

**Educational needs of adult learners at Xihoko Public Adult Learning  
Centre in Limpopo Province of South Africa**

**By**

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for the degree of**

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## **DEDICATION**

This study is dedicated to my husband Michael, my children Bejani, Thandeka and Dzunisani for their prayers, support and encouragement when the going gets tough.

## DECLARATION

I, Vonani Ronnel Mathye, declare that the mini dissertation hereby submitted to the University of Limpopo for the degree of Masters in Adult Education has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution; and that all materials contained herein has been duly acknowledged.

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Vonani Ronnel Mathye

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Date

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I am feeling grateful in thanking the following pillars of this study, without them it would have been impossible to complete.

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All the interviewees who participated in this research project, especially the ABET Coordinator, Xihoko PALC Manager, Educators and Adult Learners.

I thank my God, for giving me wisdom, protection and strength until the end of my research.

## **SUMMARY OF THE STUDY**

This study describes the research carried out in the Limpopo Province of South Africa, with Xihoko Public Adult Learning Centre as a site of the study. The aim of the study is to get insight into the educational needs of adult learners at Xihoko PALC. The study also intends to investigate the aims and objectives of the programmes offered at Xihoko PALC.

In order to achieve the aims outlined above, I formulated the main research question of the study as follows:

- What are the educational needs of adult learners at Xihoko Public Adult Learning Centre?

In trying to answer the question outlined above, I decided to undertake an explorative study in order to investigate the educational needs of adult learners at Xihoko PALC in Limpopo Province of South Africa.

In Chapter 1, I gave a description of South Africa in the apartheid era and post apartheid era in terms of its geographical setup and education. The aims and objectives of this study and the research questions are indicated. The scope of the study is explained.

It was the objective of this study to contribute towards identifying educational needs of adult learners at Xihoko PALC in Limpopo Province of South Africa, and to ensure that the educational needs of adult learners are addressed by the programmes offered.

In Chapter 2, the theoretical framework of the study of the educational needs of adult learners at Xihoko PALC in Limpopo Province is indicated. Based on reading of the relevant literature and preliminary discussions with experts in the field of adult education, it appeared that factors such as: agricultural, computer and sewing skills as well as basic literacy and numeracy are possible educational needs of adult learners at Xihoko PALC. Key concepts are defined in this chapter.

In Chapter 3, I describe the design of the study. The main focus of this chapter was to discuss the path of data collection. An explanation and discussion of the instruments that were utilised to collect data from different stakeholders in various phases of data collection is also given.

I further explain how the data that was collected from various phases was analysed using qualitative data analysis methods. The chapter concludes by discussing the ethical considerations of the study.

Chapter 4 presents the findings of the study according to the views and perceptions of the interviewees. This section prepared the study for the next stage of the investigation where I established whether or not the findings provide answers to the research question.

In this chapter, I also presented an overview of Xihoko PALC. A description of the programmes which are offered at Xihoko PALC is given. I also indicated the aims and objectives of Xihoko PALC. The chapter further discusses issues around educators and the characteristics of adult learners at Xihoko PALC. I have also outlined in detail the views of the interviewees in relation to the critical factors of this study. The chapter concludes by discussing the findings of observations based on Xihoko PALC.

Chapter 5 presents the final conclusion and recommendations of the study. Conclusions were made based on the findings of the investigation. The chapter integrates the information from previous chapters in discussing the educational needs of adult learners at Xihoko PALC in the Limpopo Province.

It also provides suggestions which might contribute towards addressing the educational needs of adult learners. Recommendations for further study have been outlined. The chapter concludes by discussing what I call 'reflections', a section that was about my main learning areas and the limitations that I encountered during the process of this research.

## LIST OF ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ANC	African National Congress
CGB	Centre Governing Body
DoE	Department of Education
GET	General Education and Training
LP	Limpopo Province
PALC	Public Adult Learning Centre
RSA	Republic of South Africa
SA	South Africa
SASA	South African Schools Act
SMME	Small; Medium and Micro Enterprise
F	Female
FET	Further Education and Training
M	Male

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## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

### **1.1 Introduction**

In this chapter I will discuss the background of the study, which forms a basis for the understanding of this mini-dissertation. There will be a description of education in South Africa (SA) during the apartheid era and the post -apartheid era. I will discuss the structure of Limpopo Province (LP) in terms of its size and population.

Thereafter there is a discussion of some of the educational needs of adult learners in Limpopo Province. This chapter also outlines the aims and objectives of the study. A description of the research questions of the study is given. The chapter concludes by indicating the relevance of the study.

### **1.2 South Africa in the apartheid era**

#### **1.2.1 The geographical setup**

South Africa is located in the extreme south of Africa. The borders of South Africa are Atlantic Ocean in the south-west, Botswana in the west; Indian Ocean in the east and south, Lesotho is within South Africa, Mozambique in the east, and Namibia in the south-west, Swaziland in the east and Zimbabwe in the north (Bertil, 2005).

In the apartheid era South Africa was divided into four main provinces. The four main provinces were Cape, Natal, Orange Free State and Transvaal. Each province was further sub-divided into homelands that were according to ethnic groups.

The homelands were scattered all over the country depending on where the ethnic groups were mainly dominant. There were ten homelands; namely: Ciskei, Bophuthatswana, Gazankulu, KaNgwane, KwaNdebele, Lebowa, QwaQwa, Transkei, KwaZulu and Venda.

The Transvaal Province is particularly important in this study because it forms the background against which the events in this study take place. During the apartheid

era, Transvaal Province was divided along ethnic lines and some of those divisions will be discussed in the succeeding paragraphs. There were mainly three homelands, namely, Gazankulu, Lebowa and Venda.

Gazankulu was for Shangaan/Tsonga speaking people. The homeland had its own administration system wherein all departments were in place except the defence force. The homeland received funds from the central government as an allocation from the collected revenue by the then minister of finance.

The budget allocation was just a fraction and could not fulfil the basic needs of its population. Its people relied on contractual employment by mines in Rustenburg, Johannesburg, Sasolburg, Witbank, Kimberly and Newcastle. The male population had to leave their families for months to work in those areas. The economic background of the homeland was very poor (Connolly, 2008).

Lebowa was for Northern Sotho (Pedi) speaking people. Its funding was from the central government just like the previous homeland. In terms of employment it was the same as Gazankulu. The homeland was scattered all over the Transvaal because the Bapedi people were scattered and were more than the other ethnic groups in the province. They were placed in dry and infertile areas of the then Transvaal.

Venda was for Venda speaking people. Venda was declared independent by the South African apartheid government. However, financially it still depended on the central government just like the other two homelands. Venda was located in the Soutpansberg Mountains. There were no employment opportunities in Venda too, and people left their homes to look for work in the urban areas.

White people occupied the larger part of the Limpopo Province. White people settled in fertile areas and had means of irrigation such as big dams. Their farms had the necessary infrastructure. The white people's farms were provided with all the infrastructures unlike those of the black people's settlements who were the majority of the then Transvaal Province's population (Morris, 2006).

## **1.2.2 Education in the apartheid era**

Education and human life are inseparable from birth throughout the human existence. According to the bible education started when the first man was made and the man was instructed to teach his offspring survival and good ways of living.

Education was there from the beginning of human kind and it will continue from generation to generation. South African people had their own way of educating their children even before the arrival of the first Dutch settlers, under the command of Jan van Riebeck in cape in the year 1652.

Due to culture and superstitions, many women were prevented from acquiring skills through formal education. Jobs or occupations were classified according to gender. Women were not allowed to do jobs that were assigned for men; those jobs were the income generating wells of the communities. Women remain unskilled and unemployable (Hinzen, 2004).

According to the information I got from the elders, South African black people had a pre-colonial education. By then there was no formal schooling in South Africa. Black women and girls were taught how to take care of babies, the aged people, and how to prepare food for family members and visitors. Elderly males taught young boys hunting and fighting skills.

In the 1980's adult education, particularly variants of the methods used by the Brazilian adult teacher, Paul Freire, became an important weapon in anti-apartheid mobilisation and also influenced the short lived people's education movement of the mid-80s (Nemen and Poggeler, 2002:225). Educational Institutions became the training ground for political resistance against the apartheid government and its support elements.

When coming to black people's education it was a taboo for their schools to have ideal resources, their human and material resources were of poor quality. The white people's schools received hefty subsidies from the state and were well resourced in

terms of professional teaching staff, teaching and learning support staff and non-teaching staff as well as infrastructure and other valuable resources. That disparity created a vast imbalance between the two groups that resulted into today's illiteracy in the larger population of Africans in South Africa particularly in Limpopo Province

During the apartheid era education was designed in a way that promoted racial inferiority. Segregation in South Africa was used as a tool to regulate and control class status. Different education systems prepared blacks and whites for their respective sub-ordinate and super-ordinate positions. Bantu education was introduced so that blacks would only receive a lower level of schooling that ensured their position as the working class (Giliomee, 2009: 43).

### **1.3 The Post-Apartheid South Africa**

#### **1.3.1 The geographical setup**

In 1994 there were democratic elections in South Africa. The old division of four provinces was changed and replaced by new nine provinces. Each province is demarcated into districts, and the number of districts in each province depends on its population density and its geographical area. The districts are then divided into local municipalities.

The nine provinces are Eastern Cape, Free State, Gauteng, KwaZulu Natal, Limpopo, Mpumalanga, Northern Cape, North West and Western Cape. Limpopo Province is the northernmost province in the north of South Africa and it shares borders with countries such as Mozambique, Zimbabwe and Botswana.

Limpopo is one of the poorest provinces in South Africa. It has the highest dependence rate in South Africa, of which is approximately 5:1. This means that every income-earning person supports an average of almost five other people in the household or even more including extended family members (Mabasa, 2008).

Limpopo Province consists of five districts, namely; Mopani, Waterberg, Sekhukhune, Vhembe, and Capricorn. Driving from Limpopo River across Vhembe

towards the East-western side, one comes to the beautiful district of Mopani. Its strategically positioning makes it easily accessible by people from all sides of the province.

On the west it borders Sekhukhune District while on the east is Capricorn District. The beautiful towns of Tzaneen, Modjadjie'skloof, Ba-Phalaborwa and Giyani are the key to the economy of Mopani. It comprises of five local government municipalities namely; Ba-Phalaborwa, Greater Tzaneen, Greater Giyani, Greater Letaba and Maruleng (<http://www.mopani.gov.za>).

Development in the district is fragmented because of apartheid planning. Land ownership in the district is continuous with large tracts of land that are subject to land claims lodged with the land claims commissioner. The district is agro-based and the land claims have negatively affected production of the areas under dispute. The district is facing challenges around the provision of services to the communities especially in the provision of adequate schools, housing and energy.

It is more rural and absolutely poor as in other parts of the Limpopo Province that are remote and rural. There are few commercial farms and industries in the neighbourhood where the people of that area can get employment. There are no recreational facilities to keep the youth busy during the day and in the evening.

### **1.3.2 Education in the post-apartheid era**

After April 1994, the Limpopo Province started the process of integrating the former fragmented systems of education into one system of education (Mabasa, 2008). Adult education was automatically included in the process of integration. Even after this integration, the Limpopo Department of Education seem to have done very little to enhance Adult Basic Education and Training in the province.

Adult Basic Education and Training centres were closed in 2001 due to lack of funds and other related problems. When the Limpopo Department of Education reopened ABET centres, many other centres remained closed up to this date (Mabasa, 2008).

The then closure of Adult Basic Education and Training centres had a negative impact on the people of Limpopo Province who had been disadvantaged for many years. Women were the most disadvantaged, that is academically, economically, politically, socially and culturally. Women were discriminated against because of gender, race and disability.

In rural areas women were not encouraged to attend school up to secondary education level; instead they were prepared to carry out the household chores to prepare them for future roles as household maids and wives.

Even today this behaviour seems to be carrying on though the government has created the opportunity to learn. We cannot speak of nation building while doing nothing decisive to end the plight of those who were deliberately disadvantaged by the apartheid system (Powell in Asmal & James, 2002:112).

After the democratic election of 1994, the government's policy for Adult Basic Education and Training (ABET) sought to provide good quality education and training to all adult learners throughout the country. It introduces all citizens to the culture of learning and provides them with the foundation for acquiring knowledge and skills needed for social and economic development, justice and equality.

Women at Xihoko area in the Limpopo Province are facing harsh challenges of life like poverty, unemployment, single parenting etc. Such difficulties seemed to be influencing the adult learner's educational needs.

#### **1.4 The Limpopo Province**

Limpopo is the northernmost Province of South Africa, lying within the great curve of the Limpopo River. It is a region of contrasts, from true bushveld country to majestic mountains, primeval indigenous forests, unspoilt wilderness and patchworks of farmland.

The province borders the countries of Botswana to the west, Zimbabwe to the north and Mozambique to the east. In the eastern region lies the northern half of the magnificent Kruger National Park, a nature reserve teeming with African wildlife.

