

# **CHAPTER 1: GENERAL ORIENTATION**

## **1.1 Introduction**

This chapter starts by giving an overview of Limpopo Province. There is an historical description of Polokwane City. This is followed by discussions on the domestic workers in Polokwane City. A discussion about Adult Basic Education and Training (ABET) before 2000, and its recognition by the National Constitution of South Africa is given. There is a description of the aims of the study. I have also outlined the research questions. This is followed by the scope of the study. The relevance of this study is also explained. The chapter concludes by highlighting the important points that emanated from the discussions.

## **1.2 Limpopo Province**

Microsoft Encarta Encyclopaedia (2004) describes Limpopo Province, which is formally known as Northern Province, to be the most northern province of South Africa. The name was changed to Limpopo Province in 2002 for political reasons. Limpopo<sup>1</sup> Province borders Botswana in the west, Zimbabwe in the north, Mozambique in the east, and the three southern provinces of North West, Gauteng and Mpumalanga. The province comprises five districts namely Capricorn, Mopani, Sekhukhune, Vhembe and Waterberg.

Statistics South Africa (2004) indicates that Limpopo Province covers an area of 123910 square kilometres, representing 10.2% of the total area of South Africa. In 2001, Limpopo Province was the least urbanised province as the majority of its population lived in non-urban areas.

---

<sup>1</sup> The name Limpopo originated from the river which separates Zimbabwe and Limpopo Province of South Africa.

### **1.2.1 The dominant ethnical groups of Limpopo Province**

According to mid-year estimates of Statistics South Africa (2009) the total population in Limpopo Province was 5 227 200 (10.6% of the South African population) in June 2009. The population in Limpopo Province is heterogeneous with predominantly black African people who account for 97.2%, the highest percentage for a province in the country. For the purpose of this study, I have only concentrated on the dominant population groups, namely BaPedi, vaTsonga, and vhaVenda.

The BaPedi is a combination of Batswana and Sotho people. They speak Sepedi. The BaPedi controlled most of the area bounded by Limpopo, Vaal and Komati Rivers, their power being centralised in the area known as Sekhukhuneland. Under the British rule the BaPedi were placed in a number of official reserves, of which Sekhukhuneland was the primary one. In the 1960s Sekhukhuneland, together with several other reserves, was incorporated into a homeland for the Northern Sotho people. The homeland was known as Lebowa and it is now part of Limpopo Province ([www.golimpopo.com](http://www.golimpopo.com)).

The vaTsonga people are concentrated in Giyani and Malamulele. This group of people speaks Xitsonga. Other groups settled in the Mpumalanga Province near the present-day Kruger National Park. The Tsonga community was disrupted in 1960s and 1970s when the then government created a homeland for the Tsongas known as Gazankulu. Due to the disruption, men left their families to go and work in the mines while women worked as domestic servants in the towns and cities. This disintegration of families caused many social problems ([www.golimpopo.com](http://www.golimpopo.com)).

The vhaVenda people are generally regarded as one of the last black groups to have entered the area south of the Limpopo River. Their origin is dated back to the 18<sup>th</sup> century as a group of people belonging to the Karanga lodzwi clan in present-day Zimbabwe, who migrated south, crossing the Limpopo River. The vhaVenda people speak Tshivenda. As they wandered up the valley of the Nzhelele River, they had the good fortune to stumble upon a beautiful new homeland at the foot of the mysterious Soutpansberg mountain range in the Limpopo Province. They promptly named the mountain range Venda meaning pleasant place and settled there. During the apartheid

era a homeland was set aside for the vhaVenda people and the capital city was Thohoyandou. Today the area is part of Limpopo Province ([www.golimpopo.com](http://www.golimpopo.com)).

### **1.2.2 Educational level**

According to Statistics South Africa (2004) 33.4% of the population in Limpopo Province had no schooling, 14.1% had some primary education, 5.5% completed primary education, 26.1% had some secondary education, 14.0% completed Grade 12, and 6.8% had tertiary qualification. In Limpopo Province there were more females than males who had no formal education. The literacy rate in Limpopo Province was 58.7% in the year 2001 which is the lowest of all the provinces.

### **1.2.3 Employment**

Statistics South Africa (2004) indicates that Limpopo Province had about 28.2% people employed in 2004 compared to 39.7% in South Africa as a whole. There were 58000 people employed as domestic workers that year. In 2004, 5.8% of the employed had no income, implying that these people were working for payment in kind or for family gain. In the same year Limpopo Province had unemployment rate of 24.9%.

## **1.3 Polokwane City**

Polokwane City, previously known as Pietersburg is described as the capital of Limpopo Province of South Africa ([www.wikipedia.co.za](http://www.wikipedia.co.za)). The town became a city on 23 April 1992 and on the 11 June 2003 changed its name to Polokwane due to political reasons. Wikipedia, free encyclopaedia further indicates that Polokwane, meaning 'Place of Safety' is a fitting name for the capital city of Limpopo Province, which is known as 'Home of Peace'. It is the major economic centre serving the neighbouring countries of Botswana, Zimbabwe, Mozambique and Swaziland. Its convenient distance from Kruger National Park and Magoebaskloof makes it a perfect gateway city and a destination in itself ([www.golimpopo.com](http://www.golimpopo.com)).

According to Microsoft Encarta Encyclopaedia (2004), Polokwane City is situated on the River Sterkloop, about 300km north- east of Johannesburg. It was established in 1884 as a magistrate's seat for the South African Republic, an Afrikaner state. The town was named after Petrus (Piet) Joubert, the commandant-general for the area and it was called Pietersburg. It is on the Cape to Cairo (N1 north) road.

### **1.3.1 Area and Population of Polokwane City**

The Polokwane municipal area is 3775 square km (3% of Limpopo Province's total area). The population in the city is estimated at 508277, which is about 10% of Limpopo Province's total population. The majority of the population in Polokwane City is young with an estimated 51% being between 0-14 years of age (<http://ndpg.projects.cedholdings.co.za>).

### **1.3.2 Educational level, Economy, Employment and Development (EEED)**

About 81576 people in Polokwane City have merely secondary education while 29253 have tertiary education ([www.polokwane.org.za](http://www.polokwane.org.za)). Polokwane has an illiteracy rate of 21% and a severe shortage of semi-skilled and skilled labour (<http://ndpg.projects.cedholdings.co.za>).

Polokwane City contributes only 13% towards the Province's Gross Domestic Product (GDP) This is due to sluggish agriculture and manufacturing sectors and a few mining activities within municipal areas (<http://ndpg.projects.cedholdings.co.za>).

Economically Active Population (EAP) which is 15-65 years constitutes approximately 31.22% of the population in Polokwane City. Only 58.5% of these people are employed. Over 80% of the population earns less than R18000 per annum (p.a) and only 36% participate in the formal sector of the economy.

Polokwane City, like its Province has the lowest Human Development Index (HDI). This is substantially below the national average (<http://ndpg.projects.cedholdings.co.za>).

### 1.3.3 Dominant Languages spoken in Polokwane City

Six of eleven official South African languages can be heard in the streets of Polokwane City. Those languages are Sepedi, IsiNdebele, Tshivenda, Xitsonga, English and Afrikaans. The dominant language in Polokwane City is Sepedi and the medium of instruction is English. The language of learning and teaching (LOLT) in the majority of schools in Polokwane City is English, with a few opting for Afrikaans.

### 1.4 Domestic workers in Polokwane City

Domestic workers in Polokwane City comprise a group of people who have been disadvantaged by the past education system. Wessels (2006: 1) indicates that domestic workers group in South Africa is one of the most vulnerable groups of workers, mainly represented by black women. These people were disadvantaged by being offered Bantu Education which was inferior. According to Merriam and Elias (1995: 141) inferior education lacks skills, does not equip one for challenges in life and can only shape one into a ‘useful citizen’<sup>2</sup>.

Bantu education was supported by the then Minister of Native Affairs, Dr Hendrik Frensch Verwoerd, which is evident in the following words:

*“The school,” he said, “must equip the Bantu to meet the demands which the economic life...will impose on him...what is the use of teaching a Bantu child Mathematics when he or she cannot use it in practice?... Education must train and teach people in accordance with their opportunities in life...”* (Reader’s Digest, 1992: 379).

---

<sup>2</sup>‘useful citizen’ - as used by apartheid regime, meaning removing personal autonomy and setting limits to the power of individuals.

From the above quote one understands that indeed Blacks were not given opportunities in life. It is argued the Blacks would be taught not merely the value of their own tribal cultures but that such cultures were of lower order and that, in general, the Blacks should learn how to prepare themselves for a realistic place in a white-dominated society, namely to be hewers of wood and drawers of water (Kallaway, 1990: 161).

The then Minister of Native Affairs went to the extent of reducing the provisioning of education for Blacks. As a result Mission schools were closed, remaining public schools were far and learners dropped out, some never having had the opportunity to attend school (Kallaway, 1990). Hence some Blacks do not have basic education and cannot even read and write their names. They cannot append their signatures on the important documents, instead they make a cross. Statistics South Africa (2004: 48) indicates that 22.3% of the black population in South Africa had no schooling in 2001.

Most of the domestic workers in Polokwane city come from different villages in various districts of the Limpopo Province. There is an influx of domestic workers from Matlala, Mashashane, Mamabolo, and many other places. In order to meet the demands of the economic life, domestic workers are employed in the households around the city in suburbs such as Bendor, Flora Park, Moregloed and many others. The group includes a few males while females are in the majority. Their scope of work includes looking after children, the aged and disabled, housekeeping, doing the washing and ironing, garden chores and driving a vehicle for a private household.

It is not difficult to spot these people because those who do not sleep in the houses of their employers can be seen at around seven o'clock in the morning at the street corners of the suburbs, in groups of two or three, waiting for the '*Missis*'<sup>3</sup> to open the door at eight o'clock for them to start with their daily duties.

---

<sup>3</sup>'*Missis*' –as used by black domestic servants referring to their employers (white women)

Domestic workers who stay at the places of their employers can be seen in the groups mentioned above, sitting on the green grass of their employers at around five o'clock in the late afternoon. The groups usually consist of two women and a man. If one listens carefully when passing next to the group, one can hear that they are talking about the challenges they meet in their daily lives, especially at their places of work.

The challenges seem to range from being illiterate, being unable to load airtime into cellular phones, being afraid of using Automated Teller Machines, to hating the automatic washing machine and being afraid of attending skills development programmes.

According to the report by the Minister of Labour (2001), there were 800 000 domestic workers in 1999 which constituted 18% of all the people employed in the labour market. Approximately 36% of domestic workers live in the places of their employers (<http://www.labour.gov.za>).

Due to lack of skills, domestic workers are at high risk of becoming unemployed and the economic life is meaningless without an income because basic needs cannot be satisfied. Once they become unemployed, they will lack basic household necessities. Already there is widespread of poverty in the Limpopo province and the country as a whole. The government tries to use development strategies such as Growth, Employment and Redistribution (GEAR) and Accelerated Shared Growth Initiatives of South Africa (ASGISA) in order to address the imbalances of the past and to eradicate poverty.

The Organisation for Economic Co-operation and Development (1997: 49) states that:

*“employment and unemployment are strongly related to literacy proficiency: Low- skilled adults have a greater chance of being unemployed than high skilled adults”.*

## **1.5 Adult Basic Education and Training (ABET) before the year 2000**

South African governments of the past had put in place policies that were designed to limit access to education for Blacks. The governments of the past paid very little attention to literacy, which resulted in about 9, 4 million Black adults with less than nine years of schooling (ABET Policy, 2003: 5).

The policies of former governments fragmented education and training into different ethnic and racial sub-systems with unequal allocation of resources. This resulted in poor quality education in black schools and the condemnation of millions of adults to illiteracy. This has effectively limited the intellectual and cultural development of the country as a whole (ABET Policy, 2003: 6).

The past governments regarded adult education as second chance schooling. Structures other than government tried to provide meaningful and appropriate adult education and training programmes, but were subjected to severe repressive measures. There was little or no recognition of the adult education sector as a whole, nor in particular, for the educators of adults. ABET provision has suffered from an inadequate infrastructure and support system with minimal resources (ABET Policy, 2003: 6).

## **1.6 Recognition of ABET by the National Constitution of South Africa**

It was only after 1994 that education in South Africa was put under a single national department of education. The Constitution of South Africa Act 108 of 1996 states that everyone has the right to a basic education, including adult basic education, and to further education, which the state, through reasonable measures must make progressively available and accessible.

ABET is seen as both a right (as expressed in the National Constitution) and as a functional economic necessity in a changing society which requires a citizenship engaged in a lifelong process of learning.

The White Paper on Education (1995) clarifies that “the right to basic education... applies to all persons, which means to all children, youth and adults. Basic education is thus a legal entitlement to which every person has a claim... ”.

The Department of Education has formulated the following vision for adult basic education and training:

*“A literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation” (ABET Policy Document, 2003).*

### **1.7 Aims of the study**

The main aim of this study is to get insight into the educational needs of domestic workers who are attending classes at Public Adult Learning Centres (PALCs) in the Pietersburg circuit of Polokwane City.

The following are the sub-aims of this study:

- To investigate the programmes offered to domestic workers at these centres.
- To get a broader understanding of how these programmes could be improved in order to meet the needs of these domestic workers.

### **1.8 Research questions**

To achieve the aim of the study, the following research questions have been formulated:

Main question:

- What are the educational needs of domestic workers at Public Adult Learning Centres in the Pietersburg circuit?

Sub-questions:

- What are the aims and objectives of Public Adult Learning Centres in the Pietersburg circuit?
- What are the characteristics of the programmes offered at the centres?
- Do the offered programmes meet the needs of domestic workers?
- What are the possibilities of improving the ABET programmes offered at the centres?

### **1.9 Relevance of the study**

The fact that 33.4% of the population in the Limpopo Province had no schooling in and 14.1% had some primary education (Stats South Africa, 2004) makes this study relevant. It is the mission of the Department of Education to have literate citizens in South Africa. The Department of Education sees ABET as both part of and as a foundation for lifelong learning (ABET Policy 2003). It is important that research in line with literacy is continuously done. This study is part of the research programme which is going on in the Department of Adult Education at University of Limpopo. The programme is known as “from social exclusion to lifelong learning”. This is a regionally oriented research programme which is relevant for the development of adult education in the Limpopo Province. Examples of research activities of the programme are: research into the adult education needs of the cleaners at the University of the North; evaluation of good practices, which are concentrating on skills training for rural women; research into the regional implementation problems of adult education and many others.

### **1.10 Scope of the study**

The purpose of this study is to investigate the educational needs of domestic workers in the Pietersburg circuit. In order to answer the above questions, the researcher decided to focus on three public adult learning centres in the Pietersburg circuit

namely Pietersburg, Flora Park and Rethabile for data collection of this research report. The selection of these centres has been influenced by their geographical location in the city where most of the domestic workers attend adult learning classes. Domestic workers who attend adult learning classes in the city come from different places of Limpopo Province (LP). I believe the findings might be relevant to other centres in various towns and cities with similar participants in ABET programmes.

I will however be careful of over generalisation because different centres in towns and cities may differ from one another in for example level of illiteracy, level of commitment, the infrastructure, nature of participants and operating times. The results of this study could have an important exemplary value for other centres in the Limpopo Province.

There could be a need to discuss the effectiveness of skills development programmes (Domestic Workers Sector) which was launched by the Department of Labour in 2003. A critical analysis on the effectiveness of skills development programmes in relation to domestic workers is important. However this would be out of the perimeters of this study.

### **1.11 Conclusion**

This chapter gave an overview of Limpopo Province and this included the dominant ethnical groups; educational level; and employment. The historical description of Polokwane City highlighted the area and population of the city; educational level; and the dominant languages that are spoken in the city.

The discussion on the domestic workers in Polokwane City was about their historical background and their scope of work. Adult Basic Education and Training before the year 2000 was discussed briefly together with its recognition by the National Constitution of South Africa. There was a description on the main aim and sub-aims of the study. The scope and the relevance of this study were also discussed.

The next chapter is about the factors that might be the key elements to educational needs of domestic workers.

## **CHAPTER 2: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This chapter starts by discussing the key concepts in order to enable the reader to understand the context in which they are used. This is followed by a discussion of the factors that might be key elements to educational needs of domestic workers. In conclusion the important points are outlined.

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

#### **2.2.1 Educational needs**

The concept of needs is not easy to explain because it depends upon personal taste and preference. What is regarded as a need to one person can be a want to another, for example, a newspaper is a need to an academic, but a want to an ordinary person. Needs differ from place to place, for example, when one is in Musina, one would need to have an umbrella or a cap, due to hot sun. Again needs differ from time to time and their scope depends upon the level of development. The more people develop, the more new needs are created.

Needs refer to the desire for things that one cannot do without and wants are desires for things that one can do without, for example, if one feels that it is not easy to go on with life without a particular thing, then there is a need for that thing and if it is easy to continue without it, then it is a want.

According to Rogers (1992:149) the concept of needs involves judgement. This is why one adult learner's list of needs will inevitably differ from another's, and why a list of needs will always be changing as new values and new standards are set. In the past, reading and writing were regarded as wants and now have become needs.

Oving (2002:48) defines educational needs as those things that individuals consider to be important in their daily lives which will enable them to meet the demands made by their environment.

Malale (1996:114) indicates a list of needs of illiterate adult learners as job-related, health-related, education-related, personal enhancement, communications with their husbands and employers and many others.

In this study educational needs are those desires which when fulfilled, will enable one to read and write, communicate in at least English in a multiracial South Africa, be employable, have social responsibility and enjoy their citizenship in this country.

### **2.2.2 Domestic worker(s)**

A domestic worker is defined in terms of the services rendered by a person. In the Basic Conditions of Employment Act 75 of 1997, a domestic worker is defined as any person or independent contractor who performs domestic work in a private household and who receives, or is entitled to receive pay and includes a gardener; a person employed by a household as a driver of a motor vehicle; and a person who takes care of children, the aged, the sick, the frail or the disabled and domestic workers employed or supplied by employment services.

Domestic workers are hired to work in a private home. They do things such as housekeeping, or provide care, supervision or personal assistance to children, people who are elderly, ill or disabled. Domestic workers have the same rights under the Employment Standards Act whether they live in or out of their employer's home ([www.cbesc.org](http://www.cbesc.org)).

