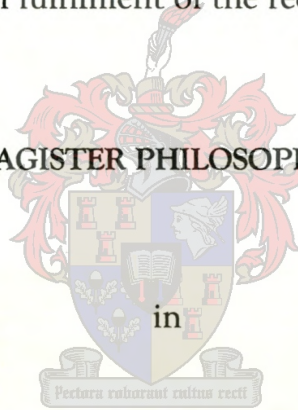


**THE ROLE OF INDUSTRIES IN PROVIDING BASIC LIFE-  
SKILLS EDUCATION TO UNSKILLED BLACK EMPLOYEES  
IN THE EMPANGENI/RICHARDS BAY INDUSTRIAL  
AREAS.**

**THENJIWE PATRICIA NCUBE**

Thesis presented in partial fulfilment of the requirements for the degree of

**MAGISTER PHILOSOPHIAE**



in

**Education**

at the

**University of Stellenbosch**

Study Leader : Prof. C. A. Kapp

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## DECLARATION

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

## ABSTRACT

Historically, the majority of South Africans were denied access to free, compulsory and general education (National Multi-Plan, 1997:1). This means that many citizens did not have access to that educational foundation necessary for further learning, quality employment opportunities or even full and active social and political participation. Various arguments throughout this study imply that the South African education system presented unequal educational opportunities for most of its people. In this case, Black Education failed to produce people with the necessary skills for our economy. To compensate these people, the opportunities for education should be created everywhere in schools, sports clubs, NGOs and more importantly, in workplaces because education is the key for survival. Due to the need for economic growth and the need for skilled workers, large numbers of adults should be provided with extensive adult education. In other words, industries should become educational centres where employees could be equipped with numeracy and literacy programmes which would improve production and basic life-skills necessary to meet the demands of the economy at large.

The study sought to find out "what role the two industries play in providing basic life-skills education to unskilled Black employees in the Empangeni/Richards Bay industrial areas". This was an empirical survey involving the target population of unskilled Black employees and facilitators of the adult education programmes of the Illovo Sugar Milling and Spoornet industries. In this study two different types of questionnaires were designed and used to ascertain the respondents' disposition towards adult education programmes. In each industry one questionnaire was administered to the unskilled Black employees and another to the facilitators of adult education programmes.

The research sample comprised of seven unskilled Black employees from Illovo, twenty-five unskilled Black employees from Spoornet, two facilitators from Illovo and another two facilitators from Spoornet industries. The data collected from the sample attempted to answer the following research questions:

- ✓ What basic day-to-day life-skills are needed by unskilled Black employees in the industries?
- ✓ How effective are these programmes to unskilled Black employees in the industries?
- ✓ How accessible are these programmes to unskilled Black employees?

These questions necessitated a literature study and an empirical survey as research tools. It has emerged from the study that adult education is seen as an agent for social change and instrument for social development.

The study seeks to assess the extent to which these programmes:

- ❖ Fulfil the day-to-day basic needs of unskilled Black employees, in for example, financial management or identifying and using sources of information like directories and maps.
- ❖ Fulfil the literacy and numeracy needs of unskilled Black employees, in for example, appending signatures, reading newspapers and bank forms.
- ❖ Cultivate good habits in the workplace such as punctuality, time management, safety precautions and proper procedures.

The findings reveal that adult education programmes in industries were valuable and useful to employees as they were able to transfer the skills acquired from the programme to the real world situation. These life-skills included counting money, writing names and letters, appending signatures, reading newspapers and safety precautions signs, understanding road signs and making telephone calls.

The researcher concludes with a number of recommendations including the following:

- Each industry should establish a building named a 'college' or 'centre' within its premises where adult education programmes will be presented.
- Each industry should have its own policy documents regarding the provision of worker life-skills education.
- All workers have a right to paid education and training leave. This means that skilled, semi-skilled and unskilled workers should be entitled to four or six weeks of paid leave per year for further education throughout their working life.

## OPSOMMING

As gevolg van die historiese en politieke ontwikkeling in Suid-Afrika is die meerderheid van die bevolking toegang tot vrye, verpligte en algemene onderwys ontsê (National Multi-Plan, 1997: 1). Dit het tot gevolg gehad dat die meerderheid van die bevolking dus ook nie toegang gehad het tot verdere onderwys en gevolglik ook nie tot goeie werksgeleenthede en dus deelname aan die maatskaplike en politieke lewe ontnem is. In hierdie navorsing word minderwaardige onderwysgeleenthede wat aan die meeste swart mense gegee is uitgewys. Dit het tot gevolg gehad dat swart onderwys nie die opgeleide menslike hulpbronne kon lewer wat die ekonomie nodig gehad het nie. Ekonomiese groei is afhanklik van opgeleide menslike hulpbronne en om dit moontlik te maak behoort onderwysgeleenthede in groot getalle vir volwassenes geskep te word. Daarom behoort skoolfasiliteite, sportklubs, nie-regeringsorganisasies en die werkplek benut te word om onderwys aan die ongeletterde volwassene te gee. Dit impliseer dat nywerhede geleenthede vir geletterdheids- en syfervaardighedsprogramme vir hulle werkers behoort te skep sodat hulle toegerus kan word met basiese lewensvaardighede en sodoende hulle lewenskwaliteit en produktiwiteit verhoog kan word.

Met die navorsing is gepoog om vas te stel watter rol nywerhede in die Empangeni-/Richardsbaai-gebied speel in die verskaffing van onderwys in basiese lewensvaardighede aan hulle ongeskoolde swart werkers. Twee verskillende vraelyste en onderhoude is gebruik om data in te samel by 'n steekproef van die ongeskoolde swart werkers en die fasiliteerders van onderwysprogramme aan volwassenes by Illovo Suikermeule en Spoornet. Daar is gepoog om die respondente se houdings ten opsigte van onderwysprogramme aan volwassenes in dié twee nywerhede vas te stel. Die navorsinsteekproef het sewe ongeskoolde swart werkers en twee fasiliteerders van Illovo Suikermeule en vyf-en-twintig ongeskoolde swart werkers en twee fasiliteerders van Spoornet ingesluit.

Met behulp van die ingesamelde data van die steekproef is gepoog om die volgende vrae te beantwoord:

- Watter basiese lewensvaardighede benodig die ongeskoolde swart werkers in hierdie twee nywerhede?
- Watter onderwysprogramme vir volwassenes is deur die twee nywerhede daargestel om in die onderwysbehoefte in basiese lewensvaardighede van die ongeskoolde swart werkers te voorsien?
- Hoe toeganklik is hierdie programme vir die ongeskoolde swart werkers?
- Hoe effektief is die programme vir ongeskoolde swart werkers in die twee nywerhede?

Om die vrae te probeer beantwoord was dit noodsaaklik om 'n literatuurstudie te doen, 'n vraelysopname te onderneem en onderhoude te voer. Die doelstellings met die navorsing

was om te bepaal in watter mate die onderwysprogramme vir volwassenes in die twee nywerhede:

- voorsien in die daaglikse behoeftes van ongeskoolde swart werkers byvoorbeeld om hulle finansies te bestuur en om inligtingsbronne soos gidse en kaarte te identifiseer en te gebruik;
- voorsien in die geletterdheids – en syfervaardigheidsbehoefte van ongeskoolde swart werkers soos die gebruik van ‘n handtekening, die lees van koerante en die invul van bankvorme;
- lei tot ‘n bewuswording en ‘n besef van die belangrikheid van onderwys aan ongeskoolde swart werkers;
- ongeskoolde swart werkers voorberei om akademiese ondersteuning, soos byvoorbeeld hulpverlening met skoolwerk, aan hulle kinders te voorsien;
- ‘n bewuswording skep van die maatskaplike, politieke, kulturele en ekonomiese verband waarin ongeskoolde swart werkers hulle bevind. Dit sluit die verskaffing van onderwys in basiese lewensvaardighede met betrekking tot vigs, gesinsbeplanning en kiesersopvoeding in; en
- die aankweek van goeie gewoontes in die werksituasie soos stiptelikheid, tydsbestuur, die toepassing van veiligheidsmaatreëls in die gebruik van korrekte procedures tot gevolg het.

Die bevindinge van die navorsing dui daarop dat onderwysprogramme aan volwassenes in die nywerhede waardevol en nuttig vir die ongeskoolde swart werkers is aangesien dit hulle in staat stel om die vaardighede wat hulle aangeleer het na die werklike alledaagse lewenssituasie oor te dra. Hierdie vaardighede sluit onder andere in die tel van geld, die skryf van hulle name en briewe, die gebruik van ‘n handtekening vir die ondertekening van dokumente, die lees van koerante en kennisgewings i.v.m. veiligheidsmaatreëls, die verstaan van padtekens en die maak van telefoonoproepe. Dit blyk ook uit die navorsing dat onderwysprogramme aan volwassenes as ‘n werktuig van maatskaplike ontwikkeling beskou word.

Die aanbevelings wat op grond van die bevindinge van die navorsing gemaak word, sluit onder andere die volgende in:

- Nywerhede wat groot getalle ongeskoolde swart werkers in diens het, behoort ‘n beleid ten opsigte van onderwysprogramme in basiese lewensvaardighede aan werkers te hê.
- Elke nywerheid behoort fisiese fasiliteite vir die aanbieding van onderwysprogramme aan volwassenes op die perseel te hê. Hierdie fisiese fasiliteit kan ‘n “kollege” of “sentrum” genoem word.
- Alle werkers behoort die reg te hê op vier tot ses weke betaalde onderwys- en opleidingsverlof per jaar.

## DEDICATION

I dedicate this work to my parents Mildred and Mika Ncube who are late, my husband Bheki, my children Luthando and Luvuyo. May this work be a source of inspiration to my family and a blessing to my children.

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## TABLE OF CONTENTS

	Pages
<b>CHAPTER 1</b>	<b>1-17</b>
<b>ORIENTATION, OVERVIEW AND PROBLEM-FORMULATION</b>	
1.1 INTRODUCTION	1
1.2 MOTIVATION FOR THE STUDY	3
1.3 STATEMENT OF THE PROBLEM	5
1.4 DEFINITION OF TERMS	6
1.4.1 Industry	6
1.4.2 Life-skills education	6
1.4.3 Unskilled Black employees	6
1.5 AIMS OF STUDY	7
1.6 LITERATURE REVIEW	8
1.7 THE POTENTIAL ADVANTAGES OF ADULT EDUCATION PROGRAMMES IN INDUSTRIAL ENVIRONMENTS	11
1.8 RESEARCH DESIGN AND METHODOLOGY	11
1.8.1 Literature review	12
1.8.2 Questionnaires	12
1.8.3 Target population	13
1.8.4 Research questions	13
1.9 DELIMITATION OF THE STUDY	14
1.10 DATA ANALYSIS	15
1.11 LIMITATIONS OF THE STUDY	15
1.12 PLAN FOR THE ORGANISATION OF THE STUDY	15
1.13 CONCLUSION	17
 <b>CHAPTER 2</b>	
<b>LITERATURE REVIEW: THEORETICAL FRAMEWORK</b>	<b>18-79</b>
2.1 INTRODUCTION	18
2.2 HISTORICAL BACKGROUND OF BLACK EDUCATION	19
2.2.1 Introduction of Bantu Education	19
2.2.2 Interventions into Bantu Education	22
2.2.2 (a) The De Lange Commission	23

2.2.2 (b) The Buthelezi Commission	24
2.2.2 (c) The National Educational Crisis Committee (NECC)	24
2.3 EDUCATIONAL LEVELS IN KWAZULUNATAL (KZN)	25
2.4 BLACK SCHOOL-LEAVERS IN THE URBAN-INDUSTRIAL WORK ENVIRONMENT	28
2.5 HISTORICAL BACKGROUND OF ADULT EDUCATION IN SOUTH AFRICA	31
2.6 ADULT LITERACY WORK IN SOUTH AFRICA	36
2.7 THE PURPOSE OF ADULT EDUCATION	37
2.8 THE EMERGENCE OF NIGHT SCHOOLS IN WITWATERSRAND	40
2.8.1 The Communist Party of SOUTH AFRICA (CPSA)	41
2.8.2 The African College and the Mayibuye night schools	43
2.8.3 The South African Institute of Race Relations (SAIRR) Project	46
2.8.4 The state	46
2.8.5 Bureau-type and language programmes	49
2.8.6 Operation Upgrade of Southern Africa	50
2.9 CAMPAIGNS AS STRATEGIES FOR ELIMINATING ILLITERACY	51
2.9.1 'One-off' mass campaigns	51
2.9.2 A series of campaigns	52
2.10 PROVIDERS OF ADULT EDUCATION	54
2.10.1 Congress of South African Trade Unions (COSATU)	54
2.10.2 African National Congress (ANC)	57
2.10.3 Non-Governmental Organisations (NGOs')	58
2.10.4 Religious Organisations	59
2.10.5 Universities	59
2.10.6 Industries	61
2.10.6 (a) General Mining (GENMIN)	66
2.10.6 (b) Electricity Supply Commission (ESKOM)	67

2.10.6 (c)	Commercially Run Professional Agencies	67
2.10.6 (d)	Read, Educate and Develop Organisation (READ)	68
2.11	FINANCE	69
2.12	GOVERNANCE	70
2.13	CERTIFICATION	71
2.14	THE TRAINING OF ADULT EDUCATORS	72
2.15	WORKPLACE LEARNING	73
2.16	CONCLUSION	78
 <b>CHAPTER 3</b>		<b>80-90</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b>		
3.1	INTRODUCTION	80
3.2	RESEARCH DESIGN	81
3.3	THE SAMPLE	82
3.4	METHODS OF SELECTING SAMPLE	83
3.5	SAMPLING STRATEGIES	84
3.5.1	Random sampling	84
3.6	INSTRUMENTS FOR DATA COLLECTION	85
3.6.1	The questionnaires	85
3.6.1 (a)	Questionnaire construction	86
3.7	THE PILOT STUDY	88
3.8	THE IMPLEMENTATION OF THE QUESTIONNAIRES	89
3.9	CONCLUSION	89
 <b>CHAPTER 4</b>		<b>91-129</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS</b>		
4.1	INTRODUCTION	91
4.2	FACILITATORS FROM ILLOVO SUGAR MILLING INDUSTRY	92
4.2.1	Gender and age of facilitators	92
4.2.2	Level of education and income	92
4.2.3	Aims of adult education programmes	93
4.2.4	Consultation with adult learners on adult education on offer	93
4.2.5	Venue where adult education programmes are offered	94
4.2.6	Learners' abilities to cope with adult education programmes	94
4.2.7	Days and time slots of adult education programmes	94
4.2.8	Fees charged for adult education programmes	95

4.2.9	Common problems the industry has experienced in providing adult education programmes and attempts to solve them	95
4.2.10	Future direction of adult education programmes	96
4.2.11	Professional growth as an adult educator	96
4.3	FACILITATORS FROM SPOORNET INDUSTRY	96
4.3.1	Gender and age of facilitators	97
4.3.2	Level of education and income	97
4.3.3	Aims of adult education programmes	98
4.3.4	Consultation with adult learners on adult education programmes on offer	98
4.3.5	Venue where adult education programmes are offered	98
4.3.6	Learners' abilities to cope with adult education programmes	99
4.3.7	Days and time slots of adult education programmes	99
4.3.8	Fees charged for adult education programmes	99
4.3.9	Common problems experienced by industry in providing adult education programmes and attempts to solve them	100
4.3.10	Future direction of adult education programmes	100
4.3.11	Professional growth as adult educators	100
4.4	EMPLOYEES FROM ILLOVO SUGAR MILLING	101
4.4.1	Gender composition of participating employees	101
4.4.2	Age groupings of participating employees	102
4.4.3	School grades passed by employees who participate in adult education programmes	103
4.4.4	Job description of participating employees	104
4.4.5	Topics covered in adult education programmes	105
4.4.6	Benefits of adult education programmes	106
4.4.7	Adult education programme contact sessions per week	107
4.4.8	Usefulness of the life-skills acquired from adult education programmes	108
4.4.9	Learning materials provided in the adult education programmes	110
4.4.10	Absenteeism from adult education programmes	111
4.4.11	Language(s) used in adult education programmes	112
4.4.12	Mastering of English as a second language	112
4.4.13	Value of adult education programmes in the real world situation	113
4.4.14	The value of the practical aspects of adult education programmes	114
4.5	EMPLOYEES FROM SPOORNET INDUSTRY	114
4.5.1	Gender composition of participating employees	115
4.5.2	Age groupings of participating employees	115

4.5.3	School grades passed by employees who participate in adult education programmes	116
4.5.4	Job description of participating employees	117
4.5.5	Topics covered in adult education programmes	118
4.5.6	Benefits of adult education programmes	120
4.5.7	Adult education programmes contact sessions per week	121
4.5.8	Usefulness of the life-skills acquired from adult education programmes	122
4.5.9	Learning materials provided in the adult education programmes	123
4.5.10	Absenteeism from adult education programmes	124
4.5.11	Language(s) used in adult education programmes	125
4.5.12	Mastering of English as a second language	126
4.5.13	Value of adult education programmes in the real world	127
4.5.14	The value of the practical aspects of in adult education programmes	128
4.6	CONCLUSION	129
 <b>CHAPTER 5</b>		<b>130-143</b>
<b>FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>		
5.1	INTRODUCTION	130
5.2	FINDINGS FROM FACILITATORS	130
5.3	FINDINGS FROM EMPLOYEES	133
5.4	CONCLUSIONS	135
5.5	RECOMMENDATIONS	139
5.6	CONCLUSION	143
REFERENCES		144-150
 <b>6. APPENDICES</b>		<b>151-164</b>
6.1	APPENDIX A: QUESTIONNAIRE ADMINISTERED TO THE FACILITATORS	151
6.2	APPENDIX B: QUESTIONNAIRE ADMINISTERED TO UNSKILLED BLACK EMPLOYEES	158

## LIST OF FIGURES

Figure 4.1	Gender composition of participating employees (N=7)	101
Figure 4.2	Age groupings of participating employees (N=7)	102
Figure 4.3	School grades passed by employees who participate in adult education programmes (N=7)	103
Figure 4.4	Job description of participating employees (N=7)	104
Figure 4.5	Topics covered in adult education programmes (N=7)	106
Figure 4.6	Benefits of adult education programmes (N=7)	107
Figure 4.7	Adult education programme contact sessions per week (N=7)	108
Figure 4.8	Usefulness of the life-skills acquired from adult education programmes (N=7)	109
Figure 4.9	Learning materials provided in the adult education programmes (N=7)	110
Figure 4.10	Absenteeism from adult education programmes (N=7)	111
Figure 4.11	Mastering of English as a second language (N=7)	112
Figure 4.12	Value of adult education programmes in the real world situation (N=7)	113
Figure 4.13	Age groupings of participating employees (N=25)	115
Figure 4.14	School grades passed by employees who participate in adult education programmes (N=25)	116
Figure 4.15	Job description of participating employees (N=25)	117
Figure 4.16	Topics covered in adult education programmes (N=25)	119
Figure 4.17	Benefits of adult education programmes (N=25)	120
Figure 4.18	Adult education contact sessions per week (N=25)	121
Figure 4.19	Usefulness of life-skills acquired from adult education programmes (N=25)	122
Figure 4.20	Learning materials provided in adult education	

Figure 4.21	programmes (N=25) Absenteeism from adult education programmes (N=25)	123 124
Figure 4.22	Language(s) used in adult education programmes (N=25)	125
Figure 4.23	Mastering of English as a second language (N=25)	126
Figure 4.24	Value of adult education programmes in the real world situation (N=25)	127

<b>RDP</b>	Reconstruction Development Programme
<b>READ</b>	Read, Educate and Develop
<b>SA</b>	South Africa
<b>SACHED</b>	South African Committee for Higher Education
<b>SAFCERT</b>	South African Certification Council
<b>SAIRR</b>	South African Institute of Race Relations
<b>SEIFSA</b>	Steel Engineering Industry Federation of South Africa
<b>SETA</b>	Sector Education And Training Authorities
<b>UK</b>	United Kingdom
<b>USSR</b>	Union of Socialist Soviet of Republics
<b>USWE</b>	Use, Speak and Write English
<b>UTAC</b>	Universities and Technikons Advisory Council



## CHAPTER 1

### ORIENTATION, OVERVIEW AND PROBLEM- FORMULATION

#### 1.1 INTRODUCTION

South Africa is a pluralistic society deeply divided by race, class and language. It is a society in which the majority of people are grossly under-educated. Polley (1974:143) maintains that education must flow from the “haves” to the “have nots” and back again, uniting people in a common commitment to a good quality of life. From the above statement it is clear that education must reach deeply into the huge under-educated adult communities. Mosotho (1992:12) argues that over half of the adult population in South Africa is illiterate, and cannot read and write. Illiteracy, therefore, is a total incapacity to read and write a message. Du Plooy (1989:2) maintains that illiteracy amounts to being unable to complete an application form for a bursary for your child, being unable to read instructions on a medicine bottle, or to address an envelope, or to read a safety notice or a street name. Harley, Aitchison, Lyster, and Land (1996:20) contend that when a government and society aim to eradicate illiteracy, they have two possibilities. One is to concentrate on the provision of universal primary education for children in the hope that gradually in the future no more young people will grow up to be illiterate. The other is to accelerate the process by providing basic education for adults in the belief that they are the human resources of the country that need to be developed now. This concurs with Che Guevana when he said: “Society as a whole must become one big school” (Deetlefs, Nortan, Steinberg, Suttner and Witthause, 1991:32).

Education has become very important to the adults of South African society. It must become a lifelong process which forms a permanent component of one's on-going socialisation. In supporting the idea of lifelong education, Julius Nyerere, the first Black president of Tanzania, discussed: "Just as working is a part of education, so learning must become an integral part of work and people must learn as they work" (Deetlefs et al, 1991:23). It is essential that workplaces become places of education as well as of work. Nyerere further states: "If we are to make real progress in adult education it is essential that we should stop trying to divide up life into sections: one for education and another longer one for work with occasional time off for 'courses'" (Deetlefs et al, 1991:21). This means that in a society dedicated to change like South Africa, we must accept that education and working are both parts of living and we should continue with both until we die. Kuhn (1999:11) argues that the Skills Development Act has the aim of sparking a skills revolution as a central part of South Africa's drive for growth in employment, ultimately adding a new impetus to the economy. This means that a major challenge in this respect is an embedded attitude of the past that working and learning are two disciplines. In fact the gist of the Act is that workplaces should rather become learning organisations offering ongoing education and training and providing an institutional framework to devise, implement and integrate national, sectoral and workplace strategies.

When the government of National Unity took power in 1994, many changes were made, including the requirement that all people should go to school irrespective of their age. The unbanning of people's organisations such as, the Azanian Political Organisation (AZAPO), the African National Congress (ANC) and the Pan Africanist Congress (PAC) coincided with the release of Nelson Mandela. This heralded the end of apartheid, bringing with it the possibility that the 'silent voices' of illiterate people would finally be heard (Deetlefs et al, 1991:1). A Government of National Unity (GNU) had to make some important and hard decisions about how to prioritise the people's needs. Adults who have never been to school wanted to learn to read and write. Other members of society wanted to develop skills that would enable them to participate more fully in the democratic process.

Employees likewise wanted to upgrade their vocational skills and equip themselves with life-skills. The unemployed wanted to learn skills to get or create jobs. It is clear that there is a need for skills to run industries, and to shape and develop economic policies to build a democratic society and enhance job-creation (Bird, 1992:48). Hence, the need to institute adult education programmes in industries in order to train and re-train the workforce.

This chapter, offers an overview of the study, covering the following sections:

- motivation for the study;
- statement of the problem;
- definitions of terms;
- aims of the study;
- literature review;
- the potential advantages of adult education programmes in industrial environments;
- research design and methodology;
- research questions;
- delimitation of the study;
- data analysis;
- limitations of the study;
- summary and conclusions, findings and recommendations; and
- plan for the organisation of the study.

## 1.2 MOTIVATION FOR THE STUDY

The South African education system is and has been largely resourced by the government. Shezi (1998:51) argues that the National Party government did not apportion educational resources and funds equitably among different racial groups. It is because of these fractions that the unemployment and illiteracy rates in South Africa are very high. It is estimated that there are some 2 million adults who are unemployed (Vision Document on

Technology Infrastructure to Support Learning, 1995:131). Therefore, training and re-training of employees for jobs is of utmost importance in industrial sectors.

MacMillan (1989:201) argues that South Africa's poor economic growth and export and import replacement performance is largely the result of the skilled personnel shortage. There is a need for life-long learning in workplaces due to technological changes and the knowledge explosion. In a dynamic society like South Africa, education facilitates change. Thus, basic numeracy and literacy programmes must be instituted to give employees the life-skills they need. The area of life-skills education has only recently received attention through the advent of the school-based curriculum 2005, where it explicitly exists as a new learning area. Education promotes productivity at organisational level for the staff; it develops human resources in industry, improves human capital and endows citizens with varied life-skills.

It has subsequently become the responsibility of industries to give their employees some form of basic life-skills education that will enable them to function effectively at work and society, and to contribute towards the Gross Domestic Product (GDP) of a country. The government's Growth, Equity And Redistribution strategy (GEAR), with its targeted 6% economic growth rate by the year 2000 (South African Central Statistical Services, 1994), will not materialise without a concentrated effort by industries to provide their workforce or personnel with life-skills education. This is in line with the purposes of the Skills Development Act No. 97 of 1998 which places emphasis on the following:

- development of the skills of South African workforce;
- increased levels of investment in education and training in the labour market;
- encouraging workers to participate in learnership and other training programmes;
- improvement of the quality of life of workers, their prospects of work and labour mobility;
- providing employees with the opportunities to acquire new skills, and

- the use of workplace as an active learning environment.

(Republic of South Africa, 1998:4)

The lifting of the sanctions by the international community on South Africa has led to the globalisation and internationalisation of South Africa's economy. This internationalisation calls for different skills from the workforce as it faces global economic competition. The workers need at least to be educated in this economic race. In this study two industries in the Empangeni/Richards Bay industrial areas will be chosen as data gathering sites. The focus subjects will be relatively unskilled factory floor Black employees and facilitators of adult education programmes in the chosen industries. The Empangeni/Richards Bay industrial areas were chosen because they are one of the main focusses of economic growth in South Africa (The Zululand Observer, April 3, 1998).

### 1.3 STATEMENT OF THE PROBLEM

The technological factors and the changing face of the workplace force workers to cope with new knowledge and rapid technological changes. To remedy the situation, industry must help unskilled Black employees to acquire the tools of development which include numeracy and literacy programmes, needs to improve production and basic life-skills necessary to meet the demands of the economy at large. This research will attempt to offer answers to the following research questions:

- 1.3.1 What basic day-to-day life-skills are needed by unskilled Black employees in the two industries (Illovo Sugar Milling and Spoornet) in the Empangeni/Richards Bay industrial areas?
- 1.3.2 How effective are these programmes to unskilled Black employees in the two industries in the Empangeni/Richards Bay industrial areas?
- 1.3.3 How accessible are these programmes to unskilled Black employees in the two industries in the Empangeni/Richards Bay industrial areas?

## **1.4 DEFINITION OF TERMS**

It is essential to define the concepts and terms used in the text, for clarity.

### **1.4.1 Industry**

Industry is a group of businesses that produce a similar product or provide a similar service. For example, companies in the motor vehicle industry produce such vehicles as cars and trucks. It also refers to all businesses together; in this sense industry helps make people's lives healthier and happier by providing entertainment, labour-saving appliances, medicines and many others (The World Book Encyclopaedia, vol.10, 1992).

### **1.4.2 Life-skills education**

Adkins (1984) and Swann (1981) in Pickwork (1989:3) define life-skills as the kind of behaviour-based psychological learning needed to help people cope with predictable developmental tasks, including the skills and competencies that an individual needs to sustain and enrich life. Different life stages and tasks come with different life challenges, and the mastery of these challenges and tasks depend upon the successful acquisition of appropriate life-skills. In short, life-skills are those skills that are required to imbue the individual with life-coping skills such as building of high self-esteem, healthy lifestyle, survival and self-empowering skills. There may be a need to offer education in the workplace which goes beyond life-skills and offers workers a basic understanding of the social context in which re-skilling, up-dating and commercial demands are made.

### **1.4.3 Unskilled Black employees**

In the context of this study, the operational definition of an unskilled Black employee evokes a factory floor worker with limited formal and technical education or no formal and

technical education at all. These employees are locked in unskilled, mundane, unspecialised, unsophisticated, hands-on and no minds-on job portfolios. Progressive unskilled Black employees can proceed as far as attaining the level of being handmaidens or assistants to technicians and professionals within their workplace.

The term Black in this study confines itself to the **African**, which means any person who is generally accepted as a member of any aboriginal tribe of Africa. The term Black as used in this study denotes a person, adult or child who is an indigenous South African belonging to the Nguni, Sotho, Shangaan or Venda ethnic group (Cemane, 1984:22). The unskilled Black employees used as respondents in this study come from these ethnic groups. Given to the different literatures used in this study, the terms Black, Native and African will be used interchangeably.