Limpopo Province is the gateway to the rest of Africa, with its shared borders making it favourable situated for economic cooperation with other parts of southern Africa. The capital is Polokwane, lying in the middle of the province. Further north is Modimolle, the hub of the local table-grape industry set near the beautiful Waterberg mountain range; Makhado at the foot of the Soutpansberg mountains; and Musina with its thick-set baobab trees.

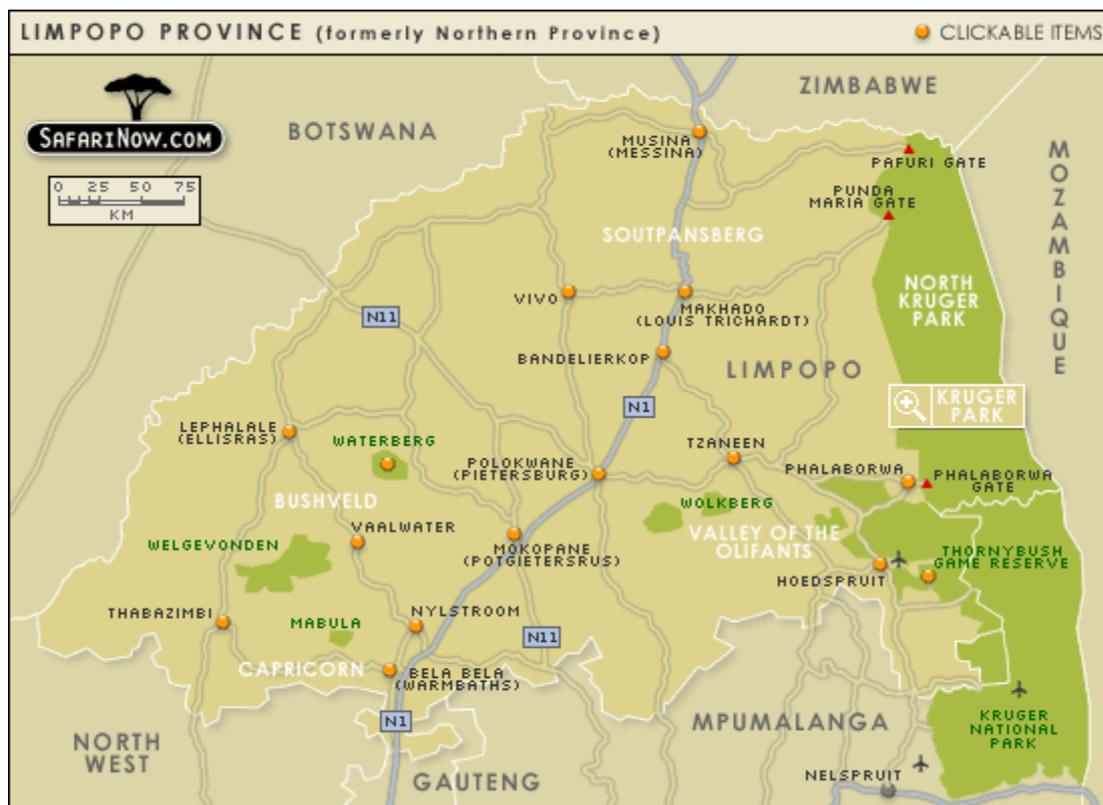
Other important Limpopo towns include the major mining centres of Phalaborwa, Thabazimbi, and Tzaneen, a producer of tea, forestry products and tropical fruits. Bela-Bela with its popular mineral water baths is near the southern border, ([www.southafrica.info/./limpopo.htm](http://www.southafrica.info/./limpopo.htm)). In further describing the Limpopo Province, I will focus on the following aspects:

#### **1.4.1 Size and population**

Limpopo Province is the fifth largest of the country's nine provinces, taking up 10, 3per cent of South Africa's land area and with a population of 5 439 600 million people. The three languages spoken in the Province are Sesotho (52, 1%), Xitsonga (22, 4%) and Tshivenda (15, 9%). The principal home language is Sesotho, spoken by roughly half the population, followed by Xitsonga and Tshivenda. These are followed by English and Afrikaans.

It is estimated that about 48 per cent of the people living in the Limpopo Province are illiterate and have had little or no education at all (Labour force survey, March 2009). It has the highest percentage of adults without formal education, the overwhelming majority are Africans. The province has the second highest percentage of unemployment at 46 per cent (national average 33.9 per cent).

## 1.4.2 Limpopo Province map



[www.safainow.com/./map.aspx](http://www.safainow.com/./map.aspx)

## 1.4.3 Economy and Employment

Limpopo Province is one of the poorest provinces and it has the highest dependency rate in South Africa of which is approximately 5:1. This means that every income-earning person supports an average of almost five other people in the household or even more including extended family members (Mabasa, 2008).

Besides the above mentioned problems, due to high rate of unemployment, the problems of unemployed young adults are becoming worse. South African National Report on the Development and State of Art of Adult Learning and Education

(2008:11) indicates that vast inequalities in the distribution of income and wealth represent a formidable challenge and remain an important constraint to growth and an important factor in addressing problems of social cohesion.

Due to lack of vocational skills, Small, Medium and Micro Economic (SMME), Enterprise skills and Agricultural skills, most adults seem to be incapable of self-employment in their communities (Baswa at risk proposal,2001). It is accepted that this is the direct consequences of the inequalities that existed in the past in the provision of education and training.

Wocke and Klein (2002:45) are of the view that the greatest challenge for the South African labour market is an increasing demand for highly skilled labour while at the same time; there is an oversupply of lower-skilled labour. This is a reflection of the shift in demand patterns towards capital-intensive sectors that began in the 1980's. Coupled with the historically unequal access to education and skills, this shift has left South Africa with a relatively low-skilled labour force with limited professional and managerial abilities, particularly among Africans.

### **1.5 Aims of the study**

Based on the background and social problem stated above, hereunder I am going to state the aims of the study that I intend to conduct in order to contribute towards the solution(s) of this social problem.

The study attempts to identify the educational needs of adult learners at Xihoko PALC in the Limpopo Province. The main aim of the study is to get insight into the educational needs of adult learners at Xihoko PALC. The study also intends to investigate the aims of the programme offered at Xihoko PALC.

### **1.6 Objectives of the study**

It is the objective of this study to contribute towards identifying educational needs of adult learners at Xihoko PALC in Limpopo Province of South Africa. To ensure that the educational needs of adult learners are addressed by the programmes offered at

Xihoko PALC. The study also intends to ensure that relevant teaching and learning materials are used to address the educational needs of adult learners.

Unless we change the perception that our system of education has at present concerning adult education, South African population will continue living in the state of ignorant, unskilled and illiterate labour force. Unemployment and poverty are going to escalate.

In order to sustain democracy we need knowledgeable and multi-skilled communities that will not be easily manipulated and exploited by the few individuals who are hungry for power and to abuse power by misleading the nation for their personal gain. Independent thinking, creative thinking, tolerance and the wealth of knowledge will shape the present and future generation at Xihoko PALC and South Africa at large.

Discovering the problems we are having in adult education today will help us to prevent similar problems in future. These aims and objectives are to pave way to answer the following main research question and sub questions.

### **1.7 Research questions of the study**

In order to achieve the above mentioned aims, I have formulated the main research question of the study as follows:

- What are the educational needs of adult learners at Xihoko Public Adult Learning Centre?

From this main question, the following sub-questions can be asked:

- What are the aims and objectives of Xihoko Public Adult Learning Centre?
- Which factors that contributed towards effective/ineffective of ABET programme?

- How do offered education programme address the educational needs of the adult learners?
- Which aspects need to be considered when designed curriculum for ABET programme?

### **1.8 Relevance of the study**

The study intends to ensure that the programmes offered at Xihoko PALC address the educational needs of the adult learners. According to Field (2005: 102) many people come to public adult learning centres as a way of satisfying some deeply felt needs.

The aim of the study is to contribute towards improving the Adult Basic Education and Training programme offered at Xihoko PALC, in order to address the educational needs of adult learners. The study also intends to ensure that adult learners are able to read and write, acquire basic literacy and numeracy, knowledge and skills required to start their own projects.

It is because of the sense of educational needs that adult learners participate in the ABET programme, but if the programme fails to address their educational needs, the adult learners might not see the reason for attending the programme. Rakoma (2000:15) states the following:

*“The majority of adult learners approach adult education programme out of a sense of a need that they like to satisfy, adult education practitioners should try and offer education programme which are in line with those needs of adult”*

### **1.9 Scope of the study**

To answer the above mentioned research questions I decided to focus at Xihoko PALC in Limpopo Province. The selection of the centre was influenced by practical

considerations. Xihoko PALC is in a deep rural, poverty-stricken area, and a large number of adult learners are enrolling in the centre every year.

Since this was a case study, I will not generalise the findings, though these findings may have important similarities to problems encountered by other ABET centres in Limpopo Province.

Finding out that there are many Public Adult Learning Centres in Limpopo Province is a major delimitation, nonetheless Xihoko PALC which I have selected for the research might be an example of a public adult learning centre which has educational needs of adult learners. Due to lack of finance and long distance to Xihoko PALC I only intend to limit my investigation to ABET Coordinator, Centre Manager, Educators and Adult Learners.

### **1.10 Conclusion**

In this chapter the background of the study that formed the basis for understanding this study was clearly outlined. A detailed description of South Africa during the apartheid and the post-apartheid era, in terms of its geographical setup and educational background was given.

I also described Limpopo Province in terms of its size, population, economy and employment. The chapter also indicated the aims and objectives of the study together with the main research question, sub-questions and the relevance of the study. The chapter concludes by indicating the scope of the study.

## **CHAPTER 2: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This chapter explains the theoretical framework of the study. The assumptions of the study were discussed in detail. This was achieved through an extensive review of documents on the topic.

Even though there is a well formulated national policy and the implementation plan about Adult Basic Education and Training in South Africa, there still seems to be problems in Limpopo Province with regards to attendance of classes by teenager/young mothers (Mabasa, 2002). Such difficulties seem to be hindering the fulfilment of the good intention of the policy makers of redressing the imbalances of the past in South Africa.

### **2.2 Definition of key concepts**

#### **2.2.1 Educational need**

Educational need is a gap or a discrepancy between a present state and a desired end state, future state or condition. A need is neither the present nor the future state, but it is a gap between them. A need is not a thing in itself, but rather an inference drawn from examining a present state and comparing it with a vision of a future state or condition. In more general terms, a need is like a problem or concern (Mckillip, Witkin and Altschuld, 1995 in Rakoma, 2000: 16).

As argued earlier, the majority of adult learners attend public adult learning centres out of a sense of a need that they would like to satisfy. Educational needs are job

related, health related, education related, personal enhancement, and communications with other people or employers.

It is of no use for an adult learner to be taught learning programme which he/she does not desire or cannot apply in resolving challenges (problems) that he/she is faced within all walks of career path. An adult learner knows exactly what he/she needs and the motive behind.

For an adult learner there is always a push that makes him/her to do something in a certain way, the push is either intrinsic or extrinsic. Community expectations play a vital role in motivating adult learners to follow their present chosen career or to take an alternative route.

The curriculum designer should consider the educational needs of adult learners; the nature and needs of the society in which the adult learners are presently living and the one(s) in which they will live as adults; and the requirements of the subjects matter to be taught.

An adult learner has a clear idea of what he / she needs at a particular time and place. Regular involvement and consultation can make adult learner's career path easier and more successful.

### **2.2.2 Adult Basic Education and Training**

Adult Basic Education and Training refers to the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitude required for social, economic, political participation and transformation applicable to a range of contexts (Baatjies, 2004:33).

Adult Basic Education and Training refers to any learning activity or programme deliberately designed by the providing agent to satisfy any training need or interest that may be experienced at any stage in his / her life by a person that is over the

statutory school-leaving age and whose principal activity is no longer in education (Mabasa, 2002).

Adult Basic Education and Training is a programme whereby adult learners improve their level of understanding by gaining a wide acceptance as a basis for reforming education and training system. There is a common desire for universal access to learning opportunities, regardless of age, gender, employment and status.

Adult Basic Education and Training is a flexible and developmental programme which targeted the specific needs of particular audiences, and ideally, provides access to nationally recognized certificates.

### **2.2.3 Adult learner**

A person is regarded as an adult when the society to which that person belongs views such a person as an adult (Robin, Fogarty and Pete, 2004: 11). Thus the definition does not confine adulthood to age, because no single age can define an adult even within societies.

The period adulthood covers the largest part of human's life span. Early adulthood stretches from the age 18 to 39, middle adulthood start from 40 to 59 and late adulthood begins at about 60. In South Africa Adult Basic Education and Training embraces learners from the age of 16 that can be enrolled in ABET Centre.

Knowles, Holton and Swanson (2005:38) indicate that the concept adult learner should be related to factors such as achieving physical maturity, being capable of providing for oneself, moving away from parents, exercising a much greater role in making own decisions and choices.

The South African Directorate for adult education and training defines an adult learner as an out of school youth, aged 16 years and older, who has had no or inadequate schooling.