Zimbabwean legislation offers detailed definition of domestic worker: Domestic worker means a person employed in any private household to render services as a yard/garden worker, cook/housekeeper or child-minder or disabled/aged-minder irrespective of whether the place of employment is in an urban or rural area ([www.ilo.org](http://www.ilo.org)).

In this study when talking about a domestic worker, I will be referring to a person employed in the household for domestic services.

### **2.2.3 Adult learner(s)**

Rakoma (2000:14) describes adult learners as those people with little or no schooling, who have obligations to their families and societies, who are responsible and can define their goals when participating in educational programmes.

The South African directorate of Adult Education and Training (1997) defines adult learners as adults and out-of-school youth, aged 15 years and older, who have had no or inadequate schooling. Zahn (1967:67) indicates that

*“adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction times, different attitudes, values, interests, motivations and personalities. Therefore, those who are trying to help adults learn must be aware of these differences and adjust teaching and learning environment accordingly”.*

Molema (2007: 13) describes adult learners as those people aged 15 years and older who have identity documents, with no or inadequate schooling and who attend classes in adult learning centres than ordinary schools. In this study, adult learners refer to those learners who are attending lessons at ABET centres.

### **2.2.4 Adult Basic Education and Training (ABET)**

Hulst and Kerkof (2000: 129) quoted the Interim Guidelines of 1995 defining ABET as the basic education and training phase in the provision of lifelong learning, consisting of levels along a continuum of learning aimed at adults and youth with very little or no formal schooling and who have unrecognised knowledge and technical and practical skills. The final exit point from ABET should be equivalent to the exit point

from compulsory education. ABET includes a core knowledge, skills, experiences and abilities which should be assessed as learning outcomes.

The Department of Education (1997: 5) states that Adult Basic Education and Training is the general conceptual foundation towards lifelong learning and development; comprising of knowledge; skills and attitudes required for social; economic and political participation and applicable to a range of contexts. Adult Basic Education and Training is flexible, developmental and targeted at the specific needs of particular audiences and ideally, provides access to nationally recognised certificates.

A National Multi-Year Implementation Plan (1997: 5) indicates what distinguishes Adult Basic Education and Training from other learning sectors as learner audience, namely, adults and out- of- school youth, aged 15 years and older, who have had no or inadequate schooling.

For the purpose of this study Adult Basic Education and Training is defined according to ABET Act 52 of 2000: Adult Basic Education and Training means all learning and training programmed for adults from level one to four where level four is equivalent to (a) grade nine in public schools or (b) national qualifications framework level one as contemplated in the South African Qualifications Authority Act 58 of 1995.

### **2.3 Key elements of educational needs**

The main assumption of this study is that domestic workers are illiterate, mostly due to past educational laws such as the Bantu Education Act of 1953. The following factors form the key elements of educational needs of domestic workers namely access to important documents, ability to communicate in English, ability to use new technology, and acquisition of skills in the domestic workers' scope of work.

### **2.3.1 Access to important documents**

Due to the problem of illiteracy, domestic workers are not able to access important documents, such as the Constitution of South Africa Act 108 of 1996, Basic Conditions of Employment Act 75 of 1997, Skills Development Act 97 of 1998, and the South African Qualifications Authority Act of 1995.

The Constitution of South Africa Act 108 of 1996 states clearly that:

*“Everyone has the right to basic education, including adult basic education, and to further education, which the state, through reasonable measures, must make it progressively available and accessible”.*

This Act 108, 1996 serves as the foundation of all the policies that are formulated in this country. Domestic workers as citizens of South Africa have a right to education.

The ABET Act of 2000, stipulates clearly that one of its objectives is to ensure access to adult basic education and training and the workplace by persons who have been marginalised in the past, such as women, the disabled and the disadvantaged. Domestic workers are part of the marginalised and disadvantaged group, especially that most are women.

The objective of Basic Conditions of Employment is to give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment; and thereby to comply with the obligations of the Republic as a member state of the International Labour Organisation; and to provide for matters connected therewith. Domestic workers are employees and they need to be acquainted with this Act.

One of the objectives of the Skills Development Act 97 of 1998 is to develop the skills of South African workforce which will help to (a) improve the quality of life of workers, their prospects of work and labour mobility; (b) improve productivity in the

workplace and the competitiveness of employers; (c) promote self-employment; and to improve the delivery of social services. Domestic workers need to have their skills developed and this will increase their chances in the world of work.

The objective of South African Qualifications Authority Act of 1995 is to provide for the development and implementation of a National Qualifications framework and for this purpose to establish the South African Qualifications Authority; and to provide for matters connected therewith. The South African Qualifications Authority has amongst its objectives (a) to facilitate access to, and mobility and progression within education, training and career paths; (b) to accelerate the redress of past unfair discrimination in education, training and employment opportunities.

Domestic workers will only be able to access the abovementioned documents if they are able to read and write. Access to these documents will allow domestic workers to know their right to education, they will know basic conditions of employment, they will acquire skills, and they will have access to new technology.

Being literate would afford domestic workers access to The Skills Development Act 97 of 1998 which serves to provide an institutional framework to devise and implement national, sector and workplace strategies. The act will develop and improve the skills of the South African workforce; integrate those strategies within the national Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995. The Act provides for the financing of skills development by means of a levy-grant scheme and a National Skills Fund. It also provides for and regulates employment services and to provide matters connected therewith.

Hutton (1992: 154) states that “*for most people literacy means to read and write in their mother tongue*”. Fortunately in South Africa, government gazettes are published in eleven official languages and this gives domestic workers who are able to read and write in one of those languages an advantage of receiving first hand information. Domestic workers who are not able to read and write cannot access the information properly.

The ABET policy document (1997) states that because the department of Education sees ABET as both part of and as a foundation for lifelong learning, many of its policy concerns relate to the need for integrating ABET into lifelong learning in terms of sustainable level of literacy, numeracy and basic (general) education and certificated career path.

### **2.3.2 Ability to communicate in English**

In my opinion, literacy alone is not enough for one to survive in the heterogeneous population of South Africa. It needs to be coupled with the second language of communication that is English which is regarded as medium of instruction in the country. Hutton (1992: 152) states that *“In South Africa, and internationally, English is generally considered a language of access”*.

According to Hutton (1992: 153) approximately nine million people in South Africa have poor English reading and writing skills. English is crucial in all areas relating to political or economic and labour issues in South Africa. He further states that a policy of regional bilingualism may go a long way towards improving participation in the political arena, but will still exclude those who do not speak English from educational and economic advancement. Domestic workers are also part of labour and cannot be divorced from politics.

I agree with Hutton (1992: 152) that English is regarded as a language of access in South Africa since most of the national newspapers such as City Press, Sowetan, Sunday World and many others are written in English. Furthermore a lot of information about consumer goods in shops and labour issues is disseminated in English.

### **2.3.3 Ability to use new Technology**

Domestic workers like everyone else in this country are faced with the challenges of new technology in their daily lives and in work situations. They need to be able to use

new Technology such as Automated Teller Machines, Cellular Phones, Computers, and many others.

Burch as quoted (<http://www.connected.org/women/sally.html>) states that:

*“the accessibility of, and hence appropriateness of the new technologies for the majority of women in Africa, have also been hindered by lack of appropriate infrastructure and affordability in most communities”*

(<http://www.connected.org/women/sally.html>).

### **2.3.3.1 Automated Teller Machines (ATMs)**

As income earners, domestic workers need to deposit and withdraw their money using bank Automated Teller Machines. The machine is computerised and therefore communicates with the user. Zorkoczy and Heap (1995: 201) state as an example of an everyday application of user friendly design principles the ATM, which employs menu selection to guide the user through a series of questions and answers. This is true because money matters are private, confidential and, for security purposes, the use of ATM is limited to the owner. Domestic workers need to be able to use ATMs in order to help their employers with banking if such need arises.

### **2.3.3.2 Cellular Phones**

This is the convenient method of communication to most people today and those who are not able to read and write find it difficult to use. Zorkoczy and Heap (1995: 79) state that the spread of micro computer-based telephones and exchanges will provide an increasing range of facilities to telephone users. They further state that for the home user, improved telecommunications may mean a reduction in information related travel.

Due to their inability to read and write, domestic workers cannot enjoy services that are provided on the cellular phones, for example, short message services (SMSs) to other people, retrieving faxes and many services that are offered by these cellular

phones. Domestic workers need to be able to use cellular phones. This will be convenient in communicating with their employers.

### **2.3.3.3 Computers**

A variety of services are offered by computers, especially through means of the internet, such as shopping, e-mail, and banking to name just a few. These can only be accessible when people are able to read and write. Domestic workers need to know how to use computers as this will help a great deal in assisting children of their employers with homework.

New technologies especially those that are computer-based, are viewed as increasingly important tools. Computers provide learners with valuable skills for the labour market and other aspects of their lives (Office of Technology Assessment, 1993). Nowadays computer skills have become one of the requirements in job advertisements and candidates have to undergo a competency test.

### **2.3.4 Acquisition of skills in the domestic workers' scope of work**

It is my belief that literacy, combined with English and new Technology, will help to enhance the skills of domestic workers in their scope of work. Microsoft Encarta Encyclopaedia (2004) states that for anyone to take part effectively in an industrialised society, far more than basic literacy is required. The Encyclopaedia further states that achievement of basic literacy in any society is an important one, but it is functional literacy that enables individuals to play a full part in the economic and social life of that society.

Oving (2002: 55) indicates that by offering adult education, young women are given a chance to attain a higher level of learning, and to learn skills which can help them to find a job, become self-employed or to help them provide for themselves and their families. Domestic workers need to acquire skills such as cleaning, cooking, cleaning to use in their daily work.

The Organisation for Economic Co-operation and Development (OECD, 1997: 49) states that employment and unemployment are strongly related to literacy proficiency in the sense that low-skilled adults have a greater chance of being unemployed than high-skilled adults. The scope of work of domestic workers involves looking after children, cleaning, food preparation, and many more household duties.

#### **2.3.4.1 Looking after children**

To look after children is a challenging job because one has to be extra cautious at all times especially when coming to poisonous substances and medicines. To administer medicines one should be able to follow the instructions which are usually written on medicine containers. Failure to follow the instructions can cause health hazard which can even lead to loss of life. Manning and Thompson (2003: 76) state that an overdose of vitamins A and D can be toxic, and a small overdose of iron can be fatal for a young child. Only the prescribed dose of vitamin drops should be given, and vitamins or cod liver oil should never be administered at the same time.

#### **2.3.4.2 Cleaning skills**

Cleaning skills involve the use of vacuum cleaners; washing machines, chemicals and many more. Today's appliances are so sophisticated that one cannot start using them without first reading instructions on how to use them. Every appliance is supplied with an instructor's manual which needs to be read time and again. Grunfeld (1990: 20) states,

*“always follow manufacturer's instructions  
and use all cleaning materials with care”.*

Today's appliances and cleaning materials are useful if they are used and cared for according to the manufacturer's instructions. If they are not used as instructed, they can become useless and there are further risks of fire and death. Some cleaning materials should not be mixed with other cleaning products as they release dangerous gases.

### **2.3.4.3 Food preparation**

Food preparation requires cleanliness and hygiene and involves the use of modern appliances, such as multifunction ovens; bread toasters and many others. To use these sophisticated appliances effectively, one has to be fully conversant with them. Touwen (1996: 96) states that:

*“their (women’s) low educational level proved to be an obstacle for the positive impact of the skills training project on their socio economic position. It is for instance, impossible to make them full self-supporting because of their lack of basic skills such as reading and writing”.*

I think it will be more helpful to domestic workers if they can become literate. Basic literacy will enable them to access important documents; to communicate in medium of instruction; use new Technology, and to acquire skills for their scope of work.

## **2.4 Conclusion**

In this chapter the factors that might be the key elements to educational needs of domestic workers were discussed. The main assumption of this study which is that most of domestic workers are illiterate has been discussed.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

In this chapter, I start by discussing the design of the study. There is a discussion on the instruments that I used to collect the data. I further explain how the data collected from various phases was analysed using qualitative data analysis methods. The chapter is concluded by noting important points.

### **3.2 Research design**

I have decided to undertake an exploratory study with elements of needs assessments in order to investigate the educational needs of domestic workers at ABET centres in the Pietersburg circuit. I chose exploratory study because I lack basic information with regard to educational needs of domestic workers. Bless and Higson-Smith (1995: 42) state that the purpose of exploratory research is to gain a broad understanding of a situation, phenomenon, community or a person. The need for such a study could arise from lack of basic information in a new area of interest.

Needs assessment is clearly indicated by Rogers (1986:172) as the collection of needs on which to base the development of programmes and their evaluation. This is true in the sense that for programme developers to be able to do their work, they have to do need assessment so that the programme can meet the needs of the target group.

Wlodkwski (1985:108) suggests that needs assessment should be used as a technique to discover and emphasise the felt needs of adult learners in the learning process. This will help programme developers to meet the needs of adult learners.

Queeeny (1995:1) indicates that needs assessment most often is concerned with educational needs which are related to programme content and the population to be served, rather than with operational needs such as programme scheduling.

### **3.3 Data collection**

The data collected was classified into two paths namely reviewing and examination of documents; and fieldwork. During the first path of data collection I reviewed and examined the documents that are relevant to domestic workers. The second path of data collection was about the fieldwork.

#### **3.3.1 Reviewing and examination of Documents**

In the first path of data collection the following government documents were reviewed: The National Constitution of South Africa Act 108 of 1996, ABET Act 52 of 2000, Basic Conditions of Employment Act 75 of 1997, The Skills Development Act 97 of 1998, and South African Qualifications Authority Act, 1995. This was done in order to check if the government is concerned about the needs of domestic workers.

I also examined the related dissertations such as those of Rakoma<sup>4</sup>, Oving<sup>5</sup>, Wessels<sup>6</sup>, and Molema<sup>7</sup>. The dissertations have helped me to define and limit the problem of educational needs of domestic workers. Rakoma (2000: 17) argues that needs are gaps in performance. They are difference between what is and what should be, a gap between real and ideal.

---

<sup>4</sup>Rakoma, M.M. 2000. ABET Needs Assessment in the Northern Province. University of the North. Lamprint Services.

<sup>5</sup>Oving, D. 2002. Young Mothers between formal education and labour market. University of the North. Lamprint Services.

<sup>6</sup>Wessels, T.S. 2006. The development impact of the domestic workers skills development project on its participants. UNISA.

<sup>7</sup>Molema, T.M. 2007. Educational Needs of domestic workers at Pietersburg Comprehensive Adult Learning Centre. University of Limpopo.

Oving (2002: 125) indicates the educational needs of young mothers as needs for qualification and skills, to improve their chances on the labour market, and to be able to read and write.

Wessels (2006: 7) states that for domestic workers, the doors now opened to life long learning as well, but they needed training focussing on skills for domestic services in particular.

Molema (2007: 14) indicates that needs of illiterate adult learners are those desires which when fulfilled, will enable one to read and write, communicate in at least English in a multiracial South Africa, be employable, have social responsibility and enjoy their citizenship in this country.

The process of reviewing and examining documents is supported by McMillan and Schumacher (2006: 75) indicating that the knowledge gained from the literature aids in stating the significance of the problem, developing the research design, and relating the results of the study to prior knowledge.

### **3.3.2 Fieldwork**

The fieldwork was the second path of data collection and it was divided into three namely introductory, extensive fieldwork and observation phases. During the exploratory phase I conducted informal interviews with relevant role players in order to acquaint myself with ABET field.

#### **3.3.2.1 Introductory phase**

This phase was characterised by informal interviews which helped me to have a picture of ABET field. It was during this phase that I managed to interview the ABET district coordinator about the public adult learning centres in the Pietersburg circuit. The interviews with the coordinator helped me to know the number of centres in the circuit, which centres enrol domestic workers, the ABET calendar, and the operating times at different centres. I also conducted informal interviews with the centre managers in order to have an idea about the learners they enrol at their centres, the

kind of needs their learners have as domestic workers; and the challenges that both educators and learners are faced with.

### **3.3.2.2 Extensive fieldwork phase**

This phase was divided into three stages of collecting data. All the three stages were used to conduct formal interviews with role players in ABET centres. In all interviews I have used open-ended questions. According to Yin (1994: 84), the open-ended interviews allow the respondents to provide the facts of a matter as well as their opinions about events.

#### **3.3.2.2.1 Centre managers' stage**

In this stage of data collection, I interviewed the centre managers of Flora Park, Pietersburg and Rethabile public adult learning centres. The interviews were conducted at different times in different centres. The meetings with the centre managers were informative as the interviewees were able to outline the aims, characteristics of the programmes they offer, and the relevance of the programmes. The table below shows the number of Centre managers interviewed at the three centres.

**Table 1 Number of centre managers interviewed per centre according to gender**

<b>Centre managers</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
<b>Flora Park</b>	1	0	<b>1</b>
<b>Pietersburg</b>	0	1	<b>1</b>
<b>Rethabile</b>	1	0	<b>1</b>

From the table above it is clear that Pietersburg Comprehensive is the only centre that is managed by a male, while both Flora Park and Rethabile are managed by females.

### 3.3.2.2.2 Educators' stage

The interviews with educators of different centres were conducted at different dates and times. I conducted three interview sessions with educators, which means one session per centre. My aim in this stage of data collection was to get a broad view and understanding of educational needs of domestic workers. Patton (1987: 108) supports the in-depth investigation and states that in-depth interviewing probes beneath the surface, soliciting detail and providing a holistic understanding of the interviewee's point of view. The table below shows the number of educators interviewed per centre according to gender.

**Table 2 Number of educators interviewed per centre according to gender**

<b>Centres</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
<b>Flora Park</b>	1	0	<b>1</b>
<b>Pietersburg</b>	2	1	<b>3</b>
<b>Rethabile</b>	2	1	<b>3</b>

There was only one educator whom I was able to interview at the Flora Park centre. The centre does not have male educators. At Pietersburg centre, there were two females and one male educator. All the three educators were interviewed. Rethabile centre has the same number of educators as Pietersburg centre.

### 3.3.2.2.3 Learners' stage

This was the third stage of data collection. The aim of this stage was to get reliable information from learners about the educational needs of domestic workers as the learners are the people who know better about their needs. The Organisation for Economic Co-operation and Development (OECD), (1994:53) states that informants know quite a lot about their perceptions of, and feelings about the situation and events being researched.