## 1.5 AIMS OF THE STUDY

There are adult education programmes already in place in the two industries in the Empangeni/Richards Bay industrial areas which are aimed at alleviating the educational backlog of the workforce. This study seeks to assess the extent to which these programmes:

- Fulfil the day-to-day basic needs of unskilled Black employees, in for example, financial management and identifying and using sources of information like directories and maps.
- Fulfil the literacy and numeracy needs of unskilled Black employees, in for example, appending signatures, reading newspapers and filling bank forms, and
- Cultivate good habits in the workplace such as punctuality, time management, safety precautions and proper procedures.

## 1.6 LITERATURE REVIEW

Before 1994, South Africa had four distinct education systems which were designed by the National Party government to cater for the different racial groups, namely: Whites, Indians, Coloureds and Blacks. School segregation had been legalised through the policies of separate development during the apartheid era. The qualities of the separate education systems differed so conspicuously that Blacks no longer doubted that their education was indeed inferior in all aspects. Black education, formerly known as Bantu Education, had all sorts of ills that prevented Blacks from having equal access to educational opportunities. Among the undesirables associated with Black education were shortages of classrooms, shortages of suitably qualified teachers, high teacher-pupil ratios, diversified and inadequate curricula, unavailability of school libraries and laboratories, an inadequate supply of teaching and learning materials and a shortage of library books and laboratory equipment. Such problems in the education system of Blacks meant that a potential Black employee was ill imbued in basic life-skills preparation and other education related skills generally. It is along this line that Black employees in their jobs must be provided with training and re-training centres where they can equip themselves with basic life-skills.

Societies are always changing. Consequently, the provision of adult education programmes and training in industries is bound to adjust to the structural needs created by that change (Dekker and Lemmer, 1993:277). A subtle change is taking place in the workplace that has a tremendous impact on the need for life-long learning: employees are shifting from producing things to producing information (Cross, 1981:29). The technological change and new knowledge have not only made lifelong learning increasingly necessary, but also increasingly possible. Technological factors and the changing face of the workplace force Black employees to cope with new knowledge and rapid technological advancements. The technological changes lead to a totally different way of doing things, hence the need for adult education programmes. In the workplace there is now a need for life-long learning, proving the need for continuing adult education and up-dated education programmes.



Life-skills education programmes need to be emphasised and a positive attitude towards work and future prospects should be created for Black employees in their jobs (Badenhorst, 1989:413-416). Employers contend that the standard of school leavers' literacy and numeracy is below what it should be. Prior to 1980, Marsden (1980:22) reported that the discrepancy between Black and White matriculants was between two and four grades. In other words, a grade eleven Black pupil's knowledge and skills are equivalent to that of a grade nine or seven White pupil. He further contends that when Black and White matriculants are placed on standard industry courses, the discrepancies could be:

- the failure to effectively write and communicate in the training situation which seriously impedes the learning process;
- an inability to apply numeracy to practical situations, and
- an inability to learn, remember and follow prescribed complex systems, thus requiring intensive on-going supervision.

This means that unskilled Black employees have numerical and communication problems. Dole (1989) and Clinton (1989) in Merriam and Cunningham (1989:14) argue that it must be borne in mind that about three-quarters of today's employees will still be employed two years from now (i.e. the year 2000). This means that too many unskilled Black employees lack the basic life-skills needed to function in the jobs available now, and certainly will not meet the demand of jobs in the future.

The instituting of adult education programmes in an industrial world can help equip unskilled Black employees with the basic life-skills needed by the economy. Dekker and Lemmer (1993:253) argue that skills do not exist without people. The private sector requires people who have the ability to develop new skills, to acquire new knowledge and concepts and to adapt to technological change with enthusiasm and without fear. This concurs with Dekker and Lemmer (1993:298), who maintain that the private sector in the



United States of America (USA) spends \$30 billion per year on the formal training of its employees. Merriam and Cunningham (1989:7) also add that the federal government is spending \$5 billion per year and that the state and local government are also deeply involved in employee training. This means that a certain percentage of tax should be used to run adult education programmes for the unskilled labour in industries. Stewart (1988:5) concurs: "As a largely Third world country South Africa should put more effort into providing useful skills for many people (unskilled labour included) rather than concentrating on small numbers of highly qualified personnel for it to prosper".

My observation is that adult education programmes are increasingly becoming a work-related phenomenon as employers seek to improve the productivity of their workers. The early articles on worker education often slant toward the cultural upliftment of the workers. Berg (1931:280) in Merriam and Cunningham (1989:7) asks as to what can adult education programmes do to inculcate in the worker ideals of creative living? Such adult education programmes can help unskilled Black employees to acquire the tools of development which include literacy and numeracy, knowledge, how to improve production and to acquire the basic life-skills necessary to meet the demands of the economy.

The workplace is the engine that is changing the nature of adult education, and technology is its fuel. If the airplane is the technological metaphor for the beginning of the century, the computer is the symbol of technology for its last quarter (Merriam and Cunningham, 1989:8). This means that the widespread adoption of computers in the work setting have made it more of every person's tool. The increase in job-related adult education is at least attributable to computerisation in the work setting which has resulted in the demand for more job-related programmes. It is also of importance to note that a critical indicator of the significance of the adult education programme is the investment the private sector puts into it.

## 1.7 THE POTENTIAL ADVANTAGES OF ADULT EDUCATION PROGRAMMES IN INDUSTRIAL ENVIRONMENTS

Adult education programmes that can be put in place in the workplace can be aimed at, among other things, the following:

- improving employee's grammar, vocabulary, and writing skills;
- improving employees communication skills;
- cultivating computer literacy;
- acquainting employees with Mathematical skills/concepts, numeracy and operation of multipurpose machines;
- equipping workers with health education covering such contentious issues as Hiv/Aids, cancer, family planning, drug addiction; and
- equipping workers with legal education including labour and industrial regulations, workers and union's rights, human rights and voter education.

## 1.8 RESEARCH DESIGN AND METHODOLOGY

A research design can be viewed as the "blueprint" of the research project that precedes the actual research process. Mouton (1996:107) is of the idea that a research design is like a route planner as it is a set of guidelines and instructions on how to reach the goal a person has set for himself. This study offers an empirical survey involving unskilled Black employees and facilitators of adult education programmes of the Illovo Sugar Milling and Spoornet industries in the Empangeni/Richards Bay industrial areas.

Two different types of questionnaires were constructed to ascertain the respondents' disposition towards adult education programmes and how they felt about such programmes. The first questionnaire was administered to unskilled Black employees and the second to the facilitators of adult education in each industry. The target population

was unskilled Black employees enrolled in adult education programmes and facilitators of adult education programmes in each industry. The pilot study was conducted to try out the instrument on respondents who did not participate in the final part of the actual study.

Research methodology is a meta-level investigation of the limitations, resources and presuppositions of methods aimed at understanding the process of inquiry rather than the products themselves (Kaplan, 1991:23). This means that any research requires the use of one or more methods (Shezi, 1998:22). The following methods were used in this study:

### **1.8.1 LITERATURE REVIEW**

A literature review entails going to written sources and collecting items of information which relate to the topic. The researcher studied other materials which have some bearing on the subject under investigation. She made use of secondary sources such as publications, magazines, journals and textbooks and primary sources such as official reports. The intention in using a literature review is to obtain perceptions about the significant role played by the industries in providing basic life-skills education to unskilled Black employees in the Empangeni/Richards Bay industrial areas.

### **1.8.2 QUESTIONNAIRES**

Questionnaires were constructed and used as instruments to elicit information on different experiences in adult education programmes. Two questionnaires were constructed. The first one was administered to the facilitators of adult education programmes in each industry, that is, Illovo Sugar Milling and Spoornet industries. The second was administered to the unskilled Black employees of the said industries. A questionnaire administered to the employees was translated into Zulu to facilitate understanding. The reason was being that most of the unskilled Black employees were illiterate and some were not in a position to read and write in English, the medium of exchange. These

questionnaires were aimed at validating data gained through the literature review. The researcher conducted personal research to eliminate problems such as the participation of unintended respondents.

### **1.8.3 TARGET POPULATION**

The target population for this study was unskilled Black employees at Illovo Sugar Milling and Spoornet in the Empangeni/ Richards Bay industrial areas, chosen on the basis of the large proportions of unskilled Black workforce that they employ and their accessibility to the researcher. The data collected from the sample attempted to answer the three research questions, outlined.

### **1.8.4 RESEARCH QUESTIONS**

In addressing the stated problem, this study seeks answers to the following three research questions:

#### **RESEARCH QUESTION 1**

What basic day-to-day life-skills are needed by unskilled Black employees in the two industries (Illovo Sugar Milling and Spoornet) in the Empangeni/Richards Bay industrial areas? The answers to this research question were elicited from unskilled Black employees through questionnaires, which were distributed to those involved in life-skills education programmes.

## **RESEARCH QUESTION 2**

How accessible are these programmes to unskilled Black employees in the two industries in the Empangeni/Richards Bay industrial areas? The researcher collected this information from facilitators of adult education programmes and unskilled Black employees through the responses to the questionnaires in the said two industries.

## **RESEARCH QUESTION 3**

How effective are these programmes to unskilled Black employees in the two industries in the Empangeni/Richards Bay industrial areas? Data was gathered for this question from the unskilled Black employees' responses to the questionnaires.

### **1.9 DELIMITATION OF THE STUDY**

This study is limited geographically to KwaZulu-Natal, one of the nine provinces of the Republic of South Africa. During the reign of the Nationalist government it was one of the four provinces in South Africa. It was then called Natal. KwaZulu was one of the ten Bantu Homelands or national states in South Africa. It was not a self-governing homeland or Bantustan. The Government of National Unity (GNU) has amalgamated KwaZulu and Natal into a single province.

KwaZulu-Natal has eight regions. The target population comprises unskilled Black employees in the two industries in the Empangeni/Richards Bay industrial areas, in the Empangeni region. This does not include skilled Black employees and educated Black employees who are managers in the said industries.

## 1.10 DATA ANALYSIS

The Black employee's life-skills needs, as identified by the workers, were ranked according to their order of importance in the identified workplaces. These employees' needs were juxtaposed with what programmes industries offer to their workforces or employees and how effective (beneficial, rewarding) those programmes are in improving employees' social, educational, health, political, cultural and economic conditions.

## 1.11 LIMITATIONS OF THE STUDY

This study may not be perfectly representative of unskilled Black employees. There may be a few unskilled Black women working or even participating in life-skills education programmes in the said two industries. The other limitations could be that some of the unskilled Black employees are totally illiterate in that they may not even read and write in the Zulu language as their mother tongue. It became impossible to make appointments (with one of the two industries) because of the following reasons:

- Problems within the industries which were beyond human control caused a delay in commencing adult education programmes, and
- Most of the employees had day and night shift, which made it impossible for the researcher to see all employees at once; in other words, more than one visit was made in this case.

## 1.12 PLAN FOR THE ORGANISATION OF THE STUDY

### CHAPTER ONE

This chapter consists of the introduction and background to the study. It includes a motivation for the study, statement of the problem, definitions of terms, aims of the study,

literature review, the potential advantages of adult education programmes in industrial environments, research design and methodology, research questions, delimitation of the study, data analysis, limitations of the study and the plan and organisation of the study.

## **CHAPTER TWO**

Chapter two attempts to provide a theoretical background and framework to the study. A review of previous and relevant research findings in this field is provided. This chapter also attempts to present some exemplary models used by industries in various countries to provide life-skills education to their workforce.

## **CHAPTER THREE**

This chapter details the research design and methodology of the study. It includes the collection of data, the selection of subjects and a plan for organising and analysing of data.

## **CHAPTER FOUR**

Chapter four focusses on the analysis and interpretation of data. The main findings of the study are presented and summarised in this chapter.

## **CHAPTER FIVE**

This last chapter of this research concludes by discussing the findings, summary, conclusions and recommendations made.



### 1.13 CONCLUSION

An orientation, overview and problem-formulation were presented in this chapter. Chapter two will look into the theoretical background and framework to the study. A review of previous and relevant research findings will also be presented in this chapter.

## CHAPTER 2

### LITERATURE REVIEW: THEORETICAL FRAMEWORK

#### 2.1 INTRODUCTION

In this chapter the researcher traces the development of Black Education from the hands of the missionaries up to the emergence of Bantu Education. Criticisms of Bantu Education, showing its flaws, are discussed. The response of the Black community for which this new system of Bantu Education was intended, was quite rightfully hostile. Some opponents of Bantu Education, for example, the Roman Catholic Church, the South African Communist Party and the African National Congress organised night schools intended to counteract the effects of Bantu Education on the Black community. These included Adult Education carried out in the night schools organised by the South African Communist Party. Adult education can also be called lifelong education, andragogy and recurrent education (which refers to the periods of education inserted into work years). Nyerere (1988:11) maintains that adult education incorporated anything that enlarged people's understanding, activated them and helped them to make their own decisions and to implement those decisions themselves. He further argues that adult education, includes organisation and mobilisation, it went beyond these activities to make them purposeful. Toiviainen (1991:11) in Dekker and Lemmer (1993:401) attempts to summarise the essence of adult education by saying that: " it was a particular form of organised educational activity". This meant that adult education allowed people to pursue systematic studies outside the regular education system that was intended to provide the knowledge and skills needed in different roles and to develop their personalities. The researcher

elaborates on these later in this chapter. Given the nature of the study under review, acronyms are used where necessary.

## **2.2 HISTORICAL BACKGROUND OF BLACK EDUCATION**

During the eighteenth and nineteenth centuries, the missionaries gave impetus to the education of Blacks. Blacks knew nothing about formal education until the arrival of White missionaries in South Africa. In 1737 the missionaries started with the education of aboriginal children. The Roman Catholic Church was among the church organisations that were pioneers in the introduction of formal education for Blacks. Missionaries did not come only to spread the Christian gospel but also wanted to set up schools (Christie, 1986:74). During 1855, Sir George Grey, who was governor at the Cape, introduced the Aboriginal Fund which was paid out to the missions for the development of Bantu Education. The purpose of these funds was to subsidise missionary institutions that would train Bantu youth in industrial occupations and prepare them to act as interpreters, evangelists and school-masters among their own people (Behr, 1966:331). The missionary societies readily responded, and large sums of money were paid out. Considerable development in Bantu Education occurred. Although missionaries were keen at improving the education of Blacks, problems of funding remained.

Urbanisation was taking place at a rapid pace, accompanied by maladjustments such as a shortage of housing and an outcry for more schools to combat the neglect of children. The following section discusses the introduction of Bantu Education.

### **2.2.1 INTRODUCTION OF BANTU EDUCATION**

Bantu Education was introduced in 1953, based on the realistic separatist principles of the Nationalist Government's ideology. When the National Party took over power, it was

already aware of the problems that the former government was experiencing concerning Native education. The Nationalist government was jealous of the quality of education the missionaries were offering to the Natives. Its awareness of the maladjustments that accompanied urbanisation of the Natives made it consider introducing a type of education that would not be equal to that of the Whites. It was for this reason, therefore, that a commission under the chairmanship of Eiselen was appointed. The Eiselen Commission brought out a report in 1951 which heralded a new era in Bantu Education. Mncwabe (1990:24) argues that Blacks perceived the system of Bantu education as designed to make them 'hewers' of wood and 'drawers' of water, and have been protesting ever since. Loram (1971:17) supports this idea and argues that "if you attempt to raise the Black man from the position you interfere with God's plan, and bring trouble on yourself and Him". This meant that Whites had a responsibility to maintain 'God's will' by enslaving Blacks.

The Bantu Act of 1953 gave expression to the main ideas embodied in the Eiselen Report. Verwoerd, who had become head of the government by then, and who was in control of Bantu Education, passed the act. The objective of this Act was the preservation of ethnic identity and home language, which had a particular appeal to Afrikaners who themselves had achieved ethnic identity. In 1954 Verwoerd decreed that Bantu Education should be brought under the control of the government and should be used to rebuild and extend Bantu Culture (Christie, 1986:78). The report further criticised missionary education, stating that its aims for Native education were vague and poorly formulated. The main objective of the Eiselen Commission was to create a broad base of primary education. This resulted in a massive increase in the number of African learners in the lower and higher primary schools, that is, sub-standard A (grade 1) to standard six (grade 8). Shezi (1998:99) avers that this low educational qualification promoted cheap African labour because the level of education determined one's occupation. Special laws were legislated in South Africa to ensure the availability of cheap Black labour with at least certain basic literacy and numeracy skills (Nkomo, 1990:302). This then proved that Bantu Education intended to

eliminate Black competence for jobs and power, with Whites in all the economic, social and political spheres.

In the years 1955-1967, the government paid little attention to secondary education. It restricted secondary schooling by providing insufficient funds. Available secondary schools were overcrowded and unequipped. Most African learners were demotivated and dropped out of school after obtaining higher primary education or grade 8 (Shezi, 1998:100). Hartshorne (1992:67) concurs that African high schooling was restricted in rural areas. He further states that the regulations stipulated down that junior secondary schools were to be paid for on the Rand-for-Rand (i.e. R-for-R) basis by the community. This meant that the community had to take the initiative in erecting the school buildings. This resulted in African schools being poorly equipped as compared to White schools, which were built by the government. The Nationalist government crippled urban secondary schooling because the majority of African people were migrating to urban areas (Shezi, 1998:103). The lack of secondary schools ensured that a vast number of children would be obliged to opt for the labour market prematurely. That meant the elimination of Black competition in the labour market. The situation also aimed at suborning Blacks into accepting White-domination in the industrial world. African learners had inappropriate skills for the workplace. It was clear that Bantu Education promoted tribalism, which made it difficult for an African to participate in the industrial world of the modern economic system as an equal with the Whites in SA.

Griesel and Schlemmer (1985:9) attribute the crisis currently experienced in Black schools largely to inadequate state expenditure and to poor infrastructure in terms of facilities, high teacher-pupil ratios, poorly qualified teachers and inappropriate syllabi for the needs of Black school-leavers. The main reason for this was that education in this country was inextricably bound up with the politics of apartheid, the fundamentals of which were White supremacy and Black inferiority and self-development through separation on ethnic, cultural and language differences (Mncwabe,1990:19). This emphasises that

through Black Education Black people were being educated to fill a particular place in the South African society. Mncwabe (1990:20) asserts that Black people had no voice in the education provided for them because its design was irrelevant to their aspirations and was rather more attuned to the White man's ideological desires. In this case, their desires were ignored.

The drop-out rate and high pregnancy rate of Black learners at both the junior and in secondary schools for the Black children were higher than in schools for their White counterparts. Black teachers were not equally qualified when compared to their White counterparts (SACHED, 1985:11). As a consequence of the socio-political order, Black Education lent itself to a labelling process in which employers saw Black school-leavers as not having been sufficiently socialised into the norms, values and styles of thinking which they (the employers) value in a certificate. Dekker and Lemmer (1993:123) argue that education should bear a greater part of guilt for transmitting an anti-industrial cultural bias whose consequence, generation after generation, has been a steady decline in economic performance. It is clear that Bantu Education was dysfunctional, in the sense that African matriculants were unemployable whilst their White counterparts had the relevant skills. It was a fact that Bantu Education failed to develop social and life-skills, values and attitudes that would build self-respect in a commonly shared society. From its birth, Bantu education had no peace, as the following sections reveal.

### **2.2.2 INTERVENTIONS INTO BANTU EDUCATION**

Interventions in Bantu Education took various forms by different political organisations which felt that such education should be reformed to better the social, economic and political stance of this country. Therefore, intervention in the education of Blacks was elicited by the voicing of some dissatisfactions which the researcher feels are worth mentioning. The following were some of these interventions.

### 2.2.2 (a) THE DE LANGE COMMISSION

Prior to 1948, which some historians view as a crucial year in the history of Black people, the question of whether Blacks should be part of White society was widely debated by the White people (Kallaway, 1986:160). Having come into power in 1948, the Nationalist government adopted the policy of a separate educational system for Blacks. The dissatisfaction in Bantu Education took various forms, inter alia, school boycotts and student uprisings. The idea of a common system of education for all people in order to bridge the gap between Black and White education systems was intensely debated before the publication in 1981 of the government's response to the report of the Human Sciences Research Council (HSRC). The HSRC committee, was appointed to investigate South African education, under the leadership of Professor J.P. de Lange.

The debate on this issue came up after a request from the Cabinet to the HSRC to draw up guiding principles for a feasible education policy in the Republic of South Africa. The De Lange committee based its findings and recommendations on eleven principles. The main principle stated that "Equal opportunities for education, including equal standards in education, for every inhabitant, irrespective of race, colour, creed or sex, should be the purposeful endeavour of the state" (Brian, 1981:14). The idea behind this principle was the integration of all students, regardless of race. In the interim Memorandum of October 1981, government accepted this principle subject to certain conditions, such as the following: "Each population group should have its own schools...(and) its own education department". This response still promoted separate education systems which would never be equal in any way. The De Lange commission Report was widely criticised and referred to as a 'modernisation' of apartheid (Christie,1986:270).

### **2.2.2 (b) THE BUTHELEZI COMMISSION**

The Buthelezi Commission under the chairmanship of Mr R. C. Bennet was one of the largest commissions assigned with the task of finding facts on political, social, economic and educational matters in the South African situation. The findings and the recommendations on educational matters of both the De Lange Report and the Report of the Education Sub-Committee of the Buthelezi Commission indicated some similarities. The Buthelezi Commission recommended a unified control of education, inter-visitation between teachers, and a compulsory fully state-subsidised basic schooling of at least seven years duration, to mention a few (The Buthelezi Commission,1982:254).

### **2.2.2 (c) THE NATIONAL EDUCATIONAL CRISIS COMMITTEE (NECC)**

The National Educational Crisis Committee started as the Soweto Parents' Crisis Committee in December 1985. The aim of the NECC was to achieve a free, democratic, compulsory and non-racial education. This aim was to be achieved through bringing together sectors of the community. This organisation was able to unite parents, teachers and students nationally. The NECC had the process of consultation at the heart of its conceptualisation and the evolution of People's education. The method and style of the NECC was characterised by consultation as well as structures such as Parent-Teacher-Student-Association (PTSA) at each school. These associations were dependent upon organised community parents, groups teacher unions and student representative councils. The NECC advocated a kind of educational practice which followed a liberal political principle of incorporation of plural groups into a common political structure. This meant that education which emphasised enjoyment, and which does not deprive another person of his liberty and social resources should be practised to maximise the position of the wealthy people in the society.



In the workplace some employers believed that the standard of Black Education was not comparable to the standard of other racial groups. The question about whether Black school-leavers were productive or not in the workplace is answered by the type of education Black people received, in the discussion which follows.

### 2.3 EDUCATIONAL LEVELS IN KWA-ZULU NATAL (KZN)

The low educational levels of the majority of the Black population of KZN reflected a serious skills deficiency. It is of importance as well to look at their ability to communicate in English in relation to training and finding viable employment. It is clear that low literacy levels and an inability to communicate in English hampered training. This is evident in the following statistics on levels of education:

- In Africans – only 0.26% had at least matriculation exemption.
- In Africans –only 5.8% had at least a Std 6 (grade 8), whilst 57% of the population (including children) had no formal education at all (Polley, 1974:150).

The statistics indicates that indeed there was a high rate of illiteracy among Africans in SA.

By 1987, at least 70% of the Black population of the region had an educational level lower than Std 4 or grade6 (KwaZulu Training Trust, 1987:36). For the different population groups of the RSA, the following percentages of illiteracy applied in 1985:

- 21,6% for Whites;
- 36,5 for Indians;
- 50,7% for Coloureds, and,
- 65,7% for Blacks

(Republic of South Africa, 1985:114)

This suggests that the bulk of the Black population of KZN was educationally equipped only for the most lowly skilled occupations. These low educational levels of the majority of the Black population indicates that a large proportion of the Black population in the region was either illiterate or semi-literate, which meant that most of the Black population of Kwa-Zulu/Natal region did not have basic literacy.

Further deficiencies of apartheid education include the following:

- A high drop-out rate of Black learners in KZN region.
- A lack of sufficiently qualified Black teachers.
- Inadequacies in the curriculum, which failed to expose Black school pupils to career options including technological careers.
- A low percentage of Black pupils who took Mathematics and Science as a Std 10 (grade12) subject., and
- A high failure rate of Black pupils in grade12 ( KwaZulu Training Trust ,1987:50).

With too many discrepancies in the education of Africans, its workforce would not meet the demands of the labour markets. To this effect, the Urban Foundation conducted a Black Manpower Training Study (BMTS) in 1980, with the purpose of assessing educational and training needs as perceived by employers in KwaZulu/Natal. The results of this study indicated that the major problem expressed by employers appeared to be the inadequacy of the educational system to provide aspirant job-seekers with a 'trainable base' (KwaZulu Training Trust, 1987:50). It was clear therefore that to create this 'trainable base,' the entire KZN educational system from pre-school education through primary and secondary education to advanced technical, academic and adult education, needed to be upgraded.

The priority areas to be considered were English, Science, Technical education, attitudes and orientation to the work environment and an awareness of career opportunities. It was felt that employers wanted to offer specialised training related specifically to their own job

requirements (The Urban Foundation Black Manpower Training Study in Natal and KwaZulu, 1986: 3). It was clear that most industries (in KZN) sponsored only projects that were going to benefit them directly in the short term. Mathematics and Science had been identified as two of the most important subjects for technological careers. However, relatively few pupils took these subjects in grades 11 and 12. The pass rate for these subjects was low. Only 0,7% of Black school pupils in KZN studied technically-orientated subjects in 1987 (KwaZulu Training Trust, 1987:53). This very small percentage reflected the lack of exposure that school-leavers had towards technically-orientated careers. It further indicated the need to provide facilities which would create parity of exposure to different career options, technical careers being one. In order to increase the number of pupils taking and passing Mathematics and Science in grades 11 and 12, the Department of Education and Training elicited and co-ordinated support from the private sector in their initiative to address the inadequate resources and tuition with respect to these subjects (KwaZulu Training Trust, 1987:55).

As literacy was essential to both success in training and advancement in employment, the low literacy levels of the bulk of the Black population in the region was a major impediment to economic progress. It was necessary to launch a major functional literacy campaign through the Department of Education and Training. Recognition and encouragement by the KZN government was required for privately funded compensatory educational programmes focussing on Mathematics, Science and Technological careers. In order to equip school-leavers for the world of work, career education was to be introduced in KZN schools, which would ensure that the pupils leave school with a 'trainable base' as required by the industry. This was, namely, the non-technical skills of independent reasoning, problem-solving, life-skills and communicative competence in English. The following section looks at how Black school-leavers interacted with their employers and their performance in the employment market.

## 2.4 BLACK SCHOOL-LEAVERS IN THE URBAN- INDUSTRIAL WORK ENVIRONMENT

It was a frequent observation in commerce and industry that Black school-leavers were, on average, unable to compete effectively with their White, Coloured and Indian counterparts in the employment market (Griesel and Schlemmer, 1985:1). This was attributed to certain historical and structural forces in South Africa. Blacks had no opportunity to learn or absorb the symbols, skills and understanding required for successful adaptation in White-controlled economic institutions. Therefore, Black school-leavers lacked competence in the dominant language and an inadequate working knowledge of the workplace. The average Black school-leaver lacked basic skills because of inferior education.

There had been an increasing focus on the problems Blacks experienced in competing for more elevated positions in the workplace. These included poor language skills, that is, (effective communication skills in English, which was seen as essential for successful contact and progress in the workplace) and an inability to communicate comfortably in the work setting, which created a barrier to the expression of a persons' views and ideas, which in turn undermined self-confidence. Griesel and Schlemmer (1985:9) commented on how Blacks interacted with Whites in the worksphere by revealing that they:

- Did not question superiors;
- Did not mix socially;
- Lacked a sense of humour;
- Struggled to communicate in stressful situation, and
- Spoke in a way which was often difficult to understand.

It became clear that Black employees might not understand instructions, yet they hardly ever queried instructions or gave feedback in the communication process. The qualities

such as problem-solving, decisiveness, independence and risk-taking were also seen as lacking in Black employee's behaviour. The general feeling of employers was that the work environment was alien to Black school-leavers who had little or no prior experience of or exposure to the Western industrial-work discipline.

Griesel and Schlemmer (1985:12) further argued that Black employees:

- Did not get to work on time;
- Abused sick leave;
- Let domestic problems interfere with work, and
- Managed time poorly.

It was clear, therefore, that the image employers had of the Black employees was that they were not readily employable, and they could hardly make themselves understood in the language of business. It was also emphasised that the first thing the Black employees were faced with, was the handicap of being Black and that they were not seen as part and parcel of the organisation except for constituting the unskilled labour force. This meant that Black employees needed to be trained in:

- ❖ Job literacy;
- ❖ Basic management literacy, and
- ❖ Cultural bridging from a traditional to an industrial culture (HSRC, 1989:9).