In South Africa, a person of 18 years is regarded to be matured enough to apply for a driver's license and to vote. However you have to be 21 years old to be allowed to sign documents independently of your parents or guardian, for example, if you want to buy a car, a house, or get married. The age limit for a legal or judicial maturity differs from country to country.

Adult Basic Education and Training embraces the learners of age 16 that are attending or enrolled in ABET Centre. A wide range of concepts are involved when we use the term 'adult'. The word can refer to a stage in life of the individual; he / she are first a child, then a youth, and then an adult.

Adult learner also refers to a status; an acceptance by the society that the person concerned has completed his or her novitiate and is now incorporated fully into the community. It can also be regarded as a social subset; adult as distinct from children or it can include a set of ideas and values: adulthood (Rogers, 1986 in Mabasa, 2002).

There are those who, according to their chronological age, fall within the age limits of adulthood, but act considerably less mature than those who have not yet reached the lower age limit of adulthood.

#### **2.2.4 Curriculum**

Curriculum is a broader concept, which includes all planned activities and the subjects/courses that are offered during the normal school day (Carl, 1997:37). School curriculum holds important symbolic value in transition of societies.

In this framework, curriculum reform is not primarily concerned with what it claims, learning objectives, content to be covered, teaching and learning strategies, assessment procedures and so forth, but with addressing political constraints, conflicts and compromises in and around the state (Jansen, 2004: 57).

In 1948 when the National party came to power in South Africa, the apartheid government designed a curriculum for black people that were different from the then white school's curriculum. The curriculum was designed to suit their white political needs and ideologies. In 1994, when the ANC come into power a new curriculum was designed to address the ills of the past.

Curriculum should integrate with other learning fields in order to enable the adult learners to flexibly adapt to change or to initiate change with ease. What is expected of today's education is to impart multi-skills, knowledge, attitudes and values to adult learners. Flexibility of curriculum plays an important role in the ever-changing world of technology.

Education is a backbone of development. A properly planned curriculum is a good tool in empowering communities to fight the atrocities of the world such as poverty, political instabilities, social deprivations and others. Poverty is common in the world, therefore strategies of reducing poverty are the most sought out in the whole world today.

It is expected that public adult education centre must actively involve communities in self-development, political empowerment and self-governance. In completion of the curriculum design it is advisable to communicate it to relevant stakeholders including implementers and end users.

Dissemination is crucial in all phases of planning/design and prior implementation. The level of preparedness for change of all those involved may exercise a meaningful influence during the dissemination phase and this makes the challenge of successful implementation so much more complex.

Curriculum change tries to make provision for and satisfy the needs of specific groups. This may include the needs of the country, community, adult learners and educators. Meaningful curriculum renewal is only possible if there is an active involvement and dynamic leadership.

Information is distributed and there are opportunities for input by interested parties, which may later lead to a positive acceptance and support of the envisaged consumers in this way so that they will be purposefully involved. In order to affect this, resistance to change must often be broken down and a renewal climate created.

The creation of a climate of renewal appears to be of cardinal importance, not only in eliminating resistance, orientating and motivating those involved, but also in determining the viability of the implementation phase. A properly planned curriculum is a good tool in empowering communities to fight the atrocities of the world such as poverty, political instabilities and social deprivations.

Curriculum can be designed to change the present situation in all ABET centres, that is the situation of poverty, unemployment and lack of self-confidence. Local people according to their development, security, social, political and economic needs, can design it. Participation and consultative decision-making can cement the community's political needs and ideologies and the curriculum will be addressed on their context.

Natural resources will be better utilized. The very people you are trying to help have concrete solutions though hidden, they need your assistance to realize the treasure in front of them. Curriculum design is a multi-disciplinary affair that should be addressed by a large team of curriculum experts, subject specialists, educational psychologists and those in teaching and learning practice.

There is an interdependency and interaction between the various levels that determines the success of curriculum development. There is a dynamic interaction between the components as well as a close relationship and flexibility between them.

Educator and learner involvement is the heart of reality for successful curriculum development, and for this reason opportunities must be created for the educators and the learners to be more involved in curriculum design.

There are five areas for reducing poverty through adult education: livelihood skills training and literacy, promotion of self-help and credit groups, community

development through participation, health, environment and agricultural education, political empowerment and self-governance (Hinzen, 2004:46).

The relevance of the curriculum could contribute towards addressing the educational needs of adult learners at Xihoko PALC. I think the relevance of curriculum might motivate adult learners to attend ABET classes. By relevancy I mean towards addressing the educational needs of adult learners in that particular Centre.

Common agreement among adult learners, educators, education providers and the community is the key to successful implementation. Problems pertaining to curriculum can be solved or avoided through involvement of all stakeholders.

### **2.3 Critical factors**

The educational needs of adult learners are so immense to an extent that they have been recognized by the department of education. In this study I am going to investigate the role of Xihoko PALC in contributing towards addressing the educational needs of adult learners.

Based on reading of the relevant literature and preliminary discussions with experts in the field of adult education, I have come up with the following factors as possible educational needs of adult learners. The factors are: agricultural skills, sewing skills, computer skills, basic literacy and numeracy. These factors are going to be discussed in the following paragraphs.

#### **2.3.1 Agricultural skills**

Agriculture, agro-processing and related support activities in South Africa remain as critical contributors to both national employment and export revenue (Groenewaldt, 2004).

Due to the fact that the attainment of high growth in all the various economic sectors of South Africa is felt to be intricately linked to the development and overall

availability of high-level skills in the domestic labour market, understanding national demands for particular sets of these skills is becoming increasingly important (Mbeki, 2005).

Understanding the shape of demand for high-level agricultural skills both within and across sectors provides the foundation for aligning supply with demand and thus ensuring the sector's sustainability in the future (Paterson, 2005).

Various activities across the South African economy require high-level agricultural skills which make up the total demand for such skills in the domestic labour market, not only from agriculture but also to a varying degree from other sectors that provide inputs to agriculture and with which agriculture has forward linkages. The demand for these skills across the various sectors is not static but dependent on the interplay of global, national and sectorial pressures (Groenewaldt, 2004).

To match its diverse climate, South Africa's primary agricultural sector includes diverse types of farming: intensive, extensive, small subsistence and large commercial. Primary production of plants and animals takes place mainly on farms, overseen by owners, managers or foremen.

I am of the assumption that agricultural skills, where adult learners are taught how to prepare and manage vegetable garden, how to take care of their livestock like chicken, goats, cattle and sheep might be one of the educational needs of adult learners at Xihoko PALC.

This might help them to come up with creative ideas that can go a long way towards alleviating poverty in their community. There is a close relationship between education and agricultural development especially as reflected in the provision of extension on services to educate adult learners.

For adult learners at Xihoko Public Adult Learning Centre to acquire agricultural knowledge might enable them to start garden projects where they might sell their fresh produce to the local fruit and vegetable shops. In this way they might be able to

generate income in order to support their families. The surplus crops can also be used to feed their own families; this is a way of helping them to be self-sufficient.

### **2.3.2 Sewing skills**

Adult learners need educational programme that provide services that might be of use to them even outside the learning environment (Maskara and Aggarwal 2006:64). I am of the assumption that teaching adult learners sewing skills might contribute towards addressing educational needs of adult learners at Xihoko PALC.

Teaching them sewing skills might be one of the ways of meeting educational needs of adult learners at Xihoko Public Adult Learning Centre. Adult learners at Xihoko PALC are faced with a high rate of unemployment, poverty and low level of income.

There for to acquire sewing skills might help them to generate income in order to escape from the clutches of poverty. Their families might also benefit by acquiring decent clothes at a very low cost.

### **2.3.3 Basic literacy and numeracy**

Fisher and Williams (2004: 14) state that:

*“Literacy is a major determining factor  
of an individual’s economic potential,  
it leads to high employment”.*

Adult learners might wish to acquire skills relevant to their educational needs. ABET learning programme may seek to equip adult learners with skills to participate in various forms of economic, social, political and cultural activities. Adult learners at Xihoko PALC need basic literacy and numeracy in order to read and understand instructions from products they use in their families.

I am of the view that teaching basic literacy and numeracy might contribute towards addressing the educational needs of the adult learners at Xihoko PALC. In this study,

I am going to investigate whether relevant learning programmes are used to address the educational needs of adult learners at Xihoko PALC.

### **2.3.4 Computer skills**

The adoption of computer technology is associated with upgrading, that is employers tend to increase requirements for computerized jobs. Computer related skills are required to prepare people for better jobs in the labour market (Dickerson and Green, 2004).

The educational needs of adult learners are so immense to an extent that they have been recognized by the department of education. In this study I am going to investigate the role of Xihoko PALC in contributing towards eradicating computer illiteracy among adult learners.

Since there is a close association between illiteracy, poverty and unemployment, adult basic education and training can contribute towards poverty alleviation and development. Moreover ABET programme might ease the lives of those who do not have the knowledge and ability to use computer efficiently, those who cannot fill out forms for government grants or read instructions on products and how to draw up a personal budget.

## **2.4 Conclusion**

This chapter outlined the theoretical foundation for the investigations of the educational needs of adult learners at Xihoko PALC in Limpopo Province. Key concepts, namely; educational needs, adult basic education and training, adult learner and curriculum were defined.

The chapter concludes by discussing critical factors, they are agricultural skills, computer skills, sewing skill, basic literacy and numeracy.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

In this chapter I will start by describing the design of the study. The main focus of this chapter will be to discuss the main path of data collection. There will be an explanation and discussion of the instruments that were utilised to collect data from different role players in various phases of data collection.

I will further explain how the data that has been collected from various phases was analysed using qualitative data analysis methods. The chapter concludes by indicating the ethical considerations of the study.

### **3.2 Design of the study**

In research there are two types of approaches that are frequently used by many researchers, that is, the quantitative and the qualitative approaches. Both quantitative and qualitative research studies are conducted in education. Qualitative research presents facts in narration of words and quantitative research presents statistical represented with numbers (White, 2003:10).

De Vos, Strydom, Fouche and Delport (2005: 243) in their comparison of qualitative and quantitative research made it clear to me that a qualitative research was the

most suitable approach for this study. According to the above mentioned authors, qualitative research;

- Uses an inductive form of research: develops concepts, insights and understanding from patterns in the data.
- Uses an emic perspective of inquiry: derives meaning from the subject's perspective.
- Is idiographic: thus aims to understand the meaning that people attach to everyday life.
- Regards reality as objective.
- Capture and discovers once the researcher becomes immersed in the data.
- Concepts are in the form of themes, motifs and categories
- Seeks to understand phenomena.
- Observations are determined by information richness of setting types of observations used to modify and to enrich understanding.
- Data are presented in the form of words, quotes from documents and transcripts.
- The research design is flexible, unique and evolves throughout the research process. There are no fixed steps that should be followed and cannot be exactly replicated.
- Data are analysed by extracting themes.
- The unit of analysis is holistic, concentrating on the relationships between elements, context, etc. the whole is always more than the sum.

Qualitative research is exploratory, in most cases a qualitative researcher strive for discovery than verification and the research is likely to give new leads and avenues of research and the outcomes may be used as a basis for further research (De Vos et al.2005:256).

Based on the statements mentioned, I therefore undertook the exploratory study to understand and offer suggestions on how to address the educational needs of adult learners at Xihoko PALC in Limpopo Province. The study also intends to investigate

the causes of educational needs of adult learners and to find out possible solutions towards solving these envisaged problems in the above mentioned centre.

In this study I will use field work as one path of data collection. Field work is an indicative of the fact that qualitative research is undertaken within the habitat of the actor (Patton, 2002: 41). Qualitative research gives the researcher an opportunity to be an active participant in the real context on the research field.

As the researcher becomes part of the researched group it becomes easy for him/her to build trust between him / herself and the respondents. Once friendship is built, it becomes easy for the respondents to share their secrets with the researcher and for the researcher to observe in depth from within and to find the naked truth.

I will use a qualitative research approach in this study. According to Hoy (2010:16) a qualitative research is an inquiry based on the report experiences of individual through ethnographic analysis, fieldwork, or case studies. Its purpose is in depth understanding of social and human behaviour in a specific context.

In my view qualitative study enables the researcher to adapt to changes that were not anticipated at the beginning. It allows flexibility; these are supported by Leedy and Ormrod (2005:146) when they stated that unstructured interviews are more flexible and more likely to yield information that the researcher had not planned to ask for.

The interview method has its own limitations that are unavoidable at times; interviews are time-consuming because of the formalities that are to be made between the interviewer and the interviewees. Appointments that suit both the interviewer and interviewees have to be arranged and the approval depends on the interviewee's availability depending on time limitations.

The time taken by the interviews and the number of visits that were made to the respondent's places or homes to conduct the interviews affected the planned timeframe negatively.

In this study, it never had been possible to complete the study in the set / scheduled time, due to some unforeseen delays during the process of data collection. My intention was to complete the interviewing process in a period of about six weeks, including the times for delays, rescheduling of the interviews, cancellations and so on.

I was encouraged by Glesne (2004:36) when he mentioned that it takes longer than expected to complete in a planned time in qualitative research. I endured to the end irrespective of all experienced difficulties and delays.