The following numbers of learners were interviewed at different centres: six learners at Flora Park, six learners at Pietersburg, and only one learner (domestic worker) was

interviewed at Rethabile. The other learner who was also a domestic worker was not available, as she was absent for two weeks. The table below shows the number of learners interviewed at the three public adult learning centres in Pietersburg circuit:

**Table 3 Number of learners interviewed per centre according to gender**

Centre	Females	Males	Total
Flora Park	6	0	<b>6</b>
Pietersburg	6	0	<b>6</b>
Rethabile	1	0	<b>1</b>

The number of learners that were interviewed was determined by logistics per centre. Bloor et al (2001: 26) point out that the size of the group may be decided by logistic issues for example, exploring staff satisfaction in small businesses where there are only a small number of employees will necessarily define the size of your group. The centres with large enrolments such as Flora Park and Pietersburg were able to present six learners each, for the interviews. Rethabile centre has a large enrolment of government employees and a very small number of domestic workers. There were only two domestic workers enrolled at this centre. The interview was conducted with one domestic worker. The other domestic worker was absent for two weeks.

### **3.3.2.3 Observation phase**

I completed the process of data collection by doing observations at the three public adult learning centres in the Pietersburg circuit. The intention of doing observations was to enable me (the researcher) to have an understanding of the environment under which teaching and learning take place. Babbie (1995: 284) indicates that a complete observer observes a social process without becoming a part of it in any way. Quite possibly, the subjects of study might not realise they are being studied because of the researcher's unobtrusiveness.

The categories for observations in the centres were learning materials, infrastructure, punctuality, teaching approach, teaching and learning aids and class participation.

### 3.4 Data analysis

Throughout the data collection process, I did regular and frequent interim data analysis to keep track of changes in data strategies and evolving ideas. The data collected in the field was grouped into themes, then analysed using the data matrix. Miles and Huberman (1994: 106) indicate that data matrix is a method of analysing data qualitatively by making use of transposing rows and columns to enable the researcher to follow the responses of a specific individual across all conditions.

This method of using data matrix when analysing data is also supported by McMillan and Schumacher (2001: 464), who state that data is segmented, which is, divided into relevant parts (units) or chunks of meaning, social scenes or events. Because it is difficult to process large amount of diverse content all at once, the analyst concentrates on sets of smaller and similar material at any one time.

Finally, the data was analysed in the form of cross-case analysis with the aim of comparing the three cases of this study. McMillan and Schumacher (2006:375) support cross-case analysis when they state that categories are crossed with one another to generate new insights for further data analysis. These cross-categories reveal logical discrepancies in the already analysed data and suggest areas in which data and patterns might be logically uncovered. During cross-case analysis, I was able to determine educational needs of domestic workers in the Pietersburg Circuit of Polokwane City.

**Table 4 Example of data matrix used in this study**

<b>Critical Areas</b>	<b>Centre Manager Flora Park</b>	<b>Centre Manager Pietersburg</b>	<b>Centre Manager Rethabile</b>
Establishment of the centre			
Location of the centre			
Aims and objectives			

Programmes offered			
Access to important documents			
Ability to communicate in English			
Ability to use new Technology			
Acquisition of skills in their scope of work			
Recruitment			
Enrolment			
Training			
Relevance of the programmes			
Resources			
Accommodation			

### **3.5 Conclusion**

This chapter has discussed the design of the study as well as the instruments used to collect data. There was an explanation on how the data collected was analysed using qualitative analysis methods.

The following chapter will discuss the educational needs of domestic workers. These are the answers to the research questions that were raised in chapter one of this study.

## **CHAPTER 4: EDUCATIONAL NEEDS OF DOMESTIC WORKERS**

### **4.1 Introduction**

In order to gain insight into the educational needs of domestic workers at public adult learning centres of the Pietersburg circuit, I decided to seek answers to the research questions of the study.

The main question of the study is as follows:

- What are the educational needs of domestic workers at public adult learning centres of the Pietersburg circuit?

The following are the sub-questions of the study:

- What are the aims and objectives of these public adult learning centres?
- What are the characteristics of the programmes offered at these centres?
- Do the offered programmes meet the needs of domestic workers?
- What are the possibilities for improving the ABET programmes offered at these centres?

In this chapter, I will start by giving an overview of the Pietersburg circuit followed by a discussion of the three public adult learning centres namely Flora Park, Pietersburg Comprehensive and Rethabile. In each centre there will be a description of the Learning Areas that are offered which will explain how they relate to the assumptions made on the educational needs of domestic workers. This will be followed by a discussion of the critical areas. There will also be a discussion about the challenges that are faced by educators and learners. The discussion about each centre

will conclude with discussions about what I have observed during the course of this study.

#### **4.2 An overview of Pietersburg circuit**

The Pietersburg circuit is part of Polokwane cluster circuits in the Capricorn district. It consists of five public adult learning centres (PALCs) namely Flora Park, Military Base, Correctional Services, Pietersburg Comprehensive and Rethabile. Some people call these centres ABET centres and for the sake of this study I decided to use both PALCs and ABET interchangeably. The focus of this study is on Flora Park, Pietersburg Comprehensive and Rethabile ABET Centres.

The centres were chosen for their geographical and academic advantages. They are located in Polokwane City where most of the people from the different areas of Limpopo province are employed as domestic workers. These three centres enrol mostly domestic workers as their learners while the other centres, Military Base and Correctional Services, enrol other employees and inmates rather than domestic workers. Domestic workers are the focus of this study. The purpose of this study was to investigate the educational needs of domestic workers in the Pietersburg circuit.

### **4.3 Flora Park Comprehensive Public Adult Learning Centre**

**Figure 1: A photo showing Flora Park Comprehensive Primary School where ABET centre is located.**



#### **4.3.1 Introduction**

Flora Park ABET centre is a public adult learning centre that enrolls mostly domestic workers around Fauna and Flora Park. The centre is within walking distance and therefore accessible to anyone interested in attending ABET programme.

#### **4.3.2 An overview of Flora Park Comprehensive Public Adult Learning Centre**

The centre is located in Polokwane city on the corner Jasmyn and van Marle' Streets in Flora Park. The centre started informally in 2002 when domestic workers grouped themselves and asked a certain dedicated woman to teach them how to read and write in her garage. The number of learners increased so tremendously that it was no longer possible for the garage to accommodate them. After negotiations with the Department of Education, the group was moved to Flora Park Comprehensive Primary School and officially opened in the year 2004. The operating times at this centre are from 18h00 to 20h00, Monday to Wednesday.

### **4.3.3 Aims and objectives**

The aim of Flora Park Adult learning centre is to teach learners (domestic workers) how to read and write. The objective of this centre is to educate learners in order to enable them to get better paying jobs.

### **4.3.4 Learning Areas**

At this centre learners are enrolled and classified according to their level of education. This is done by means of a placement test. The four levels at public adult learning centres are equivalent to the four phases in ordinary public schools:

Level 1: Pre-School

Level 2: Foundation Phase

Level 3: Intermediate Phase

Level 4: Senior Phase

The Learning Areas offered at this centre are similar to those offered in the General Education and Training (GET) band of ordinary public schools. On completion of level four, learners qualify for the General Education and Training Certificate (GETC). The GETC is equivalent to National Qualifications Framework Level One (NQF 1) of South African Qualifications Authority Act 58 of 1995. This GETC offers learners a choice of a wide range of possible directions in the Further Education and Training (FET) band of ordinary public schools and FET colleges.

The Learning Areas that are offered at Flora Park Comprehensive Public Adult Learning Centre are Sepedi, English, Mathematical Literacy, Life Orientation (LO), Human and Social Science (HSS), Economic and Management Sciences (EMS), Technology, Arts and Culture, Natural Sciences, and Ancillary Health Care. The table below shows the Learning Areas offered at the centre.

**Table 5 Learning Areas offered at Flora Park Comprehensive Public Adult**

**Learning Centre**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>
Sepedi	Sepedi	Sepedi	Sepedi
English	English	English	English
Mathematical Literacy	Mathematical Literacy	Mathematical Literacy	Mathematical Literacy
<b>CORE</b>	<b>CORE</b>	<b>CORE</b>	<b>CORE</b>
Life Skills	Life skills	Life Orientation (LO)	Life Orientation (LO)
		Human and Social Sciences (HSS)	Human and Social Sciences (HSS)
		Economic and Management Sciences (EMS)	Economic and Management Sciences (EMS)
		Technology	Technology
		Arts and Culture	Arts and Culture
		Natural Sciences (NS)	Natural Sciences (NS)
		<b>ELECTIVES</b>	<b>ELECTIVES</b>
		Ancillary Health Care	Ancillary Health Care
		Applied Agriculture and Agricultural Technology (AAAT)	Applied Agriculture and Agricultural Technology (AAAT)
		Small Medium Micro Enterprises (SMME)	Small Medium Micro Enterprises (SMME)
		Travel and Tourism	Travel and Tourism

The Learning Areas are grouped into three categories namely Fundamentals, Core and Electives. The first category, which is that of fundamentals, includes Sepedi, English and Mathematical Literacy. The core category includes Life Orientation, Human and Social Sciences, Economic and Management Sciences, Technology, Arts and Culture, and Natural Sciences. The third category is that of electives and includes Ancillary Health Care, Applied Agriculture and Agricultural Technology, Small Medium Micro Enterprises, and Travel and Tourism. This centre offers Ancillary Health Care as an elective. The choice of electives depends upon the availability of educators to offer the learning area.

#### **4.3.5 Staff for the Centre**

The centre has one manager and one educator, and both are females. The centre offers only Sepedi and English languages due to staff shortages. The educators at this centre are only those who can teach these two languages.

#### **4.3.6 Learners**

Currently the centre has enrolled a total of 28 learners with 27 females and 1 male who are in the age group of 35 to 56 years.

#### **4.3.7 Critical Areas**

This study aims at investigating educational needs of domestic workers at the three public adult learning centres in the Pietersburg circuit. In order to get a broader understanding of the educational needs of domestic workers, I investigated the following critical factors at Flora Park Comprehensive Public Adult Learning Centre: access to important documents, ability to communicate in the medium of instruction, ability to use new technology, and acquisition of skills in their scope of work.

##### **4.3.7.1 Access to important documents**

Domestic workers who are enrolled at Flora Park Adult Learning Centre are not able to access important documents Such as The Constitution of South Africa Act 108 of

1996, The Basic Conditions of Employment Act 75 of 1997 (BCEA), Skills Development Act 97 of 1998, ABET Act 52 of 2000, South African Qualifications Authority Act 58 of 1995 and many others. Due to their inability to read and write, domestic workers at Flora Park Adult Learning Centre do not know that they have a right to basic education. This was indicated by one learner during an interview when she said to me:

*“You might not find me here when you come back next time because my employer is not happy about me attending at adult learning centre”.*

The inability to access important documents such as Basic Conditions of Employment subjects domestic workers to exploitation. Domestic workers do not know the basic conditions of employment such as the number of working hours. One of the learners indicated her frustrations and said:

*“My employer told me that instead of going to ‘night school’ you better keep yourself busy by ironing or washing the dishes”.*

The problem of being unable to read and write, subjects domestic workers to exploitation. They do not have information about how many hours they are supposed to work, the minimum salary, different leave days they are entitled to, and everything pertaining to employment which is contained in the Basic Conditions of Employment Act 75 of 1997. This was evident when one learner indicated that her employer locks the gate at 17h00 in order to stop her from attending adult learning programme at 18h00. One learner said:

*“everyday I ask the permission to go to ABET classes; she tells me that my time for schooling has long expired”.*

Another learner said:

*“I cannot come to school on Mondays and after*

*long weekends because there will be many dishes to wash and a filthy house that needs to be cleaned, all by me”.*

#### **4.3.7.2 Ability to communicate in English**

The population of Limpopo Province is heterogeneous with different languages. This population uses English as a medium of communication. English is used in job situations, public meetings and gatherings, a wide range of products in shops have instructions on their labels written in English.

*“We attend political events such as Heritage day just to see the President of our country; we do not listen to his speech because he speaks English”.*

This was said by one learner indicating how inability to communicate in English sometimes excludes them from political activities.

One learner indicated one of her aims of attending lessons at adult learning centre was to learn how to speak in English.

*“My employer is not South African and speaks English so I want to learn to talk in English”.*

#### **4.3.7.3 Ability to use new Technology**

Technology has come to South Africa and it is improving everyday. In order for people not to be excluded from this new technology, they need to be able to use it. Domestic workers who are enrolled at Flora Park Adult Learning Centre are aware of this new technology and would also love to use cellular phones, Automated Teller Machines (ATMs), Computers and many others. One learner showed her frustration that is caused by an inability to use new technology:

*“My son is working in Gauteng Province and*

*has bought me a cellular phone but I am not able to use it to communicate emergencies with my employer”.*

Learners at Flora Park Adult Learning Centre are employed at various households in the suburbs of Polokwane city and they earn income at the end of the week or month. As income earners they need to be able to perform banking transactions at ATMs. The following words were uttered by one learner when she was indicating how new technology, especially ATMs, frustrates her:

*“Sometimes my employer deposit my salary into my account. Every time I want to use ATM, I ask the security officer for help and I do not feel good about it because some of them are not honest”.*

One learner who sleeps in indicated the following frustration when it comes to computers:

*“When left alone with children, they ask me to help them with their homework on computers. The fact that I am not able to help brings a feeling of redundancy”.*

#### **4.3.7.4 Acquisition of skills in the domestic workers’ scope of work**

Learners at Flora Park are employed as domestic workers and their daily work involves looking after children, doing the washing, food preparation and many domestic services. Looking after children is a challenging job because children are hyperactive and they try to understand the concept of life-world through exploration. It is this exploration that puts children at the risk of eating poisonous substances.

One learner indicated how lack of skills can hamper one from doing her job:

*“One day I was supposed to administer medicines to a toddler and two bottles looked the same and*

*I had forgotten the instructions on each bottle.*

*I had to wait for his mother to come from work at 16h00”.*

Doing washing is a skill in the sense that every garment has special care instructions and one should be able to follow these instructions. Some garments need hand wash only while some need both machine and hand wash, some need only dry clean, some need to dry under shade and no tumble dry. One learner shared her experience of lack of skills:

*“Due to inability to read and write, I have wasted so many things at work. I have burnt a lot of clothes and I am labelled one with a burning hand”.*

Learners at Flora Park Adult Learning Centre need to be taught Learning Areas which are related to their daily work so that they can acquire skills in their scope of work.

#### **4.3.8 Challenges faced by educators and learners**

Educators and learners at Flora Park Comprehensive Public Adult Learning Centre are faced with several challenges such as recruitment and enrolment, absenteeism, punctuality, relevance of the programmes, lack of resources, and accommodation.

##### **4.3.8.1 Recruitment and enrolment**

The recruitment of learners at this centre is done throughout the year until October. The recruitment is no longer done by educators instead they rely on learners. The centre manager indicated that learners themselves know their colleagues who need to be taught how to read and write.

Enrolment fluctuation is a big challenge at this centre. It seems to be good at the beginning of the year and decreases towards the end of the year. Factors such as learners becoming unemployed, relocation by employers, employers being not happy about ABET classes are the causes of enrolment fluctuations.

A very serious factor that causes enrolment fluctuation is the programmes not being able to meet the educational needs of the learners. During the interviews with the learners they indicated that they wanted to be taught how to read and write. Elderly women moved for skills such as needlework and knitting jerseys. They feel that could help them to generate income. The table below shows enrolment statistics for different years at Flora Park Comprehensive Public Adult Learning centre.

**Table 6 Enrolment statistics for the years 2004 to 2008 (Flora Park ABET Centre)**

<b>YEAR</b>	<b>FEMALES</b>	<b>MALES</b>	<b>TOTAL</b>
<b>2004</b>	36	0	<b>36</b>
<b>2005</b>	39	2	<b>41</b>
<b>2006</b>	31	1	<b>32</b>
<b>2007</b>	23	1	<b>24</b>
<b>2008</b>	27	1	<b>28</b>

The enrolment at Flora Park Comprehensive Public Adult Learning Centre started at 36 female learners with no male in the year 2004. In 2005 the enrolment increased from 36 to 39 female and two male learners. In the following years the trend of enrolment fluctuates at a decreasing rate. For the current year, 2008, the centre has enrolled only one male and 27 female learners. This gives a total of 28 learners. From the year 2004 to 2008, enrolment of male learners is very little as compared to that of female learners.

#### **4.3.8.2 Training**

Educators at Flora Park Comprehensive Public Adult Learning Centre are qualified to teach in ordinary public schools. The Department of Education organises workshops through the help of district coordinators in order to enhance the skills of these educators.

The centre manager indicated that

*“A more intensive workshop can last for five days  
and a less intensive lasts for three days”.*

The educators felt a five day workshop on skills training of adult educators is not enough to capacitate them to teach adult learners.

#### **4.3.8.3 Absenteeism**

A very serious problem that affects teaching and learning progress at this centre is absenteeism by learners. Absenteeism is caused by factors such as tight schedule, learners going on leave, and lack of interest in the Learning Areas.

Learners indicated that employers who do not support Adult Basic Education and Training (ABET) use tactics such as a tight schedule to prevent their domestic workers from attending ABET classes.

One of the learners indicated the following during interviews:

*“My employer can phone me while I am on my way  
to the centre, so that I go back and feed her dogs”.*

When they are on leave, they visit their families and it becomes difficult to come back and attend lessons in the city far from home. This could be expensive to learners. It is more convenient to learners to attend lessons while staying at the places of their employers.

Learners at this centre indicated that some of the Learning Areas such as English and Mathematical Literacy are difficult, causing them to develop a negative attitude towards them. Due to lack of interest in the Learning Area, the learners decide not to attend and stay at ‘home’ on those days that the Learning Area will be offered.

#### **4.3.8.4 Punctuality**

The problem of punctuality affects teaching and learning at this centre. The learning centre is not within walking distance for some of the learners. They come late for lessons because they work far from the learning centres. The long distance between the learning centre and place of employment causes learners to incur high transport costs.

#### **4.3.8.5 Relevance of the programmes**

Learning Areas offered at this centre are relevant to a certain extent. The aim of Flora Park Public Adult Learning Centre is to teach learners how to read and write. The objective of this centre is to educate adult learners in order to enable them to get better paying jobs. Learners need to be taught how to read and write, how to communicate in English, how to use new technology, and they need to be taught skills that are relevant to their scope of work. One old woman who is also a learner at the centre indicated that:

*“I am happy that I am taught how to read and write  
but I also want to learn how to make dresses”.*

The older women who are in their 50s feel they cannot further their studies in FET colleges and as such it is better if they can be taught skills which are relevant to their daily duties.

