	<p>(c) Teaching and Learning materials</p> <p><u>Group (a)</u>: Untrained interviewees had very few or no facilities or materials, like books, but they made use of their own books to divide to the ABET learners. Being untrained, the text books used in “Day School” were to be transferred to the “Night Schools”. They had nothing of their own.</p> <p><u>Group (b)</u>: This group of interviewees mentioned the word “compromise”. To compromise is to use your own money to obtain reading and writing materials for the ABET learners by giving for writing and reading processes. They explained that compromise was the order of the day during their training –they were not supplied with materials for their teaching. Occasionally books from the Night Schools Movement were “snatched” (stolen) so they could use them in their Night Schools and by Laubach Religious and Biblical Readers..</p> <p><u>Group (c)</u>: The interviewees explain good facilities and materials that they were trained in. Workshops and courses were held at Colleges of Education, Magoeba’s Kloof and the Park Hotels. The venues had good facilities such as overhead projectors, white screens for projections and numerous training books.</p> <p><u>Group (d)</u>: The government provided facilities like venues for workshops and courses. These interviewees were daunted by the weighty materials they received as hand – outs or training materials during workshops and courses. They gave an example of three documents namely, the Policy for ABET, Government Gazette and ABET Outcomes-based Training Manual.</p>
--	--

4.4 FINDINGS OF THE PARTICIPANT OBSERVATION DATA

The participant observation data was obtained in three different places. The researcher attended workshops, courses and paid visits to different ABET Centres (see Table 4.1 from 4.1.1 to 4.1.18). The three categories are divided into themes as indicated in tables 4.7 to 4.9.

TABLE 4.6
WORKSHOPS - PRESENTERS

WORKSHOP PRESENTERS	The researcher found that workshops were organised for ABET Trainers and Educators. Presenters were the ABET National Representatives with some of the ABET Co-ordinators. Some of the presenters were consultants in this field of ABET programmes, hired by the Department of Education e.g. Educational Programmes to present ABET outcomes.
PRESENTATION	The presentation of the training during workshops was through the reading and limited explanation of the thick-text presented. The presenters read the same thick-text notes without any supplement of their own notes. The researcher found that few presenters used teaching or learning aids.
MATERIALS	The formidable amount of materials given to the trainees were mentioned above (see Table 4.6 (c)).
AIMS	<p>The aim of the Regional ABET Co-ordinator and her team were the following:-</p> <ul style="list-style-type: none"> • To provide information from the National ABET Directorate through the National ABET Representatives from the Northern Province (see Chapter 3) • To introduce that which is new to the ABET Programmes under PROLIT (Government Provider) and give hand-outs to the ABET educators-in-training and ABET Area Trainers. • To communicate with their participants in a face-to-face situation and listen to their problems.
VENUE	Comfortable accommodation was provided for the workshop attenders. The teaching facilities were good and the venues were situated at a central point.

TABLE 4.7
COURSE - PRESENTERS

4.4.2 COURSES PRESENTERS	The regional ABET Co-ordinator together with some of the Area Trainers form a team of presenters at areas and centres. These are all ABET qualified presenters who are used by the Department, and UNISA ABET as well as REAP representatives.
PRESENTATIONS	The same method of giving out information at Regional level is applied at area level. This method is called the “Cascade Model”, where the new information from the directorate is delivered to ABET educators. The lecture method is coupled with group discussion.
MATERIALS	The materials that were distributed at the workshops is photocopied and distributed again to the ABET educators-in-training. The ABET Regional Office produces its teaching and learning materials to help the ABET educators-in-training at their ABET centres.
AIMS	At the courses, aims were found to be the same as those at the Workshops: <ul style="list-style-type: none"> • To introduce the new information to ABET educators. • To demonstrate some of the teaching methods. • To solve some of the ABET educators’ problems. • To check also if the remuneration forms are well filled in with the trainees information (ABET educator's profile) and the role of ABET educators.
VENUE	<ul style="list-style-type: none"> • Courses were only organised for only a few ABET educators from a few centres, reason being to cater for those who could not attend the workshop. A central school with good facilities is chosen. So there are more classrooms for the demonstrations.

TABLE 4. 8
ABET CENTRES POORLY AND WELL MAINTAINED

4.4.3 ABET CENTRES POORLY MAINTAINED VENUE	ABET classes were held in old buildings where there were no windows nor doors. An old chalkboard and benches were all that was to be seen.
MATERIALS	Next to no materials were to be found, for example text books, writing materials and sewing machines if they did sewing.
STAFF	One staff member catered for all groups. By this, I mean literacy work, vocational skills and others. An ABET educator teaches all the levels and subjects..
ABET LEARNERS	A large group of these were the unemployed rural women. These women did not seem highly motivated. Some were repeating the same levels for the third time.
<u>WELL MAINTAINED</u> ABET CENTRES VENUE	The ABET Centres at 4.2.2 up to 4.2.7 that were well cared for are with classrooms with relevant facilities. Some had their own building as ABET Centres – for example Phaahla Adult Learning centre which was built through sponsor money with the help of the Department of Health and Welfare.
MATERIALS	These ABET Centres were well equipped with teaching and learning aids. Some of these needed electricity for sewing machines and a bread baking oven. Wheelbarrows and brick-machines were available.
STAFF	More than one member of staff was placed at the centre. These ABET educators were volunteers and qualified ABET educators, who understood what they did. They always paid a visit to the regional ABET co-ordinators when they were in need of help.
ABET LEARNERS	These ABET learners had qualified from level one to level two because the staff members were efficient. By this I mean they arranged examinations for them each year. They found ABET lessons a pleasure, especially where they were accompanied by income generating skills.

4.5 FINDINGS OF THE WRITTEN DOCUMENTS DATA

The researcher obtained eleven written documents from the Northern Province ABET Directorate. In Chapter Three the researcher gave an example of some of the written documents that were used. After conducting interviews, attending workshops, courses and visiting the ABET Centres, the researcher studied the documents to determine the correlation between what was contained in the written documents and what was being implemented.

4.5.1 Department of Education (Draft Government Gazette) White Paper on Education and Training (1994:17-18) No. 15974.

- The South African Constitution considers ABET as a right for its population in and out of formal employment, rural and urban areas and for those without schooling or inadequate schooling.
- The Ministry of Education considers ABET as an important component of all RDP programmes since it makes social participation and economic development possible.
- ABET is planned for the new Department of Education in which a National ABET Directorate will have a National ABET Task Team for all nine provinces.
- ABET stakeholders and practitioners are to help the Government in translating proposals into implementable policy.

4.5.2 Department of Education (Policy for Adult Basic Education and Training) – October (1997:14,41-42)

- Under Policy Formulation in ABET, the Minister is specifically responsible for “the professional education and accreditation of educators” (1997: 14). This forms the strong foundation for the key role and function of an ABET practitioner, who has to enable adult learners to gain new skills, knowledge and attitudes. The practitioner’s role is the ability to recognise and organise the prior knowledge and skills which learners bring to the learning process by enabling learners to make sense of their experience within the context of a rapidly changing world. The practitioner must also provide the adult learners with the tools required to access lifelong learning, contribute towards community, provincial and national development. The kind of competence that is necessary and the training and orientation of ABET educators required are set out as follows:
- Education managers, curriculum and material developers, fieldworkers and co-ordinators at all levels of the system should be equipped with the knowledge, skills, attitudes and values required to implement ABET programmes.