As mentioned in the previous paragraphs I decided to use the qualitative approach. I administered the interview techniques and document analysis to collect data from my informants and the documented evidence and some observations were made during the process of data collection. The detailed explanation or discussion of the data collection process follows in the following paragraphs.

### **3.3 Data collection**

Methodology refers to the coherent group of methods that complement one another and that have the “goodness of fit” to deliver data and findings that will reflect the research question and suits the research purpose (Henning, Van Rensburg and Smith, 2004:36).

The group of methods of data collection and analysis will also be coherent because the researcher has philosophised in a certain way about them and has made sure that they are compatible.

In this study it was very important to use instruments that would best collect information regarding the educational needs of adult learners at Xihoko PALC. I made use of the following instruments to collect data that is documents and interviews. The fieldwork of my study was in three phases, the introductory phase, the reviewing and interrogation of documents phase and the extensive field work phase.

In the third phase an extensive fieldwork was done in four phases where in the first phase the ABET Coordinator was interviewed, in the second phase the centre manager and educators were interviewed, in the third phase the adult learners were interviewed and finally the fourth phase is the observation phase.

### **3.3.1 Fieldwork**

The main data collection of this study was based on the field work that was done by me as the researcher. The field work was divided into three phases of data collection, and they are discussed in the following paragraphs.

#### **3.3.1.1 Introductory phase**

The introductory phase was about the exploratory visits to Xihoko PALC. I did a site visit in order to obtain first-hand information on how the centre actually operates. This approach is supported by Guba and Lincoln (2005:143) when they state that the intent is to end up with a description of the programme as it exists. Site visits also provide an understanding of the difference between how it is formally pictured and how it is actually conducted.

Permission was requested from the ABET coordinator to conduct interviews at Xihoko PALC. During the initial visit, I provided the centre manager with a letter to ask permission to conduct research and a copy of my proposal. The intention was to enable the centre manager to have a clear understanding of what my research was all about.

I approached the potential participants to introduce myself and informed them about the intended study. They were briefed about the aims and objectives of the study and they were also given information about the duration of the study. Together with the participants at Xihoko PALC dates and time were set to accommodate participant's obligations in their various areas of interest.

I made an appointment with all participants to introduce the working title or topic to pave the way for the interviews. I saw it necessary to make participants understand the topic in advance in order for them to be able to give an informed consent. I used this opportunity to deliver letters to request them to participate in the study and at the same time requesting participants to complete a form of agreement to give me permission to interview them as per agreement.

The letter of application that I wrote to the ABET Coordinator to get permission to conduct a research in Xihoko PALC briefly specified the following items of interest: the ABET centre site to be visited; the objectives of the study; research subjects; the duration of the data collection process; protection of the research subject's rights and my institution. The above was done to give clarity to the participants.

### **3.3.1.2 Reviewing and interrogation of documents phase**

After gaining access to conduct my research at Xihoko PALC, I reviewed relevant documents that lead me to possible clues of problems and views of adult learners, educators and the centre manager. It helped me in shaping the study questions and determined the type of interview questions I asked to collect the necessary data that was relevant to the problems of the study. In the following paragraph I would like to indicate the documents I reviewed and interrogated.

I studied all their registers, namely: the admission register, the attendance register, stock register, assets register, time register for educators, period register; financial books, progress report for the previous year, minute books for staff meetings, log book and policy documents such as national, provincial and centre policies.

The information that I gained from the above mentioned documents enabled me to understand the aims and objectives, the characteristics of the programmes offered and the way Xihoko PALC operates. This process increased the possibilities of understanding the phenomenon of interest from various points of view and ways of knowing.

### **3.3.1.3 Extensive fieldwork phase**

This phase has been divided into four stages of data collection, where I had interview sessions with various stakeholders at Xihoko PALC. The data that has been collected in the first stage formed the basis for further interview questions that were to be asked in the following stages.

#### **3.3.1.3.1 Stage 1: ABET Coordinator**

In this stage of data collection I held interview sessions with the ABET coordinator. I used open-ended questions to collect data from the ABET coordinator who is responsible for coordinating and monitoring at Xihoko PALC. This stage enabled me to understand the role of Xihoko PALC in addressing the educational needs of adult learners.

This view of interviewing ABET Coordinator as reliable informant is supported by Creswell (2003: 53) when he states that reliable informants know quite a lot about their perceptions of, and feelings about, the situation and events being researched.

This stage was more empowering to me as meeting with the ABET Coordinator enabled me to gather data about the number of Centre managers, educators and adult learners found at Xihoko PALC. It also gave me an insight into the strategies that might be effective when addressing the educational needs of adult learners at Xihoko PALC.

#### **3.3.1.3.2 Stage2: Centre Manager / Educators**

In the second stage of data collection I held interview sessions with the centre manager and educators. These educators were recommended by the centre manager. I used the semi structured interview method to collect data from the centre manager and educators at Xihoko PALC. My intention was to do an in-depth investigation into the aims and objectives of Xihoko PALC in addressing the educational needs of adult learners.

This view is supported by Patton (2002:110) when he states that in-depth interviewing probes beneath the surface, soliciting details and providing a holistic understanding of the interviewee's point of view.

This stage served both the purpose of comparison with the interview's perception and feeling about specific aspects of a situation and of understanding the range of significant experience from the point of view of the interviewees.

#### **3.3.1.3.3 Stage 3: Adult learner**

In this third stage of data collection I held interview session with adult learners at Xihoko PALC. I made use of open-ended interview methods to collect data from the adult learners since they are the beneficiaries of the above mentioned Public Adult Learning Centre.

The aim of this stage of data collection was to understand whether the programme offered at this centre does address their educational needs. This stage of data collection also helped me to understand the characteristics of adult learners who attend at the centre.

This is in line with Ander, Mellenbergh and Hand (2008: 64) suggestion, when they state that open-ended interview allows the respondents for facts of a matter as well as for the respondent's opinion about events.

The use of the human instruments in collecting data is appropriate since it is flexible enough to capture the complexity, subtlety and constantly changing human experiences (Guba and Lincoln, 2005:79).

#### **3.3.1.4 Observation phase**

The intention of this stage of data collection was to do site visits to obtain first-hand impressions of how Xihoko PALC actually operates and to enable me to have an understanding of the environment under which teaching and learning takes place.

These impressions had been collated with information from documents and interviews.

This approach is supported by Guba and Lincoln (2005: 143) when they state that the intent is to end up with a description of the programme as it exists. They further indicated that site visits also provide an understanding of the difference between how it is formally pictured, how it is actually conducted and to explain the difference in the ways it is perceived and valued by the various parties involved.

The second intention of doing observation was to provide additional information about the topic being studied. This view is supported by Patton (2002:156) when he states that observing what happens in a group, variations in activities, what people say, what they do, how they interact with and the nature of the physical setting are all important during data collection.

As I went to Xihoko PALC for data collection, I also observed the following issues:

- Venue for the interview
- Infrastructure and space
- Facilities /equipment
- Office furniture
- Availability of teaching and learning materials
- Accessibility of Xihoko PALC
- Class attendance register
- Lesson presentation
- Stationery

### **3.4 Data Analysis**

Data analysis in qualitative research is an on-going, emerging and interactive or non-linear process (Henning et al 2004:127). This means that we analyse data by identifying patterns and themes in the data drawing certain conclusions from them.

In this study before I start with data analysis I transcribed the data collected from various interviews and observations, this means that text from interviews, observational notes or memos were typed into a word processing documents (Henning et al 2004:127). The transcription of data was done on an on-going process as I was transcribing the data in my computer after each interview / observation session.

When a case approach is used in a qualitative data analysis, the first step is to pull together the data relevant to the case and write a discrete, holistic case study. This process was supported by Payne and Payne (2004:36-40) when they state that data need to be sorted, coded, organised and indexed in a manner that will made it easier for the researcher to interpret, analyse and present.

When analysing the content, I identified the coherent and important examples, themes and patterns in the data. I looked for quotations or observations that go together, that are examples of the same underlying idea, issue, or concept. I started by pulling together all the related data to a particular issue, and then subdivide that data into coherent categories, patterns, and themes (Denzil, Lincoln and Yvonna, 2005).

In analysing the data, I relied on the critical factors or variables as mentioned in the theoretical framework, for example, agricultural skills, sewing skills, basic literacy and numeracy and computer skills.

The information collected from the ABET Coordinator gave the researcher a broader understanding of the role of Xihoko PALC in addressing the educational needs of adult learners. This process also provided more insight on how to structure interview questions for the ABET Coordinator, Centre Manager, Educators and Adult learners.

Data in qualitative analysis are usually in the format of textual narrative, written descriptions of observation and reflections. The researcher needs to make sense of the data as well as locating a description to illustrate a concept (Denzil et al 2005).

According to Henning et al (2004:137) the following principles are appropriate for most types of qualitative research analysis:

- Qualitative analysis takes place throughout the data collection process. As such the researcher will constantly reflect on impressions, relationships and connections while collecting the data. The search for similarities, differences, categories, themes, concepts and ideas forms part of the continuous process.
- An analysis commences with reading all the data and then dividing the data into smaller and more meaningful units.
- Data segments or units are organised into a system that is predominantly divided from the data, which implies that the analysis is inductive.
- The researcher uses comparisons to build and refine categories, to define conceptual and to discover patterns.
- Categories are flexible and may be modified during the analysis.
- Important, the analysis should truly reflect the respondent's perceptions.
- The result of an analysis is a kind of higher-order synthesis in the form of a descriptive picture, patterns or themes, or emerging or substantive theory.

According to Leedy and Ormrod (2005:136) data analysis in case study involves the following:

- Organization of details about the case. The specific facts about the case are arranged in a logical order.
- Categorizing of data. Categories are identified that can help cluster the data into meaningful groups.
- Interpretation of single instances. Specific documents, occurrences, and other bits of data are examined for the specific meanings they might have in relation to the case.
- Identification of patterns. The data and their interpretations are scrutinized for underlying themes and other patterns that characterize the case more broadly than a single piece of information can reveal.

- Synthesis and generalizations. An overall portrait of the case is constructed, conclusions are drawn that may have implications beyond the specific case that has been studied.

As I have mentioned in the above paragraphs that I started analysing data from day one as I was busy transcribing the data during the process of collecting data, preliminarily conclusions were made and influenced the kind of data I seek out and collected in later parts of the study.

At the end I ultimately looked for convergence of the data. In order to bring together a set of pieces of information that have the same conclusions, I used the following data matrix.

Table 1: Example of data matrix used in this study:

Variables	ABET Coordinator	Centre Manager / Educators	Adult Learners
Roles of the centre			
Number of educators			
Number of learners			
Learners age range			
Aims and objectives			

Programme offered			
Duration of programme			
Working hours			
Views about the centre			
Community views about the centre			
Recruitment strategies			
Agricultural skills			
Sewing skills			
Basic literacy and numeracy			
Computer literacy			
Teaching approach			
Learning materials			
Training of educators			
Problems and challenges			
Negative element of the centre			
Positive element of the centre			
When the Centre started			
Centre accessibility			
Levels			
Relevancy of the programme offered			

### 3.5 Ethical considerations

I wrote a letter to the ABET Coordinator asking permission to conduct research at Xihoko PALC. I discussed the purpose of the research with the potential participants. When a tape recorder is going to be used, I informed them that their privacy and sensitivity will be protected, and that all the information obtained will be held confidential unless otherwise agreed upon in advance.

The signed consent forms are treated with the utmost discretion and I remained accountable for the ethical quality of the inquiry and I have taken great care and, when in doubt, I asked advices.

I avoided the potential misinterpretation and misuses of the research and to make every effort to communicate the results in order to minimise misunderstanding. I shared the results of the study with the participants (interviewees).

### **3.6 Conclusion**

In this chapter, I have indicated the design of the study. The study comprises of one path of data collection, that is, the fieldwork that has been divided into various phases, namely: introductory, reviewing and interrogation of documents, extensive fieldwork and observation phase. In this chapter I also explained how the data that have been collected from various phases have been analysed using the qualitative data analysis methods.

## **CHAPTER 4: EDUCATIONAL NEEDS OF ADULT LEARNERS**

### **4.1 Introduction**

This chapter present the findings of the study that were found through the use of all the research techniques already outlined in chapter 3 (methodology).The chapter outlines the area of study and discusses the results of the interviews and the observations that I had at Xihoko PALC.

A description of the programmes offered at Xihoko PALC is given. I will further indicate the aims and objectives of Xihoko PALC. The chapter will also discuss the issues around educators and the characteristics of learners at Xihoko PALC. I will also outline in detail the views of the interviewees in relation to the critical factors of this study.

The chapter concludes by discussing the findings of observation based on Xihoko PALC. It also intends to give answers to the following research questions that were outlined in chapter 1.

The main research question of the study is as follows:

- What are the educational needs of adult learners at Xihoko Public Adult Learning Centre?

From this main question, the following sub-questions can be asked:

- What are the aims and objectives of Xihoko Public Adult Learning Centre?
- What are the characteristics of (educational) programmes offered at Xihoko Public Adult Learning Centre?
- Do the offered programmes address the educational needs of the adult learners?
- What are the characteristics of adult learners who attend at the Centre?