Employers should consider training as an investment in human capital by developing the induction programmes that would equip Black employees with industrial skills. This showed that Black learners were not exposed to business and industry work. Hartshorne (1992:61) contends that Bantu education failed to prepare young Africans for the work sector. The African matriculants were unemployable whilst their White counterparts had relevant skills. Shezi (1998:104) argues that Bantu education produced 'educated'

Africans who could not be absorbed into the economic sector. This meant that schools had failed to instill a positive attitude towards the business world and industry in school-leavers, instead promoting negative attitudes towards authority, entrepreneurship and the fundamental concept of a market and profit-oriented economy (Noah and Ekstein, 1988:47). Deep concern was expressed about rote learning, the lack of curricula and methods to broaden the mind, the lack of encouragement given to pupils to develop initiative and independent thinking. Mncwabe (1990:22) maintains that Black pupils had limited opportunities for problem-solving and thus concentrated on abstract theory and verbiage for examination purposes. This created a mass of utterly frustrated individuals with no hope for the future.

Black people wanted education that would be at the service of the people as a whole, Black or White, education that liberated, education that put people in command of their lives. This education was inextricably bound up with the concept of people's power, which was the collective strength of the community and an expression of the will of the people. The Welch committee investigating inequalities in South Africa in terms of the Natives denigrated Black employees in the workplace:

- They are lazy and unfit for manual work;
- They are 'cheeky' and less docile as servants, and
- They can be estranged from their own people, which often leads them to despise their own culture (Mncwabe, 1990:34).

It is clear that education must train and teach people in accordance with their opportunities in life, the sphere in which they live. This meant that Africans could use their education within their own society only. In this case Blacks were discredited so that they could not be put in the same standard as others, particularly White South Africans. This was done to prune or limit an African child's potentials for success after obtaining basic education. Dekker and Lemmer (1993:433) concur that Whites wanted to

take key positions and eliminate Black competition in business sectors through education provision.

Luthuli (1985:57) argues that the education Blacks were receiving did not lead them to look for greener pastures outside their own environment. Hence, Bantu Education successfully produced large numbers of people whose education did not fit them to available jobs. In other words, they were provided with inappropriate skills for the workplace. The structure of education inequality left an African school-leaver, with severe disadvantages in the competition for jobs and occupational advancement. Much has been said about the kind of education Black people received. The following exposition elaborates on the historical background of adult education in S.A.

## **2.5 HISTORICAL BACKGROUND OF ADULT EDUCATION IN SOUTH AFRICA**

Historically, the South African education system has not been neutral. Matlhasedi (1994:10) argues that individuals were not provided with the tools to enable them to independently interpret the world, but were subject to educational programmes designed from particular ideologies. The introduction of Bantu Education was based on the ideology of apartheid as expressed by Verwoerd in 1954 when he said: "Bantu should be guided to serve his community in all respects"( Matlhasedi, 1994:12). He further argued that there was no place for Africans in the White community above the level of certain forms of labour. Certain measures were taken to extend Black Education, such as allowing the maximum number of children to receive schooling through double teaching sessions, employing underqualified teachers and discriminating financially against women teachers (NEPI, 1993:35).

In South Africa, adult education had traditionally been concerned more with social, political, personal, and cultural development than with economic development. It had been very closely tied in the last fifty years to the political struggle against apartheid. Korsgaard (1997:10) maintains that the major social problem in SA was unemployment. To reduce the

unemployment rate meant that the state should fund programmes which would train and re-train unemployed people so that they could find employment in a formal or informal sectors. A key initiative in the movement towards a new adult education and training system in South Africa came from the formal economic sector and the trade-union movement. The Congress of South African Trade Unions (COSATU) proposed that because of the need for economic growth and skilled workers, large number of adults should be provided with extensive Adult Basic Education and Training (ABET) (NEPI, 1993:47). This would enable people to benefit from industrial skills training programmes and generally benefit society at large.

However, the unions realised that radical improvement of the existing industrial training system would still leave their members in a second-class position. Africans needed to improve their own skills and knowledge to get better jobs. They needed to improve educational and development opportunities in their communities to obtain a better life for their families and neighbours. They also needed to contribute to a more productive and world competitive economy to pay for these policies. The trade union recognised the connection between economic, social and political development. This view was rooted in the political, community and economic struggles they had waged as part of the liberation movement through the 1980s. They entered discussions and debates with representatives from the business and state sectors, and made concrete policy proposals in 1994.

The following were some of the compelling factors which influenced renewed interest in adult education in S.A:

- The disaster in the school system and its failure to provide adequate initial education.
- Rapid technological change in society and the need for training and re-training.
- Rapid political and social change in South Africa.
- An increased awareness of the enormous, growing number of poor people living in great misery.



- Growing recognition of the need for redress for apartheid's wrongs and for past and present discrimination against women, rural and poor people, and
- The global and national ecological and social crises (NEPI,1993:1).

Education in S A is a basic human right and it should be provided to all people on a democratic and unitary basis. All people (children, youth and adults) should have access to education. This education would oppose any discrimination on the grounds of race, gender, class and age. It would be extended to all disadvantaged groups like women and rural communities in order to redress historical imbalances. However, the effects of a high illiteracy rate was not just that it disadvantaged too many people, it also disadvantaged the wider society. The efforts to bring about a democratic, political culture and to strengthen the organs of civil society were made more difficult if large numbers of people were unable to participate in conventional forms of literate communication. In this case, the lack of specific literacy skills became a social barrier that advantaged some over others. Illiteracy could become a mechanism that identified a class of people who were cut off from the benefits of effective citizenship.

In the early 1990s when it became obvious that the country was undergoing radical change and that the African National Congress (ANC) would take the reigns of the country, active education policy initiatives took place. Such initiatives were under the leadership of organisations such as the National Educational Crisis Committee (NECC), COSATU and some enlightened sectors of the white business sector such as Nedbank Co-operation (NEDCO) (Mosotho, 1992:14). These resulted in the National Education Policy Investigation (NEPI), which formed the core of the ANC policy documents. Prior to this, there had been some work spearheaded by some liberal educationists, some from the Rand Afrikaans University, and some from White liberal universities such as Wits University. These were meant to find a place for White liberal policy formulation in an ANC dominated education policy. In KwaZulu/Natal, the moderate reformist policy formulation was led by the Natal Education Board (NEB), an off-shoot of the Natal Education

In SA, adult education had been connected to or influenced by the education wings of the mainline English speaking churches (NEPI, 1993:6). The work of Paulo Freire had been influential in encouraging the adult education concept in this country. Previously, there was very little official adult education. This was the result of the devastating impact of apartheid policy which in the process of its general onslaught on school education from the mid-1950s deliberately sought to eradicate night schools and literacy for African people (Bird,1994:37). This legacy left most of the South African population functionally illiterate. The South African population was estimated at 40 million people, of whom 57% were aged between 15 and 64 years. About half the population was over the age of 17 and beyond the reach of formal schooling. Of these 20 million adults, about 75% or 15 million people were potentially in need of some form of Adult Basic Education (ABE) (NEPI, 1993:10).

After 1976, the state attempted to provide adult education for Black learners in a night school system that was totally under its control and which operated through its education department. By then, there was no adult education system in S.A. despite demand and need. In fact, there was no central authority responsible for organising, co-ordinating and providing this kind of education, but prospects were improving and adult education was beginning to be taken more seriously (especially adult literacy and basic education). ABET in SA was seen as both a right (as expressed in the national constitution) and a functional economic necessity in a changing society which needed its citizens to be engaged in a process of lifelong education. The Department, through its Adult Education Training (AET) Directorate initiated a number of activities to develop an ABET system that was 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 (Department of Education, (1997: v). This meant that education was an essential

component of the reconstruction, development and transformation of South African society. In this case, ABET introduced citizens to a culture of learning and provided them with the foundations for acquiring the knowledge and skills needed for social and economic development, justice and equality. Adult literacy and basic education were neglected in the past in societies where social and national reconstruction were not major concerns of government. The nations with high levels of general education among the workforce have had an advantage over nations where the general educational level of the workforce was low. Adult literacy and basic education programmes have thus acquired a greater economic importance.

Cross (1981:1) argues that the spread of education to all people in society and into multiple organisations was a phenomenon that had become known as the 'learning society'. Society was always changing and consequently the provision of adult education and training in any country was bound to adjust in response to the structural needs created by that change. Many adult education programmes had the fostering of self-directedness as their chief purpose, whereby the integrity of learners was respected and their interest and demands were granted a great deal of validity. Adult education was thus seen as a democratic and co-operative venture. Brookfield (1989:204) maintains that adult education programmes needed to encourage adult learners to explore alternatives to their current ways of thinking and acting. The programme contents should help adult learners to locate their personal troubles within the context of wider social forces and structures.

Dekker and Lemmer (1993:293) contend that basic literacy alone is not enough to guide an adult citizens' personal and professional life. In the present information and service society, a person's life cycle may include many careers and changes, apart from the need to cope with an ever-increasing flow of information. Lifelong education has become the leading principle. All people, young or old, should be involved in learning throughout their life. Poonwassie (1990:181) maintains that changes in society create needs and one of the purposes behind the provision of adult education was to respond adequately and

creatively to these needs. Adult education should both respond to societal change and further change. It has the task of helping to create (or grow) an atmosphere of friendship, trust and willingness to co-operate in pursuit of a common goal. Cross (1981:10) asserts that there could be little doubt that many of our most serious and persistent social problems stem from the ways in which education, work and leisure are distributed throughout lifetimes.

## 2.6 ADULT LITERACY WORK IN SOUTH AFRICA

The need for adult literacy work in SA can hardly be doubted if the statistics are reviewed. The adult White population had been more or less fully literate since the early in the twentieth century (97% in 1980) while the Asian and Coloured adult populations had reasonably high levels of literacy, 80% and 60% respectively (French, 1988: 6). It was clear that even among the Whites, the remaining 3% meant that some 80 000 people were potentially in need of help, but illiteracy outside of the Black community tended not to be noticed because the numbers involved were so much smaller than the number of illiterate Blacks. This proved that adult education is a 'must' for everybody, White or Black for survival. Wolpe (1994:8) argues that from 1939 onwards, the state's concern over the number of White school-leavers without grade 10 certificates resulted in the provision of compensatory and other measures. This set in motion affirmative action (AA) in education policy directed towards the White population and the Afrikaans speaking group in particular, with an emphasis on 'high-culture'. The majority of the Black population, for whom extremely limited resources were made available, was virtually excluded. The consequence of the apartheid system through its educational policies had perpetuated a high rate of illiteracy among the majority of the population and maintained a low level of skill among the majority of the workforce.

The rate of adult literacy among Blacks increased by 1% a year between 1946 and 1970 largely because of the growth in the provision of elementary formal education (French,

1988:69). However, the population was also growing rapidly. Many people still reached adulthood without becoming literate with the result that the absolute number of illiterate, adults appeared to be growing slightly. Against the increasing technical nature of life and work, against the continuous acceleration in urbanisation and against the human need for education in a modern environment, the provision of adult literacy work was seriously inadequate. French (1988:69) avers that after a comprehensive survey of the promotion of literacy in SA in the early 1980s less than 50 000 adults were completing literacy courses annually, approximately 23 000 in official centres, 22 000 in mining and industrial centres and 5 000 in voluntary centres. This was not only less than 1% of illiterate adults, it was a mere fraction of the number of people reaching adulthood every year without any schooling sufficient to be considered (French, 1988:69). Hutton (1992:53) argues that in the modern context the problem was worsened by policies like the creation of a restrictive education system (in the form of Bantu Education), which had deliberately limited the participation of Black people in the modern industrial and literate world.

The major universities in SA have only recently established departments of adult education, some of which are taking a special interest in literacy work. This means that literacy could not be underestimated. Apart from the social and the cultural elements, that is, reading with children and helping with school-work, it might improve existing employment possibilities. The following section examines the purposes of adult education.

## 2.7 THE PURPOSE OF ADULT EDUCATION

Dekker and Lemmer (1993:292) aver that purposes are translated into practice and in some cases they are derived from ideals (i.e. to help the individual achieve his true potential) or from more operational concerns (i.e. to make a profit or improve organisational effectiveness). Merriam and Cunningham (1989:39) offer the following purposes of adult education:

- To facilitate change in a dynamic society - this purpose of education is derived from adult's need to remain current in the wake of rapid change and increasing knowledge. Adults should continuously update themselves if tasks were to be performed adequately.
- To support and maintain a good social order by means of an informed citizenry - the way in which good social order is maintained and supported depends on what is considered to be good. True democracy is considered to be an ideal that could be achieved only through conscious effort. A major purpose of adult education, to promote the democratic order, has strong roots in the early adult education movement. Furthermore, true democracy requires active participation on the part of the citizenry. It is the purpose of adult education to assist in informing and developing critical skills.
- To promote productivity - this manifests on two levels. First is the organisational level, where adult education is conducted to enhance individual performance as a means of increasing organisational effectiveness. Second, it is also used to promote productivity at the societal level, where human capital theory comes to the fore and is used to justify public subsidy of adult education programmes that enhanced the productivity of the general economy. The logic is that human skills and knowledge attained through education, as well as monetary capital, is vital to economic growth.
- To enhance personal growth - this idea, prevalent in the early adult education movement, suggests that the objective of personal growth is the development of the 'whole person'. The whole person is one who has a refined aesthetic sense, high moral character and who maintained good physical conditioning. This growth refers to 'maturity' which meant the growth and development of the individual towards wholeness in order to achieve constructive spiritual, vocational, physical, political and cultural goals. Maturity focusses on humans who should live productively and responsibly within society to be whole and fully functioning.

The above purposes meant that adults should have an access to the means of learning the things they need in order to function in society. They should have as much right to education as children (especially those adults who were deprived of education as children).

Adult education further showed that the society could and should be improved. Adult education was about radical, political, social and cultural transformation and this could be done if the society was learned. The part of its concern for equality, democratisation and participation was expressed in the belief that adult education was a right. The struggle for peoples' power required that all citizens had access to information and education that enabled them to be active citizens contributing to the development of democracy in South Africa.

Adult education provided adults with a second chance to obtain education available in the initial education system. In other words, it replaced missing, incomplete or inadequate initial general school education and compensated for the inequities in education. This included adult literacy, adult basic education night schools and continuation classes. Adult education responded to societal change and tended to generate further change. It included the moral formation of human beings, for instance, in moulding character in order to do good in society. It was a vehicle for improving, rectifying or overcoming a magnitude of social problems such as crime, racism, drug abuse, unemployment, illiteracy and poverty. It further helped to acquire the tools of development, that is, the knowledge of health needs, the need for personal growth, the need to improve production, the need to improve dwelling places and the basic skills necessary to meet all these demands. It helped adults think for themselves and to make their own decisions and execute those decisions independently.

Dekker and Lemmer (1993:328) argue that besides gaining information and 'how-to' skills to function effectively on their own behalf, people should be prepared to think more critically, distinguishing between important and not-so important information. With adult education, critical thinking was developed through the process of discovering the answer but not from the answer itself (Spear and Mocker, 1989:648). Banking education according to Freire, refers to depositing information into the heads of learners. This practice in SA did little to encourage or to improve the quality of critical thinking (Dekker

and Lemmer, 1993:328). It is for these reasons that adult education was considered a priority in SA. The following section detail the emergence of Night schools in the Witwatersrand which offered adult education.

## 2.8 THE EMERGENCE OF NIGHT SCHOOLS IN THE WITWATERSRAND

The development of Black adult Night schools on the Witwatersrand illustrated the continuing relationship between educational needs and programmes and wider political and ideological consideration. Bird (1984) in Wilson (1991:24) maintains that it was the Communist Party (better known as the CP) which developed a challenge to the ruling racist ideology. The CP Night schools trained many of the Blacks who were later to lead the Black resistance movements. The Nationalist Party with its policy of segregation of the races, did not support a programme of acculturation such as that conceived by the liberals.

The aspirations of the educated elite were no longer to be directed towards white collar jobs in the 'White areas' but towards 'tribal' development and leadership in the impoverished Black homelands. Gush and Walters (1998:75) argue that in contrast to conventional wisdom, this 'tribal development and leadership' was not simply an ideological act but actually facilitated further the exploitation of cheap labour and the expansion of the economy. There was an increased demand for skilled labour which could not be met through immigration from abroad. The state was obliged to adopt a programme of apparent liberalisation in respect of the training of Black labour. The labour unrest of 1973/4 helped to force the state into this position, together with the recessive economic trends and growing unemployment of unskilled labourers (Wilson, 1991:18). This urbanisation process did not immediately meet the demands for education from Black adults.

Much of the upper-grade, skilled artisan work was reserved for Whites, some of whom already had the 'know-how', while others were trained on the job or in state financed



technical colleges. However, as industrialisation progressed and secondary industry emerged, fragmentation of skilled-work occurred, creating opportunities for Black workers. This led to the increased demand for education, which was an advantage in obtaining more lucrative employment. The Bantu felt that if they did not follow the same curricula and pass the same examinations, they could not obtain certificates of equal pay and the possession of the same qualifications was held to be a powerful instrument in pressing for improved financial treatment Bird (1984) in (Kallaway, 1986:72). African people thus opted for unitary education which would be similar in all respects, and which would enable them to enjoy the same benefits as those of the Whites.

Different concerned bodies participated in providing adult education to Black people in SA. These included the Communist Party of SA (CPSA); the African College and Mayibuye schools; the South African Institute of Race Relations (SAIRR) project; the State; the Bureau-type and Language programmes and the Operation Upgrade of Southern Africa (Wilson, 1991:24). These bodies are discussed in the following sections.

### **2.8.1 THE COMMUNIST PARTY OF SOUTH AFRICA (CPSA)**

In 1915 the International Socialist League (ISL) was formed by certain left-wing socialist members of the South African Labour Party, which opposed the Labour party's support for what they saw as the Imperialist war. In 1921, the ISL was re-constituted to form the CP of SA which affiliated to the Third International Socialist League (Gush and Walters, 1998:53). The activities of the ISL were initially directed towards the skilled White workers. Within the ISL there were men, particularly Sydney Bunting, David Jones and later Edward Roux, who argued that a major section of the working class was being ignored, namely the African workers. Wilson (1991:10) notes that in 1919, Bunting and other ISL men and ANC men were arrested in connection with the 'night-soil workers' strike. Roux later became a central figure in the Night school activity. He wrote of these years: 'Bunting and Jones continued to have difficulties not only with the police, but also

with their fellow members of the ISL, many of whom doubted the wisdom of this direct approach to the Black workers. Jones started Night classes for Africans teaching them to read and write. He got them to write on their slates: "Workers of the world unite! you have nothing to lose but to win" (Kallaway, 1986:88). Only few Blacks actually joined the league; they felt uncomfortable and shy at White meetings. This was the first reference to any Night school activity on the part of what was to be the CP. The organisation of Night schools was to play a decisive role in the CP's attempts to recruit and train Black working class leaders.

Following the 1924 conference which launched trade union activities for Africans, Party schools were established under the general direction of the veteran communist T.W. Thibedi, who launched a drive against illiteracy. In 1928, he met Moses Kotane who joined the CP and attended the Night school, which had been taken over by Charles Barker (an ex-Roman Catholic priest turned atheist). Kotane believed that the early Night schools had been a formative influence for him and had been responsible for his own political initiation. In the late 1920s, the Party school boasted 80 regular students (Wilson, 1991:18). This school was accused of promoting racial hatred and was taken to court.

Poor physical conditions and the pass laws contributed to their difficulties. The Night school was held on the ground floor of what was actually a slum tenement. There were few desks so that adults sat on the benches or on the floor. There were no blackboards, so comrades blackened the walls. The nearby rooms were occupied by poor whites, prostitutes and methylated-spirit drinkers. Lessons would be interrupted by loud stamping from the floor or by drunkards who forced their way in. Reading, writing and simple arithmetic were taught. The teachers, enthusiastic White comrades held occasional lectures and debates on general topics of working class interest. They were not experts in teaching but improved as they went along and their pupils were hungry for knowledge. They showed commitment and dedication in their work, under unbearable conditions. However, they showed concern and love of Africans as the members of the society who had a right to education.

Every African who wished to avoid arrest after 9pm would have to carry the special night pass written and signed by his employer. Many White employers were not at all willing to sign these passes for attendance at Night school, especially a Communist Night school, so teachers had to write out these passes themselves. This further showed that some White people were not interested in seeing Africans improving educationally, as they were afraid of competition in the labour market. Later, they had forms printed on which only the bearers' name, the date and the signature had to be written. The early successes of the Party and its Night school were short-lived. Bunting was expelled for "right deviations". The effect of this 'purge' served not only to weaken the leadership but also to lose much of the grass-root support which the Party had enjoyed up to this time. Roux, deeply disillusioned over Bunting's expulsion, went to Cape Town and started an educational newspaper in co-operation with Motane. It was written in Basic English. This newspaper had its own motto i.e. "Paper for Bantu Education and Development there was no knowledge which White men have which Black men could not have as well" (Gush and Walters, 1998:71). This publication went under the title: "Umvekelo-Theba" which meant "The African Defender" (Wilson, 1991:9). In 1939, the Cape Town Night school in response to the persistent demands for education, added a junior certificate class which soon became the largest in the area. It was clear, therefore, that these organisations were concerned with political education. They worked under difficult conditions. Their aim in general was to train leaders. The learners were no longer viewed as potential leaders but as individuals who needed skills with which to operate with the given social structure. There were Colleges and schools which were concerned with curbing the illiteracy rate among Africans. These included the African College and the Mayibuye schools.

### **2.8.2 THE AFRICAN COLLEGE AND THE MAYIBUYE NIGHT SCHOOLS**

During 1938, the African College was started by a group of students from the University of Witwatersrand in Johannesburg (Gush and Walters, 1998:77). This College emphasised

skills development. The Night schools started at the Church of England school in District Six, Cape Town, taking learners from illiteracy to grade 10. In 1940 a school similar to the African College was opened, and together, the two became known as the 'Mayibuye schools'. They first operated with volunteers, and were later subsidised by the Transvaal Teacher's Association (TTA). The Transvaal Teacher's Association attempted to co-ordinate the activities of all Night schools with the objective of obtaining financial support from the government. The African College had the following aims:

- ◆ To teach English, Arithmetic, Civics and Government with special emphasis on the Native laws and Geography.
- ◆ To impart useful knowledge adapted to the needs of the adult learners.
- ◆ To help adult learners adapt to and understand their present cultural environment.
- ◆ To offer a solution to special problems and difficulties brought by the adult learners or known to be common to the Blacks, and
- ◆ To encourage free expression and discussion by the adult learners (Wilson, 1991:12).

These aims were intended to help Africans with the 3Rs' i.e. reading, writing and simple arithmetic. They emphasised the need for African people to have freedom of speech, to communicate without fear and to enter into some debates with their white counterparts, taking cognisance of the cultural background of learners.

The Night schools extended their activities to include vocational training, a strategy that would strengthen the bargaining position of Blacks. Given the influx of adults from different areas, they opened new schools in whatever premises they could find.

Accommodation problems were solved when the Rand school board made available to them the premises of the day 'Coloured' school. Due to war time conditions and the lack of transport and teaching personnel, meant that two Mayibuye Night schools had to close. In 1945 the Witwatersrand Federation for Black Adult Education was formed and became known as the Johannesburg Central Committee for Black continuation classes, well known

as J4cs (Wilson, 1991:25). This included the liberal South African Institute of Race Relations (SAIRR). The planning for this federation was supported by the United Party government.

Originally, the SAIRR supported a separatist policy along racial lines. However, in the face of the political and economic pressures of the war years, it became the most outspoken protagonist of the necessity for integration. It was recommended that Night schools received state subsidies. An extract from a 1947 conference on adult education read thus: "while an appeal should be based on justice and Christian principles, what the European group should ask was: Can SA in the face of present and future developments on the continent and overseas afford economically to carry the burden of illiteracy?" (Wilson, 1991:12). The answer to the above question was 'no,' in that the majority of the workforce were Africans who, in turn, formed the majority in South Africa.

Whyte, the then director of SAIRR discussed: "The soldiers who had visited other lands and had imbibed new ideas, would return with a new conception of human dignity and with a new perspective of a land where the majority of them did not have the elementary rights of citizenship" (Wilson, 1991:43). These unhappy and distressing conditions had been aggravated by the fact that the great mass of Blacks were illiterate, that is, they could not express themselves nor communicate through the written word. They could not read public notices affecting themselves and they were dependent upon what they heard for an understanding of matters that often affected them in vital and intimate ways.

In 1944, the Minister of Education set up a commission of enquiry into adult education which included an investigation of African adult basic education in its terms of reference. As a result of the report, the minister appointed a National Advisory Board to consider applications for monetary aid from local voluntary organisations. The commission recommended that a system of adult education be organised under the control of a National Council for adult education. Although adult education should be sponsored by

the state, the efforts of local and voluntary bodies should be encouraged and subsidised.

### **2.8.3 THE SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR) PROJECT**

The SAIRR project was implemented in 1945 to explore literacy methods and materials for adult Africans. Maid Whyte, wife of Quintin Whyte (director of SAIRR), was given the go-ahead to work full-time on the SAIRR project. She worked primarily on the Laubach literacy method which had been developed in the Phillipines by Dr Laubach, a missionary. The slogan under which the literacy method was carried was "Each one teach one and win one for Christ" (Wilson, 1991:12). When using this method, Laubach urged Christians everywhere to reach out and volunteer their services (Fourie, 1987:77). Laubach found that, once shown how, Christians were anxious to sacrifice themselves to do good. This meant that all people should educate one another as they were all God's people. The government gave recognition to her work (which was religious in character) by subsidising it. Any organisation with unknown elements and not subsidised by the state (i.e. volunteer teachers) was not recognised by the state. It was for this reason that the Mayibuye schools were closed down by the state, whereas the Race Relations initiatives flourished.

### **2.8.4 THE STATE**

The Afrikaner Nationalist Party came into power in 1948 and began to reverse the policy of support for Night schools for Blacks. It closed down Non-governmental organisations and community literacy projects. In 1950 the Suppression of Communism Act was passed. It was noted at the time that 'anyone who demanded equality with Whites', was regarded as a communist (Wilson, 1991:76). Many people were prosecuted under this Act. The fifties were characterised by much activity on the part of the ANC and the Indian Congress. Gush and Walters (1998:72) argue that the Bantu Act sought to bring all education for Blacks under the control of the central government. Many of the left-wing volunteers in the

schools had withdrawn their help in the face of the Bantu Education Act, stating that they did not want to be part of such a system. In 1955 the Black Affairs Department took over the administration of grants for African adult education and insisted that all classes should be registered irrespective of whether they were subsidised. The actual numbers involved at this time are summarised in table 2.1.

**TABLE 2.1**  
**African Adult Education in 1955**

Centre	Controlled by	No. of teachers			Enrolment	No. of schools
		Total	Afrikaners	Whites		
Johannesburg	J4Cs	160	100	60	3 000	32
Cape Town	Cape Black Night School Association	214	14	200	1200	12
Cape Town	Cape Province Education Department	---	---	---	303	5
Durban	Durban City Council	---	---	---	3 500	25
Pietermaritzburg	Pietermaritzburg City	---	---	---	1 500	5

(Source: Kallaway, 1986:61).

This table depicts the demand for education by adult Africans in various regions. Schools were also set up in Pretoria, Port Elizabeth and East London, and throughout the country by various church groups. In 1957 the 'crunch' came with the publication of Government Notice 1414. It was entitled 'Regulations for Night Schools and Continuation Classes for Bantu pupils in Whites areas'. A Night School was defined as: "Bantu school for pupils above the age of sixteen who were 'bona fide' employees and who received primary education" (Wilson, 1991:26). This definition excluded young people, the

unemployed and those employed in the informal sector. All these schools had to be registered before 1 January 1958 or else would be closed. In White areas applications for registration had to be accompanied by permits from the Group Areas Board. These schools were to be conducted only during normal school terms and were held in official school buildings. All teacher's appointments were made subject to approval of the Director of Bantu Education, which could be withdrawn at 24 hour's notice without any reason.

In the White areas registration had to be renewed annually and in all areas except Bantu reserves, no pupil could be admitted unless he was resident in the area of employment. Wilson (1991:24) maintains that any Night school class in a White area was controlled and administered as a private school by the proprietor or his representative, who was supposed to be a White. This further showed discrimination in that even if an African person had the capability to conduct a Night school class, he would not do so in a White area, but in "Bantu reserves" only. This meant that there was no freedom of entry and exit in White areas. In African urban residential areas or African rural areas schools could only be conducted by African school boards or committees. Private organisations conducting these classes were required to hand over control with their assets and liabilities by 1 January 1958. Given the financial and administrative difficulties arising from the new measures, all Durban Night schools were closed. The Cape Town African Night schools Association was forced to hand over four schools to African school committees and conduct the remainder without subsidy. Eight schools in Pretoria were closed because of transport problems. The adults who attended, primarily those in domestic services, found it impractical to go to the townships to attend classes. Some remaining schools in Pretoria, Port Elizabeth and East London were handed over to the department of Bantu Education. In the interim those schools which received subsidies found that the amount granted was steadily decreasing. By 1963-1964 the subsidies dried up altogether.