The main five points on Training and Orientation of ABET Educators are as follows:

- **Redeployment of school teachers** means the utilisation of already qualified teachers to be re-trained as ABET practitioners: “Redeployment is seen or translated as an official dismissal of teachers who are no longer in use to the present school system. Most of them are said to be under-qualified for the present school curriculum, hence redeployment but to the ABET Practitioners System”(Policy for ABET, 1997:41-42).
- **Recognition of Teaching Competence and performance** refers not only to teachers’ qualifications but their competency and performance as ABET practitioners. This applies to the ABET volunteers teachers serving in all twelve organising fields of learning, for little remuneration.
- **New National standards for ABET Practitioners** implies that their qualifications should be developed through national norms and standards for ABET practitioners that will be registered by the South African Qualification Authority (SAQA). These will be unit standards for ABET practitioners performing different roles like facilitating learning, needs analysts, assessor, learning experience designers, learner support, administrator and knowing the content areas.
- **In-service orientation and re-training programmes** are focussed or channelled to re-orientate ABET educators to the outcomes-based education and training approaches that will continue to be encouraged. These represent a means of strengthening the ability of ABET practitioners to provide the ABET programmes required by SAQA.
- **Practitioner training programmes** were tailor-made packages that did not satisfy the ABET training context, that were not context specific. The content was neither rural nor urban, but general. The Department of Education wishes to have decentralised training that will have objectives, formats and training materials that are relevant to the context.

4.5.3 Department of Education (Government gazette) (1997:17-18)

The following six main points on ABET in the Government Gazette are stipulated as follows:

- **The redressing of the community’s literacy programmes.** The Government shows its commitment to the many adults who are illiterate in many communities by redressing (changing) the scene of the past. This implies creating an educational atmosphere for the illiterate to be literate.

- **The ministry of education showing interest in ABET through RDP** (Reconstructing and Development Programme). This is a tool that is used by the Government in housing and education for the masses. In this context the RDP would be a source in financing Adult Basic Education and Training programmes.
- **A main National ABET Task-Team to help in ABET implementation policy.** To implement the ABET policy the government created a National ABET Task Team that is to take over all ABET programmes to ensure ABET educators offer good teaching to ABET learners in accordance with SAQA's requirements. This National ABET Task Team is formed by Provincial ABET Task Team members for the smooth implementation of ABET programmes.
- **ABET programmes to be in a network of facilities.** It is to be the work of the National ABET Task Team to see to it that ABET programmes in South Africa do not differ. This networking of facilities would be another way of supplying ABET programmes with proper facilities.
- **The Department of Education including other stakeholders in ABET** means all organisations involved in ABET. Institutes, Non-Governmental Organizations and Tertiary Institutions that offer ABET have to be included by the DoE.
- **ABET programmes for young adults, women, civics, media and all organizations interested in ABET.** The Government is interested in all adults, including young adults (boys and girls) above the age of 16 years to take part in the ABET programmes.

The following document stresses the need to change the usual "Night Schools" into new "Public Adult Learning Centres" (DoE, 1997:10-12). The classification of centres reflects the level of government subsidy or help in money matters.

4.5.4 Department of Education (Regulatory Framework: Transforming Night Schools into Public Adult Learning Centres) 1997:10-12)

The document defines four different types of ABET Centres as follows:

- **Public Adult Learning Centres (PALC)** are established by and maintained by the State to offer education for adults.
- **Satellite Centres** are part of the main PALC but at a different area because of distance. Good examples are those of UNISA ABET Institute in South Africa.

- **State Aided Adult Learning Centres** are those which caters for mines, factories, hospitals, churches and farms. These centres are always well-equipped with teaching and learning facilities.
- **Private Adult Learning Centres** are managed by specific managers in accordance with the Department rules and regulations governing all adult learning centres (1997: 10-12).

According to the document, facilitators have to be selected according to particular criteria: (1997: 23-24).

- Commitment to a process of lifelong learning.
- Involvement in the community where the centre is located.
- Commitment to address literacy needs in that community and in South Africa as a whole.
- The possession of an adult education qualification or study towards one or willingness to be trained as an adult educator.
- Proficiency in the language of instruction.
- Willingness to undergo further training in ABET.

The last group or ABET educators-in-training shall be involved in the development of initial and on-going-training that should be compulsory and free. The support systems in workshops, group discussions, conferences, in class demonstrations by experienced educators and credit courses will be implemented.

4.5.5 Draft Standards of ABET facilitators (1997:10)

The South African ABET Directorate would like to have uniformity amongst its qualified ABET practitioners. The NQF level of the qualification are essentially targeted at ABET facilitators, in existing literacy and ABET programmes operating in NGOs, industry and development projects. The under-qualified school teachers working in adult centres or qualified teachers have to gain their adult education related qualification.

SAQA has proposed these three possible forms of accreditation for the National Certificate in Adult (Basic) Education and Training Facilitation:

- National Certificate 120 credits
- National Diploma 240 credits, 72 of which are at NQF level 5 or higher
- National Degree 360 credits, 72 of which are at NQF level 6 or higher

4.5.6 Department of Education (A National Multi-year Implementation Plan for ABET) (1997:157-158)

According to the Government's Plan on Training units, the following five points are indicated:

- Practitioner training programmes are needed and it will be the Directorate's work to set up an ABET practitioner training unit to help in the co-ordination and management of training for practitioner development and capacity building.
- The units will play an important role in the training through in-service training (INSET) of AET practitioners.
- AET practitioners are to be trained as ABET centre managers, strategists and financial controllers.
- The units will include the system of professional and technical support for the ABET sector.
- The units are to share objectives, formats, training materials and packages.

4.5.7 Department of Education (Monitoring and Evaluation Strategy for AET) (1997:14)

The document stresses the ethics and evaluation process, in which the codes of conduct for the evaluator are checked. The checking involves setting parameters for areas and methods of investigation, and controlling how information derived from the evaluation process can be utilised. Ethical standards means the ABET educator is expected to behave in an acceptable way. Professional behaviour must always be maintained – ABET stakeholders like the ABET learners, co-ordinators or sponsors must be able to communicate with the ABET educators at all times. The ABET evaluator/educator should be transparent in dealing with her clientele.

4.5.8 UNISA Institute for ABET (1995:2-7)

At UNISA, they prepare an ABET student during the training session for a career path in the field of ABET so that ABET practitioners can advance from being educators or trainers to highest-level managerial, policy and planning positions.

Training of practitioners is taken as an important part, because without the necessary supply of ABET practitioners at all levels, the ABET system cannot succeed.

UNISA is interested in providing links between ABET programmes offered by the State Night schools, companies, universities, NGOs and colleges. At present ABET is resulting in a great deal of duplication and the wasting of resources.

After UNISA had introduced its training programme which do not offer agricultural programmes, the AFRICARE organisation sponsored by the USAID under the auspices of the Rural Enterprise Agricultural Project (REAP) introduced its ABET programme. These were for the rural area people to be trained in agriculture of farming activities, coupled to ABET programmes.

During the transformation stage, it was the University of South Africa that catered for ABET educators training programmes from Standard 8. Unlike other universities, UNISA gained popularity amongst the trainees.

4.5.9 REAP Agricultural ABET Training Programme (Mwanza, 1999)

The document states how REAP was introduced to South Africa by Africare with the support of USAID.

The training ABET programme for tutors is based on education in agriculture, their motto being “Word and Deed”. The ABET educators or tutors have to have an understanding and knowledge of sanitary measures – using clean seed, tools and water. The other methods used were multiple cropping where crop rotation is practised, using manure, tillage and sowing. The training includes pre-harvest and post-harvest crop protection, agro-processing and storage practices.

In the National ABET Directorate, nine provinces are served. The researcher has done some work on the Northern Province and the Western Cape Province. The reason was to look at the different implementation of the governmental documents in both provinces.

4.5.10 Western Cape Province Education Department (WCED) ABET Policy (1997)

The document repeats many points from 4.5.1-4.5.6 with special emphasis in the Western Cape Education Department (WCED). They point the following: Training of ABET educators should fall into the broad scope of the Committee on Teacher Education Policy (COTEP).

In the WCED document, this subsystem addresses all the training needs of the educators and other ABET officials as well as those of the governing bodies.