## **4.2 Xihoko Public Adult Learning Centre**

**Figure 1: A photo showing the primary school where Xihoko PALC is situated.**



**Figure 2: A photo showing adult learners in class**



**Figure 3: A photo showing a class where teaching and learning takes place.**



#### 4.2.1 Introduction

Xihoko PALC is located in Gandlanani village which is about 57 kilometres from Ritavi Area office. The centre is located in the northern part of Tzaneen. It is a more rural area and very poor as in other parts of Limpopo Province that is remote and rural.

There are few commercial farms and industries where the people from that area can get employment. The area does not have recreational facilities to keep the adult learners busy during the day.

#### **4.2.2 An overview of Xihoko PALC**

Xihoko PALC originated in 2009. Due to the fact that most of the men from that area are working far from their homes, the women who live in the village have problems when they have to communicate with their husbands. The role of Xihoko PALC is to improve communication, the use of automatic teller-machine, reading and writing skills.

#### **4.2.3 Description of the programme**

##### **4.2.3.1 Vision and Mission**

The vision of Xihoko PALC is highlighted as follows:

*“Education for all south Africans”*

The mission of Xihoko PALC is indicated as follows:

*“To provide quality education and to develop adult Learner’s potentials so that they may be able to Choose better carriers according to their abilities and be good citizens of South Africa.”*

##### **4.2.3.2 Aims and objectives**

Xihoko PALC's aims and objectives are to improve adult learner's basic language skills in order to communicate with outside world. It also intends to empower adult learners with basic education and income-generating skills. The centre also contributes towards eliminating illiteracy and alleviating poverty amongst the community members.

The main aim of the adult learners who attend at Xihoko PALC is to develop their skills, knowledge and to create their own jobs. Some of adult learners are attending this programme in order to open their own projects, while others want to be fully skilled and be able to work in the business world.

#### **4.2.3.3 Types of programmes offered**

Xihoko PALC has the following six key programmes, namely: English (LCEN), Xitsonga (LCXT), Economic Management and Science (EMS), Mathematics (MLMS), Life Orientation (LO) and Agricultural Science (Applied).

#### **4.2.4 Educators**

Xihoko PALC has three educators. One of them is the Centre Manager and the other two are educators. In terms of qualifications of educators at Xihoko PALC, all of them are qualified educators with relevant diplomas. All the three staff members of Xihoko PALC work as educators in this centre.

All of Xihoko PALC educators are within the age of 40 years. The educators work for three days per week, that is, on Monday, Tuesday and Thursday. On these three days, they work for two hours per day, from 14h00 to 16h00.

#### **4.2.5 Characteristics of adult learners**

Xihoko PALC has 31 adult learners. Their age ranges between 20 to 55 years. Most of the adult learners come from Gandlanani village. Their level of motivation in class is very low; hence they need to be encouraged to participate effectively in all class activities.

The educational levels at Xihoko PALC start from level two to level four, in each level there are females and males adult learners. On registration most of the level two and three adult learners had problems of reading, writing and communicating in class. In level four, adult learners are able to understand instructions and they respond positively in most activities in class.

Indicated here under is the enrolment statistics of Xihoko PALC for the year 2012.

**Meanings of the codes used in the table below:**

M - Represent male adult learners and

F - Represent female adult learners

**Table 2: No. of adult learners per level**

YEAR	LEVEL	GENDER	NO. OF LEARNERS
2012	2	2 M + 6 F	8
	3	3 M + 6F	9
	4	5 M + 9 F	14

**4.3 Critical factors**

As indicated in chapter two, this study aimed at investigating the following factors as the educational needs of adult learners at Xihoko PALC in the Limpopo Province. They are: agricultural skills, sewing skills, computer skill and basic literacy and numeracy.

Based on the introductory, reviewing and interrogating of documents phase as outlined in chapter three, I discovered that there are more educational needs of adult learners at Xihoko PALC in addition to the ones suggested above. On the basis of this discovery, I then decided to also investigate issues related to brick laying skill, tourism and technology, as other possible educational needs of adult learners at Xihoko PALC.

#### **4.3.1 Agricultural skills**

According to the ABET Coordinator, before providing adult education programme, it is the role of the Department of Education to identify the educational needs of adult learners. The ABET Coordinator emphasised that even though adult learners are given the chance to express those educational needs, it is not possible that each public adult learning centre can provide for all educational needs of all adult learners at the same time.

However the ABET Coordinator also indicated that they work on prioritising those educational needs, by saying statement like:

*“After each circuit has identified its own educational needs, it prioritises them together with the adult learners”.*

The ABET Coordinator further indicated that it is the responsibility of the Department of Education to provide all ABET Centres with the relevant teaching and learning materials in order to address the educational needs of adult learners. However she also indicated that the availability of the educators, teaching and learning materials depend on the number of adult learners who have enrolled at that particular centre.

In relation to the availability of teaching and learning materials for agriculture, the ABET Coordinator highlighted that Xihoko PALC was provided with all the relevant agriculture materials and equipments. The ABET Coordinator also stated that Xihoko PALC is situated in a rural area which is characterised by poverty, that is why the adult learners need to receive agricultural training in order to improve their situation. The ABET Coordinator also indicated that:

*“Adult learners in rural areas need to be taught survival skills”.*

The Centre Manager indicated that the agricultural skill that is offered at Xihoko PALC is in a way trying to address whatever the adult learners want to do with their hands. The adult learners are interested in learning agricultural skill as it might prepare them to start vegetable gardens at home in order to support their families or to sell cabbages, tomatoes, onions and beetroot to other people in their community.

The Centre manager also indicated that adult learners need to do something besides reading and writing. According to the centre manager, the agriculture that is being taught is of limited scope. It does not meet the adult learner’s immediate educational needs. She further stated that educators cannot change the curriculum even if it seems not helping enough towards curbing poverty and unemployment of adult learners.

Educators have to follow what the Department of Education prescribes. Adult learners are expected to follow the choice of the centre manager and the educators because of lack of the expertise in some of the learning programmes. They indicated that the choice of learning programmes is not flexible.

Here under are some of the responses of the educators concerning teaching and learning agriculture at Xihoko PALC, they stated that:

*“Adult learners need to acquire agricultural skills because they are living in rural area which is*

*characterised by lack of proper houses and unemployment”.*

To the question of teaching and learning agriculture being the vehicle of addressing the adult learner’s educational needs at Xihoko PALC, educators indicated that adult learners require agricultural skills in order to help them to generate and supplement their own income and they are empowered with agricultural skills and they really appreciate what Xihoko PALC is doing for them.

Educators feel that Xihoko PALC is helpful to the adult learners; because most of them know how to prepare a vegetable garden and some now have jobs in the nearby farms.

The adult learners emphasised that Xihoko PALC will empower them with agricultural skills that will enable them to start their own farming projects, where they are going to sell different vegetables to the nearby shops in order to get the money to supplement whatever they have.

Adult learners, who are not happy about teaching and learning agriculture at Xihoko PALC, indicated that they want educational programme that will equip them with knowledge to produce raw materials and process them into consumable goods. They also indicated that agriculture is for farmers and they do not want to be farmers.

They further stated that they want to start businesses, but as they are not employed, where will they get the money to start a business? Some adult learners showed their disappointment by saying that agricultural science, Life orientation and English is not enough, they indicated that educators must teach them physical science and Biology at Xihoko PALC.

#### **4.3.2 Sewing skills**

The programme offered at Xihoko PALC is prescribed by the Department of Education. It is the responsibility of the Department of Education to see to it that all ABET centres are provided with the required teaching and learning materials. With

regards to sewing as a programme at Xihoko PALC, the ABET Coordinator indicated that sewing is not offered at Xihoko PALC.

The ABET Coordinator further stated that realising that the main educational need of adult learners is to generate income, the Department of Education tries to incorporate basic literacy and numeracy with other training skills, the ABET Coordinator said:

*“When adult learners are taught how to read and write, it must be paired in such a way that it touches whatever they want to do with their hands”.*

The centre manager and educators, sounded to be failing in their duties because ABET programme have some limitations when it comes to the assessment of the educational needs of adult learners. The ABET programme is not like that of the normal school which offers different streams.

ABET programme does not offer a bigger scope of stream. The above mentioned statement means that those who are registered in the centre have no option but to learn whatever is being offered. Adult learners are more interested in getting better jobs and they hope ABET programme could make their dreams come true.

Educators indicated that Labour market related skills training is required to enable adult learners to access jobs after completion. With regards to sewing as a programme the educators also indicated that Xihoko PALC does not have teaching and learning materials. They further indicated that the programme offered at Xihoko PALC does not satisfy the adult learner’s immediate educational needs.

Adult learners at Xihoko PALC, feel it would be worthwhile if the programme includes projects whereby they learn how to make things with their hands for profit. Adult learners further indicated that they need sewing skill in order to open sewing projects, where they can make things with their hands and to sell different products to the community members in order to earn a living.

Adult learners stated that the programme offered are not based on the context that they find themselves in. They indicated that sewing skills could rescue them from the clutches of poverty. Adult learners also stated that they needed knowledge and skills that could be applied to solve their economic problems within a short space of time.

Adult learners said that they attend at Xihoko PALC to receive training that might enable them to generate their own income. They also indicated that they have unpleasant personal and work related problems as they are not educated. Some adult learners indicated that:

*“We are not satisfied; we need sewing skills more than anything”.*

The above mentioned statement made me understand that some of the adult learners who attend at Xihoko PALC were illiterate and they could not find themselves good jobs. Teaching and learning sewing skill might help them to sell the products to get money and to sew for their families.

#### **4.3.3 Basic literacy and numeracy**

When interviewing the ABET Coordinator about teaching and learning basic literacy and numeracy at Xihoko PALC. The ABET Coordinator is of the opinion that basic literacy and numeracy is relevant to adult learners by saying that:

*“They need the basic skill for reading and writing”.*

The ABET Coordinator further indicated that most adult learners in rural areas lack the basic skill of reading and writing. Therefore adult learners are taught how to write their names and surnames to enable them to open bank accounts, append signatures for their goods and wages.

The centre manager and educators mentioned that the majority of adult learners were illiterate on admission, and that the adult learner's first and foremost desire was to learn how to write their names and surnames as correctly as possible. The educators also said that they have managed to help the adult learners to achieve their goals.

Adult learners attend ABET programme in order to improve their situation, most of the adult learners were not given a chance to attend school when they were young. When interviewing the adult learners, one adult learner seemed to be excited about their achievement and said:

*"I am very happy, because I can write my name and surname correctly now".*

As I continued with the interview process I realised that most adult learners are very excited about knowing how to read and write. One female adult learner indicated that she went to Xihoko PALC in order to be able to write to her husband, without asking her children to write on her behalf.

Some adult learner mentioned that before attending at Xihoko PALC they used to have problems when it comes to drawing their personal budget and do their shopping as most of them are housewives. The adult learners mentioned that they used to ask people in the shop how much things cost. They are happy now that they can read the prices and they are able to check the change themselves after paying.

But there are adult learners who are unemployed, and for them the ability to write their names and surnames seemed to be insufficient, because at the end of the day they still remained hungry and for them poverty is still a problem. They still have educational needs that are not addressed. They said that they expect Xihoko PALC to offer educational programme that could enable them to get jobs as they are poor and struggling to survive.

#### **4.3.4 Computer skills**

The ABET Coordinator indicated that after each circuit has identified its own educational needs, it is then that the ABET centres are provided with teaching and learning materials that is the reason why the education programmes vary from one place to the other.

In relation to teaching and learning computer at Xihoko PALC, the centre manager responded by saying that:

*“Computer literacy is not taught”.*

The centre manager indicated that Xihoko PALC does not have qualified educators who are able to teach computer literacy. According to the centre manager, the present situation of adult learners and the local community can only be improved if the present curriculum be designed by adding skills related learning programmes.

Educators indicated that the education programme offered at Xihoko PALC is too academic and not directed towards meeting the adult learner’s direct educational needs. Educators also stated that education programme that is more applicable or practical in nature must be offered, so that adult learners can apply to alleviate poverty and to beat unemployment.

Educators further indicated that, adult learners have different educational needs, which must be fulfilled, such as how to read, write, and deal with computer. Adult learners also have different skills, which they acquired beforehand, and they sometimes feel that their existing skills need to be improved and to develop some more new skills. One educator responded by saying that:

*“Department of Education should introduce labour market related skills in ABET centres”.*

With regards to teaching and learning computer at Xihoko PALC, adult learners who can read and write are disappointed as they come to the centre with the hope of getting something different from what they already have. Adult learners mentioned that they want a computer certificate in order to get job after completion.

Adult learners indicated that they are more interested in getting better jobs and they hope ABET programme could help make their dreams come true. But there are those who are unemployed, and for them the ability to write their names and surnames seemed insufficient, because at the end of the day they are still hungry and poverty is still a problem. They still have educational needs that are not satisfied, hence they say:

*“I need a project to give me a job”.*

Adult learners also showed their disappointment by indicating that the programme at Xihoko PALC is not based on the context that we find ourselves in. They further indicated that they want an education programme that will equip them with knowledge and motivate them to enthusiastically participate in ABET activities and to become lifelong learners.