Wilson (1991:35) argues that the government was against large settlements of Black in the urban areas, and hence controlled the development of industry in these areas. Laws were



passed which weakened the position of African labourers in town, their organisations such as the ANC and the breakaway PAC, were banned in 1960. In 1975 the Department of Education created a new section dealing with adult education concentrating on literacy and Night schools. While the question of method was still under consideration, the Department went ahead with planning adult education centres, all situated in industrial centres (Gush and Walters, 1998:92).

During 1976 the Bantu Employees In-service Training Act was passed. Its aim was to encourage the establishment of training facilities in the workplace by offering substantial tax incentives to employers. Certain industrial training centres were attached to secondary schools and private industrial training centres were also established. By the end of 1977, twenty centres were operating throughout the country offering courses at the primary level and secondary courses leading to grade 10 and grade 12 certificates. The Department also began certain in-service teacher training refresher courses. A total of 6068 adults were taught at the lower level while the majority were taught at the higher levels.

Literacy was by this time seen to have an important preparatory role in the workplace. Initially, Operation Upgrade was introduced to train teachers for these courses. Further indications of state involvement in basic adult education appeared in the Bantu education Annual Report. For instance, in 1976, existing regulations governing state Night schools and continuation classes were being revised in order to adopt the developmental stage of adult education. Any literacy programmes which were divorced from the normal school system could lead to frustration. Success depended on maintaining a healthy, self-reliant economy, hence the pursuit of policies which aimed at allowing Blacks to fill skilled labour shortages.

### **2.8.5 BUREAU-TYPE AND LANGUAGE PROGRAMMES**

On 1 October 1956, encouraged by the recommendations of the Eiselen Report, an

Interim Committee was set up to establish the 'Bureau of Literacy and Literature' (Wilson, 1991:68). The aims of the Bureau were to foster literacy by training personnel in the techniques which were being developed to make adults literate in the shortest possible time, and to foster the distribution of Christian and useful literature. In an effort to solve its financial difficulties, the Bureau embarked on a campaign to increase literacy work on the mine compounds (Gush and Walters, 1998:80). The mining houses gave the Bureau a per capita grant for training teachers to teach in the compounds. On a social level, literacy work was seen as a way to improve relations between Black miners and White superiors in the workplace. On an economic level, it became possible over time and within the limits of the colour bar to advance Blacks to more responsible positions. It was clear that employers from the mining industry saw the need for literacy work which they thought would equip their Black workforce with communication skills.

The methods of teaching adopted by 'Communication in Industry' were based on those evolved in the Arnold and Vartys' English Through Activity (ETA) method which included walks, games, rhymes, tours of the factory area, stories and plays as teaching devices. These aims showed that African workers did not possess communication skills as deemed necessary by the worksphere. They lacked grammatical skills and failed to express themselves in English, the national language. This frustrated employers because they needed a productive and literate workforce.

#### **2.8.6 OPERATION UPGRADE OF SOUTHERN AFRICA**

Operation Upgrade, as was mentioned, was another literacy organisation functioning in SA. It also used the Laubach method in a different form. The project was pioneered in 1966 when Dr Laubach himself worked for a while in Durban with a local organiser (Hutton, 1992:60). Although religious in orientation, Operation Upgrade was responsive to the economic climate. More interesting though, was the degree to which Operation Upgrade acquired government legitimacy by accepting and working within apartheid

structures. This was illustrated from the organisation's official magazines which stated: "Because the government had come to realise the need for intelligent manpower on a national basis and because of its need to make Bantustans viable, it had given tremendous support to Operation Upgrade" (Hutton, 1992:57). The Minister of Interior, Theo Gerdener, the organisation's patron, discussed: "Over the years the relationship between Upgrade and the state had grown to a point where Operation Upgrade could be seen as the literacy and language organisation which met state-perceived needs. Most recently this had been shown by the fact that Upgrade, rather than any of the other organisations, was requested to teach teachers to man govern adult education centres throughout the country" (Wilson, 1991:23). These statements offer an indication of how different bodies like night schools and colleges, the state, Operation Upgrade and SAIRR contributed to making adult education possible in SA. The following sections elaborate on the different strategies used by different countries to eradicate illiteracy.

## **2.9 CAMPAIGNS AS STRATEGIES FOR ELIMINATING ILLITERACY**

A particular way of organising resources for large-scale adult literacy provision had been the campaign strategy. What are the strategy options available to a government when curbing the huge problem of adult illiteracy? In answering this question it is important to spell out the different strategies for organising adult basic education. It is also useful to look at the ways in which different governments have dealt with adult literacy after liberation (Deetlefs et al, 1991:26). The following sections focusses on the use of different campaigns to eradicate illiteracy in different countries.

### **2.9.1 'ONE-OFF' MASS CAMPAIGNS**

A 'one-off' campaign is used when the state initiates a national effort to teach all illiterate adults the basic skills of reading and writing in their own language. The only aspect common to SA was that the liberation struggle had a strong democratic tradition and a commitment to a fundamental restructuring of society. There are few existing examples of

a very rapid reduction of illiteracy through 'one-off' mass campaigns. For instance, Cuba claimed that the illiteracy rate was reduced from 24% to 4% during 1961, Nicaragua's rate was reduced from 50% to 13% between 1979-1980, in Southern Vietnam the rate was reduced from 25% to 14% between 1976-1978, and in Somalia, illiteracy was reduced from 95% to 30% between 1974-1975 (NEPI, 1992:46).

SA could clearly reduce its illiteracy rate provided it has a national effort in teaching adults. In this case, more people would be literate and numerate. Deetlefs et al (1991:126) argue that in SA:

- There were large number of people who were illiterate.
- There were nine major African languages in SA.
- There were large numbers of people with some basic education, who required further education at a variety of levels, and
- Due to the many other social problems such as housing, unemployment and inadequate schooling for children, we are forced to make choices about where and how to allocate money.

The "One-Off" campaign may be feasible for SA as well, because of the large numbers of illiterate people. However, the possibility of having a campaign aimed at teaching literacy in only one language is a problem, given the variety of African languages used. This means that people should be taught literacy in their own language and later in English.

### 2.9.2 A SERIES OF CAMPAIGNS

There are four factors that make governments choose a series approach. These factors also apply to SA:

- The very high level of illiteracy which made it almost impossible to reach all the

illiterate people at once, to find enough teachers, and to provide structured follow-up.

- The countries did not have enough money at the time of independence to organise a 'one-off' mass literacy campaigns, nor could they afford to allocate the necessary human resource to one major campaign.
- There were many languages in these countries, which made it difficult to plan and develop the necessary course books, and
- The political climate in many of these countries was not revolutionary (Deetlefs et al, 1991:127).

In SA, another reason for considering the series strategy was that it would be possible to run initial campaigns to teach people literacy in their own language and later campaigns to teach them literacy in English. The Mozambiquan experience had revealed the problems associated with a series of campaigns approach. The main problem seemed to be that, with one literacy campaign after another, people lose interest after a while because the end is never in sight (Deetlefs et al, 1991:128).

Many countries have decided to tackle the problem of illiteracy by organising a series of campaigns. These campaigns were run one after the other and were part of a more general plan to wipe out illiteracy over five to ten years (NEPI, 1992:47). The countries that had run a series of campaigns with claims of success are as follows:

The USSR (1919-1939), which reduced its illiteracy rate from 70% to 13%; the Democratic Republic of Vietnam (1945-1958) with 7% illiteracy by the end of campaign; China (1950,1966, 1976-), with 85% to 25% illiteracy today; Tanzania (1971-1983), from 67% to 20%; Iraq (1978-1980), from 18% to 0%; Ethiopia (1979-), from 93% to 42% estimated so far; Mozambique (1978-), from 95% to 70% in 1988, and Angola (1976-), from 85% to 62% estimated in 1986 (NEPI, 1992:47).

Most of the countries which have run a series of campaigns have targeted particular groups

for teaching within certain time-frames, with the hope of eventually reaching all the different sectors of the population. South Africa could adopt and adapt some ideas/strategies that are appropriate for its situation. It is important to discuss the important stakeholders who provided adult education in South Africa, and the provision of adult education in SA.

## 2.10 PROVIDERS OF ADULT EDUCATION

In SA, adult education had its origin in private or voluntary organisations. Adult education was provided by a variety of organisations with an equally large variety of purposes, embracing participants from different groups within society. These included the Congress of South African Trade Unions (COSATU); African National Congress (ANC); Religious organisations; Universities; Non-Governmental Organisations (NGOs); and industries. These providers are discussed separately in the following sections.

### 2.10.1 THE CONGRESS OF SOUTH AFRICAN TRADE UNIONS (COSATU)

While it is evident that our economy needed massive growth to provide jobs and improve standards of living, there is a serious shortage of skilled workers. Bird (1992:48) avers that large numbers of adults, victims of the government's policies, lacked proper basic education. This meant that many adults lacked literacy and numeracy skills and were unable to benefit from training programmes. COSATU in response, was committed to:

- ❑ Free and compulsory basic schooling for all children.
- ❑ Curricula which develop literacy, numeracy and the ability to think critically, and
- ❑ A formal education system which was not purely academic but geared to providing scientific and technological skills which could contribute to the development of the country (Bird, 1992:48).

Urgent steps were needed to provide basic adult education and training. There was a need for skills to run industries, to shape and develop economic policies, build a democratic society and enhance job creation. The workers should be able to advance along a career path through training, and increased skills should mean increased pay. In other words, there should be recognition for skills which workers already had. In this case there was a need to negotiate with employers and the state for a nation-wide, adult basic education programme open to workers and the wider community.

It was clear, therefore, that life-long training should underpin a redistributive economic growth strategy aimed to redress the imbalances and injustices of the past and meet the needs of all South Africans. Education in this case should be a never-ending process. It was important that training in SA should take into account the legacy of Bantu Education which created a poor educational base on which to build vocational training. Bantu education was set up by the apartheid government to keep Blacks out of skilled jobs (Mncwabe, 1990:37). The trade unions and employers alike had to eradicate this evil system to make SA grow. Job-reservation and apartheid education meant that there was a shortage of skilled workers and a large surplus of unskilled workers (Bird, 1992:48).

The main propositions of COSATU's framework were as follows:

- ❖ The state should be centrally involved in any large-scale strategy to combat illiteracy.
- ❖ There should be a national system of ABE based on clear standards for the different levels of ABE to ensure equity.
- ❖ Adult basic education should link up with other education and training opportunities and job creation projects.
- ❖ Adult basic education courses should provide a general basic education and equip people with the knowledge and skills needed for governance.
- ❖ The role of the employers in providing resources and facilities for ABE should occur within a nationally determined framework with ABE being regulated and co-ordinated

by the state, and

- ❖ A national system for training, paying and supporting ABE educators was needed for which the state would have a major responsibility (NEPI, 1992:58).

It was clear that COSATU was committed to democratic state structures and the active involvement of organisations of civil society in the development and implementation of policy. It was COSATU'S policy that employers and state should provide facilities for classes, pay workers while they attended classes and assist in paying for teachers and the costs of developing teaching materials (NEPI, 1992:58). This was in line with what was happening in Sweden and in most of the developed countries where workers were entitled to four weeks of paid leave per year for further education throughout their working lifetime (Hutton, 1992:12). What is happening in Sweden is currently practised by some industries in the Empangeni/Richards Bay industrial areas where the employees are entitled to six weeks of paid leave per year. The companies had to pay 10% of their profits into a training fund (Kaplan, 1991:54). Stewart (1988:5) concurs that it had long been argued that as a largely Third World country, SA should put more effort into providing useful skills for many people rather than concentrating on small numbers of highly qualified personnel. In other words, South Africa should consider its unskilled workforce which forms the majority when providing funds for adult education. Industries should provide adult education programmes to its workforce. In accepting this, South African government developed the Skills Act No 97 of 1998.

The Skills Development Act No.97 of 1998 provides the following purposes:

- To develop the skills of the South African workforce.
- To increase the levels of investment in education and training in the labour market and improve the return on that investment.
- To encourage employers to employ persons who find it difficult to be employed.
- To encourage workers to participate in learnership and other training programmes.



- To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.
- To ensure the quality of education and training in and for the workplace.
- To assist work-seekers to find work, and
- To provide and regulate employment services.

The quality of workers, their prospects of work labour mobility and productivity in the workplace and the competitiveness of employers could be improved. The Act emphasises the fact that employers should use the workplace as an active learning environment and provide employees with the opportunities to acquire new skills. By taking skill development seriously in the workplace, employers would be in a position to assist retrenched workers to re-enter the labour market and also to find qualified employees.

#### 2.10.2 THE AFRICAN NATIONAL CONGRESS (ANC)

Like COSATU, the ANC was committed to the central role of the state in the provision of education and training and to involve organisations from the wider society (NEPI, 1992:60). The ANC asserted that a national system of standards and certificates for ABE and adult education in general to enable mobility between the formal and non-formal education and training systems was a necessity. An empowering and general education should integrate academic and vocational skills. There should be a national accreditation and certification system for formal and non-formal education and training.

Employers should be responsible for providing ABE for workers and the state has the responsibility for providing ABE for the unemployed. According to the ANC, adult education would make a contribution to the social inequalities of apartheid such as high illiteracy and regulate weaknesses in the market such as skill shortages. Both the ANC and COSATU emphasised the need for the content of adult basic education (ABE) courses to be politically empowering and to assist with strategies to democratise society. The ANC

tended to place more stress on the right to education and reparations (NEPI, 1993:53). It wanted to see private sector sponsorship of ABE continue especially in relation to workplace education programmes.

### 2.10.3 NON- GOVERNMENTAL ORGANISATIONS (NGOs)

NGOs were a vital base for adult and non-formal education. They took many forms, ranging from local community-based, issue-oriented structures to large national bodies. Compared to state structures they were relatively flexible and responsive to local needs and conditions. They delivered services to remote and marginalised groups more effectively. Their strength often lay in their small-scale, locally controlled nature and often on their reliance on volunteer involvement. The weakness of NGOs could be that their provision was localised and isolated; they struggled to provide services on a large scale and were vulnerable regarding funding sources and local political and economic climates. Though relatively few, these bodies had adult education as a central or even secondary function.

Voluntary organisations such as church organisations, worker education programmes, community and rural development organisations, political and human rights; consumer, environment, parent and trade union education all came under this structure (NEPI, 1993:40). The South African Committee for Higher Education (SACHED) was noted as one of the NGOs for adult education was a primary concern. SACHED had a proud record of alternative education. Located within the general anti-apartheid movement, it had been critically evaluating its work since 1989 and had changed direction from alternative support for secondary and higher education to adult education (NEPI, 1993:35). SACHED saw a need to ensure that the millions who were ejected from the apartheid education system were not forgotten in a future democratic society. It was also one of the few genuinely non-racial education organisations in the country and a major player in future developments in South African adult education. There were also a growing number of literacy organisations (many of them associated with the National Literacy Co-

operation) some of which through more ample funding, were beginning to develop into substantial organisations. Other organisations with strong adult education elements provided organisational development skills to other NGOs. A good example is the Human Awareness Programme (HAP), which took adult education very seriously.

#### **2.10.4 RELIGIOUS ORGANISATIONS**

Religious organisations, whether churches or para-church agencies attached to them, have a major adult education role. Firstly, this occurred most obviously in the education of their own members in the faith and a particular way of life. Secondly, this was evident in the more general adult education services they offer. Historically, the churches have played a strong role in educational developments in SA and in supporting alternative education. Different churches still offer some kind of basic life-skills education to its members. These vary from one church to another. For instance, some provided skills developments such as bricklaying, sewing and cooking. Included in their curriculum was education for life where for example, members received catechism lessons and baptismal lessons. The curricula also included social issues like HIV/Aids education and sex education to mention but a few.

#### **2.10.5 UNIVERSITIES**

South African universities deserve separate consideration regarding adult education provision. Many of the centres for adult and continuing education at universities and technikons function more like NGOs than university departments. These centres played a vital role in furthering adult education in SA and in particular, in training and employing a core of professionals in the field. In 1992 they included the following:

- University of Cape Town, Department of Adult Education and Extramural Studies;
- University of Natal, Durban and Pietermaritzburg, Centre for Adult Education;
- University of Western Cape, Centre for Adult and Continuing Education;

- University of the Witwatersrand, Division of Adult Education and Centre for Continuing Education (including the adult literacy unit);
- Peninsula Technikon, Centre for Continuing Education and;
- Units at the universities of Transkei, Bophuthatswana and Fort Hare that marked the beginnings of Adult Education departments (NEPI, 1993:34).

These departments/centres usually started as extramural units (after the British model) but had more recently tended to combine extramural, continuing education and radical adult education in an uneasy compromise. They were of crucial importance in the training of adult educators at a post-graduate level and under-graduate level and in adult literacy and basic education work. Only three South African universities had chairs in adult education and none for literacy (NEPI, 1993:34). With current financial pressure on the universities, Adult and Continuing Education departments were increasingly market-driven, run as business and expected to pay increasing levies to the university for the use of its infrastructure. Ironically, if there was one portion of the University that required enhanced funding, it was this department. A consortium of four university departments of adult education (Cape Town, Natal, Western Cape and Witwatersrand) was formed in 1992 as the DEAL Trust to contribute to the development of adult basic education (Gush and Walters, 1998:84).

Gush and Walters (1998:86) maintain that during 1995, Peninsula Technikon in collaboration with Use, Speak and Write English (USWE) offered the first three-year national diploma for adult basic education and training educators. During 1995, UNISA established an adult basic education and training institute for the training of practitioners. In 1997, Stellenbosch University started a two year post-graduate qualification (Masters in Philosophy, "Adult education") programme for the training of adult educators. Universities like Natal, Witwatersrand, Cape Town, Western Cape and Unisa are currently offering certificates, diplomas, junior degrees and senior degrees in adult education programmes. These institutions contributed towards making Adult Education possible in South Africa.

### 2.10.6 INDUSTRIES

The National Training Strategy (NTS) lists the following factors about education in SA that hampered training:

- ❖ Fragmentation of educational services in the country meant that there were different standards among people with the same qualifications;
- ❖ Where existing, the low level and the poor quality of education among Black workers made training difficult;
- ❖ Poor science and maths teaching at schools hampered training; and
- ❖ School education focussed on academic rather than on vocational subjects which negatively influenced attitudes to vocational training (NEPI, 1992:55).

It was clear that the employers associated with the NTS correctly identified the lack of co-ordination between the formal and non-formal education sectors as a problem. There were many employers who shared the democratic movement's concerns about the inadequate nature of the present provision of ABE. They expressed support for a national system of Adult Basic Education and Training (ABET) which would articulate with the training and formal education systems. Most industries had adopted constitutions which recognised the need to include the provision of ABE within the ambit of the board, the need for negotiations with unions about the implementation of ABE programmes, the need to pilot programmes and research which could assist with the long-term development of an integrated national system of ABET (NEPI, 1992:49).

The employee training by employers was the largest single delivery system for adult education. Generally, training for the unskilled took place in-house. A survey of 2000 enterprises, employing about 2 million people, found that 14000 trainers were employed for in-house training (NEPI, 1993:33). This showed the commitment employers train its

workforce for productivity. The employers saw the need in equipping its unskilled labour force with relevant skills as deemed necessary by each firm.

The representatives of the Steel Engineering Industry Federation of SA (SEIFSA), the Building Industries Federation of SA (BIFSA), the Printing Industry Board and General Mining (GENMIN) were broadly in support of a national system of ABE which articulated with the formal education and training systems (NEPI, 1992:56). These employers also recognised the need to develop strategies for extending the scale of adult literacy provision and would probably support some form of national negotiation about ABE. The NTS emphasised vocationally-oriented behavioural and learning skills and values rather than the generic skills and knowledge needed for political, social and economic reconstruction. It proposed a programme for the 'lost generation' to consist of facets such as literacy, numeracy, communication, social and personal skills, technology, the working environment and working ethics, problem-solving and general job-related skills, and the development of moral and religious values (NEPI, 1992:56). The Private Sector Education Committee (PRISEC) saw adult education as the joint responsibility of the private sector, the state and the community. PRISEC had called for the structuring of ABE curricula along narrow competencies because many employers did not believe that the provision of general education was their responsibility. Illiteracy hindered most kinds of training, but trainers did not generally regard it as their responsibility. It was as though adults were expected to 'go off' and become literate somewhere else and then return to training programmes (NEPI, 1993:21). Some other employers had problematic attitudes about training their employees and still felt that it was not their duty to do it.

It is clear that the employers and the state have a duty to train and help finance training. All workers have a right to paid education and training leave. The retrenched and unemployed workers have a right to re-training. Education and training should thus continue throughout a worker's life to enable him to keep pace with technological change and develop his abilities. There should of course, be easier access for women to training.

Kusel (1990:11) argues that the days of the labour-intensive projects undertaken by vast numbers of illiterates and semi-illiterates providing manual labour, have long become a relic of the past. This means that every project today requires competent knowledge of mechanical equipment and the ability to utilise and maintain such equipment to ensure optimum productivity. These illiterates and semi-illiterates who had limited or no understanding of the fundamentals of industry and commerce, and who could not follow the most basic written instructions or understand the simplest of the multitude of in-house training courses developed by employers, could not be employed in today's technical world. They were a total drain upon the economy and society and would continue to be a problem unless a solution was found. As Human Resources Services Group states: "South Africa's population doubled every 33 years and that currently 53% of the economically active population were unskilled, 35% semi-skilled, 9% highly skilled and 2% of executive level". These figures meant that by the year 2000, numbers in excess of 2,8 million unskilled labourers would not have employment (Kusel, 1990:12). These people form the 'lost generation'.

Many company difficulties (i.e. communication skills in English as the national language; knowing technical concepts as used in industries; failure to read instructions and take orders) were caused by poor communication. There was often inability to ask the necessary questions to be clear and proactive, to formulate concise statements of instructions, to solve problems and to read, write, count and think effectively in the target language. Fox (1993: 52) argues that what was needed was a communication training programme geared to equip workers to handle and process all communications. To do this cost-effectively, an analysis of the various categories of communication should be done, including all the concepts, facts and rules necessary for the appropriate response. This was a holistic approach and ensured the development of the trainee (Fox, 1993:52). This involved integrated thinking, communication skills, language skills (that is, comprehension, speech, reading and writing), situational interactive skills and comprehension of critical business

and technical concepts. In so doing, performance improvements could be measured but more potent indicators were the sort that made your foreman say: "I could not believe the improvement" or the trainee say: "I wanted to thank you so much for training us" or "Before I was blind but now I can see". All these mutterings were from the happy unskilled workers; to them it was like they were 'blind' before they were educated but now they could 'see' as they could read, write and count.

Fox (1993: 52) gives us the following examples: workers were failing to understand managements' plea to their request; they were failing to understand technical terms as used in the industry; they were failing to fill in various forms as used in the industry and to understand the meaning of different signs the industry might have. All these examples came from a pharmaceutical company, which started a six weeks strike because the shop stewards did not understand the management's response to their request for a wage increase. Management had in fact agreed to the requested wage increase but wanted to stagger it over a six month period and then to top it off with a substantial bonus for accepting the delay. The shop stewards had seemed to agree to this but a strike occurred immediately in protest. Despite many subsequent meetings between management and the shop stewards, negotiations reverted stubbornly to the original request. The Managing Director who was on the Zulu course at that time, was asked to call a meeting of the labour force. At this meeting he read the speech in Zulu which was carefully structured for him to explain his offer. The result was astonishment, then eager acceptance and the end of the strike.

This example revealed that the shop stewards were unable to comprehend the terms management was using to explain its plea in delaying their request and their promise to top the employees' wages due to this delay. They lacked the language and communication skills to clarify the problem and so kept carrying an erroneous tale to the disgruntled labour force. However, being able to communicate with labourers in their own language at least bridged the immediate gap. This emphasised that there was a need to institute adult



education programmes in industries in order to equip workers with communication and English language skills. This would help workers to understand the instructions given to them by their employers, and put them in a position to voice their arguments, hence reducing to a minimum distorted information.

A second example is that of a company which announced a 'productivity' improvement exercise. The workforce subsequently instituted a go-slow. The reason was that there was no term for productivity in any Black language simply because the concept did not exist. This meant that the worker was likely to acquire a distorted understanding of the English term: 'productivity' translated into 'retrenchment'. The worker had observed this as a consequence of a previous 'productivity' drive so he was going slow to prove that there was enough work for everyone.

A third example is that of a company which required its workforce to complete the job application form, thereby listing its jobs in reverse order and stating the length of employment and status achieved. This form would probably remain blank and could be handed in blank because of a lack of understanding.

A fourth example is that of the safety sign in a company indicating 'Emergency Exit'. It was in international sign language and not writing, and hence should transcend language and literacy barriers. It showed a stick figure running with a red circle, bisected with a slash. The common shop-floor understanding of the sign was: "Do not go that way, you would lose your hands, legs, head or face" (Fox, 1993:52).

These examples emphasise that workers should be educated so that they know the concepts used in the industry in which they work in order to successfully fill in the different forms used in the industry. They should be educated about various important signs the industry might have and their meaning, that is, to denote danger and safety. In so doing, the industry concerned would be in good standing in terms of productive personnel

and also protecting its workforce against any danger the industry might have. Labour productivity in SA focused on the broad social determinants of productivity, the poor living conditions of workers, poor transport infrastructure and low levels of education. It is important to note that whatever affected workers in their environments affected their work performance. Thus, industries should consider training its labour force for profit-making and more importantly, for worker's survival and their safety.

The following industries and organisations provides adult education to its employees: These includes General Mining (GENMIN); Electricity Supply Commission (ESKOM); Commercially Run Professional Agencies and Read, Educate And Develop (READ).

#### **2.10.6(a) GENERAL MINING (GENMIN)**

GENMIN designed its own programme for training its workers and was also selling it through a number of agencies. The provision of adult education in the industry had focussed on the primary labour market. Until recently in most industry-based programme, workers have not been involved in planning, implementing, developing and monitoring courses. This was regarded as a major weakness of existing industrial provision. Although experience in other countries showed that consultation with worker organisations and even the involvement of mass organisations in ABE programmes was important for mobilizing people to participate in them, this possibility had not been explored in SA. In some cases the connection with work was through identifying limited language skills needed for improved workplace communication and for carrying out specific tasks (NEPI, 1992:26). This showed that when providing ABE programmes it was important to involve mass organisations so that employers could meet the employee's needs when structuring their programme, this was done for the smooth running of the industry. Employers could also consider employees' needs when developing their curriculum. The largest industry-based programme currently running was that of GENMIN, which had a somewhat arbitrary projected target for 1992 of 10 000 literacy learners. It had developed its own teaching and

material packages which were sold to companies by a centrally-based adult education unit. The companies and the mines buying the programme by then operated fairly autonomously with back-up support from the central unit (NEPI, 1992:13). GENMIN had played its role in as far as ABE programme even after 1992.

#### **2.10.6(b) ELECTRICITY SUPPLY COMMISSION (ESKOM)**

ESKOM was another major provider which operated within a more decentralised structure. It had set up a separate central ABE development unit which articulated the efforts of literacy provision in various branches by developing a unitary policy. ESKOM had 32 'business units' involved in ABE, which covered reading, writing, numeracy, cognitive skills, multicultural awareness and business skills. Altogether it had 3 600 literacy learners and 32 full-time teachers (NEPI, 1992:13).

#### **2.10.6(c) COMMERCIALY RUN PROFESSIONAL AGENCIES**

There were a number of commercially run professional agencies which sold a variety of educational services to companies including literacy packages, training of trainers and teachers. Each agency had developed its own package which it marketed. Most of these agencies were Gauteng-based. They included Hough, Logos training, Learntron, Facts management, Lead the Field, Enter Education Educational Networking Training, (Evaluation and Research) Brand new, Hucor (Human Resources Corporation), Sunflower project and Niemann and Associates. A NEPI collected information on eight of these agencies who together service about 100 firms around SA, reaching 4 465 learners (NEPI, 1992:14).

It was clear that adult education was one of the best ways of redistributing wealth and resources, in that it was a productive investment for the country. Adult education could be a highly visible and acceptable way of offering compensation to the victims of apartheid.

Politically, the delivery of adult education opportunities to the poorest third of the South African population might be of crucial significance for the transition towards democracy.

A fair number of adult education initiatives have been provided in South Africa. The provision was made by a rich variety of government departments, non-governmental institutions, organisations and agencies. Undoubtedly, employee training by employers was the largest single delivery system for adult education. This showed that adult education had received high recognition even in industries in SA.

#### **2.10.6 (d) READ, EDUCATE AND DEVELOP ORGANISATION (READ)**

The READ Organisation has been operating for 20 years in SA. Its basic function has always been to help people throughout South Africa develop their reading, writing, learning, information and communication skills so that they can become independent life-long learners (READ Annual report, 1995:10). South Africa needed an educated and developed population capable of making informed decisions about the full range of social, environmental, economic, cultural and political challenges that lie ahead. Education provided the surest means available to South Africans for establishing a truly democratic society operating within a stable and functional environment. READ, an independent non-profit educational trust, has developed, implemented and tested its training, book provision and materials development programmes at primary, secondary and adult education levels.