#### **4.3.8.6 Lack of resources**

There is a serious lack of resources at this centre since the Department of Education supplies only textbooks to learners. The rest of the learner support material is the responsibility of the learners themselves. Considering the type of job in which they are employed, one can understand that buying learning materials themselves is a burden to the learners. The centre is understaffed with only two educators yet the enrolment is from level 1 to 4. The educators are not able to perform their work satisfactorily due to work overload. There is constant migration of educators which is

caused by poor conditions of work. Educators leave the adult learning centre for greener pastures. Migration of educators impacts negatively on learners as they are left without an educator for a month or more.

#### **4.3.8.7 Accommodation**

Flora Park Comprehensive Public Adult Learning Centre is accommodated in a primary school. Only two classrooms have been allocated to the centre. When classrooms are running short, the preference will always be given to fulltime learners. To accommodate an adult learning centre in a primary or secondary school is inconvenient because sometimes gates or classrooms are locked in the afternoons. This hampers the adults' learning progress.

#### **4.3.9 Observations**

I concluded my research process by doing observations at Flora Park Comprehensive Public Adult Learning Centre. During the process of observations I focussed on infrastructure, punctuality, teaching and learning materials, enrolment, and lesson presentation.

##### **4.3.9.1 Infrastructure**

At Flora Park Comprehensive Public Adult Learning Centre the infrastructure is good and meant for primary school learners. Two classrooms each with a chalkboard and overhead projector screen are allocated for adult lessons. They are electrified and this enhances teaching and learning in the evening. The desks are enough for every one although suitable for primary school learners.

##### **4.3.9.2 Punctuality**

The operating times at Flora Park Comprehensive Public Adult Learning Centre are from 18h00 to 20h00. These times are convenient since domestic workers would be off duty. Adult learners can sometimes be late for lessons, especially when they are

given a tight schedule at work. Some learners come late for lessons deliberately due to lack of interest in the Learning Area in question.

#### **4.3.9.3 Teaching and learning materials**

The Department of Education supplies only textbooks to learners. Stationery such as pens, mathematical instruments, rulers, pencils, and other requisites are bought by learners themselves.

#### **4.3.9.4 Enrolment**

Flora Park Comprehensive Public Adult Learning Centre has a total of 28 learners. There is one male and 27 female learners at this centre. The table below shows enrolment for the week ended on 22/02/2008.

**Table 7 Enrolment statistics per level for week ended 22/02/2008 (Flora Park ABET Centre)**

<b>Level</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
1	7	0	<b>7</b>
2	4	0	<b>4</b>
3	6	0	<b>6</b>
4	10	1	<b>11</b>
<b>Total</b>	<b>27</b>	<b>1</b>	<b>28</b>

There were more female learners enrolled than males at the time of conducting this research.

#### **4.3.9.5 Lesson Presentation**

At Flora Park Comprehensive Public Adult Learning Centre, educators are teaching New Curriculum Statement (NCS). As the centre is allocated two classrooms only, educators are compelled to teach two levels in one classroom. Levels one and two attend one lesson which is taught by one educator and levels three and four attend one

lesson which is taught by one educator. The lesson below is an exhibit of what transpired on 18/02/2008.

**Learning Area : English**

**Date: 18/02/2008**

**Levels 1 and 2**

**Topic: Parts of the body**

1. The educator named the body parts.
2. The learners had to point at them to show that they know them.
3. The learners had to spell them out according to letters of alphabet.

**Body parts**

Hair- Moriri

Head- Hlogo

Eye- Leihlo

Ear- Tsebe

Nose- Nko

The educator was helping the learners by translating English names into Sepedi.

**Test on the chalkboard**

1. Each learner was given a chance to write the name of the body part on the chalkboard without seeing it
2. The educator would pronounce the name of the part
3. The learners would volunteer to write it on the chalkboard
4. In cases where there are no volunteers, the educator would nominate
5. The learners should be able to tell if it is correct or not correct

**Body parts**

Mouth- Molomo (5 letters)

Teeth- Meno (5 letters)

Tongue- Leleme (6 letters)

Chin- Seledu (4 letters)

Neck- Molala (4 letters)

**Dictation**

The following parts of the body were dictated and learners wrote them in their

Workbooks:

1. Head
- 2 Hair
3. Nose
4. Teeth
5. Tongue
6. Chin
7. Ear
8. Eye
9. Neck
10. Mouth

Both levels one and two attended this lesson. This practice of teaching different levels one lesson is due to lack of human resource. Flora Park Comprehensive Public Adult Learning Centre is under staffed. There are only two educators and learners are enrolled in levels one to four.

The photo below was taken during one of my observations of the lessons at Flora Park Comprehensive Public Adult Learning Centre.

**Figure 2: A photo showing an educator facilitating a lesson to levels 3 and 4 learners at Flora Park Comprehensive Public Adult Learning Centre.**



In this photo, the educator is busy offering a lesson to levels three and four learners at Flora Park Public Adult Learning Centre. All the learners are domestic workers except one white woman who only came to learn Sepedi.

#### **4.4 Pietersburg Comprehensive Public Adult Learning Centre**

**Figure 3: A photo showing Pietersburg Comprehensive Primary School where ABET centre is accommodated.**



##### **4.4.1 Introduction**

Pietersburg ABET Centre is a public adult learning centre that enrolls mostly domestic workers around Bo-Dorp, Nirvana, Westenburg and others. The centre is within walking distance to learners from around Bo-Dorp. Those learners who are residing in other suburbs use transport to reach the centre.

##### **4.4.2 An overview of Pietersburg Comprehensive Public Adult Learning Centre**

The centre is located in Polokwane City at number 62 Magazyn Street. It is accommodated in Pietersburg Comprehensive Primary School. According to the centre manager, the centre started in August 2000 enrolling domestic workers around Polokwane in the suburbs like Moregloed, Rainbow Park, Ster Park and others. The centre has one manager and three educators. The operating times at this centre are from 16h30 to 18h30, Monday to Thursday.

### **4.4.3 Aims and objectives**

The aim of Pietersburg Comprehensive Public Adult Learning Centre is to teach learners (domestic workers) how to read and write. The objective of this centre is to educate learners in order to enable them to further their studies and get well paying jobs.

### **4.4.4 Learning Areas**

At Pietersburg Comprehensive Public Adult Learning Centre, learners are enrolled and classified according to their levels of education. This is done by means of placement test. The four levels at public adult learning centres are equivalents to the four phases in ordinary public schools.

Level 1: Pre-School

Level 2: Foundation Phase

Level 3: Intermediate Phase

Level 4: Senior Phase

The Learning Areas offered at this centre are similar to those offered in the General Education and Training (GET) band of ordinary public schools. On completion of level four, learners qualify for General Education and Training Certificate (GETC). The GETC is equivalent to National Qualifications Framework level one (NQF 1) of South African Qualifications Authority Act 58 of 1995. This GETC offers learners a choice of a wide range of possible directions in the Further Education and Training (FET) band of ordinary public schools and FET colleges. The Learning Areas that are offered at Pietersburg Comprehensive Public Adult Learning Centre are Sepedi, English, Mathematical Literacy, Life Orientation (LO), Human and Social Sciences (HSS), Economic and Management Sciences (EMS), Technology, Arts and Culture, Natural Sciences, and Ancillary Health Care. The table below shows the Learning Areas that are offered at this centre.

**Table 8 Learning Areas offered at Pietersburg Comprehensive Public Adult**

**Learning Centre**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>
Sepedi	Sepedi	Sepedi	Sepedi
English	English	English	English
Mathematical Literacy	Mathematical Literacy	Mathematical Literacy	Mathematical Literacy
<b>CORE</b>	<b>CORE</b>	<b>CORE</b>	<b>CORE</b>
Life Skills	Life Skills	Life Orientation (LO)	Life Orientation (LO)
		Human and Social Sciences (HSS)	Human and Social Sciences (HSS)
		Economic and Management Sciences (EMS)	Economic and Management Sciences (EMS)
		Technology	Technology
		Arts and Culture	Arts and Culture
		Natural Sciences (NS)	Natural Sciences (NS)
		<b>ELECTIVES</b>	<b>ELECTIVES</b>
		Applied Agriculture and Agricultural Technology (AAAT)	Applied Agriculture and Agricultural Technology (AAAT)
		Small Medium and Micro Enterprises (SMME)	Small Medium and Micro Enterprises (SMME)
		Ancillary Health Care	Ancillary Health Care
		Travel and Tourism	Travel and Tourism

The Learning Areas are grouped into three categories namely Fundamentals, Core and Electives. The fundamentals are Sepedi, English and Mathematical Literacy. The Core category includes Life Orientation, Human and Social Sciences, Economic and Management Sciences, Technology, Arts and Culture, and Natural Sciences. The electives' category includes Applied Agriculture and Agricultural Technology, Small Medium Micro Enterprises, Ancillary Health Care, and Travel and Tourism. This centre offers Ancillary Health Care is offered as an elective learning area. The choice of elective learning area is influenced by availability of educators.

#### **4.4.5 Staff for the Centre**

Pietersburg Comprehensive Public Adult Learning Centre has one male manager, a male educator and two female educators. The centre only has educators who are able to teach Sepedi and English languages.

#### **4.4.6 Learners**

There are 35 learners at this centre with 30 females and five males. Their age ranges between 40 and 57 years.

#### **4.4.7 Critical Areas**

This study aims at investigating educational needs of domestic workers at the three public adult learning centres in the Pietersburg circuit. In order to get a broader understanding of educational needs of domestic workers, I investigated the following critical factors at Pietersburg Comprehensive Public Adult Learning Centre: access to important documents, ability to communicate in medium of instruction, ability to use new technology, and acquisition of skills in their scope of work.

##### **4.4.7.1 Access to important documents**

Domestic workers who are enrolled at Pietersburg Comprehensive Public Adult Learning Centre are not able to access important documents such as The Constitution of South Africa Act 108 of 1996, Basic Conditions of Employment Act 75 of 1997

(BCEA), Skills Development Act 97 of 1998, ABET Act 52 of 2000, South African Qualifications Authority Act 58 of 1995 and many others. Learners at this centre are not conversant with the National Constitution and as such do not know that it is their right to attend adult education lessons. Some learners during interviews indicated that men who work as gardeners in the households are afraid to come to adult learning centre.

*“We tell them about this adult school,  
but they are afraid of being laughed at”.*

This shows that these people do not know that education is their right.

Due to their inability to access the Basic Conditions of Employment Act, learners are subjected to exploitation at their places of work.

One learner indicated her frustration in the statement below:

*“My employer does not want me to attend lessons. She  
locks the gate and everyday I ask permission to come here”.*

#### **4.4.7.2 Ability to communicate in English**

Polokwane City has a heterogeneous population and English is commonly used as a medium of communication. Instructions on a wide variety of products in the shops are written in English. Even the employers use English to communicate with their employees.

The following words were said by one learner during interviews:

*“English is difficult but I want to learn it  
because my new employer speaks English  
and I do not understand the instructions”.*

#### **4.4.7.3 Ability to use new Technology**

Learners at Pietersburg Comprehensive Public Adult Learning Centre are aware of new technology and they need to be able to use it. Technology is used everyday everywhere. The cellular phone is a popular instrument of communication nowadays. Everybody needs to be able to use it and it is frustrating to those who are not able to use it. Domestic workers who are not able to read and write find it difficult to learn how to use a cellular phone.

Learners at Pietersburg Comprehensive Public Adult Learning centre need to know how to use Automated Teller Machines (ATMs). As employees they earn income and would also like to perform banking transactions.

One learner indicated that:

*“Every time I went to the bank I would ask my son to accompany me. I do not feel free because a child can be tempted to take my money without my permission”*

#### **4.4.7.4 Acquisition of skills in the domestic workers’ scope of work**

Learners at Pietersburg Comprehensive Public Adult Learning Centre are employed in households for domestic services. Their scope of work covers the areas of looking after children, cooking, doing the washing and many others. To look after children is a challenging job because children learn the concept life-world through exploration. During exploration, children are at risk of being hurt. A domestic worker needs to be taught skills such as first aid, safety measures and the like.

Cooking and food preparation is a hygienic skill and involves use of modern appliances, such as computerised refrigerators, dishwashers, microwave ovens and many others. Today’s food is easy to prepare with all these time saving appliances. This is only easy and possible to someone who is able to read and follow the instructions carefully. One learner had a bad experience:

*“I used any spice that I felt I could use and that day everybody had a severe running stomach. I only knew later that I had mixed cooking and baking spices”.*

Domestic workers need to be taught learning areas that are related to their domestic services. These would be useful in their daily work and can encourage them to start income-generating projects of rendering services such as washing, ironing, preparing food, producing and supplying uniform to institutions. Some learning areas such as Applied Agriculture and Agricultural Technology (AAAT), Natural Sciences (NS), and Technology need to be done practically.

#### **4.4.8 Challenges to educators and learners**

Educators and learners at Pietersburg Comprehensive Public Adult Learning Centre are faced with challenges such as recruitment and enrolment, absenteeism, punctuality, relevance of the programme, lack of resources, and accommodation.

##### **4.4.8.1 Recruitment and enrolment**

The educators at Pietersburg Comprehensive Public Adult Learning Centre used to recruit learners in the previous years. Recruitment at this centre is done throughout the year by learners themselves. Educators no longer recruit learners. Enrolment at this centre is good at the beginning of the year and drops as the year ends. Causative factors such as loss of job, employers relocating, and hindrance from ABET classes by some employers through their tactics; play a major role in the fluctuation of enrolment. The table below shows enrolment statistics for different years at Pietersburg Comprehensive Public Adult Learning Centre.

**Table 9 Enrolment Statistics for the years 2000 to 2008 (Pietersburg ABET Centre)**

<b>YEAR</b>	<b>FEMALES</b>	<b>MALES</b>	<b>TOTAL</b>
<b>2000</b>	48	04	<b>52</b>
<b>2001</b>	57	08	<b>65</b>

<b>2002</b>	50	04	<b>54</b>
<b>2003</b>	54	20	<b>74</b>
<b>2004</b>	31	08	<b>39</b>
<b>2005</b>	36	15	<b>51</b>
<b>2006</b>	20	10	<b>30</b>
<b>2007</b>	23	08	<b>31</b>
<b>2008</b>	30	05	<b>35</b>

Pietersburg Comprehensive Public Adult Learning Centre started with a total enrolment of 52 learners in the year 2000. There were 48 females and four male learners. The trend of enrolment fluctuates at a decreasing rate. For the current year, 2008, the centre has enrolled thirty females and only five male learners. From the year 2000 to 2008, enrolment of male learners is small in comparison to that of female learners.

#### **4.4.8.2 Training**

Educators at Pietersburg Comprehensive Public Adult Learning Centre are qualified to teach in ordinary schools. The Department of Education organises workshops through the help of district coordinators in order to enhance the skills of these educators. According to the educators at this centre, the duration of workshops is not enough to capacitate them to teach adults. A more intensive workshop on skills training, business training and strategic planning meeting of adult educators lasts for five days and a less intensive one can last for about two to three days.

#### **4.4.8.3 Absenteeism**

A very serious problem that affects teaching and learning progress at Pietersburg Comprehensive Public Adult Learning Centre is absenteeism. Absenteeism is caused by factors such as learners' tight schedule at their places of work, learners going on leave and lack of interest in the Learning Area.

Employers who do not support Adult Basic Education and Training (ABET) use tactics to prevent their employees (learners) from attending ABET classes. They sometimes lock their gates so that employees should first ask permission to attend ABET classes and this becomes tiresome to employees.

Learners (domestic workers) sometimes go on leave and visit their families. It becomes difficult to attend ABET lessons in the city far from home. It is more convenient for learners to attend lessons while they are in the work places.

Adult learners can sometimes play truancy due to lack of interest in the Learning Area. Some learners indicated that certain Learning Areas are difficult and as such they rather stay at 'home' on the days these Learning Areas are offered.

#### **4.4.8.4 Punctuality**

Learners at Pietersburg Comprehensive Public Adult Learning Centre cannot always come in time for their lessons. Their problem is the long distance between the centre and their places of work. Sometimes learners use public transport and sometimes foot it to the centre. Transport is costly when one considers the meagre salaries they earn.

#### **4.4.8.5 Relevance of the programmes**

Learning programmes at Pietersburg Comprehensive Public Adult Learning Centre are relevant to a certain extent. The aim of this centre is to teach learners how to read and write. The objective of the centre is to produce learners who will be able to get well paying jobs. Learners at this centre indicated that they need to be taught how to read and write. One old woman indicated the following:

*“I want to be able to read a Bible”.*

Some learners indicated the need be able to communicate in English. The old domestic workers know how to communicate in Afrikaans. Learners at this centre indicated that they want to be taught how to use new technology, and the skills that are related to their daily work.

#### **4.4.8.6 Lack of resources**

The Department of Education supplies only textbooks to adult learning centres. At Pietersburg Comprehensive Public Adult Learning Centre, learners buy themselves stationery and this is costly to learners.

This centre is staffed with four educators but the problem is continuous migration of educators who are seeking greener pastures in the mainstream schools. Sometimes learners are left without an educator for over two months. This tempers with teaching and learning progress of learners.

#### **4.4.8.7 Accommodation**

Pietersburg Comprehensive Public Adult Learning Centre is accommodated in a primary school. The centre is allocated two classrooms which are not adequate. The centre has enrolled learners from level one to level four. Due to classroom shortage, levels one and two attend lessons in one classroom and levels three and four in another classroom. Sometimes the two levels are taught by one educator at a time and sometimes by two educators at one time.

#### **4.4.9 Observations**

I completed my research process at Pietersburg Comprehensive Public Adult Learning Centre by doing observations at the centre. During the process of observations I focussed on infrastructure, punctuality, teaching and learning materials, enrolment, and lesson presentation.

##### **4.4.9.1 Infrastructure**

The infrastructure at Pietersburg Comprehensive Public Adult Learning Centre is good for primary school learners. The learning centre is allocated two classrooms. Each classroom is electrified, has a chalkboard, screen for overhead projection, enough desks. The desks are too low for adult learners since they are meant for primary school learners.

#### 4.4.9.2 Punctuality

The operating times at Pietersburg Comprehensive Public Adult Learning Centre are from 16h30 to 18h30, Monday to Thursday. These times are convenient to domestic workers who knock off at 16h00 although it is a challenge to those who are a little bit distant from the centre. Those learners whose places of work are far from the learning centres are often late for lessons and this is disturbing to the process of teaching and learning.