#### **4.3.5 Bricklaying skills**

In relation to teaching and learning bricklaying at Xihoko PALC, the ABET Coordinator indicated that the centre does not offer bricklaying as a programme because it does not have qualified educators and learning resources, therefore it is not possible to introduce it, even though there are adult learners who are interested in learning brick laying. The ABET Coordinator also mentioned that:

*“bricklaying is designed to enhance adult learner’s understanding of bricklaying process and the technical aspects of the trade”.*

It is generally agreed by all educators that bricklaying might give adult learners a broader understanding of bricklaying and let them start to practice bricklaying skills such as measuring, estimating and drawing.

According to most of the adult learners at Xihoko PALC, bricklaying might be ideal for them as they want some basic bricklaying skill or to gain insight into bricklaying

industries with a view for progressing further and achieving qualifications, which might also enable them to get employment after completion.

#### **4.3.6 Tourism**

In relation to teaching and learning tourism, the ABET Coordinator indicated that tourism is not taught at Xihoko PALC, because the centre does not have qualified educators, learning and teaching materials for tourism.

With regard to tourism as teaching and learning programme at Xihoko PALC, the centre manager indicated that it is unfortunate that tourism is not offered at the centre. She further indicated that adult learners come to the centre with the hope that they will learn different programme to what they already have. She also mentioned that adult learners are more goal-oriented and they respond positively to relevant information that can be applied to their future work.

According to the centre manager's point of view, educational tourism is important because of the growing popularity of teaching and learning of knowledge and the enhancing of technical competency outside the classroom environment.

The centre manager further stated that tourism is recognised as an activity which is essential to the life of the nation because of its direct effects on the social, cultural, educational and economic sectors of the national societies and on their international relations.

The educators mentioned that adult learners have different skills, which they acquire beforehand; they need their existing skills to be empowered and to develop some more new skills. They further mentioned that the ABET curriculum is not like that of the normal schools which offers different streams. This becomes evident when a statement like this is uttered.

*"Tourism is not offered in this school".*

Some adult learners said they are disappointed because they thought Xihoko PALC is offering something different from what they already have. According to the adult learners tourism might create opportunities for employment in service sectors of economy. Adult learners further indicated that after learning tourism they could give them opportunities to be employed in hotels, resorts, parks, casinos, airlines and cruise ships.

Adult learners also mentioned that learning tourism might enable them to visit other countries to learn about their culture, work and apply skills learned in classroom in a different environment.

#### **4.3.7 Technology**

According to the ABET Coordinator Xihoko PALC does not offer technology as a teaching and learning programme, because there are a number of problems which educators meet at Xihoko PALC, which emanate as a result of lack of teaching and learning resources.

The ABET Coordinator also indicated that there is a problem of insufficient funds for ABET programmes. Therefore it is difficult to cater for the educational needs of all adult learners mainly in supporting the existing programmes and to establish new ones.

The centre manager and the educators are of the same view with regard to teaching and learning technology as programme. They mentioned that:

*“Technology can enhance adult learner autonomy, support, and promote constructive and collaborative learning”.*

They also mentioned that adult learners are mostly interested in learning an education programme that has immediately relevance to their jobs or personal life, to learn content through technology and to develop the skills to use it competently.

With regard to teaching and learning technology at Xihoko PALC some adult learners are disappointed. They indicated that technology is the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems, methods of, or organisation, in order to solve problems, improve a pre-existing solution to a problem, achieve a goal or perform a specific function.

Adult learners further stated that they want to know more about the technological development such as telephones and internet as they have lessened physical barriers to communication and to allow humans to interact freely on a global scale.

#### **4.4 Observations**

I made observations at Xihoko PALC. This is a report of observations based on the observations from Xihoko PALC. The following were issues/categories for observations, namely:

##### **4.4.1 Venue for the interview**

Interview sessions with the centre manager, educators and adult learners took place in the classroom where teaching and learning takes place as the Xihoko PALC does not have its own office.

##### **4.4.2 Infrastructure and space**

Xihoko PALC is located at Xihoko primary school building. The centre uses two classrooms that serve as an office for the centre manager and classroom for adult learners. ABET activities take place in these classes that clearly need to be upgraded since there is no proper furniture.

Adult learners at Xihoko PALC are forced to use the small chairs and tables that are used by children during normal school hours. The situation is not conducive for teaching and learning of adult learners. Xihoko primary school in which the centre is

situated has a big yard, and Xihoko PALC uses some of this space for gardening purposes.

#### **4.4.3 Availability of teaching and learning materials (resources)**

Xihoko PALC has sufficient and relevant teaching and learning materials available both to teachers and adult learners. All the teaching and learning materials are provided by the Department of Education to adult learners and educators for free. Adult learners are provided with learner's support materials for each learning programme.

The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without educators, teaching and learning materials will not be able to do an effective job (Department of education 2005:37).

The centre does not have a library where the adult learners may read books for information to be used to complete activities, such as projects and research. However educators make use of photocopied newspaper articles and in certain instances they utilise pamphlets as additional learner support material.

#### **4.4.4 Facilities / Equipment**

Xihoko PALC does not have a resource centre with computers, teaching and learning materials for utilisation by educators and adult learners. The classrooms of Xihoko PALC have chairs and tables that are not in good condition and they are also not suitable to be used by adult learners.

Xihoko PALC does not have a photocopying machine ideal for preparing teaching and learning materials. Educators use the Xihoko primary school's photocopying machine to make copies for which they pay out of their pockets.

Xihoko PALC has a number of agriculture implements though as one compares these implements with the number of adult learners one can realise that these implements are not sufficient.

#### **4.4.5 Accessibility of Xihoko PALC**

Xihoko PALC is easily accessible to their respective educators and adult learners as it is situated within the community. Xihoko PALC is located at the Xihoko primary school at Gandlanani village. Most of the adult learners are from the village where the centre is situated and they do not have to pay for transport to go to the centre.

#### **4.4.6 Class attendance and educator-learner ratio**

Sufficient numbers of adult learners come to Xihoko PALC for educational lessons and for more information. The age of adult learners in the class I observed ranges from 18 to 55 years. The adult learners attending the class were around 23 in number.

#### **4.4.7 Lesson presentation**

I observed lesson presentation where the educator was teaching adult learners in class. The educator presented the lesson using various teaching and learning methods. After the lesson presentation, the adult learners were given an activity to complete in groups; thereafter the group leaders gave reports to the whole class.

The educator then concluded the lesson by giving the adult learners remedial work in order to provide the adult learners with the correct information relevant to what they were busy learning.

#### **4.4.8 Learner participation**

Adult learners participated actively during class activities. When the educator asked questions, most of the adult learners responded by giving correct answers to some

of the questions, and to the incorrect ones the educator reported back in the form of remedial work. There were adult learners who had difficulties in understanding what the educator was teaching.

#### **4.5 Conclusion**

This chapter provided an overview of Xihoko PALC which is the case of this study. It also focused on the findings as gathered from the fieldwork track of this study. The description has been made about programmes which are offered at Xihoko PALC. The aims and objectives of Xihoko PALC have also been indicated. It also discusses the issues around educators and the characteristics of the adult learners at Xihoko PALC.

The chapter further established that initially this study was aimed at investigating about the educational needs of adult learners at Xihoko PALC, but after an introduction, reviewing and interrogation of documents phases as outlined in chapter three, additional educational needs of adult learners at Xihoko PALC were also investigated.

The chapter has managed to answer all the research questions and to discuss the findings of observations of this study.

## **CHAPTER 5: CONCLUSION, RECOMMENDATIONS AND REFLECTIONS.**

### **5.1 Introduction**

In the previous chapters, I have attempted to provide answers to the research questions of this study. I have discussed and described the situations as they have manifested themselves. From the data collected in the different phases of this study, it can be concluded that the critical factors suggested in chapters two and four of this study are the educational needs of adult learners at Xihoko PALC in the Limpopo Province.

In this chapter I will present the final conclusion, recommendations and reflections of this study. The result of this study could have an important exemplary value for other Public Adult Learning Centres in Limpopo Province.

However, I do not wish to over-generalise because the public adult learning centres could differ from one another, for example, in terms of their location, educational needs of adult learners and the type of education programmes offered.

Initially this study aimed at investigating the following factors which need to be taken into consideration, in order to address the educational needs of adult learners at Xihoko PALC. They are: agricultural skills, sewing skills, computer skills, basic literacy and numeracy.

Based on the introductory phase, and reviewing and interrogation of documents phase as outlined in chapter three, I discovered that there are more educational

needs of adult learners at Xihoko PALC in addition to the ones suggested above. On the basis of this discovery, I then decided to also investigate issues related to bricklaying, tourism and technology as other possible educational needs of adult learners at Xihoko PALC in the Limpopo Province.

## **5.2 Conclusion**

### **5.2.1 Agricultural skills**

According to the ABET coordinator, centre manager, educators and adult learner's views, agricultural skill that is offered at Xihoko PALC is of a limited scope. It does not meet all the adult learner's immediate educational needs and the educators have nothing to do with that.

Educators cannot change the curriculum even if it is not doing enough towards curbing learner's poverty and unemployment. Educators have to follow what the Department of Education prescribes.

The programme offered at Xihoko PALC did not cater for the educational needs of the adult learners in their diversity. It catered for the minority of the adult learners who were only interested in pursuing farming or starting small businesses. For those who desire to further their studies in science / technology their educational needs were not catered for.

ABET programme at Xihoko PALC should include different streams, so that adult learners who failed to reach matric in the formal schooling system, but have ambitions to follow their desired careers, could be given a second chance to do so. This would make adult education programme more exciting or attractive to those who wish to attend.

Xihoko PALC is provided with various resources needed in teaching and learning agriculture, however the practical part of agricultural science is not catered for. Educators are failing to improve the situation as they have to use their own money to buy enough seeds for the centre.

The introduction of income generating projects at Xihoko PALC might play a significant role in addressing the educational needs of adult learners. This can provide them with an opportunity to utilise the resources in their disposal, in order to benefit the communities they are serving.

Adult learners emphasised that Xihoko PALC does empower them with the skills that will enable them to start their own farming projects, whereby they are going to sell the different vegetables to the nearby shops in order to get the money to support their family.

I have also realised that some of the adult learners attend adult education programme just for the sake of attending, without any direction as to how the education programme will help them. Another realisation was the fact that most of these adult learners are in their late forties and late fifties, and one wonders as to whether these agricultural skills will be of any use to them.

Adult learners have some domestic responsibilities such as supporting their families financially, but because there are no job opportunities, they stick with the education programme until they hear of employment opportunities at the neighbouring farms.

### **5.2.2 Sewing skills**

The interviewees indicated that sewing is not offered at Xihoko PALC. The programmes offered at Xihoko PALC are prescribed by the Department of Education. It is the responsibility of the Department of Education to see to it that all ABET centres are provided with the required teaching and learning materials.

With regards to sewing as a programme at Xihoko PALC, the interviewees stated that realising that the main educational need of adult learners is to generate income; the Department of Education must try at all cost to incorporate basic literacy and

numeracy with other training skills. When adult learners are taught how to read and write, this must be paired with practical hands on skills.

Most of the interviewees are of the view that Xihoko PALC is failing in its mission because the ABET programmes have some limitations when it comes to the assessment of needs. The ABET programmes are not like that of the normal schools which offers different streams. They further indicated that those who are registered at Xihoko PALC have no option but to learn what is being offered there.

The introduction of income generating projects at Xihoko PALC can play a significant role in addressing the educational needs of adult learners and minimise migration of adult to urban areas in search of employment. Adult basic education and training is an important part of the overall adult education. It gives adult learners a foundation for lifelong learning.

On the other hand that can help our communities to develop in a much better way, because there is a lot of talent out there that needs to be developed. As some of the adult learners left school before they could attain skills training, it means an end to their wishes to do any job that can help them support their families. This is so because the education programme offered cannot help them with any skills training.

I also realised that there are adult learners who are interested in pursuing other careers that are not offered at Xihoko PALC, for example one adult learner wanted to become a doctor, because age is still on her side. She said that she felt frustrated after realising that she could not make her dream come true because adult education programmes only cater for those who are interested in small business.

As adult learners are aware of what they want to learn, when interviewed most of them appeared to be dissatisfied about the way the adult programme is being run at Xihoko PALC centre. Most of them seem to be having educational needs that are unmet. This is evident when they indicated that there are certain learning areas that they want to learn, but unfortunately they are not offered in public adult learning centres. For instance, subjects like Biology and Physical science.

### **5.2.3 Basic literacy and numeracy**

The majority of the interviewees indicated that most of the level one and two adult learners are illiterate on admission, and adult learner's first and foremost desire is to learn how to write their names and surname as correctly as possible. However educators indicated that they managed to help the adult learners to achieve their goals.