4.5.11 Northern Province Department of Education, Arts, Culture and Sports ABET Task Team (1994:3-4)

The document repeats the information given in the documents discussed in from 4.5.1-4.5.6. It specifies the ABET educators' training in the Northern Province. Three points from it are stated as below:

- (1) The relevant infrastructure such as curriculum, physical and human resources which are necessary to ensure lifelong learning education takes place.
- (2) This task team has to ensure that what the National ABET Directorate has written is implemented. This will be in the form of help in the Training of ABET educators. They have to check the availability of ABET centres and accommodation and relevant material for the progress of ABET activities.
- (3) Teachers and trainers are to receive continued training and education in order to ensure that students will receive the best training and education.

These findings from the interviews, observations and written documents are followed by the interpretation of the findings.

4.6 INTERPRETATION OF THE INTERVIEWS, PARTICIPATORY OBSERVATIONS AND WRITTEN DOCUMENTS

This section is based on the researcher's interpretation of the three subsections, which are, the interviews, observations and written documents. These are interpreted according to the researcher's understanding of what she *heard, observed and read*.

4.6.1 Interview data

The first ABET Centre "Sekolo sa Poswaneng" was rather like Royal Irish schooling, in preserving privilege (the "Royal Family to get education"). The Home Schooling closes its doors to other young adults.

Groups B and C ABET centres became "Night Schools" that were later transformed into "Public Adult Educators Centres". Group D originated from "Afternoon Schooling". The main aim of these four centres was to eradicate illiteracy among the young and old adults. These ABET centres saw the competence in the use of mother-tongue language as a necessary foundation for adults to learn other subjects. Northern Sotho and the 3Rs (Reading, (w)riting and (a)rithmetic) were the most important for the learners. Other subjects like English, Vocational and Income Generating Skills were introduced. (see 3.3.2 and 3.3.3).

There were obvious differences between the four. Another factor to be considered is the qualifications of the ABET educators. This has implications for the progress of their ABET learners. The first group had unqualified teachers who served as unqualified ABET educators. The three other groups had qualified teachers who were partially or well qualified ABET educators. Some of these ABET educators were well trained and others are still in the training process.

4.6.2 Participatory Observation data

The researcher managed to visit venues and centres where workshops and courses were conducted. At the workshops, there seemed to be a relaxed mood as compared to the courses that were conducted. During the workshops, the researcher realised that the ABET coordinators were applying the lecture method. To them this is what they call the "Cascade

Model”. This results in some of the trainees being left behind and lose interest. The researcher was sometimes part of the small groups that were formed to discuss problems. It was during this session that she got more information of how the ABET trainees did not understand their presenters, because they said it was boring to listen to the reading of the document.

The researcher was privileged to visit different ABET centres and the “misunderstanding” of the trainees was clearly seen. These trainees taught ABET learners like small children, without learning aids and proper facilities. This is the misunderstanding of their workshops and courses that adults should not be taught sitting behind each other like children. There seems to be lack of follow-up and monitoring from the ABET Co-ordinators for assistance to the trainees as formative assessment.

4.6.3 Written documents data

The eleven documents seemed to be repeating the same statements over and over. What is stated in the 1997 Policy for ABET is to be found in the Government Gazette Draft on ABET and the White Paper on Education and Training. The UNISA ABET Draft document also repeats what is stated in the above documents. The REAP documents, however, present new information, especially in its reference to ABET through agriculture. The role of the written documents is problematic. If they are to be read as policy to be implemented, then much remains to be done.

4.7 INTEGRATION OF 4.6.1-4.6.3

The three data collected is summarised in a table form with each of the four different groups (see 3.3.1 – 3.3.4) indicated below:

TABLE 4.9

	INTERVIEWS	PARTICIPATORY OBSERVATIONS	WRITTEN DOCUMENTS
Unqualified staff members and not trained in ABET programmes	<p>Kgosi Mazwi Tseke Marishane and Kgoshigadi Meta Letebele Marishane were the founders of "Sekolo sa Poswaneng".</p> <p>The interviews were conducted on the sons, daughters and daughter-in-law. The staff members were chosen but not qualified ABET teachers. One of the staff members was a qualified Agriculturalist and taught at Marishane Tribal School.</p> <p>The first lady teacher (now deceased) had standard six (Grade 8) information by her sister –in-law (Mmago Potu Masemola). Both were blood-relatives of the traditional leader. The third was a musician and the son to the cousin of the traditional leader.</p>	<p>The researcher found that this first adult centre was based on "royal blood." Only ABET educators and learners of the "royal family" could be accommodated.</p> <p>This agree with the Irish adult centre that was based on "royal blood". Both these 'royal families' wanted their children to be educated, preserve their cultural norms and values.</p> <p>The researcher observed how deeply the interviewees loved sharing their experience of "Sekolo sa Poswaneng." During the interviews, the interviewees sang to let the researcher enjoy their music. This was done with their adult learners who are now old men and women.</p>	<p>It has not been possible to get hold of the written documents. The only written document was an old 1942 Government (Magisterial) which indicates who the traditional leaders are, the size of the NEBO District and some historical points.</p>
Qualified teachers but with little or no training in ABET programmes	<p>During the interviews, the researcher realised that the BLL and OUSA were strong foundations for ABET training.</p> <p>Those who underwent limited ABET training, are seem to be confident of their ABET activities.</p>	<p>It was observed that the adult educators with little or without ABET training qualification, were able to change their methods of teaching the school children to apply to adult learners.</p> <p>These ABET educators learnt how to produce the adult learning materials. They even write very well on the chalkboard, flash-charts and used relevant facilitating materials. By relevant, the researcher refers to the materials that simplified the ABET learning process.</p>	<p>This group had no documents to help the researcher.</p> <p>The interviewees had lost their certificate of attendance from the OUSA and BLL.</p>

	INTERVIEWS	PARTICIPATORY OBSERVATIONS	WRITTEN DOCUMENTS
Qualified teachers trained by the Lebowa Department of Education and Training Manchester University ABET programmes	<p>This became the best group to be interviewed.</p> <p>More data that was gathered, was from the three ABET groups on BLL, OUSA, UNISA ABET Institute, REAP, PROLIT and that of the University of Manchester in the United Kingdom.</p> <p>The interviews were well invested(understood) with the teaching of adults as well as the training of ABET educators and ABET educators – in – training.</p>	<p>It was observed that these interviewees had confidence in their training sessions.</p> <p>There was more cooperation among the National, Provincial and Regional ABET coordinators.</p>	<p>Most of the written documents were found from this group, see 4.3.1 (c).</p> <p>The documents have been listed on pages 72 –78 (see 4.5.1-4.5.11).</p>

	INTERVIEWS	PARTICIPATORY OBSERVATIONS	WRITTEN DOCUMENTS
Qualified Diploma teachers and ABET Educators-In_Training(AEIT)	<p>The AEIT had two phases for the researcher. The first phase was that of being interviewed at the courses and workshops. This was in front of their ABET coordinators.</p> <p>The last phase was that of interviews conducted at their ABET centres. In both sessions different information was given.</p>	<p>The researcher observed how the AEIT kept a low profile(silence) during the presentations. They could not question their trainers on what was presented.</p> <p>During the group work, then I was asked some questions to indicate that they did not understand the thick materials that was provided.</p> <p>The researcher had to answer some question but she had to refer them to their trainers.</p>	<p>The materials were that of the ABET providers.</p> <p>The thick documents were their references and the researcher was also provided with some ABET training materials.</p>

The National ABET Directorate has made great progress, especially in using the experienced ABET educators. The latter term refers to those who were trained by the BLL, OUSA, and now the UNISA ABET Institute and REAP. These courses have increased the knowledge of the ABET educators who act as trainers or co-ordinators. This results in empowerment to increase the confidence and competence of those ABET educators.

The written documents states that the re-deployed teachers would be re-trained to become qualified ABET educators. This is being effected to some extent. However, the government is also retrenching the experienced ABET educators and replacing them with the unemployed Diploma qualified teachers.

The REAP Programme has much to offer to the small farmers in the rural areas. There is a great need to teach the people in the rural areas better farming methods because they tend to do only subsistence farming.