#### 4.4.9.3 Teaching and learning materials

The Department of Education supplies only textbooks to learners. Stationery such as pens, mathematical instruments, rulers, pencils, and other teaching and learning support materials are to be provided by learners themselves. Educators use their own teaching materials.

#### 4.4.9.4 Enrolment

Pietersburg Comprehensive Public Adult Learning Centre has a total enrolment of 35 learners. There are 30 females and only five male learners. The following table indicates enrolment for the week ended on 22/02/2008.

**Table 10 Enrolment Statistics per level for week ended 22/02/2008 (Pietersburg ABET centre)**

<b>Level</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
<b>1</b>	07	00	<b>07</b>
<b>2</b>	05	00	<b>05</b>
<b>3</b>	03	00	<b>03</b>
<b>4</b>	15	05	<b>20</b>
<b>Total</b>	<b>30</b>	<b>05</b>	<b>35</b>

At this centre all male learners are in level four. The centre manager indicated that male learners come to ABET classes just to get a certificate in order to be promoted at their work places.

#### 4.4.9.5 Lesson Presentation

At Pietersburg Comprehensive Public Adult Learning Centre, educators are teaching New Curriculum Statement (NCS). As the centre is allocated two classrooms only, educators are compelled to teach two levels in one classroom. In other Learning Areas, levels one and two attend in one classroom and sometimes one lesson. The Level one learners are placed at one corner and level two at another corner. The same applies to levels three and four.

The lesson below is an exhibit of what transpired on 19/02/2008.

<b>LEARNING AREA: NUMERACY LEVEL 1 and 2</b>			
<b>LEVEL 1</b>		<b>LEVEL 2</b>	
<b>TOPIC: ADDITION</b>		<b>TOPIC: SUBTRACTION</b>	
Class Activity	Homework	Class Activity	Homework
1+1=	2+1=	10-1=	11-1=
1+2=	2+2=	10-2=	11-2=
1+3=	2+3=	10-3=	11-3=
1+4=	2+4=	10-4=	11-4=
1+5=	2+5=	10-5=	11-5=
1+6=	2+6=	10-6=	11-6=
1+7=	2+7=	10-7=	11-7=
1+8=	2+8=	10-8=	11-8=
1+9=	2+9=	10-9=	11-9=
1+10=	2+10=	10-10=	11-10=

The photo below was taken during one of my observations of the lessons at Pietersburg Comprehensive Public Adult Learning Centre.

**Figure 4: A photo showing an educator facilitating a lesson to levels one and two learners at Pietersburg Comprehensive Public Adult Learning Centre.**



In this photo, an educator is busy offering a lesson to levels 1 and 2 learners at Pietersburg Comprehensive Public Adult Learning Centre. All learners at this centre are domestic workers.

## 4.5 Rethabile Public Adult Learning Centre

**Figure 5: A photo showing Capricorn FET College where ABET centre is situated.**



### 4.5.1 Introduction

Rethabile ABET centre is a public adult learning centre that enrolls mostly government employees. Domestic workers are few at this centre. The centre is within walking distance to those domestic workers who are around Hospital View and Welgelegen.

### 4.5.2 An overview of Rethabile Public Adult Learning Centre

The centre is located in Polokwane city on the corner of College and Dorp Streets. It is accommodated in Capricorn FET College. According to the centre manager who is also the founder, it started in February 2000 enrolling government employees from different departments and a few domestic workers. At the time when this research was conducted, the enrolment was at a total of 97 learners. There were 61 female and 36 male learners. Out of the 61 female learners only two were domestic workers and the rest were government employees. The centre has one female manager, one male and

two female educators. The operating times at this centre are from 14h00 to 16h00, Monday to Thursday.

#### **4.5.3 Aims and objectives**

The main aim of the programmes offered at the public adult learning centres is to teach learners (domestic workers) how to read and write. This is in line with the Constitution of South Africa. The objective of this centre is to educate adult learners in order to enable them to get better paying jobs and to become included in social, economic and political issues as well as public gatherings.

#### **4.5.4 Learning Areas**

Learners are enrolled and classified according to their level of education. This is done by means of a placement test. The four levels at public adult learning centres are equivalents to the four phases in ordinary schools:

Level 1: Pre-School

Level 2: Foundation Phase

Level 3: Intermediate Phase

Level 4: Senior Phase

The Learning Areas offered at this centre are similar to those offered in the General Education and Training (GET) band of ordinary public schools. On completion of level four, learners qualify for General Education and Training Certificate (GETC). The GETC is equivalent to the National Qualification Framework level One (NQF1) of South African Qualifications Authority Act 58 of 1995. This GETC offers learners a choice of a wide range of possible directions in the Further Education and Training (FET) band of ordinary public schools and FET colleges. The table below shows the learning areas that are offered at Rethabile Public Adult Learning Centres.

**Table 11 Learning Areas offered at Rethabile Public Adult Learning Centres**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>	<b>FUNDAMENTALS</b>
Maths Literacy	Maths Literacy	Maths Literacy	Maths Literacy
Sepedi	Sepedi	Sepedi	Sepedi
English	English	English	English
<b>CORE</b>	<b>CORE</b>	<b>CORE</b>	<b>CORE</b>
Life Skills	Life Skills	Life Orientation (LO)	Life Orientation (LO)
		Natural Sciences (NS)	Natural Sciences (NS)
		Social Sciences(SS)	Social Sciences (SS)
		Economic and Management Sciences (EMS)	Economic and Management Sciences (EMS)
		Arts and Culture	Arts and Culture
		Technology	Technology
		<b>ELECTIVES</b>	<b>ELECTIVES</b>
		Applied Agriculture and Agricultural Technology (AAAT)	Applied Agriculture and Agricultural Technology (AAAT)
		Ancillary Health Care	Ancillary Health Care
		Small Medium Micro Enterprises	Small Medium Micro Enterprises
		Travel and Tourism	Travel and Tourism

Rethabile Public Adult Learning Centre offers three categories of Learning Areas. The first category is of fundamentals and consists of Sepedi, English and Mathematical Literacy. The second category is of Core Learning Areas which includes Life Orientation, Technology, Human and Social Sciences, Economic and

Management Sciences, Arts and culture, and Natural Sciences. The last category consists of the following electives Ancillary Health Care, Applied Agriculture and Agricultural Technology, Small Medium Micro Enterprises and Travel and Tourism. This centre offers Small Medium Micro Enterprises as an elective learning area. The choice of an elective is determined by the availability of educators at the centre.

#### **4.5.5 Staff for the Centre**

Rethabile Public Adult Learning Centre has one female manager, one male and two female educators. Educators at this centre are only those who are able to teach Sepedi and English languages and other Learning Areas.

#### **4.5.6 Learners**

Rethabile Adult Learning Centre has currently enrolled 61 females and 36 males. This centre has a total of 97 learners. Out of this total, 95 learners are government employees and only two are domestic workers. Their ages range between 40 and 57 years.

#### **4.5.7 Critical Areas**

This study aims at investigating the educational needs of domestic workers at the three public adult learning centres in the Pietersburg circuit. In order to get a broader understanding of educational needs of domestic workers, I investigated the following critical factors at Rethabile Public Adult Learning Centre: access to important documents, ability to communicate in the medium of instruction, ability to use new technology, acquisition of skills in their scope of work.

##### **4.5.7.1 Access to important documents**

Most of the domestic workers cannot access important documents such as The Constitution of South Africa Act 108 of 1996, The Basic Conditions of Employment Act 75 of 1997 (BCEA), Skills Development Act 97 of 1998, ABET policy document and many others.

Due to their inability to read and write, domestic workers do not know that they have a right to basic education which is stipulated clearly in the Constitution of South Africa. This ignorance was indicated during an interview by one of the learners when she was answering the question of whether the learners ever recommend the adult learning programmes to other domestic workers. One learner said

*“We tell other domestic workers about the school  
and they keep on promising to come but they do not  
come because they are afraid of being laughed at”.*

The Skills Development Act 97 of 1998 was established to develop the skills of the South African workforce which is to be achieved through learnership programmes. The Department of Labour through the Domestic Chamber and the National Skills Authority has launched the Domestic Workers Skills Project in 2003 which offers free training to domestic workers. Domestic workers who are not able to read and write cannot attend such programmes due to their illiteracy problem. This was indicated by one learner when asked if she can be in a position to participate in skills developing projects, she said:

*“only if they can teach us how to read and write first”.*

#### **4.5.7.2 Ability to communicate in English**

During interviews with the learners I found that English is regarded as the common language of communication in the heterogeneous population of the Limpopo Province. The population of Limpopo Province comprises Afrikaners, Asians, Batswana, BaPedi, Ndebele, vaTsonga, vhaVenda, and other minority groups. The BaPedi group is the majority. Each population group has its own home language. These groups of people use English as a medium of communicating with one another. English is used as the common medium of communication in Polokwane. One learner at Rethabile Public Adult Learning Centre indicated the following:

*“I want to be able to speak English  
so as to feel free to talk to anyone”.*

This means that for people to enjoy their stay and to participate in the political and other activities in this Province they need to be able to communicate in English.

#### **4.5.7.3 Ability to use new Technology**

Technology has come to South Africa and it is improving everyday. Domestic workers who are enrolled at Rethabile Public Adult Learning Centre are aware of this new technology. They want to be taught how to use and enjoy cellular phones, Automated Teller Machines, Computers and many others.

One learner indicated that she has cellular phone at home, does not want to carry it with her as she is unable to use it. She feels for example, embarrassed to answer a cellular phone; she does not know how to load airtime and cannot send short messages.

The new technology is not only with cellular phones, it is with nearly everything today. It is a wish of every worker to save their money in the bank. Due to technological developments, banks have done away with the old system of issuing bank books, where people would put a thumb print when not able to sign their names. Bank cards are issued to clients to enable them to perform transactions using Automated Teller Machines (ATMs). ATMs are convenient and cost effective as they are available twenty four hours everyday. Domestic workers who are not able to read and write do not enjoy the use of ATMs. One learner shared her frustration with regard to using ATMs:

*“One day I did send my son to withdraw R200 from an ATM, and he withdrew another R200 for himself and he gave me the withdrawal slip of the first R200.*

Income belongs to the earner and money matters are private and should be handled by the owner.

#### 4.5.7.4 Acquisition of skills in the domestic workers' scope of work

Literacy, English and new Technology together will help enhance the skills of domestic workers in their scope of work. Their daily work involves looking after children, doing the washing, cleaning, food preparation and many domestic services.

Looking after children is a challenging job because children are hyperactive and they try to understand the world through exploration. It is this exploration that puts children at the risk of eating poisonous substances, drowning in swimming pools, breaking themselves while climbing ladders and many dangerous activities.

One learner indicated how lack of skill can hamper one from performing her work:

*“Children would ask me to supervise them in their swimming during hot days and I refused due to lack of first aid knowledge”.*

Domestic services require one to be able to follow the instructions. Failure to adhere to the instructions might damage clothes and equipment.

One learner shared her experience:

*“Due to inability to read and write I have wasted so many things at work. One day I had a lot of work and in trying to speed up the work I washed the curtains with the automatic machine, unfortunately the curtains shrank to nothing and I was dismissed”.*

Cleaning is also a skill which involves the use of chemicals and appliances which have instructions that have to be followed. Some chemicals are not safe to use with other chemicals as they may cause damage to the surface. Some mixtures are dangerous because they produce dangerous gases and can cause fire. Some chemicals when mixed with other chemicals and used to clean toilets destroy the useful bacteria that are working in the toilet system.

#### **4.5.8 Challenges to educators and learners**

There are several problems and challenges faced by educators and learners at public adult learning centres namely recruitment and enrolment, absenteeism and punctuality, relevance of the programmes, lack of resources and accommodation.

##### **4.5.8.1 Recruitment and enrolment**

The process of recruiting and enrolling learners at Rethabile Public Adult Learning Centre is continuous throughout the year. Educators are no longer recruiting learners as they used to in the past. They rely much on their learners to tell their co-workers about the adult learning programme. Job adverts nowadays stipulate ABET qualifications and should help in bringing more learners to the centres.

Most of the learners at Rethabile Public Adult Learning Centre are government employees and as such they are sent to the centre by various government departments. The enrolment with regards to domestic workers seems to be good at the beginning of the year and decreases as the year goes by. There could be several factors causing a decrease in the enrolment of domestic workers at this centre. Such factors are learners becoming unemployed, employers relocating to other places, employers not being happy about the ABET classes and as such using some tactics to prevent their employees from attending classes.

A very serious factor seems to be the programmes offered at the centres not being able to meet the educational needs of the learners. Adult learners are not children and as such they approach adult learning programmes out of a need that they would need to satisfy. As much as they are free to participate in the learning programmes, they are free to quit if their needs are not met. The following table shows enrolment statistics at Rethabile Public Adult Learning Centre in different years.

**Table 12 Enrolment statistics for the years 2000 to 2008 (Rethabile ABET centre)**

<b>YEAR</b>	<b>FEMALES</b>	<b>MALES</b>	<b>TOTAL</b>
<b>2000</b>	19	00	<b>19</b>
<b>2001</b>	19	00	<b>19</b>
<b>2002</b>	25	00	<b>25</b>
<b>2003</b>	54	16	<b>70</b>
<b>2004</b>	62	36	<b>98</b>
<b>2005</b>	46	37	<b>83</b>
<b>2006</b>	67	33	<b>100</b>
<b>2007</b>	81	57	<b>138</b>
<b>2008</b>	61	36	<b>97</b>

Rethabile Public Adult Learning Centre started with a total enrolment of 19 learners in the year 2000. All learners were females in that year. The trend in the enrolment increased from the year 2000 to 2004. However, it dropped in 2005 and 2008.

#### **4.5.8.2 Training**

Educators at Rethabile Public Adult Learning Centre are qualified to teach in primary and secondary schools. The Department of Education organises workshops on skills training of adult educators through the help of district coordinators in order to enhance the skills of these educators. One centre manager indicated that:

*“An intensive workshop can last for five days and a less intensive one last for three days”.*

The workshops are important to educators as they capacitate them to teach adult learners. The duration of training is not enough, however, as it only lasts for three to five days.

#### **4.5.8.3 Absenteeism**

A very serious problem affecting teaching and learning progress at adult learning centres is absenteeism. Absenteeism at this learning centre is high because learners sometimes play truancy, while others visit their homes when they are on leave. Domestic workers are given tight schedules in their work places, especially after long weekends and holidays which deny them time to attend their classes.

#### **4.5.8.4 Punctuality**

The problem of punctuality affects teaching and learning progress at this centre because the centre is not within walking distance for many learners. Learners at this centre are not treated the same. Learners who are government employees are transported to and fro by busses and those who are not employed by the government are not transported. The transport factor impacts negatively on learners (domestic workers) who are not employed by the government. They come late for lessons because they work far from their learning centres. The long distance between the learning centre and places of employment causes learners to incur high transport costs. Due to high transport costs some learners fail to attend the programmes regularly.

#### **4.5.8.5 Relevance of the programmes**

Learning areas offered at Rethabile Public Adult Learning Centre are relevant to a certain extent for instance adult learners need to be taught how to read and write, how to communicate in the medium of instruction. Adult learners (domestic workers) need to be taught how to use new technology, need to acquire skills in their scope of work, they need to be taught income generating skills such as sewing, knitting, cooking and many others. The centre manager of Rethabile indicated the following during interview:

*“On the other hand, older women feel that in addition to reading and writing, they must be taught other skills such as cooking, knitting, dressmaking and all kinds of stuff”.*

#### **4.5.8.6 Lack of resources**

Rethabile Public Adult Learning Centre lack resources, such as a photocopier, and this hampers teaching and learning process. Lack of resources lowers the morale of educators and learners. Human resource is a key factor at this centre, yet the Department of Education does not take this factor seriously. Educators at this centre are on a temporary basis. They work for a maximum of 24 hours per month, and they fill claim forms before they can be paid. Educators' welfare is neglected and that compromises ABET. Educators at this centre are always waiting to be appointed somewhere in greener pastures and there is always a migration to and from the learning centre. The migration of educators impacts negatively on learners as they are sometimes left without an educator for a month or more. The timetable is also affected as it has to shift when an old educator leaves or a new one arrives.

#### **4.5.8.7 Accommodation**

Rethabile Public Adult Learning Centre is accommodated in a tertiary institution and this causes problems. Four classrooms are allocated to ABET programmes. However, preference is always given to tertiary learners.

#### **4.5.9 Observations**

I concluded my research process by doing observations at Rethabile Public Adult Learning Centre as part of data collection. My observations were focussed on the infrastructure, punctuality, teaching and learning materials, enrolment and lesson presentation.

##### **4.5.9.1 Infrastructure**

The infrastructure at Rethabile Public Adult Learning Centre is suitable for adult learners. This centre is accommodated in a tertiary institution, Capricorn Further Education and Training College, Polokwane campus. Four classrooms have been allocated for adult learning programmes, although first preference is given to tertiary learners. The classrooms are electrified and fitted with white boards.

Adult learning lessons are supposed to start at 14h00 but they have to wait for college learners to settle in their classrooms first and the remaining rooms can be used for adult learners. Everyday about ten to fifteen minutes of adult learners' time is wasted.

#### **4.5.9.2 Punctuality**

Rethabile Public Adult Learning Centre operates from 14h00 to 16h00. The operating times at this centre benefit government employees as they are given time off to attend ABET classes at 14h00. Only a few domestic workers whose employers support ABET classes are able to attend during these times. On the other hand, learners do not observe the starting time as they were seen entering the classroom in dribs and drabs and thus disturbing the teaching and learning process.

Long distance and transport costs contribute to late coming. Rethabile Public Adult Learning Centre is not within walking distance for most of the learners and this requires learners (domestic workers) to use a means of transport which costs them a lot of money. Sometimes when the learners have no money, they resort to walking to the centre and this causes them to be late.

#### **4.5.9.3 Teaching and learning materials**

The Department of Education supplies only textbooks to learners. Learners at Rethabile Public Adult Learning Centre buy themselves stationery such as pens, mathematical instruments, rulers, pencils and other requisites. Considering the fact that domestic workers are lowly paid labour, one understands that buying stationery for themselves is crippling their little income.

Lack of teaching materials hampers the teaching and learning process. A Natural Science lesson, for example involves some experiments which require apparatus in the laboratory. Mathematics is learnt by doing, and this requires from both educator and learners ability to use instruments in geometry.