READ was an educator-development agency. The organisation's central concern was with the promotion of reading, writing and associated language and learning skills among the people of South Africa. READ's commitment followed from the belief that language abilities were the foundation of each individual's ability to participate fully in South Africa's future. At the personal level, READ programmes promoted skills development for a life of quality, gainful and satisfying employment, effective communication and access to

the world of literature (READ Annual Report, 1999:6). The majority of South Africans come from disadvantaged backgrounds with little exposure to reading books. Their deprivation impacted on their future learning. READ's programme was designed to compensate for this deprivation and train teachers in language and literacy development. It began in a small scale working only with high schools in Soweto. READ was born as a response to the 1976 Black school riots which protested the apartheid government's 'third class' system of education for Black South Africans. With private sector backing the organisation began its life by supplying libraries to Soweto high schools. The following section looks at how adult education was financed.

## 2.11 FINANCE

The financing of adult education was on a small scale in all sectors, except for some industrial programmes. The largest state allocation was that which was devoted to skills training courses for the unemployed. The Manpower Development Fund established in 1981 provided loans for capital development of training centres (NEPI, 1993:14). The salaries for educators in various state departments, such as, Health and some registered welfare organisations, were paid by the state. Much funding for adult education, including vocational training came from the corporate sector. Both foreign and local donor agencies support a wide range of adult education activities provided by NGOs, universities and religious bodies. There was also a 'social investment' by South African companies much of which was donated to outside education bodies and projects but used for in-house education such as literacy classes for workers (NEPI, 1993:14).

In the 1990/1 financial year the corporate sector contributed R554 million to education. This was 66% of the R840 million spent on corporate social investment. The percentage spent on adult education was small, little more than 6% compared to 56% spent on tertiary education (NEPI, 1993:14). Foreign and South African donors have probably contributed about R100 million towards adult education, channelled through trade

unions, NGOs and community organisations (NEPI, 1993:15). The state might consider legislation forcing employers to use a percentage of pre-tax business profit (say 1%) for training or otherwise to pay the state as a training tax (NEPI, 1993:70).

The Skills Development Act No.97 of 1998 emphasises the importance of establishing Sector Education And Training Authorities (SETA) where the Minister should take into account the following:

- The education and training needs of employers and employees;
- The potential of the proposed sector for coherent occupational structures and career pathing;
- The scope of any national strategies for economic growth and development; and
- The financial and organisational ability of the proposed sector to support a SETA.

(Republic of South Africa, 1998:16)

For a SETA to perform its duties it must develop a sector skills plan within the framework of the national skills development strategy, implement its sector skills plan by approving workplace skills plans and allocate grants in the prescribed manner to employers, education and training providers and workers. Having discussed how adult education was financed it is important also to look into how it was governed.

## 2.12 GOVERNANCE

Although there was no 'system' of adult education in SA, there were laws that impinged upon it, a varied base of providers (including some state departments), an equally varied financial base and some institutions concerned with certification and accreditation (NEPI, 1993:13). The legal framework was set by a number of South African Acts that dealt with adult education in some form, namely:

- ❖ The Manpower Training Amendment Act No.39 of 1990 - which regulated the training of apprentices and artisan trainees, group training centres, private training centres, in-service training, training of work-seekers and unemployed and training in industry relations.
- ❖ The South African Certification Council Act No.85 of 1986 - which established the South African Certification Council (SAFCERT) to control the norms and standards of subject matter and examination and the issuing of certificates at different points of exit from school technical education and non-formal education.
- ❖ The Local government training Act of 1985 - which governed the training of local government body employees.
- ❖ The Education and training Act No. 90 of 1979 (as amended) - which governed the provision of adult education for Africans through the Department of Education and training (DET).
- ❖ The National Culture Promotion Act No. 27 of 1969 - which governed the provision of adult education for whites.
- ❖ The Correspondence College Act no. 59 of 1965 - which provided for the registration and regulation of private correspondence colleges and set up a correspondence college council to enforce these regulations on all correspondence colleges (NEPI, 1993:13). This showed that although SA did not have a co-ordinated structure of adult education previously there were some Acts or Laws that impacted those offering it. The following section discusses the certification of ABET.

## 2.13 CERTIFICATION

Some correspondence College diplomas and certificates were accredited by various professional bodies and the Human Sciences Research Council (HSRC) respectively. There were a number of well-intentioned NGOs who offered certificates for various courses but these were of limited currency in the absence of a national mechanism for certification and accreditation.

The Universities and Technikons Advisory Council (UTAC) recognised certain diplomas (including the diplomas in adult education taught at some Universities), but did not recognise the 'certificate' courses offered at the Universities of the Western Cape, Natal and Cape Town (NEPI, 1993:15). The Department of Manpower, the trade unions and many of the private training institutions were considering ways of setting standards and accreditation for non-formal education. The NTB had a task-force on certification. There were now a number of independent certification and accreditation bodies, most prominent of which were the Independent Examinations Boards (IEB). Its work had concentrated on formal education, and was by then appointing staff to work on adult education examinations. There were very few connecting links that allowed for movement from non-formal into formal education. Many curricula were agency- or company-specific and non-transferable. The DET and other departments provided certification but at the pre-matric level, this only opened a path for further study within the adult education section of the particular education departments.

## 2.14 THE TRAINING OF ADULT EDUCATORS

The present adult education provision used a wide range of educators. Some were professionally trained (though not often in adult education), while others were volunteers with no training at all. Apart from teaching skills, advanced competencies were often required. There was little provision of accredited professional training for adult educators in South Africa and none of the sectors involved in non-formal education or training had criteria for or a special system of recruitment. There was major growth in adult education, hence the ability to produce more educators and trainers was enhanced.

The training of adult educators available previously, included part-time diploma and certificate courses run by the following Universities: Cape Town, Western Cape; University of South Africa; Natal and Wiatersrand (NEPI, 1993:180). These universities and others



such as the University of the Transkei also offered adult education options in some school-oriented education diplomas and degrees. The Ubuntu Social Development Institute, based at Wilgespruit Fellowship Centre, Roodepoort, offers a 'certificate-level course' and SACHED (Johannesburg, Durban, Cape Town and East London) had started a programme of basic level adult educator training for a largely COSATU constituency (NEPI, 1993:18). There were also a number of train-the-trainer courses available through correspondence colleges, technikons, and in-house units in the larger industrial conglomerates (such as Anglo-American and Eskom).

There was still little standardisation of the different levels and certification even with the university-based programmes although it was likely that some attempts would be made to change this. The various education departments used school teachers in their night-schools for adults. This was done because there was a lack of qualified adult educators. There was also a belief that school-teachers were equipped with teaching skills in their training. They could, therefore, teach everywhere and everybody. This had not been very successful as the school-teachers were paid on a part-time basis and had little commitment to or background in adult education. It was only now that more institutions offered certificates, diplomas and even post-graduate degrees in the adult education field. Some of these institutions included the University of Stellenbosch, the University of South Africa, the University of Natal, the University of Western Cape, the University of Cape Town, the University of Witwatersrand and the Peninsula Technikon. Having discussed the training of adult educators, it is essential to review the provision of workplace education in industries.

## **2.15 WORKPLACE LEARNING**

Adult education had become a household word, training adults into the 'newbreed students' who caused industries to become educational institutions (Dekker and Lemmer, 1993:277). In the case of Finland, for example, adult education was an illustration of the dominance of certain interest groups (business and industry) in defining the needs of

society through a cause-effect relationship (adult education-productivity and efficiency). With regard to Finland, Groombridge (1991:66) maintains that the extraordinary transformation since 1945 in this country could not have been achieved without the fuel of education and training. Adult education in Finland could not have been achieved if all the effort had gone into the inevitably slow process of educating new generations in school. Tuomisto (1987:24-27) made the following observations concerning the provision of education programmes organised by industrial employers:

- Companies have concerned themselves primarily with the training of those personnel occupying positions affecting production, thereby increasing the prevailing educational inequality in societies;
- Training programmes offered to manual workers were usually special company-specific training, which did not contribute to the workers' overall occupational development and the development of their personality as a whole; and
- Enterprises tended to limit working life adult education to satisfying their short-term needs. This resulted in training which has been fragmented and of short duration. Such training had little value in an era of rapid change and did not contribute much to lifelong occupational development. Training served as an instrument for developing the working life.

Dekker and Lemmer (1993:295) maintain that technological change and the changing face of the workplace put more pressure on the worker in society to keep up with new knowledge, given the rapid technological changes to which he as a consumer as well as a producer has to adapt. There should be a growth of the 'learning society'. Rubenson (1989:62) summarises this as follows: "... the large increase in the number of adult students in the last twenty five years was closely linked to the changes in the economy and to the influence of interrelated developments, that is, the increased demand for adult education by people wanting to be more competitive in the labour market." This shows that people should adapt in order to meet new changes. In Germany re-training of older people had

been the practice for many years. On the other hand, "as the share of older people increases in the labour force, that of young people was decreasing in countries like England, Wales, Germany, Finland and France" (Tuijnman, 1992:678). This implies a fall in the supply of labour market entrants bringing new and up to date skills into the labour market.

United States of America, like many other industrialised countries such as Germany, was also changing ethnically, a fact which had far-reaching implications for the provision of adult education. The hundreds of thousands of immigrants and other illegal immigrants to the USA have demanded educational programmes for various levels of literacy, English as a second language and vocationally-orientated education or pre-paratory programmes for citizenship (Titmus, 1989:398). In industrialised countries technological advances occurred, as Cross (1981:29) puts it, in quantum leaps that result not in just 'more' or 'better' but totally 'different' ways of doing things. The increase in work-related adult education could be at least partially attributed to computerisation in the work setting which resulted in the demand for more job-related programmes. The government should not only consider workers who wanted to further their education but the unskilled workforce as well because they also need basic life-skills, such as, numeracy and literacy for survival. These people should also be provided with funds to equip themselves with these skills.

Titmus (1989:393) asserts that there have been changes in workforce patterns. The working week had shortened since the first half of the twentieth century and the workforce was getting older. The shortened working week meant that adults were not as tired as they used to be and that they had more time and energy to engage in adult education programmes if they so wished. The re-training of labour-declining industries for jobs in greater demand was also a significant challenge. It implied more collaboration between industries and educational agencies. Re-training could only expand as the end of the 'baby-boom cohort' enters the market. This means that the private and public sectors would inevitably have to

adjust to a contracting labour pool by offering attractive training opportunities. Tuijnman (1992:679) warned that the current transformation of European economies of the workforce also required that adults, in their role as citizens in pluralistic democracies, took part actively in the socio-cultural and political processes that shape the future.

The changing image of women with regard to the workplace was a vital aspect of the contemporary setting for adult education. Historically, women have been greater consumers for non-work-related adult education programmes, but since the beginning of the 1980s they have also outnumbered men with regard to job-related programmes (Dekker and Lemmer, 1993:299). Rachal (1989:10) maintains that Americans were favourably disposed to the notion of advancing themselves through their own ability, initiative and pulling themselves up by their bootstraps. In Finland vocational education, which is an aspect of adult education grew more than tenfold in 1989 about 44% of employees attended in-service training (Dekker and Lemmer, 1993:308).

In Germany more and more courses were offered in vocational training. These courses served as preparation for an occupation or a job and led to certification on completion, meeting the growing demand for the training and re-training of adults in vocational fields. The programmes presented in Germany included courses presenting information on a variety of life-skills and preparation for a changing world (computer literacy), but also those encouraging the exchange of thoughts, self-experimenting and creative abilities. Dekker and Lemmer (1993:316) maintains that in the USA, community colleges were created to serve a growing population of college age youth, but that once these institutions were functioning, persons of all ages began to use them. This was done in order to develop themselves.

In the USA state funds was set aside to pay for the training of employees for new industries or for the expansion of existing business operations. Basic training should be offered to those people who did not have the chance to receive any vocational training earlier in their

lives. Major technological changes, meant that information went rapidly out of date. It seemed, therefore, that an education system was needed which would present everybody, even those working for employers not interested in in-service training, with opportunities to update their knowledge and skills. Clinton (1989) in Merriam and Cunningham (1989:16) the former president of the USA, asserted that there was actually an immediate need for workers, supervisors and managers "who were prepared for changes, that may require them to move from task to task, job to job, company to company and career to career not just once or twice, but many times during their working lives". He suggested that this challenge be met by the formation of partnerships between adult educators, community-based organisations, economic development teams, and private employers. The business and industry sector supplied apprenticeships and in-service training. Titmus (1989:97) avers that it is true that 'work-related training' was the single most important facet of adult education. The importance attributed to adult education for work might be judged the fact that in Germany, for instance, other types of adult education were subject to 'state' laws, but central governmental laws govern work education. Dekker and Lemmer (1993:324) argue that most governments made it clear that they believed employers ought to make a contribution to the education for work of their own employees, but they did not force them to do so. Titmus (1989:97) maintains that employers should be taxed to help fund programmes as in Sweden, but should also be offered remission of tax to the extent that they provide training for their own workers, as in France and the United Kingdom (UK).

Dole (1989) in Merriam and Cunningham (1989:41) contends that more and more employers (in the industry and commerce sector) were relying on the skills of workers to raise efficiency and quality, improve customer service and develop new applicants for existing products and services. To meet changing skills requirements, employers were expanding the training available to current workers who lack basic skills or whose skills were outmoded. As the low-skilled workforce was likely to mean high unemployment, the way in which a country addresses the challenge of building a skilled workforce would

determine its place in the economy as well as the living standards of its people. Investment in worker training was in the economic self-interest of employers and employees. Therefore, labour unions should also have a vital interest in the development of the workforce, should assume major roles in the workplace literacy and basic skills training areas and make high quality programmes available at or near the workplace.

Surveys show that it was mostly men and those in managerial positions who participated actively in in-service training. It was therefore necessary for adult education providers to present a wider spectrum of vocationally-orientated programmes. Salminen (1991:37) argues that the purpose of adult education (in the field of work) was not to adapt to ongoing change only, but also to steer developments in the labour market and in society at large. In Finland, according to Salminen, adult education was one way to control economic and social changes. The importance of workplace learning, how it was provided and the reason of its provision in different countries is very clear. In SA, although some industries have shown concern in this field they should (as well) copy some excellent ideas from other countries in order to improve their adult education programmes for the workforce.

## 2.16 CONCLUSION

Adult education should be rescued from decades of marginality and neglect. It should be an agent of social transformation and development. It should claim to be able to address needs that other agencies of society might not be equipped to handle. The foreign conceptions of adult education range from radical adult education through to the technicist forms of continuing education in the workplace. Historically, there seems to have been a move from more radical conceptions of adult education linked to voluntary organisations that dominated the early days of provision, to the more community education and vocational-oriented conceptions that were receiving current state support. Most adults wanted at least the possibility of access to both formal and non-formal adult education. Adult education seeks to enable all people, whether as individuals or groups, to

gain control of themselves and of their own destiny. In SA, that regaining of control required both a transformative social vision and the productive skills to develop the common wealth of the society.

Democratisation, aiding disadvantaged sectors and economic development by means of human resources development, is important. Adult education, therefore, is a right. If people were going to have a right to vote, then they should have a right to the enabling education resources that allow them to make a rational use of the vote and their citizenship. At the very least, this means that the illiterate and the very poorly educated have a right to adult literacy and basic education. That is why adult education in SA was a subject of public policy even though the constraints over resources were recognised. The views of different authors have been used on the study under review. In the next chapter, the researcher investigates the respondent's views or opinions on adult education programmes as offered by their industries.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

The previous chapter dealt with a review of the literature based on the introduction of Bantu Education and the emergence of adult education in South Africa. This review was carried out using books, journals, papers and magazines. This chapter presents the design and methods of investigation that is undertaken by the researcher in addressing the research problem. This chapter elaborates on:

- Research design.
- The sampling of subjects.
- Methods of selecting a sample.
- Sampling strategies.
- Instruments for data collection.
- Pilot study.
- Implementation of the questionnaire.



### 3.2 RESEARCH DESIGN

Mouton (1996:107) defines a research design as a set of guidelines and instructions to be followed in addressing a research problem. This means that the main function of the research design is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the eventual results.

This was an empirical survey concerning unskilled Black employees' perceptions on the provision of basic life-skills education by their industries. The study involved unskilled Black employees and facilitators of adult education programmes at Illovo Sugar Milling and Spoornet industries in the Empangeni/Richards Bay industrial areas.

Two different types of questionnaires were constructed and administered to the unskilled Black employees and facilitators in the chosen industries. The tools used in this study for gathering information were questionnaires. The first questionnaire was administered to the facilitators of adult education programmes and the second to the unskilled Black employees enrolled in these programmes in both industries. The questionnaire administered to the unskilled Black employees was translated into Zulu to facilitate understanding.

The intention was to obtain an objective view of the role played by industries in providing basic life-skills education to the unskilled Black employees. The procedure that was followed in this study was to administer the questionnaires in the two industries in the Empangeni/Richards Bay industrial areas. The questionnaires were designed in order to collect data about the study under review. Questionnaires were not mailed. The researcher visited these industries and questionnaires were filled in at the same time. In other words, the facilitators and unskilled Black employees were restricted to fill in the questionnaire in front of the researcher. When questionnaires were used in collecting data, the respondents felt free to answer all questions and were not reluctant as their confidentiality was not revealed.

It was impossible to study the whole population in order to allow generalisations from the study. It was for this reason that only two industries amongst many within the Empangeni/Richards Bay industrial areas were chosen for study. The target population included unskilled Black employees enrolled in adult education programmes and facilitators of these programmes in each industry. Generalisation was made on the basis of careful observation of variables within a small proportion (that is, the sample) of the population. The researcher used random sampling in choosing the sample. The pilot work was done amongst the ten unskilled Black employees who lived nearby the Empangeni/Richards Bay industrial areas who are still attending and those who attended adult education programmes in the said industries.

### 3.3 THE SAMPLE

A sample is a subset or subgroup of the population (Sibaya, 1993:60 and Charles, 1988:151). This means that a sample is a smaller representative of a larger whole. In this case, the researcher tries to understand a segment of the world, a population on the basis of observing a smaller segment, or a sample. The primary purpose of research is to discover principles that have universal application. Shezi (1998:248) maintains that it is impracticable, if not impossible, to study a whole population in order to arrive at generalisation. A study does not have to apply to the whole human race or to the whole population to be scientifically valuable. The process of sampling makes it possible to draw valid inferences or generalisations on the basis of careful observation or manipulation of variables within a relatively small proportion of the population.

The questionnaire was limited to the unskilled Black employees and facilitators of adult education programmes in Illovo Sugar Milling and Spoornet industries. The study was thus restricted to how the unskilled Black employees feel about attending adult education programmes in their workplaces and how the facilitators as the people who provide the programmes for them feel about such programmes. Among the crucial decisions that confront researchers, is the selection of a sample of subjects who are representative of the

population to which they wish to generalise research findings. Borg (1989:215) maintains that the method of selecting a sample is critical to the whole research process. If the research findings are not generalisable to some degree beyond the sample used in the study, then the research cannot provide the necessary knowledge, cannot advance education as a science and is largely a waste of time. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Mouly (1978:175) indicates that sampling is both necessary and advantageous.

Charles (1988:151) and Borg (1989:213) contend that usually researchers cannot investigate the entire population of students or educators whom they are interested. This means that researchers must limit their investigation to a manageable sample. It must be noted that there were many industries in the area in which this study was conducted, but only two industries were chosen for investigation because they were accessible to the researcher. The research sample comprised of seven unskilled Black employees from Illovo, twenty five unskilled Black employees from Spoornet, two facilitators from Illovo and another two facilitators from Spoornet industries.

### **3.4 METHODS OF SELECTING SAMPLE**

The selection of a sample is a very important step in conducting a research study. The 'goodness' of the sample determines the generalisability of the research. Ngcobo (1986:142) avers that the primary purpose of any sampling procedure is to obtain a sample which within the restrictions imposed by its size, will produce the characteristics of the population with the greatest possible accuracy. The sample selected should give us the information which we would get if the whole population was interviewed. For a sample to be truly representative it should give results equivalent to those which would be obtained if the entire population had been used.

Sampling frequently results in more adequate data. Gay (1987:85) contends that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals

selected comprise a sample and the large group is referred to as a population. The purpose of the sample is to gain information about a population.

The sampling ratio or fraction indicates the proportion of the population included in the sample. This refers to the ratio size of the sample and the size of the target population (Neuman, 1994:195). For example, if the population has 20000 people and a researcher draws a sample of 120 from it, the sampling ratio is 120: 20000. The sample should reflect the major characteristics of the population it represents.

The sample in this study was randomly selected to avoid biased information. The unskilled Black employees and facilitators were given equal chances to answer the questionnaires. The research sample comprised seven unskilled Black employees from Illovo Sugar Milling, twenty-five unskilled Black employees from Spoornet and two facilitators of adult education programmes in each industry. Mlondo (1990:83) maintains that a simple random sample is where each and every member of the population has an equal opportunity to be included in the sample.

### **3.5 SAMPLING STRATEGIES**

The manner in which the sample is drawn is an important factor. It determines how useful the sample is for making judgements about the population from which it is drawn. The representativeness of the sample determines generalisation.

#### **3.5.1 RANDOM SAMPLING**

Gay (1987:88) asserts that random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. A random sample is generally selected using a table of random numbers.

Random sampling limits the chances of obtaining a biased sample. The chance is the only factor that determines who actually goes into the sample. In this study, the researcher

assigned a number to each industry and then uses a table of random numbers to select names in a container. Then blindfolded she drew one name at a time until the sample was selected. The researcher therefore used the latter method of selecting.

### **3.6 INSTRUMENTS FOR DATA COLLECTION**

The use of multiple methods of collecting data is one form of what Walker (1990:79) calls the triad. Methodological triangulation or triad combines dissimilar methods such as interviews, observations and physical evidence to study the same unit. Walker (1990:65) maintains that the most significant findings have emerged from points at which different methods have complemented each other. Data can be dichotomised into quantitative and qualitative data. Data conveyed through words has been labelled qualitative, whereas data conveyed in number form is quantitative. Patton (1980:22) and Merriam (1988:67) assert that qualitative data consists of detailed description of situations, events, people, interactions, observed behaviours and direct quotations from people about their experiences, attitudes, beliefs and thoughts.

Based on the definitions of the qualitative and quantitative data, this study will collect both types. The instrument used is the questionnaire.

#### **3.6.1 THE QUESTIONNAIRES**

A questionnaire is used when opinions/views are desired (Best, 1977:157). It is restricted to a data collection instrument or schedule to be filled out by an informant rather than by the researcher. Tuckman (1972:196) believes that questionnaires are used by researchers to convert into data the information directly given by a person (subject). By providing access to what is 'inside a person's head', these approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs). Questionnaires can be used to discover what experiences have taken place (biography) and what is occurring at present. This information can be transformed into numbers or quantitative data by using the

attitude scaling or rating scale techniques. Sax (1981:222) agrees with Tuckman (1972:198) that questionnaires are a way of getting data about persons by asking them rather than watching them behave or by sampling a bit of their behaviour. In this study two different types of questionnaires were constructed. The first questionnaire was administered to the facilitators of adult education programmes and the second to the unskilled Black employees.

### 3.6.1(a) QUESTIONNAIRE CONSTRUCTION

A questionnaire is a scientific instrument for measuring and collecting particular kinds of information (Sibaya, 1994:70). Sekuran (1984:145) further defines a questionnaire as a pre-formulated set of questions to which respondents record their answers, usually within rather closely defined alternatives. It is clear that not any question can be asked in a questionnaire but that questions must be relevant to the purpose or aim of the study. Bias and error can also enter the study through the questionnaire. Neuman (1994:226) views a good questionnaire as an integrated whole. The questions are interwoven together and flow smoothly. Unclear or badly worded items introduce random error because they force respondents to interpret them. When constructing a questionnaire a researcher needs to choose words that have precise meanings whenever possible.

The researcher should avoid complex or awkward word arrangement. She must avoid jargon, slang and abbreviations in her items. Double-barrelled or compound questions should be avoided. Such questions consist of two or more questions joined together. They could make the respondent's response ambiguous. Items using vague terms force the respondent to guess at the meaning of the question. Vockell (1983:73) suggests that the questionnaire designer should facilitate rather than impede the respondent's ability to provide exactly the information she wants. Writing a good questionnaire item is largely a matter of using language clearly and concisely. Shezi (1998:259) contends that the researcher has to write a question in a way which helps the respondent reveal some

alternate characteristics, such as how eagerly he wants to please the researcher or how he feels society would want him to answer the question.

Sibaya (1994:91) asserts that questions in a questionnaire can be either open-ended or close-ended. Close-ended questions are restrictive and open-ended questions are unrestrictive. A good questionnaire is one that includes both types of questions.

The closed or restricted questions are the type of items in which the responses of the subject are limited to stated alternatives (Walker, 1990:76). These alternatives may be simply **Yes** or **No**, they may provide for various degrees of approval or agreement or they may consist of a series of replies from which the respondent picks one as being closest to his position. Close-ended (categorical) questions give the respondent fixed answers from which to choose. The reason for using closed questions in the questionnaire is to avoid boring respondents with long questions which demand long sentences as answers.

Close-ended questions can be answered quickly. They require no writing by the respondent. Their analysis is straightforward. Their major drawback is that they may introduce bias, either by forcing the respondent to choose from given alternatives or by making her select alternatives that might not otherwise have occurred. These questions are not followed by any kind of specified choice.

Open-ended questions are designed to permit a free response from the subject rather than one limited to stated alternatives. In these questions the respondents will have an opportunity to answer on his own terms and within his own frame of reference. The open-ended questionnaire frequently goes beyond statistical data or factual material into the area of hidden motivations that lie behind attitudes, interests, preferences and decisions. Such questions are used extensively in-depth and focussed questionnaires and interviews, although the work of tabulating and summarising is time-consuming and expensive.

The questions were arranged sequentially, from easy to more difficult questions. The items were designed such that academically or socially acceptable responses are avoided. That

would make it possible for the respondents to answer truthfully without embarrassment. Neuman (1994:226-229) emphasises that a researcher should avoid asking questions that are beyond respondents' capabilities. Asking questions that few respondents know produces poor quality responses. The format of a questionnaire should reflect that the responses are valid.

For the purposes of this study, the researcher used questionnaires with closed-ended questions and a few open-ended questions, with the aim of probing "the role of the two industries in providing basic life-skills education to the unskilled Black employees in the Empangeni/Richards Bay industrial areas."

### **3.7 THE PILOT STUDY**

Sibaya (1994:77) maintains that a pilot study uses a group of respondents who are part of the intended test population but will not be part of the final study sample to serve several functions. This is done to check if the questions are not faulty before embarking on to the entire study and to make adjustments where necessary.

The questionnaire should be pre-tested before it is given to the sample to prove its validity. Mlondo (1987:80) says that it is important that before the questionnaire is distributed to the respondents, a pilot study be done so as to validate its practical use. This determines whether the questionnaire possesses the desired qualities of measurement. It is conducted to find out whether the items yield the kind of information required. Experienced researchers generally agree that a pilot study is essential for the development of an effective and reliable research plan (Shezi, 1998:262). Abhilak (1994:211) maintains that pilot work, sometimes referred to as pilot testing, is a preliminary trial of research measures and techniques that precedes the carrying out of any investigation or project. Ngcobo (1986:137) asserts that pilot work provides the opportunity to assess the appropriateness of data collection instruments. This means that it permits a preliminary testing of the hypothesis which may give some indication of its tenability, and suggests whether or not further refinement is needed. Shezi (1998:263) argues that if the researcher employs a



questionnaire, validation in terms of its use should be ascertained through a pilot test. A group of people can be used to test the wording and sequence of items. Mncwabe (1990:91) says that a pilot study yields information concerning instrument deficiencies as well as how it can be improved.

In compliance with these views about pilot testing, in this study a pilot trial run of the questionnaire was done. The researcher randomly selected only ten unskilled Black employees who live nearby the Richards Bay/Empangeni industrial areas and who were accessible to her as a sample for a pilot study because they had the required information. Some of these employees were still attending while others had attended adult education programmes in the said industries. The pilot study was important because it helped to correct questions which were not clear to the respondents. In this study certain questions were revised and some rephrased, while unclear questions were omitted.

### **3.8 THE IMPLEMENTATION OF THE QUESTIONNAIRES**

The questionnaires were aimed at validating data gained through the literature review. The questionnaire was handed in personally. The researcher introduced herself to the facilitators and the unskilled Black employees of adult education programmes in each industry. For instance, Illovo Sugar Milling and Spoornet industries were visited where the researcher introduced her research topic and its aim. As indicated above, the questionnaires were not mailed and the responses were not elicited over the telephone. They were administered personally, therefore, the probability of respondents not returning them was very low.

### **3.9 CONCLUSION**

It is the belief of the researcher that the methods used in this research were valid and reliable for the collection of relevant data as required for this study. Through the use of questionnaires, the researcher was able to draw on beliefs cherished by the facilitators on adult education programmes and their effects on the unskilled Black employees. In the

next chapter, an- indepth analysis of data collected is offered, showing how the findings on each and every question somehow contribute towards significant conclusions in the study.