4.8 SUMMARY

The data presentation enabled the researcher to analyse that which was **said** and **seen**. This applies to the interviews that were conducted at the NEBO District and the observation during workshops and courses that were attended. The **heard** and **observed** data was integrated with the information from the eleven documents that were studied.

In this chapter, data that was obtained from interviews and observation was analysed and categorised as indicated in Tables 4.1 and 4.9..The next chapter is the synthesis of the three data-literature review, interviews and observation as compared to the policy and other governmental documents.

CHAPTER FIVE

SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This final chapter is divided into five sections. The section is the concept “synthesis” in this study that will attempt to combine different data from the literature review and data from interviews, observation and published documents. These data would be of what the researcher read about, listened to (heard) during the interviews, that which she witnessed (saw) during participatory observations at workshops and courses conducted and finally what was gleaned from the available ABET published official documents. All these are compared with what is contained in the Policy for ABET 1997 in the second section. In the third section, the researcher draws her conclusions from her findings. The main concern in section four is to make some recommendations based on the conclusions and findings from the literature review and researched data. These recommendations are thought to be of help to the Northern Province ABET Directorate. The final section provides the conclusion of the study.

5.2 SYNTHESIS OF LITERATURE REVIEW AND REVIEW ON INTERVIEWS, OBSERVATION AND ABET DOCUMENTS ANALYSIS AS COMPARED TO THE POLICY DOCUMENT FOR ABET 1997

Section two deals with what the researcher gleaned or gathered from the literature review and the interviews, observation and ABET published documents in order to compare them with the Policy for ABET (1997). The literature review, data collection and analysis of both data are synthesised. The comparison is made in order to ascertain whether the Policy for ABET 1997 is adhered to. The literature review starts with Ireland as an example of a developed country.

5.2.1 Literature review

The developed and developing countries showed the need of ABE and ABET in different ways. Although the illiteracy numbers are still high in South Africa, Tanzania has decreased its illiterate adults. The three countries would be discussed interchangeably up to 5.2.2

- Ireland is an example of a developed country. Adult Education, as explained at the beginning (see Chapter 2), is an umbrella concept. In both the developed and developing countries the *basic education* is called Adult Basic Education. It was The Royal Society that founded education for the wealthy people, but the potato-famine crisis changed the situation for education. The situation was that even the small farmers in the rural areas also should be educated because they cannot read about new farming methods, like how to combat insects that poison the potatoes.

Through poisoned potatoes there was a new way to bring education to educationally disadvantaged adults. The widespread need for an education was presented in three reports and various other documents by a number of authors (see 2.2.2). Their reports indicated the need to educate all the people, including labourers (disadvantaged people). The institutions and organisations for adult educators were established as a response to the need for well-trained ABE educators, as well as for ABE learners (see 2.2.3).

- Developing countries like Tanzania and South Africa do not always provide the best examples regarding the education for adults. This education is termed ABE and forms the basic education and training that is part of ABET. This caters for a third of the population which can not read, write and application of numeracy, neither in Dodoma nor Singinda and in the NEBO District.
 - In Tanzania a *linchpin* was used to introduce the ABE between the teachers of adults and the adults themselves. The Tanzanian's used a *linchpin* to act as a mediator who saw to the implementation of ABE. Their first literacy classes were established by the Christian Missions in 1860 and the German colonial government introduced further literacy classes in 1880. The main role player in Tanzania was the late President Julius K. "Mwalimu" Nyerere who had the education of his people at heart. The name "Mwalimu" in Khiswaile means an adult educator (see 2.3.1-2.3.2).

- In South Africa, the Moravian Missionaries worked among the Khoi-san in the Cape, while the Methodist and Anglican Missionaries attempted to eradicate literacy in the Ciskei region from 1820 on. This shows that Adult Basic Education and Training is not a new thing in South Africa. The main role players were the International Socialist League of 1915 which was reconstituted in 1921 as the Communist Party of South Africa (CPSA) (see 2.4). The OUSA or SAUO was severely criticised that literacy teachers since 1966 but some authors seem not to see any improvement in ABET.
- The Tanzanian's main reason for educating the adults was to eradicate illiteracy. They established Vocational Training Centres to provide adults with work-oriented skills. In addition to the two main ABET providers, the British government instituted Adult Literacy classes in 1940. In the same year Mary Ibrahim established an institution where she taught the 3Rs (reading, writing and arithmetic). After doing this for a lengthy period, she was sent to the Regent Street Polytechnic in London to qualify as an ABET educator. Another woman who played an important role was Marguerite Jellicoe. She was appointed to teach cookery, childcare and health in an attempt to raise the minimum living standards of the Tanzanians.
- In the second step of the eradication of illiteracy in South Africa, the CPSA focussed their attention on the educating of mine and domestic workers (Migrant Labourers). This was established in Johannesburg, Durban and Cape Town. The first teacher was T.W. Thibedi who recruited Moses Kotane, Johannes Nkosi, George Makabeni and Edward Roux for the "Night School Movement" in 1924 (see 2.4.1). In both South Africa and Tanzania, the Dr Frank Laubach Committee on World Literacy and Literature played a role in the training of ABET educators Laubach, Louise and Sandy d'Oliveira seemed to have marketed OUSA well in South Africa. The training programmes started in South Africa and Tanzania followed suit.
- In Tanzania the Dr. Frank Laubach's picture models or books were used or written in mother-tongue instructions and Biblical readings. It was followed by the UNESCO Experimental World Literacy Project (UEWLP) which was launched in the Tanzania Lake Zone, as a joint project of the Government and UNESCO. There were compulsory subjects for all teachers training in Primary School Methods that had to include "Adult Education Methodology" in their training.

There were some organisations and institutes that were interested in ABET such as UNESCO, United Nations Development Programme (UNDP) and the Work-Oriented

Adult Literacy Pilot Project (WOALPP). The institutions concerned with ABET were the Colleges, Centres and the University of Dar-es-Salaam.

Organisations and institutions were interested in the ABET development especially for the Africans, were the South African Institute of Race Relations with its Bureau of Literacy and Literature. Many South African universities started the training of ABET educators (see 2.4.1), but some like UNISA, which subsequently established a Distance Learning ABET Training Institution to train ABET tutors, have taken a leading role since 1994.

5.2.2 Review of the face-to-face interviews, participatory observation and ABET documentary analysis

5.2.2(a) *The face-to-face interviews*

The study focused on the start and development of ABET and the training of educators. It looked at both formal and informal schools and ABET Centres in the Northern Province in the NEBO District.. One of the informal ones was “Sekolo sa Poswaneng”, the Royal ABET Centre. The formal ones were the existing schools, which had housed “Night Schools” and were now offering “Afternoon Classes.” These did not require new facilities, and represent a more cost-effective use of available educational institutions. In other words, existing buildings were used. The Ministry speaks of Community Learning Centres which have not yet been built in the Northern Province in the NEBO District. Only at Ga-Phaahla Adult Learning Centre is there a “Special ABET Centre”. This centre was initiated by Mrs Sebody Phaahla with the help of the Department of Health and Welfare (see 4.2.1 to 4.2.18).

- ABET Centres have different aims, but their main aim is to combat or eradicate illiteracy. The Royal ABET Centre aims at upholding cultural beliefs like having “Initiation School” followed by their own “Home-Schooling”. In this parents prevent their children from meeting the “Converts” without having to forego learning the 3Rs. In some instances the shopkeepers have been taught management of their books and financial matters. Migrant labourers’ wives have been taught to read, write and count (3R’s – Reading, Writing and Arithmetic). The recent aims are to eradicate illiteracy and to ensure self-employment. The Policy for ABET (1997:19) is part of the national development programme for restructuring the economy. For an example knowledge, skills training and abilities gained

through life experience are recognised. It is the wish of the National ABET Directorate to have ABET Centres which teach training for the skills needed for cooking, sewing, the skills needed for small business enterprises and other skills needed for the upliftment of lives in the rural population.