#### 4.5.9.4 Enrolment

Rethabile Public Adult Learning Centre has a total enrolment of ninety seven learners. There are sixty one females and thirty six males at this centre. The table below shows enrolment for the week ending 22/02/2008.

**Table 13 Enrolment statistics per level for week ending 22/02/2008 (Rethabile ABET Centre)**

<b>LEVEL</b>	<b>FEMALES</b>	<b>MALES</b>	<b>TOTAL</b>
<b>1</b>	06	04	<b>10</b>
<b>2</b>	06	06	<b>12</b>
<b>3</b>	19	11	<b>30</b>
<b>4</b>	30	15	<b>45</b>
<b>TOTAL</b>	<b>61</b>	<b>36</b>	<b>97</b>

There were only two domestic workers who attended level two and the rest, 95 learners, were government employees. The reasons why domestic workers were not attending ABET lessons in large numbers at this centre were indicated, by the interviewees among others, as the wrong perception that the centre was only for government employees since they are transported to the centre. Another reason why domestic workers are not attending in large numbers is the operating times at this centre. ABET lessons start at 14h00 to 16h00 from Monday to Thursday. Most of the domestic workers knock off at 16h00 at their places of work.

#### 4.5.9.5 Lesson Presentation

Educators at Rethabile Public Adult Learning Centre are offering New Curriculum Statement (NCS). Due to classroom shortages, educators are compelled to teach different levels in one classroom. Teaching more than one level in one classroom is uncomfortable to some learners.

The lesson below is an exhibit of what transpired on the 19/02/2008.

**Life Orientation Levels 3 & 4      Date 19/02/2008**

**Topic Sexuality**

**Instructions**

1. Sit in three groups of six, seven, and seven.
2. Each group must have a scribe and a leader who would present for the group
3. In your groups discuss the following questions:

**Questions**

- (a) Give the difference between Gender and sexuality.
- (b) What are STDs or STIs?
- (c) Give any five examples of STIs.
- (d) How can you get STIs?
- (e) What are the symptoms of STIs?
- (f) Name any five various family planning methods.

The photo below was taken during one of my observations of lesson presentation at Rethabile Public Adult Learning Centre.

**Figure 6: A photo showing an educator facilitating a lesson to levels three and four learners at Rethabile Public Adult Learning Centre.**



In this photo, the educator is explaining to learners what they have to do in their groups.

#### **4.6 Conclusion**

This chapter involved discussing the educational needs of domestic workers at the three public adult learning centres in the Pietersburg circuit. Each centre was discussed separately.

The following salient points were discussed in each centre: description of the centre, description of the programmes, critical areas, and challenges to educators and learners.

## **CHAPTER 5: CROSS-CASE ANALYSIS OF PUBLIC ADULT LEARNING CENTRES**

### **5.1 Introduction**

In chapter four, the findings of this study were presented at the level of individual centres. This chapter is about a cross-case analysis of the three public adult learning centres in the Pietersburg circuit. The findings are presented in this chapter through the use of research questions and critical factors originating from the theoretical framework. The intention is to find out the educational needs of domestic workers in the Pietersburg circuit through comparison of the three centres based on the research questions and critical factors of the study. The chapter is concluded by drawing up overall deductions about the educational needs of domestic workers in the Pietersburg circuit.

The data matrix below has been used to summarise the findings of cross-case analysis of the three public adult learning centres.

**Table 14 Data matrix on cross-case analysis of the three public adult learning centres**

<b>Critical factors</b>	<b>Flora Park Comprehensive</b>	<b>Pietersburg Comprehensive</b>	<b>Rethabile</b>
<b>Establishment of the centre</b>	Started informally in 2002. Officially opened in 2004.	Started in August 2000.	In February 2000.
<b>Location of the centre</b>	The centre is located in Polokwane City on corner Jasmyn and van Marle Streets, Flora Park.	The centre is located at number 62 Magazyn Street, Polokwane City.	The centre is located on corner College and Dorp Streets, Polokwane City.

<b>Critical factors</b>	<b>Flora Park Comprehensive</b>	<b>Pietersburg Comprehensive</b>	<b>Rethabile</b>
<b>Aims and objectives</b>	<p>The aim is to teach learners how to read and write.</p> <p>The objective is to educate learners in order to enable them to get better paying jobs.</p>	<p>The aim is to teach learners how to read and write.</p> <p>The objective is to educate learners in order to enable them to further their studies and get well paying jobs.</p>	<p>The aim is to teach learners how to read and write.</p> <p>The objective is to educate learners in order to enable them to get well paying jobs and to become included in social, economic and political issues as well as public gatherings.</p>
<b>Programmes offered</b>	<p>The centre offers eight Learning Areas which are grouped into fundamentals, core and electives.</p> <p>Ancillary Health Care is offered as elective.</p> <p>The Learning Areas are similar to those that are offered in ordinary schools with the exception of electives.</p>	<p>The centre offers eight Learning Areas which are grouped into fundamentals, core and electives.</p> <p>Ancillary Health Care is offered as elective.</p> <p>The Learning Areas are similar to those that are offered in ordinary schools with the exception of electives.</p>	<p>The centre offers eight Learning Areas which are grouped into fundamentals, core and electives.</p> <p>Small Medium Micro Enterprises is offered as elective.</p> <p>The Learning Areas are similar to those that are offered in ordinary schools with the exception of electives.</p>

<b>Critical factors</b>	<b>Flora Park Comprehensive</b>	<b>Pietersburg Comprehensive</b>	<b>Rethabile</b>
<b>Access to important documents</b>	Learners are taught how to read and write. This will enable learners to read newspapers, magazines, books and government gazettes.	Learners are taught how to read and write. This will enable them to sign job contracts.	Learners are taught how to read and write. This will enable learners to read the Bible.
<b>Ability to communicate in English</b>	The language of learning and teaching is English	The language of learning and teaching is English	The language of learning and teaching is English
<b>Ability to use new Technology</b>	Educators teach the prescribed syllabus. Learners need to be taught how to use new technology such as Cellular phones and ATMs.	Educators teach the prescribed syllabus. Learners need to be taught how to use new technology such as Cellular phones and ATMs.	Educators teach the prescribed syllabus. Learners need to be taught how to use new technology such as Cellular phones and ATMs.
<b>Acquisition of skills in their scope of work</b>	Learning Areas are not specific for domestic workers. Learners need to be taught work related skills such as needlework, knitting	Learning Areas are not specific for domestic workers. Learners need to be taught work related skills such as how to use sewing machine, washing machine, tumble dryers.	Learning Areas are not specific for domestic workers or government employees. Learners are taught prescribed syllabus.

<b>Critical factors</b>	<b>Flora Park Comprehensive</b>	<b>Pietersburg Comprehensive</b>	<b>Rethabile</b>
<b>Recruitment</b>	Educators no longer recruit learners. Recruitment is left to learners.	Learners recruit other learners	Domestic workers are recruited by other learners. Government employees are sent by their Departments to the centre.
<b>Enrolment</b>	Enrolment is good at the beginning of the year and decreases as the year goes by. Learners drop out due to several factors such as loss of job, relocation of employers.	Enrolment fluctuates due to relocation of domestic workers with their employers.	Enrolment fluctuates due to domestic workers who lose their jobs or relocation. Government employees play truancy.
<b>Training</b>	Educators attend workshops in order to develop. Duration of workshops depends on the intensity. A less intensive workshop lasts for two to three days. A more intensive workshop lasts for five days.	Educators attend workshops in order to develop. Duration of workshops depends on the intensity. A less intensive workshop lasts for two to three days. A more intensive workshop lasts for five days.	Educators attend workshop in order to develop. Duration of workshop depends on the intensity. A less intensive workshop lasts for two to three days. A more intensive workshop lasts for five days.

<b>Critical factors</b>	<b>Flora Park Comprehensive</b>	<b>Pietersburg Comprehensive</b>	<b>Rethabile</b>
<b>Relevance of the programmes</b>	<p>Programmes are relevant to a certain extent, for instance learners are taught how to read and write.</p> <p>In addition to reading and writing, learners need to be taught work related skills.</p>	<p>Programmes are relevant to a certain extent, for instance learners are taught how to read and write.</p> <p>In addition to reading and writing, learners need to be taught work related skills.</p>	<p>Programmes are relevant to a certain extent, for instance learners are taught how to read and write.</p> <p>Domestic workers need to be taught work related skills. Government employees are only interested in getting certificates in order to be promoted at their work places.</p>
<b>Resources</b>	<p>There is a shortage of resources.</p> <p>In the area of human resource, there is an ongoing migration of educators.</p> <p>This is due to temporary employment of educators in public adult learning centres.</p> <p>With regard to teaching and learning material,</p>	<p>There is a shortage of resources.</p> <p>In the area of human resource, there is an ongoing migration of educators.</p> <p>This is due to temporary employment of educators in public adult learning centres.</p> <p>With regard to teaching and learning material,</p>	<p>There is a shortage of resources.</p> <p>In the area of human resource, there is an ongoing migration of educators.</p> <p>This is due to temporary employment of educators in public adult learning centres.</p> <p>With regard to teaching and learning material,</p>

	learners buy themselves stationery. The Department of Education only supplies textbooks.	learners buy themselves stationery. The Department of Education only supplies textbooks.	learners buy themselves stationery. The Department of Education only supplies textbooks.
<b>Accommodation</b>	The centre does not have its own premises. It is accommodated in Flora Park Comprehensive Primary School. The centre is allocated two classrooms.	The centre does not have its own premises. It is accommodated in Pietersburg Comprehensive Primary School. The centre is allocated two classrooms.	The centre does not have its own premises. It is accommodated in Capricorn FET college. The centre is allocated four classrooms but first preference is given to college students.

The research was carried out in the Pietersburg circuit and three cases were studied namely Flora Park, Pietersburg Comprehensive, and Rethabile Public Adult Learning Centres. Data collection was done through interviews and observations. A total of three managers, seven educators and twelve learners were interviewed. I conducted observations in order to understand the environment under which teaching and learning take place.

## 5.2 Analysis of critical factors

Table 14 presented data matrix which was used to compare the three public adult learning centres. In the following paragraphs, the analysis of critical factors is discussed.

### **5.2.1 Aim and objectives of the programmes**

The aim in all the three public adult learning centres is to teach learners how to read and write. The objectives in these centres are to enable the learners to further their studies, to get well paying jobs and to become included in social, economic and political gatherings.

### **5.2.2 Programmes offered**

All the three public adult learning centres offer eight Learning Areas. These Learning Areas are similar to those that are offered in ordinary public schools with the exception of electives. The Learning Areas are grouped into fundamentals, core and electives. Both Flora Park and Pietersburg Comprehensive public Adult Learning Centres offer Ancillary health Care as an elective Learning Area while Rethabile offers Small Medium Micro Enterprises as elective. The chosen electives were influenced by the availability of human resources.

### **5.2.3 Access to important documents**

Learners at the three public adult learning centres are taught how to read and write. Ability to read and write will enable learners to access important documents such as news papers, government gazettes such as South African Constitution Act 108 of 1996, Basic Conditions of employment Act 75 of 1997, Skills Development Act 97 of 1998), and many others.

Adult learners need to know their rights as citizens of this country and these are stipulated in the Constitution of SA Act 108 of 1996. As domestic workers, they also need to know the basic conditions of employment.

### **5.2.4 Ability to communicate in English**

In all the three public learning centres the language of learning and teaching is English. This will benefit the learners in their workplaces as well as in daily lives in the multicultural Polokwane City of Limpopo Province.

### **5.2.5 Ability to use new Technology**

Educators in the three centres teach learners the prescribed syllabus. Learners, however, need to be taught how to use new technology such as cellular phones, ATMs and many others.

### **5.2.6 Acquisition of skills in the domestic workers' scope of work**

The Learning Areas at the three centres are not specific to domestic workers or government employees. Learners need to be taught work related skills such as how to use washing machine, tumble dryer.

### **5.2.7 Recruitment**

Educators at Flora Park and Pietersburg ABET Centres no longer recruit learners. Recruitment is done by learners themselves. At Rethabile ABET Centre, domestic workers are recruited by learners while government employees are sent by various departments to the centre.

### **5.2.8 Enrolment**

The three learning centres enrol learners anytime until October every year. Enrolment fluctuates due to dropping out of learners, relocation of domestic workers with their employers, and truancy played by government employees.

### **5.2.9 Training**

Educators at these public adult learning centres were not trained to teach adult learners. On realising this loophole, ABET coordinators organise workshops for educators in order to develop them professionally. The duration of the workshops depends on the intensiveness thereof. A less intensive workshop lasts for two to three days and a more intensive one lasts for five days.

### **5.2.10 Relevance of the programmes**

The programmes offered at these public adult learning centres are relevant to a certain extent, for instance learners are taught how to read and write. Ability to read and write will enable learners to access important documents. Government employees are content with reading and writing and becoming certificated in order to get promotions at their places of work. In addition to reading and writing, domestic workers need to be taught work related skills.

### **5.2.11 Resources**

There is a shortage of resources at these public adult learning centres. In the area of human resource, there is an ongoing migration of educators. This is due to temporary employment of educators at public adult learning centres. Educators are always moving in and out seeking for greener pastures. With regard to teaching and learning material, learners buy themselves stationery and the Department of Education only supplies textbooks.

### **5.2.12 Accommodation**

These three centres do not have their own premises. Two are accommodated in Flora Park Comprehensive and Pietersburg Comprehensive Primary Schools and one in Capricorn FET College. At Flora Park and Pietersburg Comprehensive Schools, the centres are allocated two classrooms while the centre at Capricorn FET College is allocated four classrooms.

## **5.3 Observations**

Observations were focussed on the following areas of infrastructure, punctuality, teaching and learning materials, enrolment, and lesson presentation.

### **5.3.1 Infrastructure**

The centres at Flora Park and Pietersburg Comprehensive Primary Schools are allocated two spacious classrooms. The classrooms are electrified, equipped with chalkboard and screen for projections. The desks are however suitable for primary school learners.

Rethabile Public Adult Learning Centre is allocated four spacious classrooms. Although the classrooms are well equipped, the white boards are a challenge to educators because they have to buy themselves whiteboard markers, which are expensive. The centre is accommodated in a tertiary institution and the tables and chairs are suitable for adult learners.

### **5.3.2 Punctuality**

The operating times at Flora Park Comprehensive Public Adult Learning Centre are from 18h00 to 20h00. Learners are sometimes late for lessons due to tight schedules at their workplaces. Some learners come late deliberately due to lack of interest in the Learning Areas.

The operating times at Pietersburg Comprehensive Public Adult Learning Centre are from 16h30 to 18h30. Some learners are late for lessons due to long travelling distances, and tight schedules at their workplaces.

Rethabile Public Adult Learning Centre operates from 14h00 to 16h00. These operating times do not favour domestic workers as most of them knock off at 16h00.

### **5.3.3 Teaching and learning materials**

Department of Education only supplies textbooks, chalks and dusters to these public adult learning centres. Stationery and other requisites such as mathematical instruments, calculators are bought by educators and learners. Flora Park and Pietersburg Comprehensive ABET Centres have chalkboards and as such educators use chalks and dusters supplied by the Department of Education. Rethabile ABET

Centre has whiteboards, and educators have to buy whiteboard markers of which they complain that they are expensive. Educators have to improvise for whiteboard dusters.

#### **5.3.4 Enrolment**

The total enrolment at Flora Park Comprehensive Public Adult Learning Centre was 28 learners. There were only one male and 27 female learners. At Pietersburg Comprehensive Public Adult Learning Centre, the enrolment was 35 learners. There were 30 female and five male learners. Rethabile was the centre with the highest enrolment of 97 learners. Only two were female domestic workers. The rest, 95 learners, were government employees.

#### **5.3.5 Lesson Presentation**

Lessons are NCS compliant because they are learner centred. Due to lack of human resource, two levels attend same lesson taught by one educator in one classroom. Educators at these centres use a learner-centred approach, they facilitate the lessons and sometimes they use group work.

### **5.4 Concluding remarks**

This chapter was an analysis of the three centres which served as the cases of the study. From the cross-case analysis and observations based on critical factors, similarities and differences could be established. The intention was to determine the educational needs of domestic workers at the three public adult learning centres in the Pietersburg circuit. From the above cross-case analysis and observation discussion, the following deductions have been made:

Learners at the three public adult learning centres are taught how to read and write. Ability to read and write will enable them to access important documents, such as government gazettes, newspapers, magazines and others. They will also be able to read and sign contracts.

The centres offer eight Learning Areas that are similar to those in ordinary public schools and the language of learning and teaching (LOLT) is English. This will enable them to communicate with people in the heterogeneous population of South Africa. They will no longer feel excluded from political gatherings.

Educators at these centres teach the prescribed syllabus. Learners need to be taught how to use new technology, such as Automatic Teller Machine and cellular phones. Learning Areas are not specifically for domestic workers or government employees. Learners at these three centres need to be taught work related skills, such as how to use washing machines, tumble dryers and dishwashing machines.

Recruitment is no longer done by educators, but by learners themselves to other domestic workers. Government employees are sent to centres by government departments.

Enrolment fluctuates and it is influenced by several factors. Domestic workers relocate with their employers and some become unemployed. Some government employees play truancy.

Educators at these learning centres are trained to teach in ordinary public schools. To capacitate them for adults, workshops are organised for two to five days depending on the intensiveness of the workshop.

The programmes offered at these centres are relevant to a certain extent. Learners are taught how to read and write. The medium of instruction is English. Domestic workers need to be taught skills that are related to their job.

These centres lack resources. The Department of Education supplies only textbooks. Learners buy themselves stationery. Educators buy teaching material such as calculators and whiteboard markers. Human resource is also a problem. Educators leave the centres for greener pastures. These three adult learning centres do not have their own premises. Two of the three centres are accommodated in primary schools and one in a FET college. This is a problem as they are usually allocated only two

classrooms. In times of classroom shortage, preference is given to primary school learners and college students.

The infrastructure at Flora Park and Pietersburg Comprehensive Public Adult Learning Centres is good and suitable for primary learners. Rethabile Public Adult Learning Centre has an infrastructure that is good and suitable for adult learners. Lesson presentations are NCS compliant as they are learner-centred. Educators facilitate lessons and use group work.

The next chapter presents the conclusions, recommendations and reflections of the study.