## CHAPTER 4

# PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

### 4.1 INTRODUCTION

The presentation, analysis and interpretation of results is the culmination of any research study. This is no exception. This chapter makes an attempt of clarifying the issues that have been discussed throughout the study, in graphical form.

As indicated in chapter three, two industries were chosen for investigation, that is, Illovo Sugar Milling and Spoornet. Two types of questionnaires were designed, one for facilitators and the other for unskilled Black employees of adult education programmes in each industry. Both questionnaires consisted of the following sections:

Section A: Personal particulars (questions 1-4)

Section B: Adult education programmes (questions 5-25)

The draft questionnaire was piloted on a sample of ten unskilled Black employees and two facilitators of adult education programmes. A total of thirty-two questionnaires were administered to unskilled Black employees and a total of four questionnaires to the facilitators of adult education in both industries. The analysis process will start by presenting data collected from the Illovo facilitators, followed by data collected from Spoornet facilitators. Lastly, data collected from employees for both industries is analysed.

## **4.2 FACILITATORS FROM ILLOVO SUGAR MILLING INDUSTRY**

The demography of facilitators of adult education programmes from the Illovo industry is diverse in terms of gender, age, level of education and income. These issues offer insight into the facilitator's level of education, and influence the way the facilitators teach and relate to their adult learners, or the employees. There were only two facilitators of adult education programmes employed in this industry.

### **4.2.1 GENDER AND AGE OF FACILITATORS**

To understand the composition and age of the facilitators, it was essential to know which gender and age groups were represented in the industry. It was found that these facilitators were of both genders. These results showed that there was an equal representation of both genders in teaching adult education programmes in the industry. On the issue of age, the facilitators range between 37 to 42 years of age.

### **4.2.2 LEVEL OF EDUCATION AND INCOME**

The level of education and income of facilitators were determined to find out what qualifications facilitators have and if they are paid for teaching adult education programmes. One of the facilitators has a diploma in adult education and another a certificate in adult education. This is essential in that educators trained to teach young learners cannot teach adult learners well, hence the need to train adult educators. When facilitators were asked if they were paid workers or volunteers, both mentioned that they were paid for teaching adult education programmes. The assumption that a paid facilitator is more productive than the volunteer/unpaid facilitator is true. When payment is received facilitators become motivated in their jobs as salaries act as extrinsic motivation.

On the issue of adult education programmes offered, the following sections are discussed:

- Aims of adult education programmes.
- Consultation with adult learners on adult education on offer
- Venues where adult education programmes are offered.
- Days and times of offering adult education programmes.
- Fees charged for adult education programmes.
- Common problems the industry has experienced in providing adult education and attempts to solve them.
- Future direction of adult education programmes, and
- Professional growth as an adult educator.

The responses to each of these are discussed in the following section.

#### **4.2.3 AIMS OF ADULT EDUCATION PROGRAMMES**

Both facilitators mentioned that the aims of adult education programmes are to teach employees basic life-skills, which included handling and controlling money, reading and writing. One of the facilitators mentioned that the other aim of adult education programmes is to develop unskilled adults into skilled adults. This indicates that the programme is concerned with teaching employees the basic day-to-day life-skills needed in a changing society.

#### **4.2.4 CONSULTATION WITH ADULT LEARNERS ON ADULT EDUCATION PROGRAMMES ON OFFER**

The researcher sought information on whether facilitators consult with adult learners about the adult education programmes on offer. The responses by facilitators indicated that both facilitators do consult the employees before offering these programmes. Such consultation is necessary because it helps facilitators know beforehand the education needs

of adult learners before the actual teaching session. By so doing, facilitators can teach relevant content which will meet the adult learners' needs.

#### **4.2.5 VENUE WHERE ADULT EDUCATION PROGRAMMES ARE OFFERED**

In order to interpret the results of the survey, it became essential to know which venues were used to present adult education programmes. The facilitator's views on this issue indicated that the adult education programmes were presented inside the industry. It can be safe, therefore, to infer that the programmes are integrated within the organisational goal. Offering adult education programmes within the industry shows that the programmes are not treated in isolation but form an important part of the organisation.

#### **4.2.6 LEARNERS' ABILITIES TO COPE WITH ADULT EDUCATION PROGRAMMES**

The researcher sought to find out if adult learners cope with adult education programmes or not. One of the facilitators rated learners' abilities as 'good' in coping with adult education programmes, whereas another facilitator rated them 'satisfactory'. This could mean that offering an adult education programme complements and develops adult learner's abilities positively.

#### **4.2.7 DAYS AND TIME SLOTS OF ADULT EDUCATION PROGRAMMES**

In determining when and on which days adult education programmes were offered, it was essential to know the days and times of programmes. The respondent's views indicated that all facilitators offer adult education programmes on Monday, Tuesday, Wednesday and Thursday. They also mentioned that these programmes were offered in the afternoon. This showed that employees received adult education programmes after working hours. On the

issue of choosing time slots for programmes, the facilitators noted that they did not involve adult learners in choosing time slots for these programmes.

#### **4.2.8 FEES CHARGED FOR ADULT EDUCATION PROGRAMMES**

The results indicate that both facilitators agree that the industry do not charge fees for adult education programmes. This means that adult learners do not pay tuition for these programmes, but that they are provided free of charge. In this case, it will be safe to infer that all adult learners have access to this kind of education as no one can claim that he could not attend these programmes because of financial constraints.

#### **4.2.9 COMMON PROBLEMS THE INDUSTRY HAS EXPERIENCED IN PROVIDING ADULT EDUCATION AND ATTEMPTS TO SOLVE THEM**

To be able to interpret the results of the survey, it was essential to know which common problems the industry has experienced in providing adult education programmes and the attempts to solve them. One of the facilitators mentioned that the industry does experience problems in providing adult education programmes. These include meeting adult learner's needs and funding problems. On the question of finding suitable venues, both facilitators agreed that the industry experiences problems. To determine the rate of the general outcome of the attempts by industry to solve the problems related to adult education programmes, a scale from 'successful' to 'very successful' was used. One of the two facilitators found the attempts to be very successful, whereas another facilitator found such attempts to be successful.

#### **4.2.10 FUTURE DIRECTION OF ADULT EDUCATION PROGRAMMES**

One of the facilitators mentioned that the interest of adult learners in adult education programmes was growing, whereas the other one mentioned that adult learners would continue to attend adult education programmes and even write General Education Certificate (GEC) examinations, which are equivalent to the National Qualifications Framework (NQF) level I. The facilitators also mentioned that adult learners need to be motivated and to have an enthusiastic facilitator.

#### **4.2.11 PROFESSIONAL GROWTH AS AN ADULT EDUCATOR**

To ensure the facilitator's self-development in the adult education field, the possibilities for their professional growth as adult educators were explored. The respondents' views indicated that in order to keep abreast of information related to the adult education field, they attended workshops and read relevant materials. The two facilitators mentioned that they attended seminars, read, continued with their studies and did exchange programmes with other industries and Non-Governmental Organisations (NGOs) to develop themselves. One of the two facilitators mentioned that this kind of exchange programme helped a lot as more information was gained. One of the facilitators mentioned that she also make plant visits in order to ensure professional growth in the adult education field.

The outlined views were gathered from Illovo Sugar Milling facilitators. The following sections analyse and interpret data from Spoornet facilitators.

### **4.3 FACILITATORS FROM SPOORNET INDUSTRY**

The demographic profile of facilitators of adult education programmes in this industry takes into consideration gender, age, level of education, and income variations. These variables offer insight into the way the facilitators taught and relate to adult learners, that



is, employees. There were only two facilitators of adult education programmes in this industry.

#### 4.3.1 GENDER AND AGE OF FACILITATORS

In this industry it was found that one of the facilitators was a male and the other was a female. On the issue of age, one of the facilitators ranges between 26 - 31 years of age, whereas the other ranges between 32 - 36 years of age.

#### 4.3.2 LEVEL OF EDUCATION AND INCOME

The level of education and income of facilitators were determined to find out what qualifications facilitators have and if they were paid workers or volunteers. One of the facilitators had a certificate and another a diploma in adult education. This meant that facilitators had the necessary qualifications to teach adult learners. It was also found that all facilitators were paid for the services they rendered in adult education programmes.

On the issue of adult education programmes offered, the following sections are discussed:

- Aims of adult education programmes.
- Consultation with adult learners on adult education on offer.
- Venue where adult education programmes are offered.
- Learners' abilities to cope with adult education programmes.
- Days and times of offering adult education programmes.
- Fees charged for adult education programmes.
- Common problems the industry has experienced in providing adult education programmes and attempts to solve them.
- Future direction of adult education programmes, and
- Professional growth as an adult educator.

The responses to each of these are presented in the following sections.

#### **4.3.3 AIMS OF ADULT EDUCATION PROGRAMMES**

Both facilitators mentioned that adult education programmes aims at teaching basic life-skills, which included reading, writing and arithmetic. This implies that there was a need to provide such programmes in industries to cater for those people who were denied access from initial formal education.

#### **4.3.4 CONSULTATION WITH ADULT LEARNERS ON ADULT EDUCATION PROGRAMMES ON OFFER**

The researcher sought information on whether facilitators consult with adult learners about the adult education programmes on offer. One of the facilitators mentioned that they did consult adult learners before presenting the programmes, whereas the other mentioned that they did not consult adult learners at all.

#### **4.3.5 VENUE WHERE ADULT EDUCATION PROGRAMMES ARE OFFERED**

It was found that the programmes were presented within the industry, which meant that all employees were in a position to benefit from such programmes as they were within easy reach. The idea of bringing education to the people (employees) could help a great deal. It would be safe to infer that adult education programmes were integrated within the organisational goal. This meant that the programme was not seen in isolation but formed an important part of the organisation.

#### **4.3.6 LEARNER'S ABILITIES TO COPE WITH ADULT EDUCATION PROGRAMMES**

The researcher sought to find out if adult learners cope with adult education programmes or not. The responses indicated that one of the facilitators found the learners' abilities to be "very good" whereas another facilitator found learners' abilities to be "satisfactory". It is safe to infer that adult education programmes tried to complement adult learners' abilities and development positively.

#### **4.3.7 DAYS AND TIME SLOTS OF ADULT EDUCATION PROGRAMMES**

Both facilitators mentioned that adult education programmes were presented during the week, from Monday to Friday, between 7:30 and 15:30. This meant that the programme was offered for a full six months period per year without any interruptions. The possibility of learners absenting themselves from the programmes is thus minimised. On the issue of whether facilitators involve their learners in choosing the time slots or not, one of the facilitators mentioned that they did involve adult learners in choosing time slots whereas, the other facilitator mentioned that they did not.

#### **4.3.8 FEES CHARGED FOR ADULT EDUCATION PROGRAMMES**

Both facilitators mentioned that the industry did not charge fees for adult education programmes. This meant that adult learners do not pay for these programmes, but are provided free of charge. Hence, it is expected that no adult learner has an excuse for not attending these programmes because of financial constraints.

#### **4.3.9 COMMON PROBLEMS EXPERIENCED BY INDUSTRY IN PROVIDING ADULT EDUCATION PROGRAMMES AND ATTEMPTS TO SOLVE THEM**

To be able to interpret the results of the survey, it was essential to know which common problems the industry has experienced in providing adult education programmes and the attempts to solve them. Both facilitators mentioned that the industry had experienced funding problems and that of finding suitable venues to provide adult education programmes. One of the facilitators rated the outcome of the attempts by industry to solve these problems as very successful whereas the other facilitator rated the outcome as successful.

#### **4.3.10 FUTURE DIRECTION OF ADULT EDUCATION PROGRAMMES**

The respondent's views on the future direction of adult education programmes offered in the industries showed that both facilitators were expecting more improvements in adult education programmes. As a result, facilitators suggested that the Independent Examination Board (IEB) should set outcomes that meet industrial needs. By so doing it could produce pleasing results given the growing interest in adult education programmes.

#### **4.3.11 PROFESSIONAL GROWTH AS ADULT EDUCATORS**

To ensure the facilitator's self-development in the adult education field, it became essential to examine possibilities for their professional growth as adult educators. Both facilitators mentioned that they attended workshops and read books in order to ensure their professional growth. In so doing, facilitators were kept abreast of the current knowledge related to the field of adult education.

After the facilitator's responses were collected, it was necessary to look into how the employees felt about adult education programmes from each industry. The following information was gathered from the employees of the Illovo Sugar Milling industry.

#### 4.4 EMPLOYEES FROM ILLOVO SUGAR MILLING

The demography of seven unskilled Black employees in this industry took into consideration gender, marital status, age, last grade passed, job description, and income variations. The information below reveals the type of employees the industry had employed. It also shows how employees understand the content they were taught. Figure 4.1 reflects the gender composition of the employees.

##### 4.4.1 GENDER COMPOSITION OF PARTICIPATING EMPLOYEES

The composition of Illovo Sugar Milling employees by gender is depicted in figure 4.1 below.

FIGURE 4.1

GENDER COMPOSITION OF PARTICIPATING EMPLOYEES (N=7)

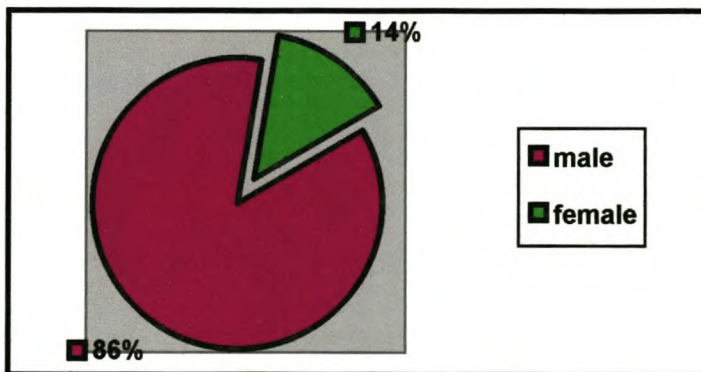


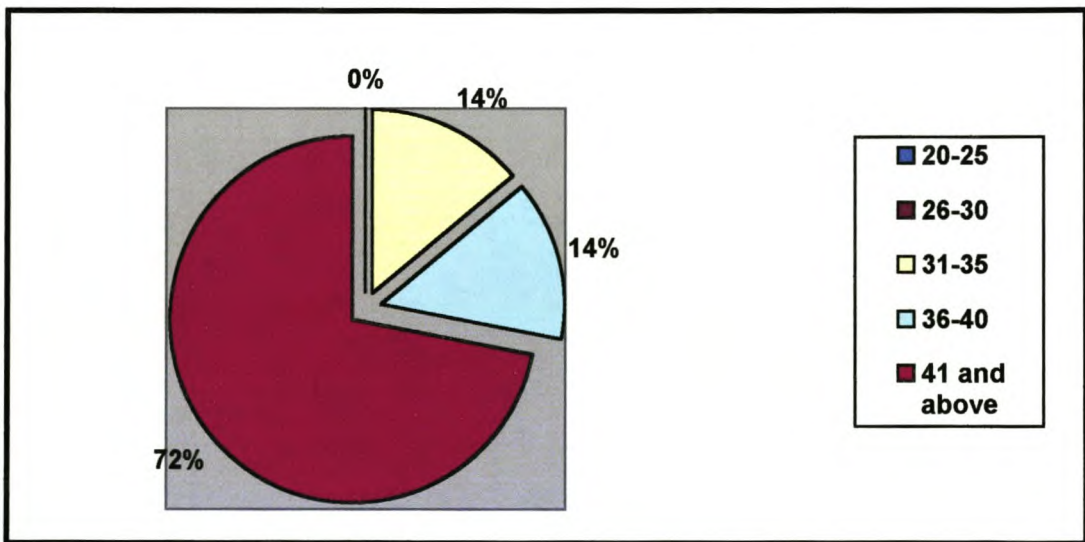
Figure 4.1 indicates that 86% of the employees were males and 14% were females. It was clear that the majority of the employees were males. This large number of males engaging in adult education programmes reflected the nature of the industry chosen as male-dominated.

#### 4.4.2 AGE GROUPINGS OF PARTICIPATING EMPLOYEES

In order to interpret the results of the survey, it was essential to show which age groups were represented by the employees of Illovo Sugar Milling. This is presented in figure 4.2

FIGURE 4.2

AGE GROUPINGS OF PARTICIPATING EMPLOYEES (N=7)



There were no responses for the age group categories of 20-25 years and 26-30 years. The age group of categories 31-35 years and 36-40 years had 14% each. The employees in the age group 41 and above constituted 72%. This meant that the majority of the employees in adult education programmes came from the older age group. It became clear that this older

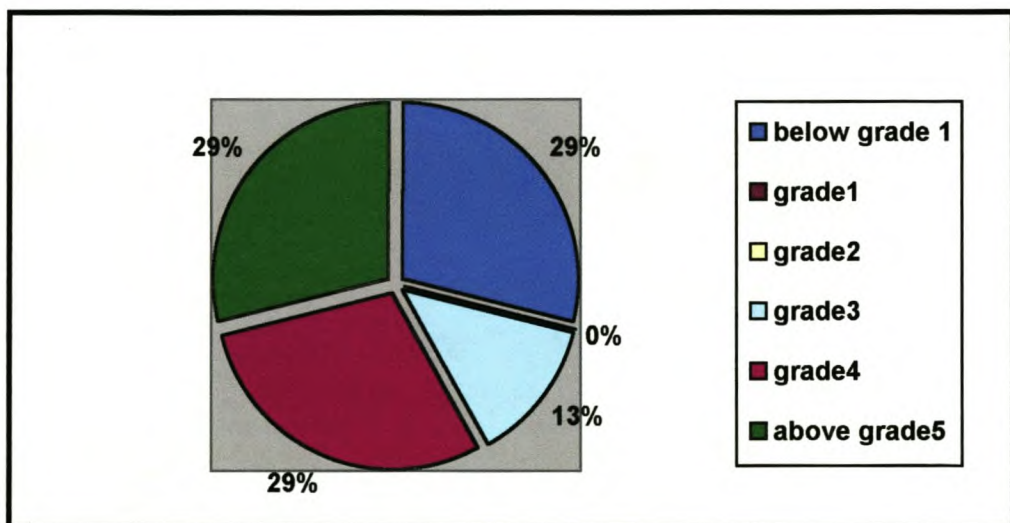
group was denied access to initial formal education more than the younger age group. Adult education programmes, therefore, offers a second chance education to these employees.

#### 4.4.3 SCHOOL GRADES PASSED BY EMPLOYEES WHO PARTICIPATE IN ADULT EDUCATION PROGRAMMES

The grades passed by the employees is depicted in figure 4.3. This variable was determined because it could relate to the number of skilled, semi-skilled and unskilled labour within the industry.

FIGURE 4.3

#### SCHOOL GRADES PASSED BY EMPLOYEES WHO PARTICIPATE IN ADULT EDUCATION PROGRAMMES (N=7)



There was no response on the categories of grade 1 and grade 2. Figure 4.3 shows that 13% of the employees had passed grade 3, whereas employees were below grade 1. Those who had passed grade 4 as well as those who were above grade 5 constituted 29% each. It is

evident from the results that employees enrolled in adult education programmes had little education and some did not receive formal education at all. This implies that there was a great need to offer adult education programmes for employees in order to upgrade themselves and to be equipped with the skills needed in the industries.

#### 4.4.4 JOB DESCRIPTION OF PARTICIPATING EMPLOYEES

In understanding the skills' levels of employees enrolled in adult education programmes, it became essential to know the nature of the jobs the employees are doing. Employees' responses are presented in figure 4.4.

FIGURE 4.4

JOB DESCRIPTION OF PARTICIPATING EMPLOYEES (N=7)

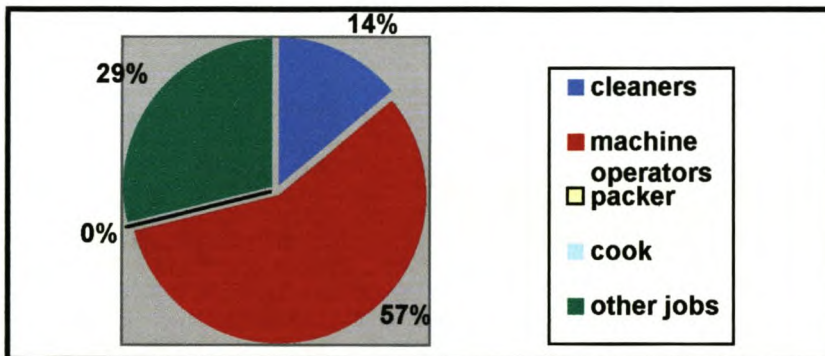


Figure 4.4 indicates that 14% of the employees were cleaners and 57% were machine operators. There was no response in the categories of 'packer and cook'. The other types of jobs like 'issuer' and 'tool attendant' were represented by 29%.



On the nature of adult education programmes offered, employees gave their views on how they felt about each aspect of the programme. These aspects included:

- Topics covered in adult education programmes.
- Benefits of adult education programmes.
- Adult education programme contact sessions.
- Usefulness of the life-skills acquired from adult education programmes.
- Learning materials provided in the adult education programmes.
- Absenteeism from adult education programmes.
- Language(s) used in adult education programmes.
- Mastering of English as a Second language.
- Value of adult education programmes in a real world situation, and
- The value of the practical aspects of adult education programmes.

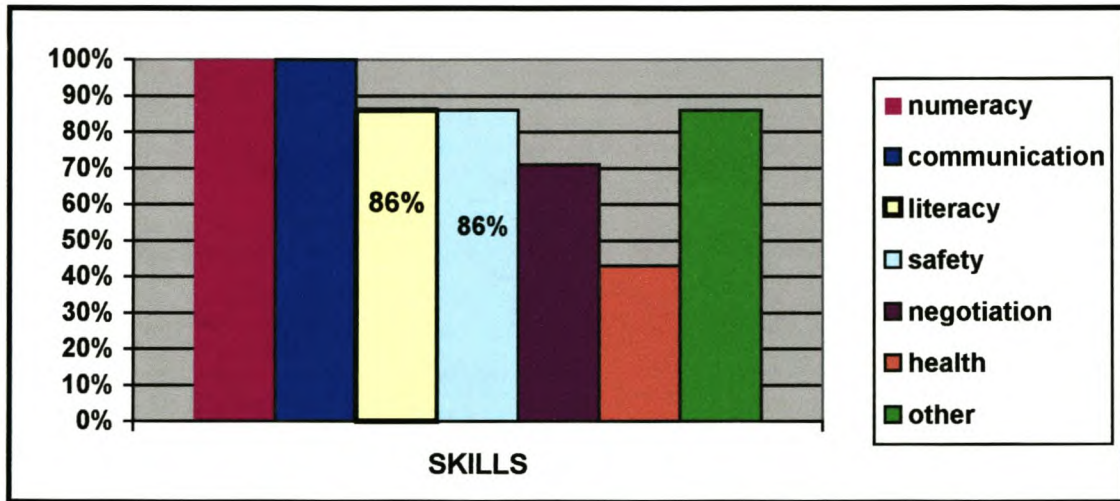
The responses to each of these are presented and discussed in the following sections.

#### **4.4.5 TOPICS COVERED IN ADULT EDUCATION PROGRAMMES**

When the employees' educational levels were determined, the following factors came to light regarding topics covered in adult education programmes. This was done to check if life-skills were catered for in these programmes. These results are represented in figure 4.5.

FIGURE 4.5

TOPICS COVERED IN ADULT EDUCATION PROGRAMMES (N=7)



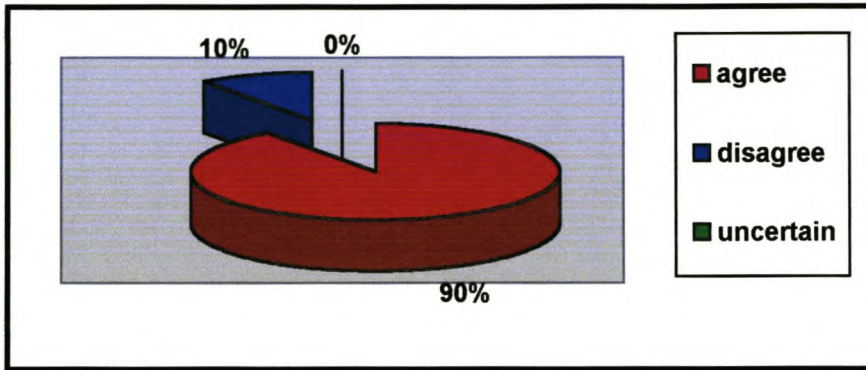
The results indicate that all (100%) employees involved in the survey were receiving tuition in communication and numeracy skills. For literacy, safety and other skills, 86% of the employees received tuition. The tuition in negotiation skills was received by 71%, whereas health skills tuition was received by 43% of the employees. It is safe to infer that the emphasis in adult education programmes was on communication, numeracy, safety, literacy, negotiation, health and other skills.

4.4.6 BENEFITS OF ADULT EDUCATION PROGRAMMES

In order to be able to interpret the results of the survey, it became essential to know if adult education programmes had been of benefit to the employees or not. The results are presented in figure 4.6.

FIGURE 4.6

**BENEFITS OF ADULT EDUCATION PROGRAMMES (N=7)**



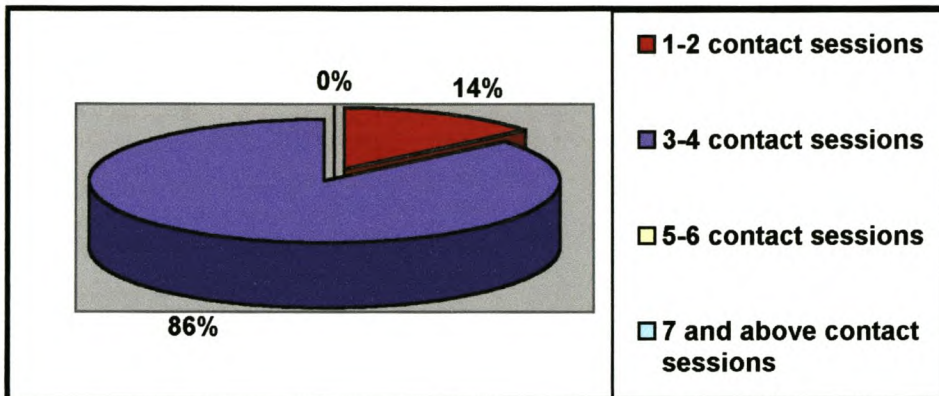
The benefits derived from adult education programmes were determined on a scale set from 'agree' to 'disagree'. Ninety percent (90%) of the employees agreed that they benefited from adult education programmes, whereas 10% disagreed that they benefited from the programmes. This meant that the larger group of employees represented by 90%, saw the importance of adult education programme. As a result most of the employees have enrolled for these programmes. There was no response in the 'uncertain' category.

**4.4.7 ADULT EDUCATION PROGRAMME CONTACT SESSIONS PER WEEK**

The number of contact sessions per week was determined in order to review the frequency of contact sessions per week. The results are presented in figure 4.7 below.

FIGURE 4.7

ADULT EDUCATION PROGRAMME CONTACT SESSIONS PER WEEK (N=7)



Fourteen percent (14%) of the employees had between 1-2 contact sessions per week, whereas 86% had between 3-4 contact sessions per week. There was no response in the categories of 5-6 contact sessions, and 7 and above.

#### 4.4.8 USEFULNESS OF THE LIFE-SKILLS ACQUIRED FROM ADULT EDUCATION PROGRAMMES

Adult learners were asked to rank the usefulness of life-skills on the scale denoting the following levels 'not useful at all', 'not useful', 'neutral', 'useful', and 'very useful'. On this scale the employees only responded on the useful category, as indicated in figure 4.8.