- The training offered for ABET educators in the Northern Province in the NEBO District were based on income generating, vocational, managerial and agricultural skills. The Policy for ABET (1997:19) stresses the development of a framework for the recognition of prior knowledge, skills and abilities gained through life experience.
- The existing facilities used were a small Post Office, hence “Sekolo sa Poswaneng”, church buildings, tribal offices and schools that serve as ABET Centres. The Regulatory Framework: Transforming Night Schools into Public Adult Learning Centres (Department of Education, 1997:10-12) has classified ABET Centres into four different types (see 4.5.3), but there are still no special facilities to make this possible.
- ABET providers in the Northern Province in the NEBO District was started by the traditional leader with the help of some teachers and principals of schools in 1939. The Bureau of Literacy and Literature in 1956, Project Literacy in 1966 and the Molteno Project. were subsequent attempts made during the then Lebowa Government Education and Training Department. Some institutions also started with ABET programmes (see 2.4.1 to 2.4.3). At present ABET training providers are PROLIT for a Government initiative in all nine provinces of South Africa, UNISA ABET Institute and REAP. The Policy for ABET (1997:88) is to develop an enabling environment in which high quality ABET programmes can flourish throughout the country. This it does through providing guidance to providers, rather than through control and prescriptive measures.

The Policy developments in this field will be an on-going process that is influenced by three main measures:

- experience
- the development of discourse and
- the systematic reflection on the implementation of legislative and executive measures including evaluation and monitoring of the ABET programmes.

The implication of the Policy for ABET is to have well trained ABET providers with more experience and understanding of the programmes so as to be able to put into practice what is in the policy document.

- ABET educators were grouped according to their years of training, dating from the 1930's up to 2000. In Senyatsi's document (1984) the first official ABET educators in the then Lebowa Education Department began their work in 1978. This indicates that there is no record of the 1956 and 1966 ABET educators, who were trained by the BLL and the OUSA. There was an intermediate group which went to the University of Manchester in 1986 for further ABET training. The last group since the 1994 elections is called the AEIT. This includes PROLIT, the UNISA ABET Institute and REAP.
- ABET qualifications and previous experience also differed according to their providers of ABET programmes as well as the implementation thereof. There were unqualified and qualified schoolteachers who served as ABET educators without having ABET qualifications. Others among these ABET educators were both qualified as schoolteachers and ABET practitioners. The Policy for ABET (1997:42) describes what the practitioner training programmes should include. The current providers in the ABET programmes led on the external provision of practitioners training, that has often resulted in buying into pre-packaged training programmes that are often not context specific, but as part of an integral body of AE. As for evaluation and accreditation only UNISA and REAP offers certificates. PROLIT does not evaluate or accredit, but plans to do so through the accumulation of credits registered by the South African Qualification Authority (SAQA).
- Rank within ABET educators did not matter much, until schoolteachers were properly trained as ABET educators. These ABET trained educators are now called regional or area ABET co-ordinators, trainers or educators. In recent years the Ministry of Education has established a national ABET Task Team to continue the extensive preparatory work which has already been undertaken by the community of ABET stakeholders and practitioners. Another factor was the remuneration of ABET educators. At "Sekolo sa Poswaneng" it was three pence (a coin used at the time) collected from the ABET learners. The volunteer ABET educators received a monthly salary as schoolteachers from the government, not for their ABET activities. The payment was made to ABET qualified teachers, who were remunerated whilst on the training course. In the current situation, the ABET educators-in-training are paid for the hours they teach adult learners. In the Policy for ABET (1997:52-53) the funding of ABET provision is said to be shared among a variety of partners co-ordinated through the ABET sub-council of the National Council for

Education and training. The Adult Education and Training Directorate is said to adopt the principle of “cost-effectiveness” – that of paying ABET educators–in –training according to three hours a week - ABET working-hours.

- Aims at the beginning in the Royal ABET Centre staff members had a trained Agriculturist specialist knowing only that ABET learners should be taught. The questions why and what were not considered. The schoolteachers were trained with the aim of qualifying them as ABET educators and using multiple content for training. Multiple content means more courses in the training of adult learners. In the Policy for ABET (1997:19) it is stated that the development and support of ABET practitioners should take place according to the principles of lifelong learning, national norms and standards and must form a central part of the ABET system.
- Course methods and teaching and learning materials were experienced in the training of ABET educators. Schoolteachers were trained by qualified Adult Education Trainers or Specialists in ABET. These ABET qualified educators spoke of Knowles book and Education method books of which they did not remember their names or authors. Presently the course method implies that the main one used by the PROLIT called “Cascade Model”. In the National Multi-Year Implementation Plan (MYIP) for Adult Education Department (AED) (1997:155) is stated that the Practitioner Standing Committee will be expected to set up a Training Programme and Materials Task Team to take responsibility for looking at programme and material development by piloting new programmes and materials. The following paragraph explains what transpired at workshops and courses.

5.2.2(b) Participatory Observation

These observations are divided into two sub-sections. They were the workshops and courses attended at different venues.

- At the workshops, the researcher noticed that the presenters were National Representatives of ABET Programmes. They presented ABET training programme (PROLIT) together with the Provincial and Area ABET Co-ordinators. Their materials were from the National ABET Directorate and their task was to read to the ABET educators-in-training. These presenters of written materials could not have understood their students, because they did not produce their own teaching and learning materials.

The venues for workshops were hotels or Mamokgalake Chuene College of Education (see 4.2).

- During presentations the Area ABET Co-ordinators acted as ABET specialists in the field of ABET training programmes. These trainers have a number of ABET educators-in-training in the NEBO Districts as their target population. The “Cascade Model” is used, since the training is simply the transmitting of workshop courses to a small group. The venues are Primary schools with lack of some facilities and materials for the training of ABET educators.

According to the observation during the research in the NEBO District in the Northern Province, back-up information came from the written documents which were also studied and this is explained in the following paragraph.

5.2.2(c) ABET Documentary (Official) Analysis

The researcher was able to get hold of eleven written documents on ABET programmes, activities and training of ABET educators. These eleven written documents are from PROLIT that is used by the South African Government, REAP that is used by the Africare that is sponsored by USAID and UNISA ABET Institute for all, irrespective of rural, urban or government employees.

These documents have important and constructive information that needs more understanding and interpretation in a correct way. Some of the information in these documents differ greatly from what is practically done at various ABET Centres, workshops and courses conducted. There seems to be a great need for the National ABET Directorate to explain some concepts from these written documents to ABET Co-ordinators by training them in provincial workshops.

5.3 CONCLUSIONS ON LITERATURE REVIEW AND RESEARCHED DATA

Conclusions also regarding the purpose of the research in the NEBO District of the Northern Province are given.

These conclusions are based on what happened in Ireland and Tanzania when it comes to the AE and the training of the Adult Basic Education (ABE) educators. Both the developed and developing countries had a similar need for their community in the eradication of illiteracy in the rural areas.

5.3.1 Literature review (see Chapter Two)

There are a large number of illiterate people in the rural areas of South Africa. A great deal of research on ABET programmes is needed to avoid the collapse of the projects as it partially happened in Tanzania. A good point of departure would be to ask the people what they want to learn not what the providers have prepared, rather than to offer what ABET providers want them to learn. This would be a need analysis programme that would be done ABET educators. Properly trained ABET educators must be trained to be facilitators. These facilitators should be trained in the three stages namely; Initial, Intermediate and Post-training stages (see 2.1.1). The initial stage would be to introduce the trainees to the contextual part in ABET, Intermediate stage where the understanding of ABET activities is coupled with the real centre situation like Practice Facilitating and the third stage- Post-training includes the accreditation after some summative assessment. Just as the Irish Adult Education Department has worked to make a continuous contribution in the eradication of illiteracy from the rural areas, the National ABET Directorate in the Northern Province should attempt to redress the imbalances of the past by eliminating illiteracy in rural areas. This could be achieved through the proper training of the ABET educators in the NEBO District.