## **CHAPTER 6: CONCLUSION, RECOMMENDATIONS AND REFLECTIONS**

### **6.1 Introduction**

Chapter five presented the findings of the study in a cross-case analysis format. The findings have revealed that ABET centres in the Pietersburg circuit are for adult learners in general. They are not specifically for domestic workers, and as such, the Department of Education (DoE) in the Limpopo Province is not providing specifically for the needs of domestic workers at ABET centres.

The ABET policy of 1997 states that the Department of Education has through its Adult Education and Training Directorate, engaged in a number of activities to build up an ABET system that enables ABET provision based upon principles and practices of equity, redress, development, reconstruction, access, integration, partnership, sustainable use of resources, a flexible curriculum, outcomes-based standards of attainment, the recognition of prior learning and cost-effectiveness.

The policy above, states among others, a flexible curriculum, and outcomes-based standards of attainment. This policy would benefit domestic workers if indeed curriculum flexibility is followed. Domestic workers would be taught curriculum which is related to their skills and ultimately improving their activities at their work places.

In chapter two of this study, I made the following assumptions about the educational needs of domestic workers in the Pietersburg circuit: ability to access important documents, ability to communicate in English, ability to use new technology and acquisition of skills in their scope of work. The assumptions were based on the knowledge gained from literature and informal integration with domestic workers at social gatherings. I only realised during reviewing and examination of documents phase, and introductory phase of data collection, that investigation into the educational needs of domestic workers at public adult learning centres should, in addition to assumptions, be based on other factors. The following factors in addition

to my assumptions on educational needs of domestic workers were investigated: recruitment, enrolment, training, resources and accommodation.

The primary need of domestic workers is literacy. Once domestic workers are able to read and write, they will start to see a need to access important documents such as The Constitution of South Africa Act 108 of 1996, Basic Conditions of Employment Act 75 of 1997, The Skills Development Act 97 of 1998 and other documents.

Literacy skills will also make domestic workers become keen to know how to communicate in the medium of instruction, which is English. It will become easier to teach them how to use new technology and it will be easier for them to acquire skills in their field of work.

In this chapter, I will start by discussing the conclusion of the study which includes the summary of the chapters and the findings of the study. This will be followed by discussions of recommendations arising from the study. There will also be a discussion about recommendations for further study. The chapter concludes by discussing reflections, a section that is about the knowledge that I have gained and the challenges encountered during the process of this study.

## **6.2 Conclusion**

### **6.2.1 Summary of the chapters**

This study comprises six chapters. I decided to name chapter one, General Orientation as it gives the general orientation of the study. Chapter two is Theoretical Framework, wherein the assumptions about the educational needs of domestic workers are formulated. Chapter three discusses the methodology used to conduct this research project. It is in chapter four where educational needs of domestic workers are discussed. A comparison of the three public adult learning centres in the form of data matrix is presented in chapter five.

The last chapter (six) presents the final conclusion, recommendations and reflections about the study.

### **6.3 Recommendations arising from the study**

#### **6.3.1 Ability to access important documents**

The Department of Education should encourage domestic workers to attend ABET classes in order to learn how to read and write. Ability to read and write will enable them to access important documents. The right of every citizen to basic education should be emphasised in every public gathering.

#### **6.3.2 Ability to communicate in English**

ABET centres should emphasise, to domestic workers, the importance of being taught English as a subject. The ability to communicate in English will include domestic workers in social and political gatherings, rather than excluding them.

#### **6.3.3 Ability to use new Technology**

The Department of Education should ensure that the curriculum that is taught at ABET centres should be flexible as it is stated in the ABET policy document (1997). Domestic workers should be taught how to use new technology, that they are expected to use everyday such as cellular phones, Automated Teller Machines and others.

#### **6.3.4 Acquisition of skills in the domestic workers' scope of work**

The Department of Education should design a curriculum that is in line with daily practices of learners. Domestic workers should be taught the curriculum that will enhance their skills in their field of work.

### **6.3.5 Training**

In order to capacitate the educators who are working at adult learning centres fully, the Department of Education should conduct workshops intensively over a long period of time. This will help to qualify educators at these centres to teach adult learners.

### **6.3.6 Relevance of the programmes**

The Department of Education in Limpopo Province must ensure that the programmes offered at public adult learning centres are suitable for adult learners (domestic workers), and are in line with their daily practices. The Department should consider doing needs assessment before any curriculum can be designed. It is very important that the programmes should meet the needs of the learners.

### **6.3.7 Absenteeism and Punctuality**

The problem of absenteeism and punctuality emanates from the Department of Education and the employers of domestic workers. To ease the problem of absenteeism and punctuality, the Department should provide transport to all ABET learners regardless of place of employment. There should be workshops on ABET for all employers of domestic workers. This will help in addressing challenges that domestic workers are faced with at their work places regarding ABET classes.

### **6.3.8 Resources**

Lack of human resource is the key factor in adult learning centres and needs serious attention. The Department of Education should put ABET at its rightful place. This will only become possible if these centres are fully provided with qualified educators, who are treated the same as educators in the mainstream schools. There should also be full supply of teaching and learning materials.

### **6.3.9 Accommodation and Infrastructure**

Public adult learning centres should have their own premises instead of being accommodated in Primary Schools or tertiary institutions. This could help the Department of Education to solve the problems and challenges that are faced by learners and educators with regard to accommodation and infrastructure.

### **6.4 Recommendations for further study**

The Department of Education has formulated the following vision for adult basic education and training in South Africa:

*“A literate South Africa within which all citizens have acquired basic education and training that enables effective participation in socio- economic and political processes to contribute to reconstruction, development and social transformation” (DoE, 2000).*

I believe that for the above vision to be realised, research with regard to basic education and training should be conducted continuously. Since domestic workers are amongst the illiterate group of the population, more research with regard to educational needs of domestic workers is necessary. This will help to improve the living conditions of domestic workers. The motto of the Limpopo Department of Education is

“Education is a pre-condition for development”

Development is about improvement in the living standards of people. The improvement should be preceded, of course, by education. Domestic workers need education to develop. ABET policy of 2003 states clearly that education is an essential component of the reconstruction, development and transformation of South African society.

There is a need for further study on the provisioning for domestic workers in Public Adult Learning Centres, and the working conditions of educators in public adult learning centres. It might also be useful to study the establishment of more learning centres for domestic workers with flexible curriculum to meet their needs.

Further study is needed with regard to designing a flexible curriculum for domestic workers. This will help to meet the needs of this group of adult learners. The challenges that are faced by domestic workers with regard to enrolling for ABET programmes have prompted the need for a further study on designing a programme for employers of domestic workers. The designed programme will help employers of domestic workers to understand issues related to their employees.

## **6.5 Reflections**

In this section, I am reflecting on what has happened during the course of this study. The reflections show positive and negative sides. These include knowledge gained and challenges met during the process of this study.

### **6.5.1 Knowledge gained**

I have learnt how to write a research proposal and have realised that a research proposal is like a house plan which needs to be studied by the builder before starting with the actual construction of a building. The research proposal served as a plan and was used as a point of reference during the process of this study.

I have also learnt that a good approach is a winning instrument for interviewing people in research activities. Being humble, helped make the respondents feel free and open to share information with me.

### **6.5.2 Challenges**

To conduct a study of this nature was challenging in the sense that the topic was controversial. The respondents could be suspicious of victimisation and as such decided to not participate in interviews or withhold the information. I was faced with

challenges from the beginning throughout the course of this study. The challenges started with appointments whereby learners were not asked in time by their centre managers to participate in the interview sessions. In other incidents, learners would run away. Due to different ethnic groups, communication did not flow smoothly. The language that could be used was English and that was difficult to some of the interviewees.

## **6.6 Conclusion**

This is the final chapter of this study and it included the conclusion and recommendations of this dissertation. The following points can be noted from the study:

The Department of Education in Limpopo is carrying out the vision of ABET through the establishment of public adult learning centres in the Pietersburg circuit. There is a need for a flexible curriculum to cater for educational needs according to different groups of people. For example, domestic workers need a curriculum that is in line with their jobs.

Employers of domestic workers need to learn more about the Basic Conditions of Employment Act. They should not become obstacles towards adult basic education and training of their employees. There is a need for continuous research with regard to educational needs of domestic workers.

## LIST OF REFERENCES

### Books

Babbie, E. 1995: *The Practice of Social Research*. USA. Wadsworth Publishing Company.

Bless, C & Higson-Smith, C 1995: *Fundamentals of Social Research Methods*. Kenwyn: Juta and Company.

Bloor, M. Frankland, J. Thomas, M and Robson, K. 2001: *Focus Groups in Social Research*. London. Sage Publications.

Elias, J.L and Merriam, S.B. 1995: *Philosophical Foundations of Adult Education*. Malabar, Florida. Krieger Publishing Company.

Grunfeld, N. 1990: *Home Care Manual*. London. Conran Octopus Limited.

Hust, J. and Kerkof, J. 2000: *Towards a 'Professional' Profession*. UNIN. Lamprint.

Hutton, B. (ed). 1992: *Adult Basic Education in South Africa*. Cape Town. Oxford University Press.

Kallaway, P. (ed). 1990: *Apartheid and Education: The education of black South Africans*. Johannesburg. Ravan Press.

Malale, M. M. 1996: *Gender and Literacy Education in a rural area of Mpumalanga*. Johannesburg: Rand Afrikaans University.

Manning, M. and Thomson, J. 2003/2004: *Bounty Baby Care Guide*. Pinetown. Bounty Services SA (Pty) Ltd.

McMillan, J and Schumacher, S. 2001: *Research at grassroots*. New York. Longman.

McMillan, J.H. and Schumacher, S. 2006. *Research in Education. Evidence-Based Inquiry*. New York. Pearson.

Microsoft Encarta Encyclopaedia Standard 2004.

Miles, M B. and Huberman, A.M. 1994: *Qualitative data analysis*. Thousand Oaks, London and New Delhi. Sage Publications.

National Department of Education, directorate adult education and training. 1997. *A National Multi-year Implementation Plan for Adult Education and Training*. Pretoria: Sached books.

Organisation for Economic Co-operation and Development (OECD), 1994: *Evaluating innovation in environmental education*. Paris.

Organisation for Economic Co-operation and Development (OECD), 1997: *Literacy Skills for the Knowledge Society*. Canada.

Office of Technology Assessment (OTA) 1993: *Adult Literacy and New Technologies: tools for a lifetime*. Washington, DC: U.S. Government Printing Office.

Oving, D. 2002. *Young Mothers between formal education and labour market*. UNIN. Adult Education Programme. Lamprint Services.

Patton, M.Q. 1987: *How to use qualitative methods in Evaluation*. Newbury, London & New Delhi. Sage Publications.

Queeney, D.S. 1995: *Assessing needs in continuing education. An essential tool for quality improvement*. San Francisco: Jossey-Bass Publishers.

Rakoma, M.M 2000: *ABET Needs Assessment in the Northern Province*. UNIN. Lamprint.

Readers' Digest, 1992: *Illustrated History of South Africa*. Readers' Digest Association South Africa (Pty) Limited.

Rogers, A 1986: *Teaching adults*. Milton Keynes: Open University Press.

Rogers, A 1992: *Adults learning*. Harmondsworth: Penguin books Publishers.

Statistics South Africa 2004: *Household Survey*. Pretoria. Government Printers.

Statistics South Africa 2009: *Mid-Year Population Survey*. Pretoria. Government Printers.

Touwen A. 1996: *Gender and development in Zambia, Empowerment of Women through local Non- Governmental Organisations*. University of Groningen.

Wlodkowski, R J 1985: *Enhancing adult motivation to learn*. California: Jossey-Bass Publishers.

Yin, R K 1994: *Case Study Research: Design and Methods, 2<sup>nd</sup> edn*. London. Sage Publications.

Zahn, J C 1967: "*Differences Between Adults and Youth Affecting Learning*", *Adult Education*. Winter.

Zorkoczy, P and Heap, N 1995: *Information Technology: An Introduction*. Pitman Publishing.

## **ACTS AND POLICY DOCUMENTS**

ABET Act 52 of 2000

ABET Policy 2003

Bantu Education Act of 1953

Basic Conditions of Employment, Act 75 of 1997

Department of Education, 1997: *Policy document on Adult Basic Education and Training. South Africa*: Department of Education.

Department of Education, 1995: *White Paper on Education and training, Notice 196 of 1995*. Department of Education.

The Constitution of South Africa, Act 108 of 1996.

Skills Development Act 97 of 1998

South African Qualifications Authority Act 58 of 1995

## **INTERNET ARTICLES**

[www.cbsc.org](http://www.cbsc.org)

[www.connected.org/women/sally.html](http://www.connected.org/women/sally.html)

[www.ilo.org](http://www.ilo.org)

[www.labour.gov.za](http://www.labour.gov.za)

[www.golimpopo.com](http://www.golimpopo.com)

[www.ndpg.projects.cedholdings.co.za](http://www.ndpg.projects.cedholdings.co.za)

[www.polokwane.org.za](http://www.polokwane.org.za)

[www.public.asu.edu/~petergo/courses/eng556/556.html](http://www.public.asu.edu/~petergo/courses/eng556/556.html)

[www.serviceseta.org.za](http://www.serviceseta.org.za)

## **RESEARCH REPORTS**

Molema, T.M. 2007. *Educational Needs of domestic Workers at Pietersburg Comprehensive Public Adult learning Centre*. UL.

Wessels, T.S. 2006. *The Development Impact of the Domestic Workers Skills development Project on its Participants*. UNISA.

## **APPENDICES**

### **Appendix 1: Interview questions for a meeting with Centre Managers.**

#### **FACTS AND FIGURES**

1. When did this centre start?
2. When did you start working at this centre?
3. When were you appointed as Centre Manager?
4. What are the aims and objectives of this centre?
5. Which Learning Areas are offered at this centre?
6. What are your views and feelings about the Learning Areas that are offered at this centre?
7. At what time do you start and knock off at this centre?
8. Who determines your working hours?
9. How many Educators are employed at this centre?
10. How many learners do you have at this centre?
11. What is the age range of your learners?
12. How is the level of dropouts?
13. What do you think the cause of dropout is?

#### **RECRUITMENT**

1. How do you recruit domestic workers to ABET centres?
2. How do you register domestic workers as learners at this ABET centre?
3. What are the educational needs of domestic workers at this centre?
4. How do you address educational needs that are faced by domestic workers at this centre?
5. Do you think this ABET programme sufficiently meet the needs of domestic workers?

#### **ACCESS TO IMPORTANT DOCUMENTS**

1. Are your learners able to access important documents such as Basic Conditions of

Employment Act of 75 of 1997?

2. If yes, please elaborate on how you know that they are able to access the documents.
3. If no, how do you assist them to enable them to access important documents?

### **ABILITY TO COMMUNICATE IN ENGLISH**

1. Are your learners able to communicate in medium of instruction?
2. If yes, please elaborate.
3. If no, how do you assist them?
4. Do your learners see any need to communicate in English? Please elaborate.

### **ABILITY TO USE NEW TECHNOLOGY**

1. Are your learners able to use new Technology for example Automated Teller Machine (ATM)?
2. If yes, please explain.
3. If no, how do you assist your learners with regard to new Technology?
4. Do your learners realise the need to use new Technology?
5. What is your opinion about domestic workers being taught how to use new Technology?

### **ACQUISITION OF SKILLS IN THEIR SCOPE OF WORK**

1. Which skills do your learners wish you could teach them?
2. Are the required skills related to their work?
3. Does the centre have provision for such skills and how?
4. If the required skills are not offered, how do you think you are going to assist?

### **ENROLMENT**

1. What is the enrolment at this centre this year 2008?

2. What is the trend of the enrolment at this centre?
3. What could be the cause of such trend?

## **TRAINING**

1. Are educators at this ABET centre qualified to teach adult learners (domestic workers)
2. How are educators capacitated to teach adult learners?
3. If there are workshops, who organises and facilitates them?
4. What is the duration of the workshops?
5. What do they train you about?

## **RESOURCES**

1. Are learners supplied with learner- teacher support material (LTSM)?
2. Is the LTSM enough for your learners?
3. What LTSM are your learners supplied with?
4. Is the LTSM relevant to the curriculum and learners?

## **ACCOMMODATION**

1. Which challenges do you face due to lack of own premises?
2. How many classrooms have you been allocated for ABET programme?
3. Are the allocated classrooms enough for the ABET programme?
4. What is your opinion about being accommodated in an ordinary public school/ FET College?

## **TEACHING AND LEARNING**

1. Which Learning Areas do you teach at this ABET centre?
2. Do you think learners (domestic workers) enjoy the Learning Areas offered?
3. On which days do domestic workers attend lessons?
4. What is the duration of the lesson?
5. How is your timetable structured?

6. How many learners usually attend in a class?
7. What kind of challenges do you face with regard to teaching domestic workers?
8. What is the actual teaching load allocated to each educator?
9. Which teaching methods are used when teaching adult learners (domestic Workers)?

## **Appendix 2: Interview questions for a meeting with Educators.**

### **FACTS AND FIGURES**

1. When did you start working at this centre?
2. What are the aims and objectives of this centre?
3. Which Learning Areas are offered at this centre?
4. What is your starting and knocking off time?
5. Who determines your working hours?
6. How many learners do you teach?
7. What is the age range of your learners?
8. What is the drop-out level at this centre?
9. What could be the cause of drop-out level?
10. What is your opinion about the Learning Areas that are offered at this centre?

### **RECRUITMENT**

1. How do you recruit domestic workers to this centre?
2. How do you register them in various levels?
3. What are the educational needs of domestic workers at this centre?
4. How do you address the educational needs of domestic workers at this centre?
5. Do you think this ABET programme meet the needs of domestic workers at this centre?

### **ACCESS TO IMPORTANT DOCUMENTS**

1. Are your learners able to access important documents such as Basic Conditions of Employment Act 75 of 1997?
2. If yes, how do you know that they are able to access important documents?
3. If no, how do you assist them to access important documents?
4. What is your opinion about domestic workers being able to access important documents?

## **ABILITY TO COMMUNICATE IN ENGLISH**

1. Are your learners able to communicate in English?
2. If yes, please elaborate.
3. If no, how do you assist them?
4. What is your opinion about domestic workers being taught how to communicate in English?

## **ABILITY TO USE NEW TECHNOLOGY**

1. Are your learners able to use new Technology such as Cellular phones?
2. If yes, please explain.
3. If no, how do you assist them to use new Technology?
4. What is your opinion about domestic workers being taught how to use new Technology?