Adult learners who did not have opportunity to acquire basic education in their childhood, for them to be able to write their names and surnames is quite an achievement.

Among the adult learners who were interviewed there are those who are unemployed, and for them the ability to write their names and surnames seemed to be insufficient, because at the end of the day their educational needs are not addressed.

Some indicated that they needed to pursue certain careers such as health practitioners and information technology, but just because the relevant learning areas are not offered at Xihoko PALC they are bound to take what is offered, because half a loaf is better than nothing.

During my observation I realised that adult educators as well as adult learners do not have sufficient teaching and learning support materials. Adult educators do not have a proper place to store their teaching materials. Some of them find it better to carry teaching and learning materials home and to come back with them whenever they report to work

### **5.2.4 Computer skills**

The ABET coordinators, centre manager, educators and adult learners indicated that it is important before providing adult education programme to identify the educational needs of adult learners. However the ABET coordinator indicated that they work on

prioritising those needs because it is not yet possible for any ABET centre to cater for all the educational needs of different people.

The interviewees at Xihoko PALC indicated that computer literacy is not taught, because the centre does not have qualified educators and equipment relevant for teaching and learning computers. Educators also indicated that the programmes offered are too academic and not directed towards meeting the adult learners' specific needs.

Among the adult learners who were interviewed there were those who could read and write who were disappointed as they come to the centre with the hope of getting something different from what they already have. They further indicated that they registered to the centre with the hope to get a computer certificate in order to get better jobs after completion.

Educators indicated that the education programmes offered are of limited scope and not directed towards addressing the educational needs of adult learners. Education programmes which are practical in nature need to be introduced, so that the adult learners can apply to alleviate poverty and to beat unemployment.

### **5.2.5 Bricklaying skills**

The issue of teaching and learning bricklaying skills at Xihoko PALC is very important, as the majority of the adult learners are unemployed. However it is not possible to teach brick laying, because the educators do not have the required qualifications and due to the lack of teaching and learning materials of brick laying at Xihoko PALC.

Bricklaying is not all about bricks and mortar; before a person begins to build something he/she will need to know what he/she is building and the best way to go about it. This requires the ability to read off plans and having a technical aptitude to understand a project and correctly follow it through to completion.

### **5.2.6 Tourism**

It has been clearly indicated by all interviewees at Xihoko PALC that tourism must be introduced, to promote and assess effective, confident, constructive and professional communication skills within tourism industry.

Adult learners at Xihoko PALC require a life-centred as opposed to subject-centred orientation to learning, that is, adult learners will learn to the degree that they perceive that learning will help them to deal with challenges they face in their daily lives.

Tourism proved to be providing quality experience, educational benefits and service components. It is about the exchange of knowledge and wisdom for both visitors and residents. Adult learners are mostly motivated by internal needs, that is the needs for better quality of life, for deeper understanding of self, others and for meaning.

Tourism is important and regarded as an activity essential to the life of the nations because of its direct effect on the social, cultural, educational and economic sectors of national society and on their international relations.

### **5.2.7 Technology**

The fact that technology is not taught at Xihoko PALC, has a negative effect to adult learners. I noticed that they need to be taught technology in order to improve efficiency, productivity and decision-making, problem solving skills, information, communication skills, interpersonal and self-directional skills.

Teaching and learning technology at Xihoko PALC is important because it improves the adult learner's achievement in reading, writing and their ability to meet high standards.

Based on the responses of the interviewees from Xihoko PALC, I noted that technology has become a vital component of the success of the entire education enterprise. In the ever-changing world filled with new technology, adult learners will use technology to develop the technical and learning skills, academic knowledge and work habit that are necessary for success in higher education and work place.

### **5.3 Recommendations**

Before I discuss the recommendations based on the outcome of this study. I would like to say something about the purpose of adult education in ABET centres. Adult education's aim is to impart knowledge, help students meeting new situations as they arise, prepare students to make long-term decisions, foster critical thinking, provide education to foster vocational success, help student to discover a personal value system, improve student's standard of living, or produce motivation to change and continue education (Department of Education: 2006).

The global vision of Adult Basic Education and Training is to introduce citizens to a culture of learning and to provide them with the foundation for acquiring the knowledge and skills needed for social and economic development, justice and equality. It also provides access to further and higher education, training and employment.

ABET is about literacy and post-literacy as it seeks to connect literacy with Basic (that is general) Adult Education on the one hand, and with training for income-generation on the other hand. ABET and FET are the two components of AET and they provide adult learners with the first stepping-stones in their path of lifelong learning and development (Department of Education: 2006).

From the discussions I made concerning the educational needs of adult learners in adult learning programme particularly at Xihoko PALC. I found out that adult education programme are faced with many problems. On the basis of the findings that were discussed and described in the previous chapter. I therefore would like to make the following recommendations.

#### **5.3.1 Agricultural skills**

The shortage of learning materials has a negative effect on teaching and learning of adult learners at Xihoko PALC, hence it is recommended that the Provincial Department of Education should ensure that there are sufficient teaching and

learning materials available for agricultural skills that are related to the present labour market, so that adult learners might access employment immediately after completion.

### **5.3.2 Sewing skill**

There is a need to introduce sewing as an education programme at Xihoko PALC as it can play a significant role in addressing the educational needs of adult learners and minimise the migration of adult to urban areas in search of employment. It is recommended that the Department of Education should ensure that there are qualified educators, sewing machines and materials at Xihoko PALC. This in turn will ensure that there is proper and effective teaching and learning at Xihoko PALC.

### **5.3.3 Basic literacy and numeracy**

Adult learners attend at Xihoko PALC in order to learn basic literacy and numeracy. It is recommended that the Department of Education should ensure that Xihoko PALC have a resource centre which will contain teaching and learning materials that can be used by educators and adult learners. I further recommend that the Department of Education should match learning and teaching basic literacy and numeracy with other required skills.

### **5.3.4 Computer skills**

The shortage of educators and computers has a negative effect on teaching and learning at Xihoko PALC, hence it is recommended that the Provincial Department of Education must ensure that there are qualified educators who can teach computer. It is also recommended that the Provincial Department of Education must ensure that there are sufficient computers at Xihoko PALC.

### **5.3.5 Bricklaying skills**

Lack of educators, teaching and learning materials for bricklaying has negative effects on the teaching and learning of adult learners at Xihoko PALC, hence it is

recommended that the Provincial Department of Education must ensure that there are qualified educators, teaching and learning materials at Xihoko PALC. It is recommended that Xihoko PALC secure a space of its own where they can have their equipment for teaching and learning purposes.

### **5.3.6 Tourism**

There is a need for regular identification of the educational needs of adult learners particularly at Xihoko PALC. It is recommended that the Department of Education should add tourism as teaching and learning programme at Xihoko PALC. This will in turn ensure that there is a proper identification of other learning programme that might address the educational needs of adult learners at Xihoko PALC.

### **5.3.7 Technology**

There is a need to have technology as teaching and learning programme at Xihoko PALC, hence it is recommended that the Department of Education should ensure that there are qualified educators, teaching and learning materials so that technology is offered at Xihoko PALC.

This in turn will ensure that adult learners attain skills to enhance their employability in fields where technology is changing job requirements which need the skills to access, organize and evaluate information.

## **5.4 Recommendation for further study**

The field of adult education has many aspects that are problematic in the provision of Adult Basic Education and Training in different departments of government and the private sector. It seems that there is no scientifically researched information that can be used in planning proper programme for adult learners in Limpopo Province.

Although I have covered many issues in this study, I still feel that there are many aspects under the educational needs of adult learners that still need to be

investigated. There is a need to do more research which will give more insight into the educational needs that should be addressed by the adult basic education and training programme.

There is also a need to do a comprehensive study about factors that contribute to the failure of the ABET centres in addressing the educational needs of adult learners in Limpopo Province. I also feel that there is a need to conduct evaluation research at Xihoko PALC, particularly on whether the centre is able to achieve its aims and objectives.

## **5.5 Reflections**

The section is about my learning experiences and challenges during the process of conducting this research project. I had some negative experiences that were deliberately caused by participants and lessons that I learnt for future use in research planning. They are discussed hereunder.

### **5.5.1 Difficulties**

Xihoko PALC was far away from my working place. It was very difficult to get permission from my school principal to leave work one hour earlier to be at Xihoko PALC fifteen minutes before the starting time. I applied to the ABET coordinator to get access at Xihoko PALC a month before I can get a positive response. The ABET Coordinator was so busy in a way that I have to wait for a long time in order to get time to go and interview her.

The centre manager, educators and adult learners were not willing to participate; I had to convince them that I was doing the study (research) to contribute to the body of knowledge nationally and internationally not to expose them to their seniors. It was not easy to get some of the adult learners in the centre; I had to visit them at their respective homes. As I had no financial aid I experienced difficulties in terms of transport, printing and editing.

### **5.5.2 Learning experience**

In this study even though I experienced a lot of difficulties I accumulated a wealth of experience through interaction with diverse intellectuals. I also learned that accessing the study field need a convincing power, good human relations and lot of sacrifices.

I learned that in the qualitative approach there is no easy way to go through the process of data collection and data analysis, all depend on the type of respondents and their perceptions about the phenomenon and the context at which the research is taking place.

The pre-schedule interview questions can change along the process of data collection. In unstructured interview more especially in open-ended question, unexpected body of knowledge can be discovered. Lastly I will like to indicate that it is advisable that when a researcher decide to use a qualitative approach should take into consideration to add ample time for delays, changes and re-scheduling of the research process.

## **5.6 Conclusion**

This chapter contained the conclusion and recommendations of the study. The chapter also provided detailed final conclusion of this study in line with the critical factors / variables investigated in chapter four of the study. It further discussed recommendations of this research project. The chapter concludes with the discussion of recommendations for further study, the reflections, difficulties and learning experiences throughout the study.

In conclusion, in Limpopo Province there are public adult learning centres such as Xihoko PALC in particular which is working towards addressing educational needs of adult learners. I noted that Xihoko PALC has programmes that are meant to assist unemployed adult to be economically productive people.

The fact that public adult learning centres empower adult learners with basic education, income-generating skills and that they contribute towards eliminating

illiteracy and alleviating poverty amongst the community members, clearly indicate that they are contributing towards improving people's life.

This study also demonstrated that Xihoko PALC is working towards addressing Educational needs of adult learners. Based on this research, it become clearly that Xihoko PALC does contribute towards improving people's quality of life, by providing Agricultural skills.

In line with the main aim of the study, this research project has enabled me to understands the practice and activity of Xihoko PALC. I also managed to establish strategies which might be useful in addressing educational needs of adult learners in the Limpopo Province.

Despite the fact that Xihoko PALC is facing various challenges, I can conclude that its contributions towards educating adult learners is very important towards empowering and improving people's quality of life.

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## **APPENDICES**

### **Appendix 1: A letter of request to conduct research at Xihoko PALC**

P.O.BOX 2044  
Letaba  
0870  
28January 2012

**Xihoko PALC Coordinator**

Madam

**Subject: Request to conduct research at Xihoko PALC.**

I Vonani Ronnell Mathye Student Number 200517934 hereby request permission to conduct research activities in the above mentioned Public Adult Learning Centre.

I wish to conduct a research project entitled: Educational needs of adult learners at Xihoko Public Adult Learning Centre in Limpopo Province of South Africa.

My aim is to get insight into the educational needs of adult learners at Xihoko PALC. The study also intends to investigate the aims and objectives of the programme offered at that particular centre.

For more insight please read the attached copy of my research proposal.

Hope you will find this in order.

Vonani Ronnell Mathye

## **Appendix 2: A letter of request to conduct research in Xihoko PALC**

P.O.BOX 2044  
Letaba  
0870  
28 January 2012

**Xihoko PALC Centre Manager**

Sir

**Subject: Request to conduct research at Xihoko PALC.**

I Vonani Ronnell Mathye Student Number 200517934 hereby request permission to conduct research activities in the above mentioned Public Adult Learning Centre.

I wish to conduct a research project entitled: Educational needs of adult learners at Xihoko Public Adult Learning Centre in Limpopo Province of South Africa.

My aim is to get insight into the educational needs of adult learners at Xihoko PALC. The study also intends to investigate the aims and objectives of the programme offered at that particular centre.

For more insight please read the attached copy of my research proposal.

Hope you will find this in order.

Vonani Ronnell Mathye

### **Appendix 3: A letter of request to conduct research at Xihoko PALC**

P.O.BOX 2044  
Letaba  
0870  
28 January 2012

#### **Xihoko PALC Adult learners**

Sir

#### **Subject: Request to conduct research at Xihoko PALC.**

I Vonani Ronnell Mathye Student Number 200517934 hereby request permission to conduct research activities in the above mentioned Public Adult Learning Centre.

I wish to conduct a research project entitled: Educational needs of adult learners at Xihoko Public Adult Learning Centre in Limpopo Province of South Africa.

My aim is to get insight into the educational needs of adult learners at Xihoko PALC. The study also intends to investigate the aims and objectives of the programme offered at that particular centre.

For more insight please read the attached copy of my research proposal.

Hope you will find this in order.