5.3.2 Researched data (see Chapter Four)

- The intake of the new recruits in South Africa seems to be a problem solving mechanism, since the Northern Province has a surplus of trained teachers without jobs. A lot of Primary Teachers' Diploma (PTD) and Secondary Teachers Diploma (STD) trained teachers are unemployed. These we call the ABET educators-in-training. In Ireland ABE educators were people chosen for their competency, efficiency and

dedication towards their profession (see 2.2.1 (b) and 2.2.3 (a)). Even though the ABET programme collapsed, in Tanzania, ABET educators were well-trained for both the primary and adult education. The problem was with the (UEWLP) and not the training of ABET educators. The conclusion is that for well trained ABET educators, let there be proper recruitment and training with a certificate or a diploma as a token of qualification.

The training of Adult Educators in the Northern Province has to be considered an important means of overcoming of illiteracy.

Developed countries like Ireland have indicated how their problem on illiteracy was solved. Adult Education has uplifted the socio-economic development of the Irish Community. The same applies to the developing countries like Tanzania, where the illiteracy rate is lower as compared to that of South Africa. South Africa needs to emulate what was done in Ireland. More research on ABET programmes needs to be undertaken to make these ABET training programmes as effective as possible. The conclusion is that of requiring researchers to look into the training methods which can yield better results in the training of ABET educators.

The answers concerning the three questions are that there is a difference in the implementation of the three ABET programmes. The questions were as follows:-

- How are these three training programmes implemented?
- How suitable are the people who are used to present these programmes in relation to what is required of ABET educators?
- Is there a difference in the quality of the ABET training programmes that are offered?

The UNISA –ABET training programme seems to beat the other two programmes. ABET educators who completed from the UNISA ABET programme are efficient and understand the ABET learner.

The providers of the ABET materials seem not to differentiate between the ABET training programmes for the rural areas. Most of the materials are urban oriented which disadvantages the rural ABET learners. It is only the REAP training programmes that caters for the rural ABET educators to lead the learners in the Agricultural training programmes.

There is a great difference in the quality of the ABET training programmes in that UNISA ABET Institute training has formative and summative assessments for their ABET educators that is followed by an ABET certificate or a Diploma. REAP does the same and includes the practical lessons in class as well as in the fields. PROLIT does not assess or accredit its ABET educators. This difference can be solved by having one unique ABET Training Curriculum.

In South Africa the nine provinces could use Adult Basic Education to promote socio-economic development. The Northern Province is one of the poorest of the nine provinces with a high rate of illiteracy. Better ABET programmes would produce better ABET educators in the NEBO District. The present three ABET programmes for educators need to be integrated so that the ABET educators can become effective and efficient, in their task of teaching their adults (learners). This integrated curriculum could also form the foundation for developing ABET educators/trainers. Some recommendations for the proper training of ABET educators are listed below.

5.4 RECOMMENDATIONS

It is accepted that the recommendations that are made, will have implications regarding policy, funding, staffing and other unforeseen constraints. However, if progress is to be made towards the eradication of illiteracy through proper training of AEIT, the following recommendations should be considered:

- There is a need to screen ABET educators-in-training before they are given a place in the training programmes (application, qualification, age).
- The training should be placed under qualified ABET co-ordinators or specialists whose qualifications have been approved by SAQA.
- Training Institutions must be properly built for the purpose of ABET training programmes. What is meant here is that suitable supply and facilities for housing sewing machines, stoves, agricultural implements, building materials should be available.
- There seems to be a need for the National ABET Directorate to investigate ABET material providers. It should be determined who the ABET material providers are and whether their materials would suit the ABET training programmes in both rural and urban area communities. They should also ascertain which ABET programme of the

three on offer would be best for the training of ABET educators-in-training or whether integration of the two (PROLIT and REAP) would serve needs better. They should also determine why the ABET educators-in-training are not monitored and assessed after the workshop and course sessions, resulting in a lack of accreditation for these educators.

- Provincial and area ABET co-ordinators need to supervise, write reports and offer appropriate in-service training (INSET) to ABET educators-in-training and proper assessment be done with an aim of accreditation.

5.5 CONCLUSION

ABET training programmes in South Africa needs to be researched because there is a great deal to be learnt from Ireland as well as some knowledge to be gleaned from Tanzania. There is still a high number of illiterate people in the rural areas amongst most of the Northern Province as indicated in the statistical information. The researcher feels strongly that scholars, researchers and planners, often only pay lip-service to the lives and felt needs of literacy teachers because of many ABET training programmes. The integration of the PROLIT, UNISA ABET Institute and REAP programmes has been recommended. The training of literacy educators is not yet fully developed at a local level. Perhaps the opposite is true of training at the national and regional levels.

It is important to have all people educated in the Northern Province. At present there is a high crime rate caused by the high unemployment. These are serious social and economic problems. There are also many illiterate adults who are prevented from playing their rightful part in the decision-making process. For a province to be advanced, all people should be able to play a full part – socially, politically and economically. In order to redress the imbalances of the past, it is vital to have ABET Educators who can help the ABET learners to develop fully.

BIBLIOGRAPHY

Allen, F. 1987. Suggestions for realisation rather than professionalisation in ABE. **Adult Literacy and Basic Education**, 11(3):139-145.

Bhola, H.S. 1994. **A source book for literacy work perspective from grassroots**. London: Jessica Kingsley Publishers.

Buchert, L. 1994. **Education in the development of Tanzania (Eastern African Studies) 1919-1990**. London: Villiers Publishers.

Burger, D. (editor) 1999. **South Africa Yearbook**(6th edition). Pretoria: Government Communication and Information System.

Castle, P.J. 1990. Developing a numeracy curriculum for semi-literate adults in South Africa. M.Ed Unpublished Dissertation Wits University 1990.

Coles, E.K.T. 1978. **Adult Education in Developing Countries** (2nd edition). New York: Pergamon Press.

Collins, C.D. 1980. **African Perspectives-Black Schooling in South Africa from Apartheid and Education**. Johannesburg: Ravan Press.

Cooper, L; Gamble, J; McMillan, J; Millar, C and Walters, S. 1992. **The professional preparation and qualification of adult educators and trainers – Developing policy and capacity in the university sector**. Cape Town: THE DEAL TRUST.

Daines, J; Daines, C and Graham, B. (3rd edition) 1993. **Adult learning - Adult teaching methods**. Oxford: The Alden Press Department of Education, University of Nottingham.

Department of Education. 1994. (Draft Government Gazette) – **White Paper on Education and Training No. 15974**. Pretoria: Government Printers.

Department of Education. 1995. **National ABET Directorate (Education Policy Unit)**. Pretoria: Government Printers.

Department of Education. 1996. **Research Project into ABET and Development. A Collaborative project of the DoE, the Centre for Education Policy Development, the National Literacy Co-operation and the Development Bank of South Africa**. Pretoria: Government Printers.

Department of Education. (3rd Draft) 1997. **Regulatory framework: Transforming Nightschools into Public Adult Learning Centres**. Pretoria: Directorate Adult Education and Training.

Department of Education. 1997. **Policy for Adult Basic Education and Training**. Pretoria: Directorate Adult Education and Training.

Department of Education. 1997. **A National Multi-Year implementation Plan for Adult Education and Training: provision and accreditation**. Johannesburg: USAID/ABEL SACHED Books.

Department of Education. 1997. **Draft standards for ABET Facilitators Norms and Standards: ABET facilitator-standards Generating Task Team**. Pretoria: Department of Education Printers.

Department of Education. 1998. **ABET Outcome-based training manual**. Pretoria: Continuing Education Programme

Draper, J.A. 1998. **Africa Adult Education – Chronologies in Commonwealth Countries**. Cape Town CACE Publishers. University of the Western Cape.

Ely, M., Vinz, R., Downing, M. and Anzul, M. 1997. **On Writing Qualitative Research-Living by Words**. London: The Falmer Press.