## **ACQUISITION OF SKILLS IN THEIR SCOPE OF WORK**

1. Which skills do your learners wish you could teach them?
2. Are the required skills related to their work?
3. Does the centre have provision for such skills and how?
4. If the required skills are not offered how you are going to help them?

## **ENROLMENT**

1. What is the enrolment at this centre this year?
2. What is the trend of the enrolment at this centre?
3. What could be the cause of such trend?

## **TRAINING**

1. Are educators at this centre qualified to teach adult learners (domestic workers)?
2. If not, how are they capacitated to teach adult learners?
3. If there are workshops, who organises and facilitate them?

4. What is the duration of the workshops?
5. What do they train you about at the workshops?

## **RESOURCES**

1. Are learners supplied with learner-teacher support material (LTSM)?
2. Is the LTSM enough for your learners?
3. What kind of LTSM are your learners supplied with?
4. Are the LTSM relevant to the curriculum and learners?

## **ACCOMMODATION**

1. Which challenges do you face due to lack of own premises?
2. How many classrooms have you been allocated for ABET programme?
3. Are the allocated classrooms enough for the ABET programme?
4. What is your opinion about ABET centre being accommodated in an ordinary public school/FET College?

## **TEACHING AND LEARNING**

1. Which Learning Area/s do you teach at this centre?
2. Do you think learners enjoy the Learning Area/s offered?
3. On which days do domestic workers attend lessons?
4. What is the duration of the lesson?
5. How is your timetable structured?
6. How many learners usually attend in a class?
7. What kind of challenges do you face with regard to teaching domestic workers?
8. What is the actual teaching load allocated to you?
9. Which teaching methods do you use when teaching adult learners?

### **Appendix 3: Interview questions for a meeting with adult learners (domestic workers).**

#### **FACTS AND FIGURES**

1. What is your occupation?
2. In which suburb do you work?
3. What is your age range for example between 30 and 45years?
4. When did you start attending at this centre?
5. What are your reasons for attending ABET lessons?
6. On which days do you attend lessons?
7. At what time do your lessons start and end up everyday?
8. In which level are you?
9. Which Learning Areas have you registered?
10. Where do you want to see yourself in the next five years?

#### **RECRUITMENT**

1. How did you know about this ABET centre?
2. What made you to take a decision of coming to this centre?
3. Did you find what you expected from this ABET centre?
4. Do you sometimes tell other domestic workers about this ABET centre?
5. What are their responses towards that?
6. What is your opinion about this ABET programme?

#### **ACCESS TO IMPORTANT DOCUMENTS**

1. Are you able to access important documents such as Basic Conditions of Employment Act 75 of 1997 (BCEA)?
2. If yes, please explain how BCEA 75 of 1997 is important.
3. If no, Please explain the reason why you are not able to access it.
4. What assistance do you need from this ABET centre in order to enable you to access important documents?

## **ABILITY TO COMMUNICATE IN ENGLISH**

1. Which language do you speak at home?
2. Which language do you use when communicating with people from other ethnic group in Polokwane City?
3. In which language are the Learning Areas taught at this centre?
4. What is your opinion about the language of instruction at this centre?

## **ABILITY TO USE NEW TECHNOLOGY**

1. Are you able to use new Technology such as Automated Teller Machine (ATM)?
2. If yes, please explain how it works.
3. If no, how do you bank your money?
4. What assistance do you need from this ABET centre in order to enable you to use new Technology?

## **ACQUISITION OF SKILLS IN THEIR SCOPE OF WORK**

1. Which skills do you wish this centre could teach?
2. Are the required skills related to your work?
3. Does the centre make provision for such skills and how?
4. If the centre does not offer required skills, how are you going to enhance your skills in your scope of work?

## **ENROLMENT**

1. How many learners are you in your class this year 2008?
2. Are there any dropouts in your class this year?
3. If any dropouts, what could be the cause of dropouts in your class?

## **TRAINING**

1. How are educators trained to do their work?
2. In your view, is the training sufficient?
3. How long is the training?
4. Do you think educators have the capacity to perform their duties?

## **RESOURCES**

1. Are there any learner-teacher support materials supplied to you?
2. When and how were you supplied with such materials?
3. Are the learner-teacher support materials enough for you? Please elaborate.
4. What kind of learner-teacher support materials are supplied to you?
5. Do you enjoy using the materials? Please explain.

## **ACCOMMODATION**

1. Which challenges are you faced with due to lack of own premises?
2. How many classrooms are you using for ABET lessons?
3. What is your opinion about being accommodated in an ordinary public school/ FET College?

## **TEACHING AND LEARNING**

1. Which Learning Areas are offered to you?
2. On which days do you attend lessons?
3. What is the duration of each lesson?
4. How is your timetable structured?
5. How many learners are you there in a class?
6. What are your expectations from this ABET centre?
7. Do you enjoy Learning Areas offered to you? Please explain.
8. Which challenges do you face as a domestic worker attending at ABET centre?

9. What is your opinion about ABET programme?

## Appendix 4: Observation Sheet

Name of centre \_\_\_\_\_ Time \_\_\_\_\_

Date \_\_\_\_\_ Level \_\_\_\_\_

Learning Area \_\_\_\_\_

Topic \_\_\_\_\_

Educator \_\_\_\_\_

### 1. Infrastructure

Describe the availability and suitability of the following items with regard to adult learners:

Item	Availability	Suitability
Classrooms		
Tables & Chairs		
Chalk/Whiteboards		

### 2. Punctuality

Observe learners' punctuality with regard to the following:

(a) Starting time \_\_\_\_\_

(b) With how many minutes are learners late to class? \_\_\_\_\_

(c) What are the reasons for late coming? (Transport, pressure at work etc)

---

---

---

### 3. Teaching and learning materials

3.1 Observe teaching materials with regard to the following:

(a) Chalk/Whiteboard

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Projector screens \_\_\_\_\_

\_\_\_\_\_

(c) Teacher's Guide \_\_\_\_\_

\_\_\_\_\_

3.2 Observe learning materials with regard to the following:

(a) Learners' Books/Guides \_\_\_\_\_

\_\_\_\_\_

(b) Stationery \_\_\_\_\_

\_\_\_\_\_

### 4. Enrolment

Level	Males	Females	Total
<b>Total</b>			

## 5. Lesson Presentation

Observe the following with regard to lesson presentation

Learning Area \_\_\_\_\_

Learning Outcome \_\_\_\_\_

Assessment Standard \_\_\_\_\_

Context \_\_\_\_\_

Content \_\_\_\_\_

Teaching & Learning Activities	Assessment strategies	Teaching strategies	Resources	Barriers (inclusivity)
<p><b>Teaching activities</b></p> <p>(a) What is the teacher doing during the lesson?</p> <p><b>Learning activities</b></p> <p>(a) What are the learners doing during the lesson?</p>				

**APPENDIX 5 Analysis of data collected at Flora Park Comprehensive Public Adult Learning Centre**

<b>Critical Areas</b>	<b>Centre Manager</b>	<b>Educators</b>	<b>Learners</b>
<b>Access to important documents</b>	Teaching learners how to read and write will enable them to access a lot of information	We teach learners how to read and write- this will enable them to read and sign contracts	We want to be able to read and write – to read a Bible, News paper
<b>Ability to communication in English</b>	In addition to Sepedi learners are taught English	We teach learners English	We want to understand English-Politicians speak in English at Imbizos
<b>Ability to use new Technology</b>	They need to be taught work related skills but the centre lacks resources	We teach prescribed Learning Areas	We want to be able to use cellular phones
<b>Acquisition of skills in their scope of work</b>	Learning Areas are not specifically for domestic workers	They need skills such as needlework but we teach prescribed Learning Areas	We want to be able to make dresses
<b>Recruitment</b>	We rely on our learners that they will tell other domestic workers about ABET classes	Learners recruit other learners	We heard about this learning centre from other learners
<b>Enrolment</b>	Enrolment fluctuates	Enrolment is affected by several factors such as domestic workers being not happy	Sometimes we become unemployed, employers not being happy about

		about the Learning Areas taught, employers relocating	ABET classes
<b>Training</b>	Coordinators conduct workshops Sometimes for three to five days	We attend workshops for three to five days	Educators leave us sometimes for workshops
<b>Relevance of programmes</b>	They are relevant to a certain extent- elderly women need skills such as needlework, cooking	In addition to reading and writing, they need to be taught skills related to their daily work	In addition to reading and writing - we need to be taught how to make dresses
<b>Resources</b>	Shortage of resources: Migration of educators, teaching and learning materials	We buy teaching materials Learners buy themselves stationery	We buy exercise books and pens Educators leave us for other jobs somewhere
<b>Accommodation</b>	We are accommodated in a primary school	We do not have our own premises- we are accommodated in Flora Park Primary School	We attend our lessons in two classrooms

**APPENDIX 6 Analysis of data collected at Pietersburg Comprehensive Public Adult Learning Centre**

<b>Critical Areas</b>	<b>Centre Manager</b>	<b>Educators</b>	<b>Learners</b>
<b>Access to important documents</b>	I teach learners how to read and write	We teach learners how to read and write so that they can be able to read newspapers	We want to be able to read and write so that we can read invitation letters, wages of domestic workers
<b>Ability to communicate in English</b>	I teach learners Sepedi and English	We teach them Sepedi and English	In the Streets and shops they speak English. We want to be able to speak English. In political gatherings they speak English
<b>Ability to use new Technology</b>	I teach them prescribed Learning Areas	We teach them prescribed Learning Areas	We want to be able to use bank cards We want to be able to use cellular phones. We want to be able to load airtime
<b>Acquisition of skills in their scope of work</b>	We do not teach skills such as needlework, cooking and related Learning Areas due to lack of resources.	Learning Areas are not specifically for domestic workers. We do not teach skills such as needlework and cooking	We want them to teach us how use Sewing machines We want to make dresses
<b>Recruitment</b>	Our learners tell their colleagues	We no longer recruit	We heard about this centre from

	about ABET classes	We rely on our learners	other learners Some learners are still attend and some have left
<b>Enrolment</b>	Enrolment is good at the beginning of the year	Enrolment fluctuates Learners become unemployment Employers relocate	We loose interest We just want to be able to read and write Sometimes we drop out due job losses
<b>Training</b>	We attend workshops for two to five days	We attend workshops for two to three days	Educators sometimes leave us for workshops
<b>Relevance of programmes</b>	They relevant to a certain extent	Relevant to a certain extent Older women need to be taught how to knitting	We want to be able to read and write We also want to be taught skills such as needlework, knitting, cooking
<b>Resources</b>	Shortage of teaching and learning materials Shortage of educators- they are employed as temporary staff.	Shortage of teaching and learning material We buy teaching materials	We buy stationery
<b>Accommodation</b>	This centre is accommodated in Pietersburg Comprehensive	We do not have our own premises- tables and chairs are suitable for	Tables and chairs are suitable for primary school learners

	Primary School	primary school learners	
--	----------------	----------------------------	--

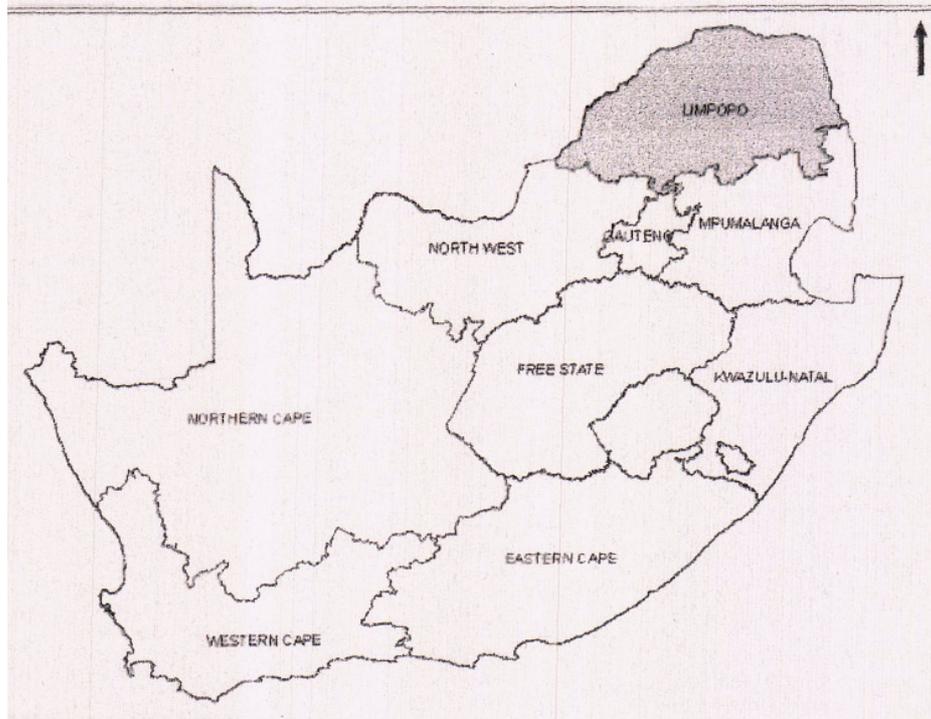
**APPENDIX 7 Analysis of data collected at Rethabile Public Adult Learning Centre**

<b>Criteria</b>	<b>Centre manager</b>	<b>Educators</b>	<b>Learners</b>
<b>Access to important</b>	I teach them how to read and write	We teach them how to read and write so that they can be able to sign contracts and other important documents	We want to be able to read and write To read and sign delivery notes To read about Nelson Mandela To read the Constitution of South Africa- Bill of Rights
<b>Ability to communicate in English</b>	Learners are taught Sepedi and English	We teach them Sepedi and English	We want to be able speak English To communicate with people on the street To be able to understand politicians during Imbizos
<b>Ability to use new Technology</b>	Learners are taught prescribed Learning Areas	Learners are taught prescribed Learning Areas	We want to be able to use Automatic Teller Machine We do not want security officials at the bank to help us with money We want to use and enjoy cellular phones

<b>Acquisition of skills in their scope of work</b>	We cannot teach income generating skills due to lack of resources	Learning Areas are not specific for domestic workers or government employees	They should teach us how to use washing machines, tumble dryers, dishwashers, and vacuum cleaners
<b>Recruitment</b>	Learners are sent to this centre by government departments Domestic workers are recruited by other learners	Learners are sent to this centre by government departments Domestic workers are recruited by other learners	We heard about this centre from other learners
<b>Enrolment</b>	Learners who usually drop out are domestic workers	Learners who usually drop out are domestic workers	Learners who are domestic workers are not many Some become unemployed Some relocate with their employers
<b>Relevance of the programmes</b>	Learners are taught how to read and write	Government employees only need certificate in order to be promoted at their work places Domestic workers need to be able to read and write They also need skills related to their job	We are happy that they teach us how to read and write We need them to teach us skills such as needlework, cooking, and knitting
<b>Resources</b>	Shortage of	Shortage of	We buy stationery

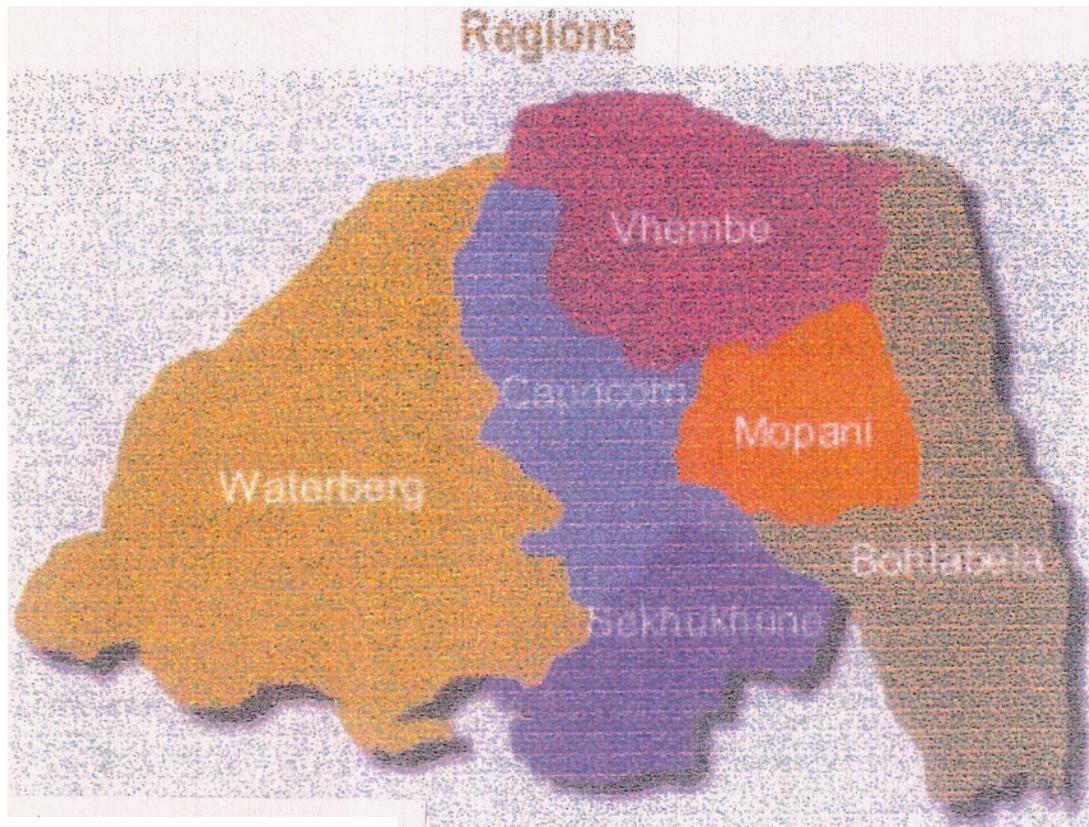
	teaching and learning material	teaching and learning material We buy whiteboard markers and they are expensive Learners buy stationery	and it is expensive
<b>Accommodation</b>	We are accommodated in a tertiary institution- the infrastructure is good for adult learners	We are accommodated in a tertiary institution- infrastructure is good for adult learners	We want our own premises Classrooms are short First preference is given to college learners because it is their institution

**Appendix 8: Geographical Map of Limpopo with bordering countries and provinces**



Source: Statistics South Africa, Limpopo geographic information system

## Appendix 9: Geographical Map of Limpopo showing districts



Source: [www.golimpopo.com](http://www.golimpopo.com)

Limpopo province comprises five districts namely Capricorn, Mopani, Sekhukhune, Waterberg and Vhembe. Initially there were six districts including Bohlabela which has been incorporated in Mpumalanga Province.