FIGURE 4.8

USEFULNESS OF THE LIFE-SKILLS ACQUIRED FROM ADULT EDUCATION PROGRAMMES (N=7)

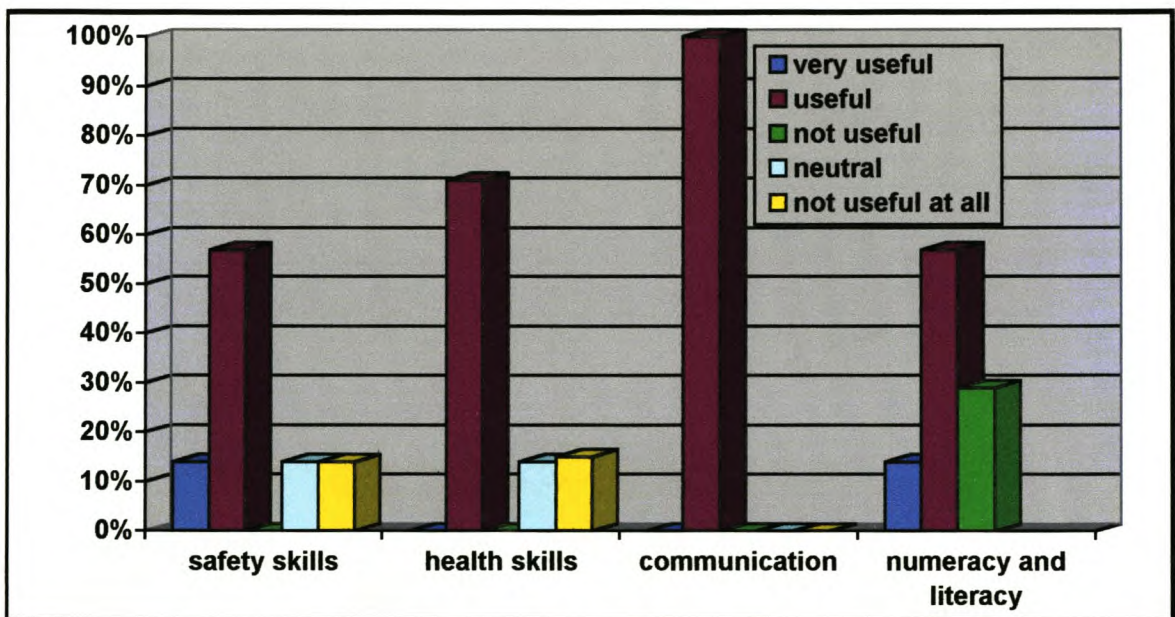


Figure 4.8 shows that 58% of the employees found safety skills to be useful, whereas 14% found these skills to be very useful. Employees who were neutral and those who found safety skills not useful at all constituted 14% each. In the health skills category, 71% of the employees found these skills to be useful and 14% were neutral, whereas 15% of the employees found health skills not useful at all. When asked about the usefulness of communication skills, all employees mentioned that these skills are useful. On the

numeracy/literacy skills, 57% of the employees found these skills to be useful, whereas 14% found them to be very useful. Employees who found numeracy/literacy skills not useful constituted 29%.

#### 4.4.9 LEARNING MATERIALS PROVIDED IN THE ADULT EDUCATION PROGRAMMES

The importance of learning materials could not be over-emphasized as they were the key to the learning process. The employees' views were determined to find out if the industry provided them with the necessary learning materials. The results are presented in figure 4.9

FIGURE 4.9

#### LEARNING MATERIALS PROVIDED IN THE ADULT EDUCATION PROGRAMMES (N=7)

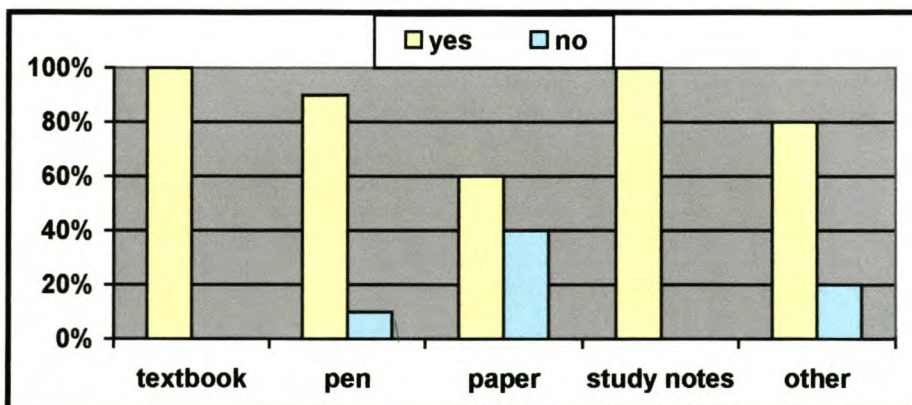


Figure 4.9 indicates that 100% of the employees mentioned that they received textbooks and study notes. Ninety percent (90%) of the employees indicated that they also received pens, whereas 10% mentioned that they did not receive pens. On the question of other materials provided, 80% of the employees mentioned that they received other materials

which included instruments, rulers and rubbers, whereas 20% did not receive any materials other than textbooks, paper and study notes.

#### 4.4.10 ABSENTEEISM FROM ADULT EDUCATION PROGRAMMES

To understand the level of absenteeism from adult education programmes, it was of importance to know the reasons for missing classes. The results are presented in figure 4.10.

FIGURE 4.10

#### ABSENTEEISM FROM ADULT EDUCATION PROGRAMMES (N=7)

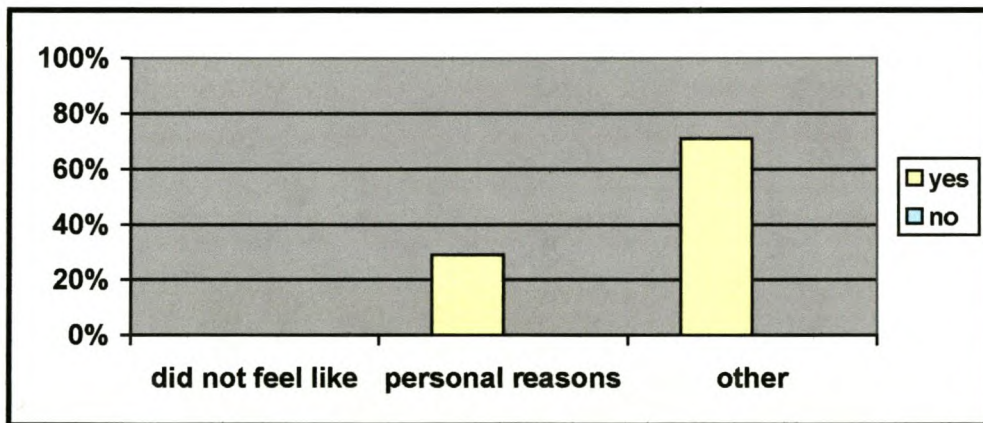


Figure 4.10 indicates that 71% of the employees absented themselves from classes as indicated in the 'other' category which included 'day and night shift', whereas 29% emphasised that they sometimes missed classes because of personal reasons. There was no response in the category of 'did not feel like going'.

#### 4.4.11 LANGUAGE(S) USED IN ADULT EDUCATION PROGRAMMES

When the researcher addressed the issue of languages that were used as the medium of instruction, all employees (100%) mentioned that they were using Zulu and English languages. This meant that employees were receiving instruction through both these languages.

#### 4.4.12 MASTERING OF ENGLISH AS A SECOND LANGUAGE

In determining how the adult education programmes assisted adult learners in mastering English as a language that was used in a workplace, the following results were reflected in figure 4.11.

FIGURE 4.11

MASTERING OF ENGLISH AS A SECOND LANGUAGE (N=7)

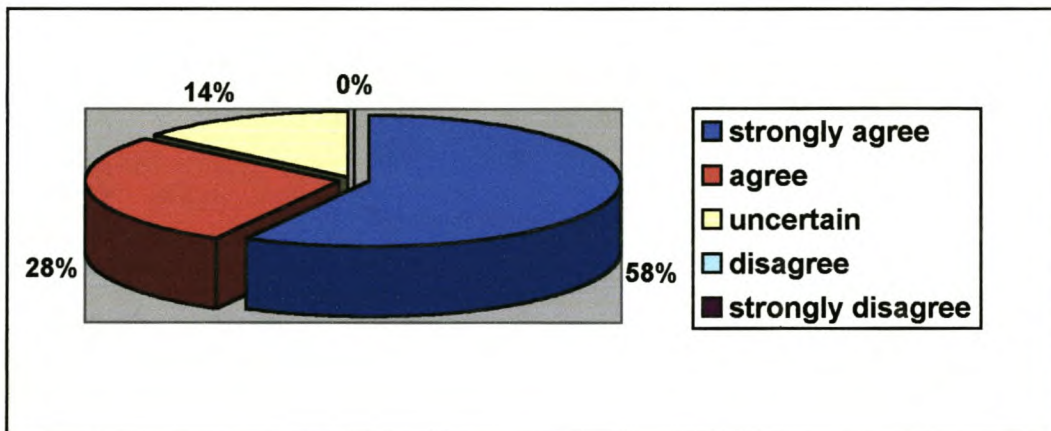


Figure 4.11 indicates that 58% of the employees have been assisted by adult education programmes to master English as a second language necessary in the industry. Twenty eight



percent (28%) of the employees agreed on this issue, whereas 14% were uncertain about this issue. None of the employees responded to the categories 'disagree' and 'strongly disagree'.

#### 4.4.13 VALUE OF ADULT EDUCATION PROGRAMMES IN THE REAL WORLD SITUATION

The value of adult education programmes in the real world situation as perceived by employees is depicted in figure 4.12. This was determined to find out if adult education programmes as offered in the industries are of value to the employees or not.

FIGURE 4.12

#### VALUE OF ADULT EDUCATION PROGRAMMES IN THE REAL WORLD SITUATION (N=7)

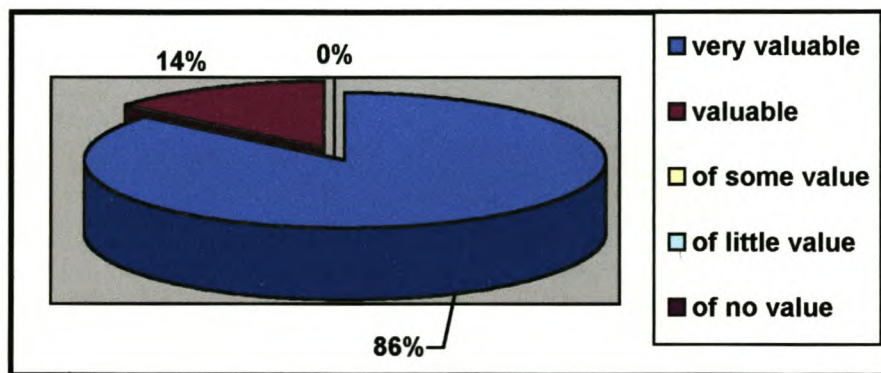


Figure 4.12 shows that 86% of the employees found the learning which took place in adult education programmes to be very valuable for the real world situation, whereas 14% found the programmes to be valuable in real life situations. This implied that adult education programmes have value to adult learners in that they assign a certain meaning to the

programmes. There was no response in the categories 'of some value', 'of little value' and 'of no value'.

#### **4.4.14 THE VALUE OF THE PRACTICAL ASPECTS OF ADULT EDUCATION PROGRAMMES**

To be able to interpret the results of the survey, it was essential to know the value of the practical aspects of adult education programmes. In the open-ended question asked about the practical aspects of adult education programmes, seven out of seven respondents gave different but overlapping responses. In other words, each employee gave more than one use of adult education programmes which were reported by other employees, hence the responses outnumbered the number of the respondents. Four out of seven employees mentioned that these programmes were of value because they helped them to write and read a letter written in Zulu. Having the ability to read and write helped employees to derive satisfaction and confidence, thereby improving their self-esteem. Only two employees mentioned that with adult education programmes at their disposal, they could try to read, write and speak English with their employers and try to carry out instructions written clearly in English. Three out of seven employees emphasised that adult education programmes helped them to read road signs, and understand a sign depicting danger ahead. All employees mentioned that adult education programmes helped them to access information through their files/cards, fill in bank forms and append their signatures.

The views above have been collected from Illovo Sugar Milling employees. Analysis of the following responses are from Spoornet employees.

#### **4.5 EMPLOYEES FROM SPOORNET INDUSTRY**

The demography of the twenty five unskilled Black employees of this industry took into consideration gender, marital status, age, last grade passed, job description and income

variables. The information indicated the type of employees the industry has. It further gave a picture as to how employees digest the learning content taught against the background factors of age, gender, marital status, last grade passed, job description and income.

#### 4.5.1 GENDER COMPOSITION OF PARTICIPATING EMPLOYEES

On the question of gender, the researcher found that 100% of the employees who attended adult education programmes were males. This may be due to the fact that the industry was male-dominated.

#### 4.5.2 AGE GROUPINGS OF PARTICIPATING EMPLOYEES

Employees who were learners in adult education programmes were of the age categories depicted in figure 4.13

FIGURE 4.13

AGE GROUPINGS OF PARTICIPATING EMPLOYEES (N=25)

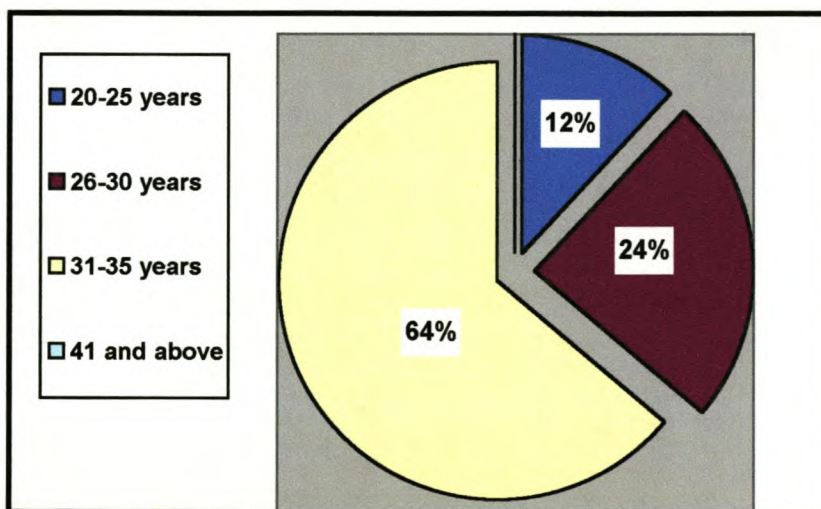


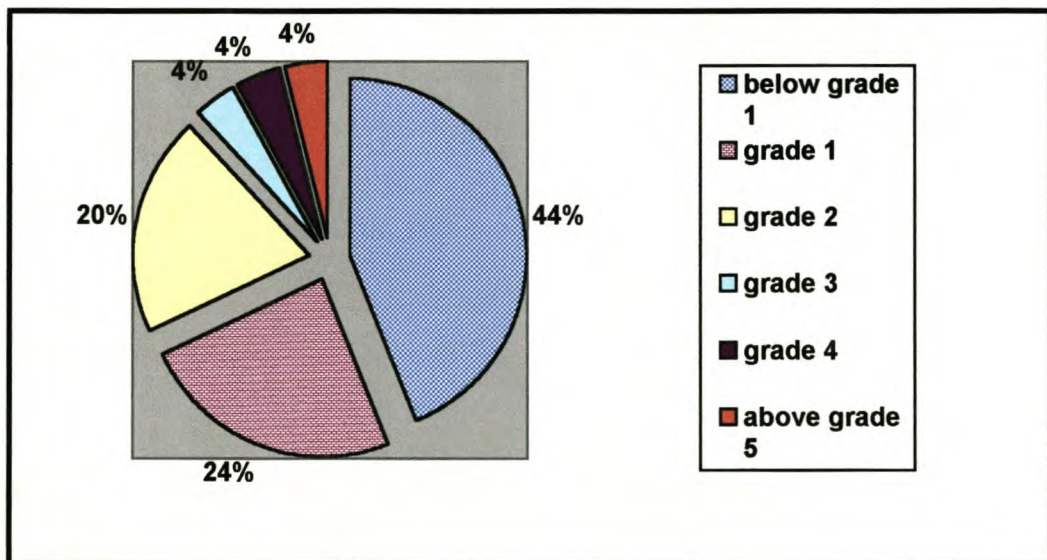
Figure 4.13 indicates that 64% of the employees were in age group 41 and above. Employees ranging between 36-40 years form 24%, whereas 12% are from the younger group which ranges between 31-35 years of age. This reflects that the majority of employees who participate in adult education programmes were from older age group category as compared to the younger age group category. The assumption is that older people were illiterate, therefore, adult education programmes helped in providing a second chance education for people who were previously denied access to it. There were no responses for the age group categories of 20-25 years and 26-30 years.

#### 4.5.3 SCHOOL GRADES PASSED BY EMPLOYEES WHO PARTICIPATE IN ADULT EDUCATION PROGRAMMES

The school grades passed by the employees enrolled in adult education programmes is depicted in figure 4.14 below.

FIGURE 4.14

#### SCHOOL GRADES PASSED BY EMPLOYEES WHO PARTICIPATE IN ADULT EDUCATION PROGRAMMES (N=25)



It can be seen from figure 4.14 that 44% of the employees did not receive formal education before as they were below grade 1, whereas 24% mentioned that they received education up to grade 1. Twenty percent (20%) of the employees had grade 2, whereas employees who had grade 3, grade 4 and those above grade 5 constituted 4% each. From the information gathered it became clear that there was a need for adult education programmes in industries. This showed that adult education programmes helped in compensating illiterate people with education they did not receive when they were young.

#### 4.5.4 JOB DESCRIPTION OF PARTICIPATING EMPLOYEES

In understanding the skills level of employees enrolled in adult education programmes, it became essential to know the nature of the jobs the employees are doing. The response to this question is presented in figure 4.15.

FIGURE 4.15

JOB DESCRIPTION OF PARTICIPATING EMPLOYEES  
(N=25)

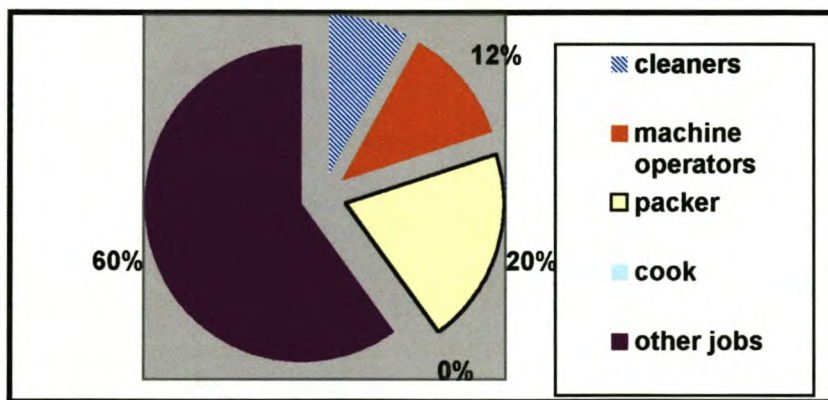


Figure 4.15 indicates that 20% of the employees were packers, whereas 12% and 8% of the employees were machine operators and cleaners respectively. Sixty percent of the employees do other jobs other than those mentioned above, such as driving, trade hands, senior truck helpers, and truck workers. There was no response on the 'cook' category.

With reference to the adult education programmes that were offered, employees provided their views on how they felt about each aspect of the programme listed below.

- Topics covered in adult education programmes.
- Benefits of adult education programmes.
- Adult education programme contact sessions.
- Usefulness of the life-skills acquired from adult education programmes.
- Learning materials provided in adult education programmes.
- Absentiseem from adult education programmes.
- Languages used in adult education programmes.
- Mastering of English as a Second language.
- Value of adult education programmes in a real world situation, and
- The value of the practical aspects of adult education programmes.

The responses to each of these are discussed in the following sections.

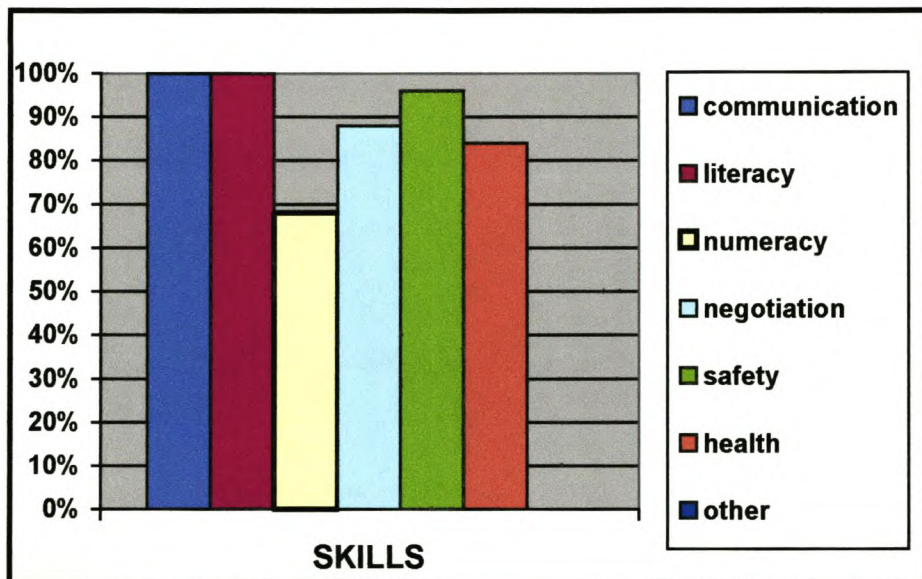
#### **4.5.5 TOPICS COVERED IN ADULT EDUCATION PROGRAMMES**

To be able to interpret and analyse the results of the survey, it was essential to know which topics were covered in adult education programmes. This was done to find out if life-skills education was catered for in these programmes. The results are presented in figure 4.16.

FIGURE 4.16

TOPICS COVERED IN ADULT EDUCATION PROGRAMMES

(N=25)



It can be seen from figure 4.16 that all employees (100%) had done communication and literacy skills. Only 68% of the employees mentioned that they had done numeracy skills, whereas 88% agreed that they had also done negotiation skills. Employees who had done safety and health skills constituted 96% and 84% each. There was no response in the 'other' category. It was clear from the information given that the topics presented were covered in adult education programmes.

#### 4.5.6 BENEFITS OF ADULT EDUCATION PROGRAMMES

In order to be able to interpret the results of the survey, it became essential to know if adult education programmes had been of benefit to the employees. The results are presented in figure 4.17.

FIGURE 4.17

BENEFITS OF ADULT EDUCATION PROGRAMMES (N=25)

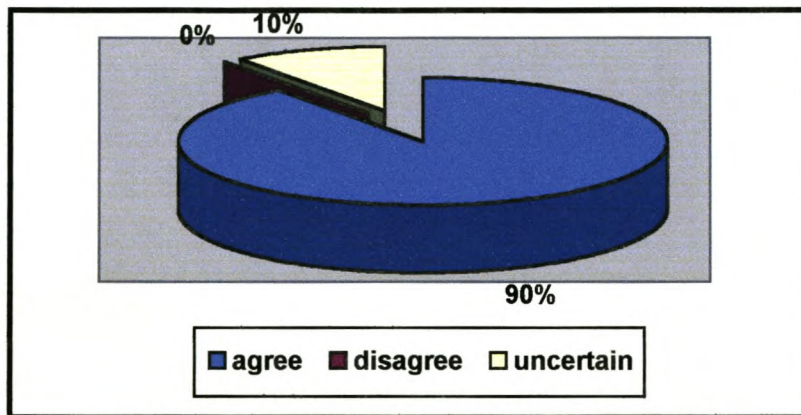


Figure 4.17 shows that 90% of the employees agreed that they benefited from adult education programmes, whereas 10% were uncertain about this aspect. None of the employees disagreed. This means that what was taught in these programmes was directly related to life-skills. The finding is backed up by the majority who agreed that they benefited from such programmes.



#### 4.5.7 ADULT EDUCATION PROGRAMMES CONTACT SESSIONS PER WEEK

The number of sessions per week was determined in order to review the frequency of contact sessions per week. The results are presented in figure 4.18.

FIGURE 4.18

ADULT EDUCATION CONTACT SESSIONS PER WEEK (N=25)

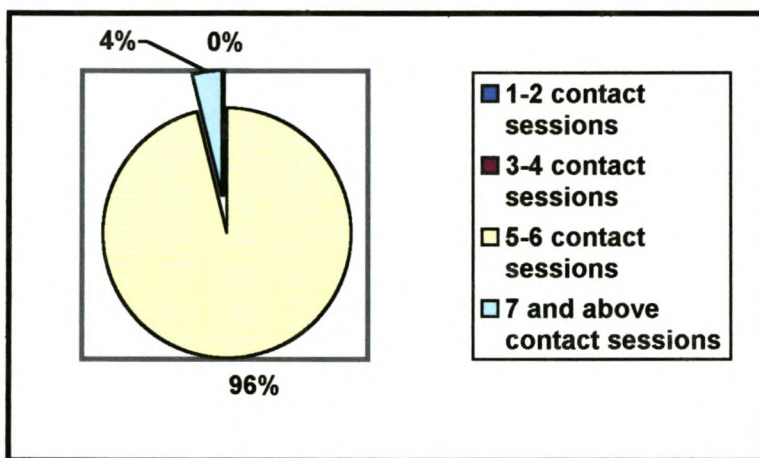


Figure 4.18 indicates that 96% of the employees had between 5-6 contact sessions per week, whereas 4% of employees mentioned that they had 7 and above contact sessions per week. There was no response in the categories of 1-2 contact sessions per week and 3-4 contact sessions per week.

#### 4.5.8 USEFULNESS OF LIFE-SKILLS ACQUIRED FROM ADULT EDUCATION PROGRAMMES

In determining the usefulness of life-skills, the following information was gathered, and presented in figure 4.19.

FIGURE 4.19

#### USEFULNESS OF LIFE- SKILLS ACQUIRED FROM ADULT EDUCATION PROGRAMMES (N=25)

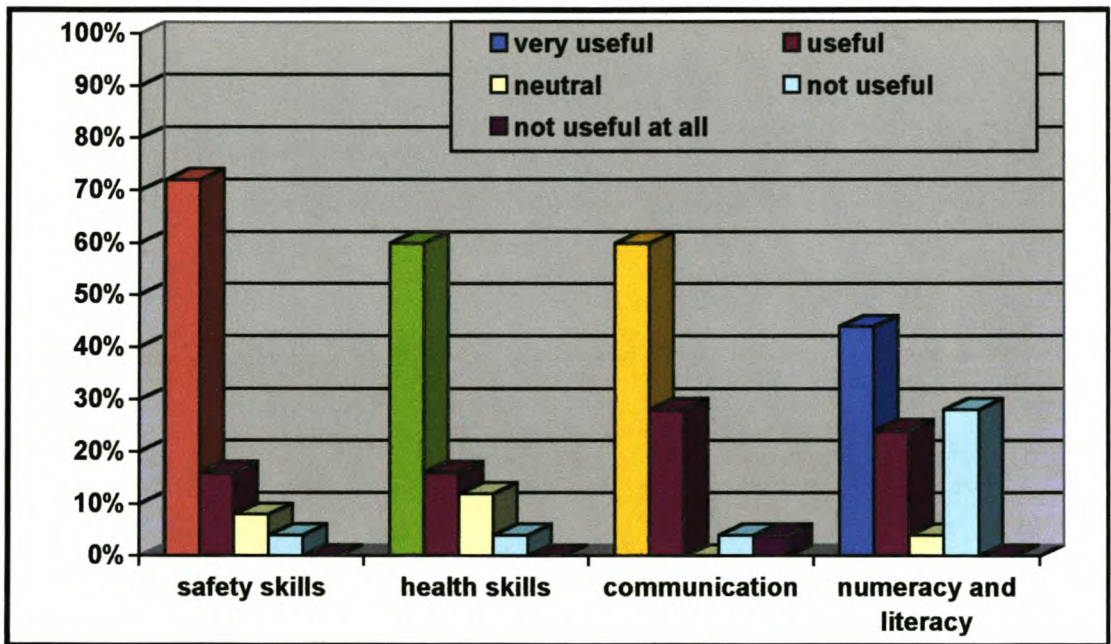


Figure 4.19 shows that 72% of the employees found safety skills to be very useful, whereas 16% of the employees mentioned that these skills were useful. Employees who were neutral and those who found safety skills not useful constituted 8% and 4% respectively. In the health skills category, 60% of the employees found these skills to be very useful, whereas 16% of the employees found them to be useful. Twelve percent (12%) of the employees

were neutral about this issue, whereas 4% found health skills not useful. Regarding communication skills, 60% of the employees and 28% of the employees found communication skills to be very useful and useful respectively. Employees who found these skills not useful constituted 4% and those who were neutral about these skills also constituted 4%. On the question of numeracy/literacy skills, 44% of the employees found these skills to be very useful, whereas 24% found them to be useful. Four percent (4%) of the employees mentioned that these skills were not useful to them. Employees who were neutral constituted 28%. From the above information it could be concluded that employees found life-skills to be useful.

#### 4.5.9 LEARNING MATERIALS PROVIDED IN THE ADULT EDUCATION PROGRAMMES

The importance of learning materials cannot be over-emphasised as they are central to the learning process. The employees' views were determined to find out if the industry provided them with the necessary learning materials or not. The results are presented in figure 4.20.

FIGURE 4.20

#### LEARNING MATERIALS PROVIDED IN THE ADULT EDUCATION PROGRAMMES (N=25)

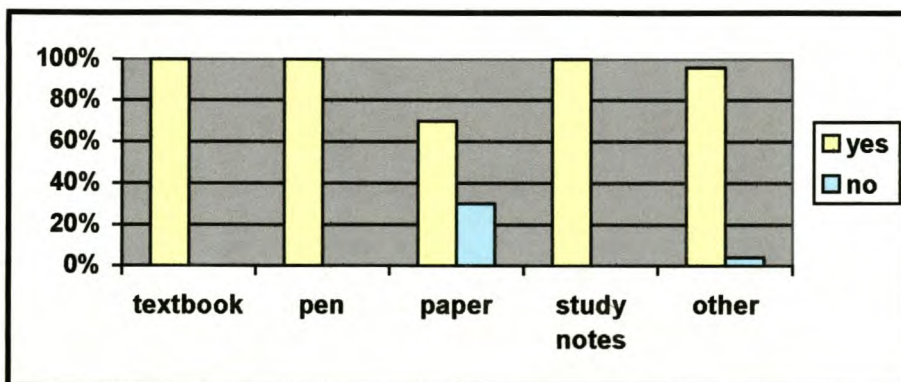


Figure 4.20 indicates that 100% of the employees mentioned that they were provided with textbooks, pens and study notes. The majority (70%) of the employees also mentioned that they do receive papers to write on, whereas 30% did not respond on this issue. In the 'other' category, 96% of the employees mentioned that they received other materials like rulers, rubbers and files, whereas 4% mentioned that they did not receive any materials other than textbooks, pens, paper and study notes.