- Galbraith, M.W. (ed) 1990. **Adult learning methods: A guide for effective instruction**, Florida: Krieger Publishing Company.
- Gibson, D. 1995. **Farmworkers and Literacy Practices in the Breë River Valley**. Cape Town: University of Cape Town.
- Hallendorff, E. 1999. **The Learning Network South Africa – Overview of the National Qualifications Framework**. Johannesburg: Open Learning Network SA.
- Harley, A., Aitchison, J., Lyster, E and Land, S. 1996. **A survey of adult basic education in South Africa in the 90's**. Johannesburg: SACHED Books.
- Hawkins, J.M. 1999. **The Southern African Oxford Dictionary for adult learners**. Cape Town: Oxford University Press, Southern Africa.
- Henschke, J.A. 1998. – Modeling the preparation of adult educators. **Adult Learning: The training of Adult Educators**. Spring, 9(3):11-13.
- Hunter, B. 1997. **The Stateman's Yearbook – A statistical, Political and Economic account of the states of the world for the years 1997-98**. London: MacMillan.
- Hutton, B. 1992. **Adult Basic Education in South Africa: Literacy, English as a second language and numeracy**. Cape Town: Oxford University Press.
- Institute for Adult Basic Education and Training. 1999. **Information booklet for 1999**. Pretoria: University of South Africa.
- Jarvis, P. and Chadwick, A. 1991. **Training adult educators in Western Europe**. London: Routledge.
- Jenkins, R. 1986. What is the meaning of literacy? – **South African Outlook**. February 1(2):15-17.

- Jones, P.W. 1992. **World Bank Financing of Education – Lending, Learning and Development.** London: Routledge Publishers.
- Keegan, T. 1996. **Colonial South Africa and the origins of the racial order.** Claremont: David Philip Publishers (Pty) Ltd.
- Kell, C. 1994. **An Analysis of Literacy Practices in an Informal Settlement in the Cape Peninsula.** Cape Town: University of Cape Town.
- Kirkpatrick, B. 1998. **Roget's Thesaurus of English words and phrases.** England: Penguin Group.
- Knowles, M. 1984. **Andragogy in Action.** London: Routledge.
- Knowles, M. 1990. (4th Edition). **The Adult Learner – A neglected species,** London: Gulf Publishing Company.
- Leedy, P.D. 1993. **Practical Research – Planning and Design.** New York: Mac Millan.
- Legge, D. 1982. **The education of adults in Britain,** Milton Keynes: The Open University Press.
- Lewis, A. 1992. Individual and community needs as aspects of the education crisis in South Africa – A Historical educational overview, Unpublished M Ed-thesis, University of Stellenbosch.
- McGirney, V and Murray, F. 1991. **Adult Education in Development, Method and Approaches from changing society,** Worcester: NIACE Billing and Sons.
- McKay, V. 1997. ABET Training Checklist. **Educare** 26(1) and (2):5.
- Merriam, S.B. and Cunningham, P.M. (eds). 1989. **Handbook of Adult and Continuing Education.** St. Francisco: Jossey Bass.

Miller, A. 1987. Adult Basic Education and Training – A key factor for all feature economic and social development – **Education Africa Forum** 1(1): 94-97.

Mouton, J. 1996. **Understanding Social Research**. Pretoria: J.L. van Schaik Publishers.

Morrissey, M. 1992. Irish Adult Education – The Green Paper Proposal. **Adult Learning** 4(2):47-48.

Motala, S. 1992. **The training of educators for Adult Basic Education in South Africa – some current issues and policy implications**; Education Policy Unit: Paper prepared for the Adult Basic Education sub-group of the National Education Policy Investigation (NEPI).

Mwanza, K. 1999. **ABET in REAP – NEBO Tutor Training Programme**. Braamfontein: Africare USAID Centre.

National Education Co-ordinating Committee (NECC). 1993. **National Education**. Cape Town: Oxford University Press Southern Africa.

National Education Policy Investigation (NEPI). 1993. **Adult Education**. Cape Town: Oxford University Press Southern Africa.

Northern Transvaal Province Task Team for ABET 1994. **Report of TPTT for ABET**, Pietersburg: Department of Education.

Northern Province ABET Newsletter 1995. Pietersburg: Department of Education.

Norwine, J and Gonzalez, A (ed). 1988. **The Third World – state of mind and being**, London: Unwin Hyman Limited.

O’Sullivan, D (ed). 1989. **Social Commitment and Adult Education – Essays in honour of Alfred O’Rahily an Irish Adult Educator**, Cork: Cork University Press.

Prinsloo, M. 1995. **Provision, acquisition and culture – Literacy Research in South Africa**, Cape Town: Department of Extra-Mural and Adult Education, University of Cape Town.

Reitz, D. 1942. **District Record Book- Bantu Affairs Commissioner**. NEBO District (2.15:1) (The only available document). Pretoria: Government Printers.

Robinson, M. and Davidson, G. (eds). 1996. **Chambers 21st Century Dictionary – The living language**. Edinburgh: Chambers.

Rogers, A. 2000. Cultural Transfer in Adult Education: The Case of the Folk Development Colleges in Tanzania. **International Review of Education**. 46 (1-2): 80-86.

Rogers, A. 1996. **Teaching Adults. The roles of the teacher of adults**. Buckingham: Open University Press.

Rogers, A. 1992. **Adults Learning for Development**. London: Cassell.

Rose, A.D. 1998. Challenges in training adult educators. **Adult Learning** 9(3):1-3.

Russel, L. 1973. **Adult education: a plan for development**. London: Department of Education and Science – Her majesty's stationary office.

Sanger, J. 1996. **The Compleat Observer? A field research guide to observation, Qualitative Studies series 2**. London: Falmer Press.

Sebakwane, M. 1995. **ABET in South Africa**. Pretoria: University of South Africa.

Sekgobela, E. 1997. **The UNISA ABET Institute – Tutor manual**. Pretoria: University of South Africa.

Senyatsi, CP. 1984. **Each one teach one – Adult Education Newsletter**. Pietersburg: Department of Education and Training. Lebowa Printers.

Southern Region (R6). 1999. **Rural Enterprise Agricultural Development Project (REAP)**. Pietersburg: Africare – South Africa.

South African Government. 1994. **RDP White Paper Document**. Cape Town: Government Printers.

Sylvain, L. 1989. **Education and Development: Strategies and Decisions in Central America**. London: Trentham Book Limited.

University of South Africa. 1995. **Practitioner training course of Adult Basic Education and Training – Module 1**. Unit for Adult Basic Education and Training. UNISA.

University of South Africa. 1995. **Practitioner training course for Adult Basic Education and Training, Contextual Studies – Module 2**. Unit for Adult Basic Education and Training, UNISA.

University of South Africa. 1995. **Practitioner training course for Adult Basic Education and Training, – Module 3**. Institute for Adult Basic Education and Training, UNISA.

Van den Berg, S. (ed). 1995. **Summary of the interim guidelines for ABET-Based on “A National Abet Framework: Interim Guidelines”** Pretoria: University of South Africa, Institute for ABET.

Vella, J. 1994. Training trainers in the principles and practices of popular education. **Coverage**, 27(1):5.

Verduin, J.R. and Clark, T.A. 1991. **Distance Education – The foundations of Effective Practice**. San Francisco: Jossey-Bass Publishers.

Walters, S. 1993. **Proceedings of the University Based Adult Education Conference. Theme: Adult Education**. Bellville - CACE Publishers, University of the Western Cape.

Walters, S. 1995. **Adult Education and Training in South Africa from 1910 to 1990**. Bellville – CACE Publishers, University of the Western Cape.

Wedepohl, L. 1986. Literacy and Adult Basic Education in South Africa. **South African Outlook**. (17)-(19).

Wassenberg, M (ed) and Phillipson, H. 1997. **Placing the student at centre – Current Implementations of Student-centred Education**. Netherlands: Maastricht University, Office for International Co-operation.