Vonani Ronnell Mathye

## APPENDIX 4: LETTER OF INFORMED CONSENT

### To whom it may concern

#### **Informed consent**

I \_\_\_\_\_ (full names of participant) hereby agree to take part in the research project that is undertaken by Mrs V.R Mathye. My participation is based on the following conditions:

I have the right to withdraw from the study at any point without penalty. My participation is voluntary and the researcher has given me all information about the research project.

I am not exposed to any physical or emotional risks. My name shall remain confidential at all times and shall only appear as a code in the research project. My answers to the questions shall only be used for research purposes.

Yours faithfully

\_\_\_\_\_

Signature



# LIMPOPO

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
EDUCATION

Private Bag X1420  
LETABA  
0870  
Tel No. 015 205 2184  
Fax No. 015 203 2192  
Cell No. 071 078 9185

Enq. Magwaza Ngomana

From : Officer of the Circuit Manager  
Xihoko Circuit

To : Mrs. Mathye V.R

Dear Mrs. Mathye V.R.

**Re: Request for permission to conduct research to Xihoko AET Centres: Yourself**

1. Your letter of request bears reference
2. Permission is hereby granted on the following conditions, that:
  - 2.1. The research should not have any financial implications to the circuit and/ or Centres concerned.
  - 2.2. Care is taken not to disrupt the educational programme at the centres
  - 2.3. The research is conducted in line with research ethics. The principle of voluntary participation should be of utter most importance.
  - 2.4. Your findings and recommendations are made available for the circuit improvement purposes.
  - 2.5. You make proper arrangements with centre managers beforehand to avoid disagreements.
3. You must produce this letter every time you visit a centre.
4. Wishing you the best in your studies

  
CIRCUIT MANAGER

24/02/12  
DATE

**Xihoko Circuit**

The Department of Education, Limpopo Province

## **APPENDIX 6: INTERVIEW GUIDE FOR ABET COORDINATOR**

### **FACTS AND FIGURES**

1. When were you appointed as the ABET Coordinator?
2. What are the aims and objectives of Xihoko PALC?
3. What are the characteristics of the programmes offered in your centre?
4. What kinds of programmes offered at Xihoko PALC?
5. What are your roles and duties at Xihoko PALC?
6. When did Xihoko PALC start?
7. How is the structure of management in this centre?
8. What challenges do you have as an ABET coordinator?
9. How many educators do you have at Xihoko PALC?
10. How many learners do you have at Xihoko PALC?

### **SEWING SKILLS**

1. Why do you think sewing skill is needed at Xihoko PALC?
2. Why does Xihoko PALC have sewing equipments?
3. How do you recruit the adult learners?
4. Is there any challenges faced by Xihoko PALC?
5. If yes, how do you address those challenges?
6. What are your roles as an ABET Coordinator?
7. Why do you think sewing should be taught at Xihoko PALC?

### **BASIC LITERACY AND NUMERACY**

1. How many learning programme do you have at Xihoko PALC?
2. Why do adult learners should learn basic literacy and numeracy?
3. What are the aims and objectives of Xihoko PALC?
4. In your view what other challenges facing adult learners?
5. What do you think about teaching literacy and numeracy at Xihoko PALC?

## **COMPUTER SKILLS**

1. What challenges do you have as an ABET coordinator?
2. Does Xihoko PALC receive relevant resources?
3. If not, what do you do as the ABET Coordinator?
4. How do you address the challenges faced by Xihoko PALC?

## **COMMUNICATION SKILL**

1. Why do you think learners should learn how to communicate?
2. What are the roles of Xihoko PALC regarding communication?
3. What can Xihoko PALC do to improve their communication skills?
4. Do you think adult will be able communicate after completing at Xihoko?
5. Does Xihoko PALC have relevant resources?
6. Do you think their educational needs are addressed at Xihoko PALC?

## **READING AND WRITING**

1. Why do you think teaching them how to read and write will address their educational needs?
2. If yes, motivate your answer
3. If not, motivate your answer
4. What do you do as a Coordinator to improve reading and writing at Xihoko PALC?

## **APPENDIX 7: INTERVIEW GUIDE FOR CENTRE MANAGER AND EDUCATORS**

### **AGRICULTURAL SKILLS**

#### **FACTS AND FIGURES**

1. When did this centre start?
2. When were you appointed as the centre manager / educator?
3. When did you join this centre?
4. What are the aims and objectives of Xihoko PALC?
5. What are the characteristics of adult learners as they come to the centre?
6. What are the characteristics of the programmes of this centre?
7. What are your views and feelings about this centre?
8. How many educators are there at Xihoko PALC?
9. How many educators do you have in this centre?
10. What is the adult learner's age range?
11. What challenges do you have as the centre manager?

### **SEWING SKILLS**

1. How do you register the adult learners?
2. How many adult learners registered for this year?
3. Do you think adult learners might start their project after completing?
4. Does Xihoko PALC have the required resources?
5. What are the challenges faced by educators at Xihoko PALC?
6. How do you address those challenges?
7. What is the level of drop outs amongst the learners in this centre?

### **BASIC LITERACY AND NUMERACY**

1. How does Xihoko PALC address the educational needs of adult learners?
2. What are the characteristics of the adult learners at Xihoko PALC?
3. Why do you teach them literacy and numeracy?

4. How many levels do you offer at Xihoko PALC?
5. Are adult learners satisfied with what they learn at Xihoko PALC?
6. How do you place them on different levels?

## **COMPUTER SKILLS**

1. How does Xihoko PALC address the educational needs of adult learners?
2. Do you have computers at Xihoko PALC?
3. Do you think learners should be taught computer at Xihoko PALC?
4. Do you think their educational needs are being address at Xihoko PALC?
5. What are the characteristics of adult learners as they come to the centre?
6. What are the roles of educators at Xihoko PALC?
7. What are the aims and objectives of Xihoko PALC?

## **COMMUNICATION SKILL**

1. How does Xihoko PALC address their educational needs?
2. What challenges are faced by Xihoko PALC regarding communication?
3. Do you think is it important to teach them how to communicate?
4. Does Xihoko PALC have relevant communication resources?
5. If not, what do you use?
6. Does Xihoko PALC have educators to teach communication?
7. If not, how do you teach them?
8. How does Xihoko PALC teach communication?

## **READING AND WRITING**

1. Do you think reading and writing is their educational needs?
2. If yes, motivate your answer.
3. If not, motivate your answer.
4. How do learners feel about learning how to read and write?
5. What challenges are faced by educators?

6. Are there any changes after teaching them how to read and write?
7. If not, what do you do?
8. How does Xihoko PALC teach reading and writing?

## **APPENDIX 8: INTERVIEW GUIDE FOR ADULT LEARNERS**

### **FACTS AND FIGURES**

1. How long have you been attending classes in this centre?
2. What are your reasons for attending in this centre?
3. What kinds of programmes are offered in this centre?
4. At what time do you start and knock off with your lessons?
5. Why do you attend at Xihoko PALC?
6. What challenges do you have at Xihoko PALC?
7. Do you think the offered programmes are relevant to you? Elaborate!
8. Do you enjoy attending in this centre? Give reasons for your answer?

### **SEWING SKILLS**

1. Are there sewing skills offered at Xihoko PALC?
2. Do you think sewing skill need to be offered at Xihoko PALC?
3. Do you have sewing equipment at Xihoko PALC?
4. How do the programmers offered address your educational needs?
5. What challenges do you have as adult learners?
6. What are your characteristics as you come to Xihoko PALC?
7. How did you know about Xihoko PALC?

### **BASIC LITERACY AND NUMERACY**

1. Do you think learning literacy address your educational needs?
2. If yes, motivate your answers.
3. Do you have enough learning materials at Xihoko PALC?
4. If not, how does teaching and learning takes place?
5. What are the difficulties you are experiencing when attending lessons?
6. How do you think those difficulties can be addressed?

## **COMPUTER SKILLS**

1. Do you have computers at Xihoko PALC?
2. As learners do you think that skill needs to be offered at Xihoko PALC?
3. Do you think learning computer might address your educational needs?
4. What are you going to do after completing at Xihoko PALC?
5. How does Xihoko PALC address your educational needs?
6. What are the roles of adult learners at Xihoko PALC?
7. What challenges do you have as adult learners?

## **COMMUNICATION SKILL**

1. Do you think you might communicate fluently after completing the programme?
2. If yes, motivate your answer
3. Are you happy about what you learn at Xihoko PALC?
4. Is communication skill one of your educational needs?
5. If yes, motivate your answer.
6. Do you have challenges at Xihoko PALC?
7. If yes, what are those challenges?

## **READING AND WRITING**

1. How do you feel about learning how to read and write?
2. How does Xihoko PALC teach reading and writing skills?
3. Is reading and writing one of your educational needs?
4. Do you think learning how to read and write is important to you?
5. Did you know how to read when you come to Xihoko PALC?
6. What are other educational needs of adult learners?

## **APPENDIX 9: OBSERVATION INSTRUMENTS**

### **ISSUES (ASPECTS) TO OBSERVE**

- Availability of teaching and learning materials (resources)
- Class attendance register
- Lesson presentation
- Class participation
- Venue for the interview
- Accessibility of Xihoko PALC
- Infrastructure

**APPENDIX 10: A DATA MATRIX BLOW HAS BEEN UTILISED TO SUMMARISE THE FINDINGS OF THE INTERVIEWS WITH THE ABET COORDINATOR, CENTRE MANAGER, EDUCATORS AND ADULT LEARNERS.**

Variables	ABET Coordinator	Centre manager/ Educators	Adult Learners
Roles of the centre	Develop programme and facilitate workshop	Coordinate resource centre activities	Attend lessons and participate in activities
Number of educators	One centre manager and two educators	One centre manager and two educators	Three educators
Number of learners	31 learners	31 learners	Not sure
Learners age range	18 to 56	18 to 56	18 to 56
Aims and Objectives	To empower adult learners educationally	To enable adult learners to read and write	To be able to get certificate in order to be employed
Programme offered	English Xitsonga EMS Mathematics	English Xitsonga EMS Mathematics	English Xitsonga EMS Mathematics

	Life Orientation Agricultural Science	Life Orientation Agricultural Science	Life Orientation Agricultural Science
Duration of programme	Two and half hours	Two and half hours	Two and half hours
Views about the centre	The centre provide skills to adult learners	The centre offer programmes that address educational needs of adult learners	The centre must provide skills related programme
Community views about the centre	People are happy about the centre	They get positive remarks based on the good work that they are doing	Adult learners say the centre is good and helpful to them.
Recruitment strategies	Media, newspaper, radio, posters and pamphlets	Through word of mouth and mouth	Through friends, radio and posters
Agricultural skills	Agricultural science is taught at Xihoko ABET Centre	Educators with relevant materials are available at the centre	We learn how to prepare vegetable gardens
Sewing skills	Lack of sewing	Educators are not	None

	machines at ABET Centre	trained to teach sewing	
Basic literacy and Numeracy	Teaching and learning materials available in ABET Centre	Well trained educators are there to teach literacy and numeracy	Able to understand the prices at shops
Computer literacy	Lack of computers in a ABET Centre	Educators are not trained to teach computer	None
Teaching approach	Facilitating, monitoring and controlling of the various centres	Presenting programme effectively	Adult learners participate in individual and group learners
Learning materials	Support material with activities and memorandums	Teacher's guide and support manuals	Learner's books, manuals and newspaper articles
Training of educators	They have recognised qualifications	Educators attend workshops to improve their knowledge	They think they are well educated as they facilitate very well
Problems and challenges	Shortage of funds at times, effective ways of improving programmes	Insufficient teaching and learning materials	They are not happy about programme offered

Negative element of the centre	Not having enough teaching and learning materials	Not having enough materials to run some programmes	None
Positive element of the centre	The centre provides skills to adult learners,	The centre provides programmes that improve the adult learners' lives	Adult learners are promoted to the next level
When the Centre started	2009	2009	Do not know
Centre accessibility	Within the community	Within the community	Within the community
Levels	2 ,3 and 4	2 ,3 and 4	2 ,3 and 4

## LIST OF TABLES

**TABLE 1: EXAMPLE OF DATA MATRIX USED IN THIS STUDY:**

Variables	ABET Coordinator	Centre manager/ Educators	Adult Learners
Roles of the centre			
Number of educators			
Number of learners			
Learners age range			
Aims and			

Objectives			
Programme offered			
Duration of programme			
Working hours			
Views about the centre			
Community views about the centre			
Recruitment strategies			
Agricultural skills			
Sewing skills			
Basic literacy and numeracy			

Computer literacy			
Teaching approach			
Learning materials			
Training of educators			
Problems and challenges			
Negative element of the centre			
Positive element of the centre			
When the Centre started			
Centre accessibility			

Levels		
Relevance of the programme offered		

**TABLE 2: NO. OF ADULT LEARNERS PER LEVEL**

YEAR	LEVEL	GENDER	NO. OF LEARNERS
2011	2	2 M + 6 F	8
	3	4 M + 7 F	9

	4	9 M + 5 F	14
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