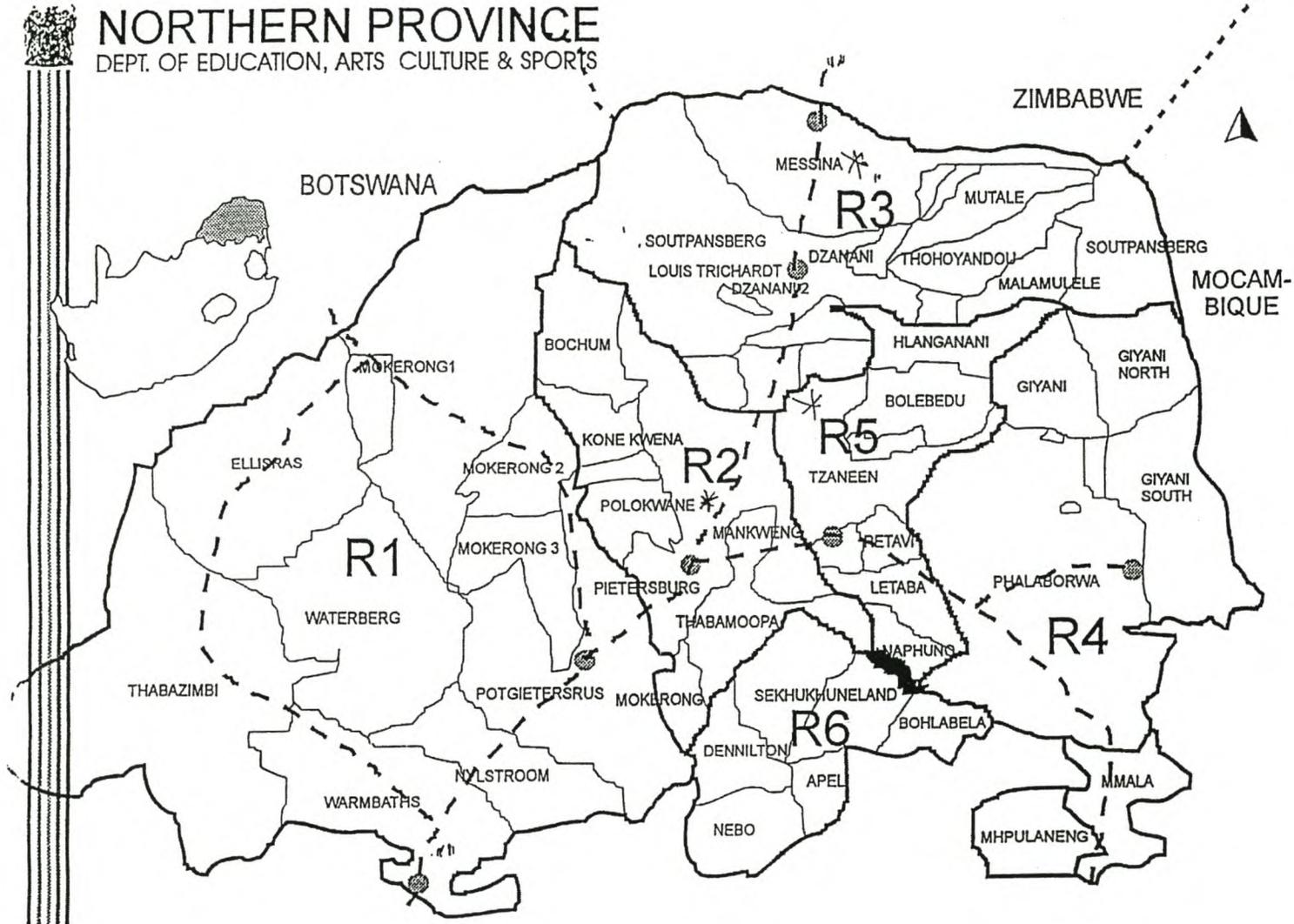
Western Cape Education Department. 1995. **Cascade Model for WCED ABET Educators Manual Unit one SAQA and the NQF Subdirectorate**. Cape Town: Nasou via Africa.

Wickremasighe, W. (ed) 1992. **Handbook of World Education – A comparative guide of higher education and educational system of the world**.

Williams, P. 1991. **The special education handbook – an Introductory reference**. Buckingham: Open University Press.

Winburg, C. 1997. **Learning how to teach Adults 3**. Cape Town: Juta Publishers.

Yin, R.K. 1994. (2nd edition). **Case Study Research Design and Methods**. London: Sage Publishers.



APPENDIX 1 AND 2
(Northern Province and NEBO District)

APPENDIX 3

THE ABET DISTRICTS – DODOMA AND SINGINDA



APPENDIX 4

THE RESEACHERS' CHECKLIST FORMULATED WITH THE HELP OF MCKAY'S (1997:13)

This was used during the workshops, long and short courses conducted in the NEBO District of the Northern Province.

- Workshops were conducted for all areas in the Southern Region or Region 6 as it is called (R6) of the Northern Province (see Appendix B).
- Long and short courses were conducted for some neighbouring areas, that involves three or four areas.
- The checklist is divided according to the content of the three ABET training programmes namely;

PROLIT (Government programme)

UNISA ABET (Individual programme)

REAP (Rural areas programme)

	CONTENT	PROLIT	UNISA-ABET	REAP
1	The educational level of the ABET Coordinators (ELAC).	✓	✓	✓
2	The educational level of the ABET Trainers (ELAT).	✓	✓	✓
3	The educational level of the ABET trainees (ELAT)	✓	not clear	✓
4	Suitable for the purpose (SP).	not correct. Does not check(SP) but offers what is available	✓	Specially for (SP) in rural areas
5	Use of sound instructional methods during workshops and courses (SIMWC).	✓	Distance education less	✓
6	Content represented in real life settings and contexts (CRRLSC).	✓	✓	Very-high in rural areas
7	Materials lead and learning in both workshops and courses conducted, from known to unknown (MLLKU).	✓	✓	✓
8	Expected Outcomes of contents in materials used (EOCMU).	not correct	✓	correct and on going process

9	Interesting, Refreshing, Stimulating in concept and creativity (IFSCC).	✓	✓	✓
10	Free of Nationalistic, Racial, Sexual or Class bias? (FNRSC).	✓	✓	Poor rural African people
11	Satisfaction to the rural or urban areas needs (SRUAN).	✓	✓	rural
12	Proper content material supplied according to levels (PCMS).	✓	✓	✓
13	Clear writing and explanations with special terminology (CWEST).	For ABET Coordinators not ABET educators – in- training	✓	✓
14	Logical in argument with content integration fairly represented(LACIFR).	not correct only given ready – made materials from different ABET materials providers	✓	✓
15	Reasonable integration of and balance between reading, writing, numeracy and other content (RIBRWNC).	✓	✓	✓
16	Encourages individual learning, self- evaluation and critical thinking (EILSECT).	not correct	✓	✓
17	Adaptable to different educational situation and useful to learners of varying abilities (ADESULVA).	✓	✓	✓
18	Appropriate quality, comprehensiveness and depth of materials and information (AQCDMI).	✓	✓	✓
19	Well-organised and consistent in its structure with clear chapter or unit divisions (WOCSUD).	✓	✓	✓
20	Varied and useful examples and illustrations integrated into and enhance materials (VUIIEM).	✓	✓	✓

21	National Qualification Framework (NQF) scale on ABET Materials Providers (NQFSAMP).	not sure due to purchasing	✓	not yet
22	Urban and Industrial areas needs in prepared ABET Providers (UIANAP).	✓	✓	not correct
23	Prepared by reputable writers, researchers and publishers (PRRP).	Any ABET provider that approaches the government	✓	✓
24	Details of testing and piloting provided (DTPP).	not correct	✓	✓
25	Evaluation, tests, assignments and assessment to ABET trainees (ETAAAT).	not done due to unsystematic way of training	✓ Marks allocated for tests, assignments, examinations and Teaching Practice	✓ Marks allocated for practicals in the fields, Teaching Practice and Class participations.
26	Accreditation / Recognised Certificates or Diplomas and Degrees (A/RCDD).	not done due to their method of training as recognise by the National ABET Directorate, called CASCADING ABET TRAINING METHOD	✓	✓