#### 4.5.10 ABSENTEEISM FROM ADULT EDUCATION PROGRAMMES

To understand the level of absenteeism from adult education programmes, it became essential to know the reasons for missing classes. This is depicted in figure 4.21.

FIGURE 4.21

#### ABSENTEEISM FROM ADULT EDUCATION PROGRAMMES (N=25)

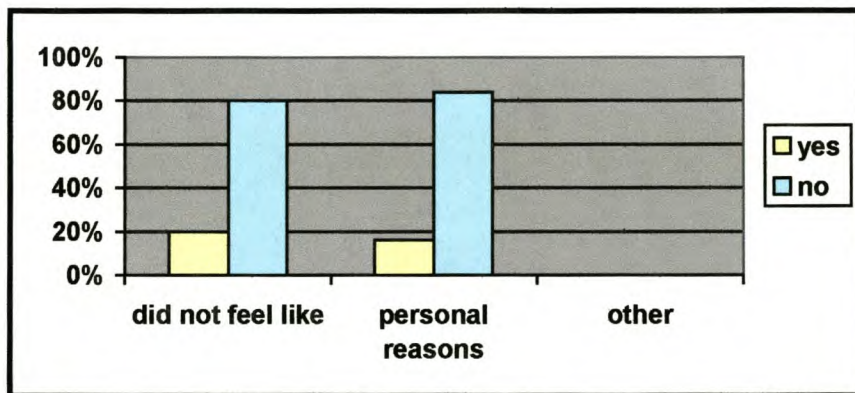


Figure 4.21 indicates that 80% of the employees mentioned that they do not miss adult education classes, whereas 20% admitted that they sometimes miss programmes because they did not feel like going to the learning centre. Sixteen percent (16%) of the employees

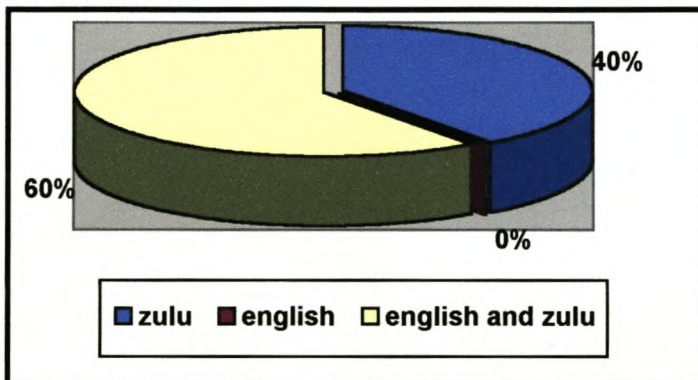
mentioned that they at times missed programmes because of personal reasons, whereas 84% stated that they do not absent themselves from adult education programmes.

#### 4.5.11 LANGUAGE(S) USED IN ADULT EDUCATION PROGRAMMES

To be able to interpret the results of the survey, it was necessary to know what languages were used in adult education programmes. The response to this question is presented in figure 4.22

FIGURE 4.22

#### LANGUAGE(S) USED IN ADULT EDUCATION PROGRAMMES (N=25)



On the issue of which language(s) were used in adult education programmes, 60% of the employees mentioned that they used both English and Zulu languages, whereas 40% stated that they used only Zulu. None of the employees used English only as the medium of instruction.

#### 4.5.12 MASTERING OF ENGLISH AS A SECOND LANGUAGE

To determine whether adult education programme have assisted employees to master English as a Second language, a scale of 'strongly agree', 'agree', 'uncertain', 'disagree' and 'strongly disagree' was used, as indicated in figure 4.23.

FIGURE: 4.23

#### MASTERING OF ENGLISH AS A SECOND LANGUAGE (N=25)

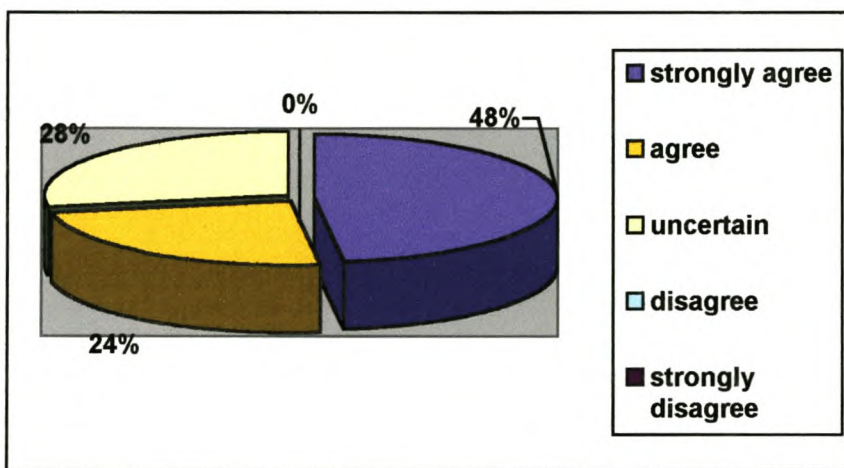


Figure 4.23 indicates that 48% of the employees strongly agreed that adult education programmes have assisted them in mastering English as a second language, for the needs of industry, whereas 24% agreed on this issue. Twenty eight percent (28%) of the employees were uncertain. There was no response in the categories 'disagree' and 'strongly disagree'. This meant that adult education programmes were useful in that they helped people to communicate in Zulu and English as a Second language.

#### 4.5.13 VALUE OF ADULT EDUCATION PROGRAMMES IN THE REAL WORLD

The value of adult education programmes in the real world situation as perceived by employees is depicted in figure 4.24. This was determined to find out if the adult education programmes in the industries are of value to the employees or not.

FIGURE 4.24

#### VALUE OF ADULT EDUCATION PROGRAMMES IN THE REAL WORLD

(N=25)

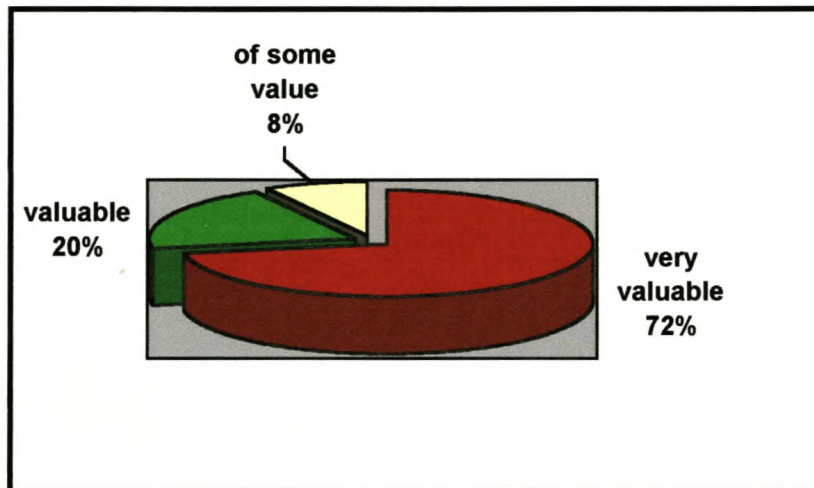


Figure 4.24 shows that 72% and 20% of the employees found adult education programmes to be very valuable and valuable respectively, whereas 8% found them to be of some value. This indicated that adult education programmes as offered in the workplace were effective and of value.

#### 4.5.14 THE VALUE OF THE PRACTICAL ASPECTS OF ADULT EDUCATION PROGRAMMES

To be able to interpret the results of the survey, it was essential to know the practical aspects of the value of adult education programmes. In the open-ended question about the the value of the practical aspects of adult education programmes, twenty-five out of twenty five respondents gave different but somehow overlapping responses. In other words, each employee gave more than one use of adult education programmes which was reported by other employees, hence the responses outnumbered the number of the respondents. Twenty out of twenty-five employees mentioned that adult education programmes gave them knowledge to write letters and read newspapers such as 'Ilanga' and Bona magazines written in the Zulu language, something they could not do before. Having to read a community newspaper enabled them to be up to date with information related to their communities. In this case adult education programmes gave people pleasure and satisfaction. Out of twenty-five employees, only four mentioned that they could append their signatures and write their names. Only two out of twenty five employees mentioned that adult education programmes enabled them to fill in forms, understand their supervisors when speaking English and carry out instructions written in English. Only four employees could make use of an Automatic Teller Machine (ATM) to withdraw money. Only two employees mentioned that adult education programmes helped them to make a telephone call. Out of twenty-five employees, only three mentioned that they could count money and calculate time spent and a mileage made using a company car. Only two employees mentioned that they have some know-how about sending money by registered mail (through a post office) to their families.



## 4.6 CONCLUSION

In this chapter, the findings of the questionnaire survey have been reported. Both the facilitators and employees gave their views on how they felt about adult education programmes as offered in their industries. Employees indicated that such programmes are of value and necessary. The conclusions drawn from this chapter will be discussed in the next chapter. Chapter five will summarise findings, draw conclusions on the findings and make recommendations.

## CHAPTER 5

# FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

In chapter four the results of the survey were presented, analysed and interpreted. In this chapter the findings are summarised and conclusions and recommendations are discussed. The findings from facilitators and employees of adult education programmes would be summarised separately.

### 5.2 FINDINGS FROM FACILITATORS

Through the research instrument used in this study, the following findings from facilitators were gathered.

5.2.1 It was evident from the study that facilitators were appropriately qualified to teach adult learners. It is necessary for facilitators to receive thorough training to teach adult learners. Facilitators should use a variety of methodologies when facilitating adult education programmes. The content must be carefully selected to suit the understanding and level of adult learners. It is true that a facilitator who is trained to teach young learners cannot teach adult learners well. This concurs with items

4.2.2 and 4.3.2 in chapter four, where facilitators were asked about their qualifications in adult education.

- 5.2.2 According to the responses provided by facilitators on items 4.2.3 and 4.3.3, the aims of adult education programmes are to teach adult learners basic life-skills, handling, controlling and budgetting their monies and reading, writing and arithmetic. This concurs with one of the aims of the study which seeks to assess the extent to which adult education programmes fulfil the day-to-day needs of unskilled Black employees, in for example, financial management, reading and writing. Adult education programmes are necessary because most of the unskilled Black employees employed in the industries are those who did not get a chance to go to school. Thus by offering these life-skills programmes, they can benefit and uplift the nation.
- 5.2.3 The adult education programmes are presented on the industry's premises. Having to receive tuition within the industry reduces the distance adult learners have to travel from their respective jobs to the training centre/college. By doing so, the programme schedule can commence on time and is closer to where the employees are working. This is supported by items 4.2.5 and 4.3.5, where facilitators were asked about the venue for the programmes.
- 5.2.4 With regard to the scheduling of adult education programmes, the researcher found that some industries offer the programmes for a period of six months beginning from January to June without any interruptions. The programme commences as early as 07:30 and continues to 15:30 from Monday to Friday. Some industries offer adult education programmes during working days. This means that adult learners attend the programmes after working hours commencing at 15:30 and continues to 18:30. It was also found that adult learners do not choose time slots for their programmes but that facilitators decide. This is revealed by items

- 4.2.7 and 4.3.7, where facilitators were asked about the days and times of presenting the programme and if adult learners were involved in choosing the time slots.
- 5.2.5 It was evident that facilitators from industries are paid for the services they render. This is supported by items 4.2.8 and 4.3.8, which indicate that all the facilitators agreed that they were paid for teaching the adult education programmes. It is true that paid facilitators are more productive than the unpaid/volunteer facilitators who may at times be forced not to go to classes due to financial constraints. The salaries facilitators receive, therefore, act as an external motivator.
- 5.2.6 It has emerged from items 4.2.9 and 4.3.9 that funding and finding suitable venues are common problems in industries when providing adult education programmes. The funds allocated for the programmes are insufficient. As a result, facilitators at times have to do without adequate facilities when running these programmes. For example, stationery is limited for all adult learners.
- 5.2.7 It was evident from the facilitators' responses (items 4.2.10 and 4.3.10), that the employees showed a positive interest in adult education programmes as offered in industries. This means that most of the adult learners will eventually do Adult Basic Education and Training (ABET) courses and write General Education Certificate examinations equivalent to NQF level 1. The Independent Examinations Board should set outcomes that can meet industry's needs which will enable each industry to produce excellent results. This can materialise if backed up by an enthusiastic facilitator who in turn can motivate the learners.
- 5.2.8 To keep abreast of current knowledge in the adult education field, the facilitators attend workshops and seminars and read literature. In order to develop themselves, they also do exchange programmes with other industries and NGOs'. Upgrading

one's capacity helps one to be current in terms of the knowledge related to the field. This is supported by items 4.2.11 and 4.3.11, where respondents were asked about their professional development.

### 5.3 FINDINGS FROM EMPLOYEES

Through the research instrument used in this study, the following findings from employees were gathered.

- 5.3.1 Most of the male employees in one industry were engaged in adult education programmes. In other industry there were no women employees engaged in these programmes. The large number of male employees in adult education programmes reflected the nature of the industries chosen, which are male-dominated. This is supported by figures 4.1 and 4.12.
- 5.3.2 It was evident that most of the employees who were engaged in adult education programmes were from the older age group category. This meant that the majority of employees who participated in the programmes were from the older age group as compared to the younger age group. It was also found that too many employees did not receive initial formal education though there were those who had grade 2, grade 3 and those who had above grade 4. This is supported by figures 4.2 and 4.13, which reflects respondent's age groupings. Adult education programmes should provide a second chance education by compensating the illiterate and semi-illiterate workforce with the formal education they did not receive when they were young.
- 5.3.3 From figures 4.5 and 4.16, reflecting employee's choice of topics covered in adult education programmes, it was evident that they received tuition in communication, literacy and numeracy skills. Adult learners also received tuition in negotiation,

safety and health skills but to a lesser degree. It became clear that the aforementioned life-skills had been very useful to the adult learners.

- 5.3.4 It was evident from items 4.2.5 and 4.3.5 that industries offer adult education programmes within their premises. This makes it easier for adult learners to attend the programmes, as they would not have to travel long distances to the adult education centre/college. Furthermore, it has emerged from the study that some employees from industries have 3-4 sessions of adult education programmes per week. Other employees indicated that they have between 5-6 sessions of adult education programmes per week. It was further found that each session runs from 2 to 4 hours. From the employees' responses it was observed that some industries offer the programmes during working hours, whereas others offer them after working hours. It was also found that the industries do not charge fees for adult education programmes; instead they pay for the programmes.
- 5.3.5 It has emerged from the study that industries do provide learning material to their employees, which included textbooks, pens, writing paper, study notes, instruments, rulers and rubbers. Receiving learning material helps in the smooth running of both learning and teaching activities as all employees can study their work with ease. This concurs with figures 4.9 and 4.20, where respondents were asked if they were supplied with learning materials or not.
- 5.3.6 On the question of absenteeism from adult education programmes, the two industries differed from each other. The employees from one industry did admit that they sometimes missed adult education programmes because of the day and night shift whereas employees from the other industry mentioned that they absented themselves from the programmes because of personal reasons. This was backed up by figures 4.10 and 4.21 where respondents were asked if they ever missed adult education programmes.

- 5.3.7 It has emerged from the study that employees from different industries used English and Zulu languages interchangeably in the adult education programmes. This means that employees were receiving instruction through both these languages. The employees strongly agreed that adult education programmes have assisted them in mastering English as a language needed in the workplace. This is supported by item 4.4.11 and figure 4.22, where employees were asked about the language(s) they used in adult education programmes.
- 5.3.8 The employees mentioned that they found adult education programmes to be very valuable for the real world situation. They further mentioned that these programmes help them to read and write, fill in forms, make use of an Automatic Teller Machine (ATM) to withdraw money, understand road signs, carry out instructions written in English, count money, make a telephone call and append their signatures to documents. This is supported by figures 4.12 and 4.24, where employees were asked about the value of adult education programmes and their practical aspects.

The findings were gathered from the facilitators and the employees of adult education programmes of Illovo Sugar Milling and Spoornet industries. The following conclusions attempt to provide answers to the research questions, the problem identified and the aim of the study as delineated in chapter one.

## 5.4 CONCLUSIONS

Item 5.2.1 in the questionnaire to facilitators indicated that all facilitators were qualified to teach adult education programmes. Having necessary qualifications help facilitators have good control of the programmes, and a thorough knowledge of the subject matter presented in the programmes. Qualified facilitators are able to handle adult education

programmes well and can teach adult learners effectively. Facilitators can use a variety of methodologies to meet the needs of adult learners. This is because qualified facilitators are fully acquainted with adult learning styles and facilitation skills. This is supported by the research question in chapter one, which raises a question about the effectiveness of adult education programmes. It is true that a facilitator who is trained to teach young learners cannot teach adult learners well. Thus, it is important to equip facilitators with the necessary skills.

Item 5.2.8 indicated that for the facilitators to keep abreast of current knowledge they need to update, upgrade and develop themselves through attending a variety of courses related to the field of adult education. This means that facilitators in both industries are engaged in staff development programmes to advance their knowledge. Having to update oneself in the subject one is teaching helps one to excel. In this case the possibility of producing excellent results would be high.

Regarding the aims of adult education as shown in item 5.2.2, it was found that adult learners received tuition in numeracy, literacy, communication, safety and health skills. Facilitators' responses concurred with one of the aims of the study, which seeks to assess the extent to which adult education programmes fulfil the day-to-day needs of unskilled Black employees. It was evident from items 4.4.14 and 4.5.14 that adult education programmes were valuable and useful to employees, since adult learners were able to transfer the life-skills acquired in adult education programmes to the real world situation. These life-skills included writing names, appending signatures, and reading newspapers and magazines written in the Zulu language. Adult education is necessary because most of the unskilled Black employees in the industries are those who did not get a chance to go to school. By acquiring life-skills they can benefit, providing the academic support to their children and uplift the nation as more people will be learned and productive. In this case the illiteracy rate could be reduced. The aim of the study concerning with the cultivation of good habits in the workplace, such as punctuality, safety precautions and proper



procedures, is realised by employees as they are now able to operate dangerous machines with caution.

One of the research questions raised in chapter one was the issue of the accessibility of adult education programmes to the unskilled Black employees. Items 5.2.3 and 5.3.4 indicated that adult education programmes were presented within the industries. It was also found that both industries provided tuition for their employees. In one of the industries, programmes were conducted during working hours, whereas in another, they were conducted after working hours. The programmes were accessible (in both industries) to employees, because:

They did not have to pay fees for their programmes, as the industries paid them.

They did not have to travel long distances from the areas of work to the programme centre as the programmes were offered on the premises. This means that the programmes were presented within easy reach of all employees.

In one of the industries the programmes were accessible to the employees because:

Employees did not have to attend adult education programmes after working hours, but during working hours. Having to attend the programmes during working hours means that all employees enrolled for the programmes are excused from work. The possibility of employees absenting themselves from the programmes is thus minimised, resulting in the smooth running of the programme throughout the learning period.

In another industry the accessibility of employees to the programmes was limited by the fact that:

Employees attended programmes after working hours, and  
Some employees were affected by day and night shifts.

The employees in this case tended to absent themselves from adult education programmes. Some programmes were offered in the afternoons, while some employees are working a day shift. By the time these employees attend the programmes they are already tired and cannot concentrate well in their classes. Other employees are asleep during the day in order to work a night shift. In this case absenteeism from the programmes cannot be avoided.

It was found that the majority of employees who participated in adult education programmes were from the older age group category. Most of the employees had grade 2, grade 3 and some had above grade 4, as indicated in item 5.3.2. Adult education programmes in this way provide a second chance education by compensating the illiterate and semi-illiterate workforce with the formal education they did not receive when they were young. The aim of the study that refers to the fulfilment of literacy and numeracy needs is thus realised by employees through the provision of adult education programmes.

Adult education programmes were presented in both Zulu and English languages, as indicated in item 5.3.7. This is done because South Africa as a pluralistic country has different languages. English is the only national language that is used for communication purposes. This means that English language is a "must" in a school curriculum, in the curriculum for higher learning and more importantly in the adult education programmes offered in the industries. This is because the instructions for instruments, machines and chemicals used are all written in English. Therefore, to avoid communication breakdown, the people of South Africa should be taught English as a medium of exchange. For the workers' safety, they need to understand safety precautions, such as a sign depicting danger ahead or how to operate a certain machine.

## 5.5 RECOMMENDATIONS

After presentation, analysis and interpretation of the results, conclusions have been drawn in this chapter. Finally, the researcher makes the following recommendations.

- ❖ Each industry should establish a 'college' within its premises where adult education programmes could be presented. The programme should be incorporated within the industry. In this way it will form an important component of the industry's daily activities.
  
- ❖ The industries should draw up an adult education programme schedule, which will fit in with the organisation's schedule. Each industry needs to review its schedule for offering programmes. When deciding on time slots for the programme, the industries should consider that employees get tired at work. Thus, receiving tuition in the afternoon may retard the progress of the programme as more employees may be inattentive and lack concentration by then. If possible, the industries should make use of a block system in which the contact sessions can be divided into blocks of three or six months. This can help employees together with their facilitators to continue with their work without any interruptions. Employees can be excused from work at this particular point in time and the working hours can be fully used for the whole day. A special arrangement should be made on how to re-shuffle the workforce so that some can continue with the industry's job while others are attending adult education programmes.
  
- ❖ All employees should be given paid education and training leave. In this case employees should be entitled to four or six weeks paid leave per year for further education throughout their working life, as practised by some industries in SA.

- ❖ Industries should provide the necessary learning materials for effective learning and teaching activities. If this is not done employees can claim that they do not attend the programmes because they do not have money to buy the necessary stationery as the money they have is used for other priorities such as paying school fees for their children and maintaining their families. When selecting and compiling learning material, facilitators should consider adult learners' level of education. This implies that facilitators should have skills in selecting relevant material that is structured and informative to adult learners. Such material must be easy to read and understand.
  
- ❖ Absenteeism from adult education programmes should be avoided. The tendency of adult learners to absent themselves from adult education programmes should be reduced to a minimum. In doing this a certain strategy should be devised which will discourage adult learners from absenting themselves from the programmes without a sound reason.
  
- ❖ Adult learners should be taught by qualified adult educators who are competent in the field of adult education and must be dedicated to their work. Though all facilitators in this study were qualified, they still needed to upgrade or develop themselves to keep abreast of the current knowledge. Facilitators should continually research and keep on studying in order to be productive in the programmes they are offering. Teaching and learning are effective when adult learners are taught by qualified adult educators. Today most universities, technikons and NGOs accept matriculants to train as adult educators.
  
- ❖ Industries should spell out the aims of adult education programmes and should make sure that they are well understood and adhered to by the facilitators as well as adult learners. This will help facilitators to design the programme according to the industry's needs.

- ❖ Industries should make sure that facilitators are paid for the services rendered in adult education programmes. They should receive remuneration for the work performed. They will thus be productive in their work, and will be motivated and encouraged to do justice in their respective centres.

Other recommendations which are not related to the findings but may be useful to the provision of adult education programmes in the industries, are listed below:

- Each industry should have its own coordinator of adult education programmes who would manage and coordinate all learning and teaching activities in the centre. This was observed in one of the industries visited where the programme was in good order because of excellent co-ordination. Co-ordination is necessary because the programme may fail if it is not well managed.
- Industries should have 'social responsibility programmes' which will develop their employees, as stipulated by the Skills Development Act. The idea is that the industries should make use of a portion of their profits to develop the workforce. Industry can then claim a refund from the government at the end of the tax year. The reason for spending funds on developing the workforce is that workers do not possess the required skills needed. For them to be productive at work they need to be equipped with the necessary skills. These funds can be used in boosting/supporting the adult education centre through buying furniture and equipment, overhead projectors, flip charts and stationery.
- Through industries, facilitators should organise mini-graduation ceremonies for adult learners who are promoted to the next level of study. Adult learners should, therefore, receive certificates, which is a recognition that the requirements for a given level have been achieved. Prior to graduation day facilitators should invite speakers of note to address 'graduands' on matters related to their field of study. People from the ABET

field, spouses and their children should also be invited. This should be done in order to motivate and encourage adult learners to take their ABET studies seriously. In doing this, the industries should stand a good chance of attracting more employees who will participate in adult education programmes. Adult learners will thus receive the necessary support from their families to help them continue with their studies. This will bring an awareness and consciousness to the importance of education to unskilled Black employees and their children.

- Facilitators should make sure that reports are issued timeously to adult learners. This means that results must be made available promptly and in time to adult learners. This is necessary because facilitators should be able to rate adult learners' abilities in coping with the programme. Continuous assessment is important as it can help facilitators check the progress of each adult learner.
- Facilitators should be sensitive to the adult learner's pace in understanding the content of programmes and learning material. They must understand that learning pace is not the same for everyone. Some adult learners are fast learners whereas others are slow. Facilitators should cater for slow learners. For instance, more time should be allowed in an adult education programme to accommodate slow learners.
- Adult learners should be responsible for their work and should learn to provide enough time for the task given. This is necessary as it checks the learner's understanding of the content discussed in class. As adults, they must have a reason for their choice to register for adult education programmes in the first place.

If all the abovementioned recommendations can be effected, adult education programmes will surely gain value and respect in industries.

## 5.6 CONCLUSION

Education is an essential component of the reconstruction, development and transformation of South African society. Employers are responsible for ensuring access to adult education programmes for their employees and for the communities from which employees are drawn. In other words, the workplace should become the centre of education. All stakeholders who have an interest in ABET, such as, industrial management personnel, adult education coordinators, facilitators of adult education programmes and adult learners should be responsible and efficient in making these programmes possible. It is trusted that this study will contribute towards the upliftment of the status of adult education programmes in industries, which is a vital component of our respective life-worlds and to the betterment of society.

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## APPENDIX A

A QUESTIONNAIRE DISTRIBUTED TO THE FACILITATORS AT SPOORTNET/ILLOVO SUGAR MILLING.

RESEARCH QUESTIONNAIRE ON THE PROVISIONING OF ADULT EDUCATION PROGRAMMES IN THE EMPANGENI-RICHARDS BAY INDUSTRIAL AREAS.

### RESEARCH FOCUS

A QUESTIONNAIRE TO ELICIT FACILITATOR'S IMPRESSIONS ON THE USEFULNESS OF THE ADULT EDUCATION PROGRAMMES (RUN BY ILLOVO SUGAR MILLING AND SPOORNET INDUSTRIES) IN THE EMPANGENI-RICHARDS BAY INDUSTRIAL AREAS.

### PURPOSE

- TO ASSIST THE RESEARCHER IN GATHERING INFORMATION THAT WILL BE ANALYSED IN ORDER TO ARRIVE AT CONCLUSIONS ABOUT ' THE ROLE OF INDUSTRIES IN PROVIDING BASIC LIFESKILLS EDUCATION TO UNSKILLED BLACK EMPLOYEES' .
- TO COLLECT INFORMATION RELATED TO ADULT EDUCATION PROGRAMES AS OFFERED IN INDUSTRIES.
- TO COLLECT INFORMATION ON THE USEFULNESS OF ADULT EDUCATION PROGRAMES TO UNSKILLED BLACK EMPLOYEES.

### INSTRUCTIONS

- KINDLY RESPOND TO EACH QUESTION BY INSERTING A TICK [✓] OR A CROSS [✗] IN THE APPROPRAITE SQUARE, OR BY SUPPLYING A BRIEF COMMENT, REASONS OR PROBLEMS WHERE NECESSARY.
- DO NOT REVEAL YOUR NAME AS THE INFORMATION WILL BE KEPT CONFIDENTIAL AND ANONYMOUS.YOUR RESPONSES WILL BE USED FOR RESEARCH PURPOSES ONLY. THE RESEARCH OBJECTIVES WILL BE ACHIEVED ONLY WITH YOUR KIND CO-OPERATION.

**SECTION A: PERSONAL PARTICULARS**

1. Gender

Male	1
Female	2

2. Marital Status

Married	1
Divorced	2
Never Married	3
Separated	4

3. Age

20-25 years	1
26-31 years	2
32-36 years	3
37-42 years	4
43 and above	5

4. What are your qualifications in adult education.

Certificate	1
Diploma	2
Degree	3
Other (please specify)	4
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5. Your monthly income

R1000-R2000	1
R3000-R4000	2
R5000 and above	3



**SECTION B: ADULT EDUCATION PROGRAMMES**

6. What are the main aims of the adult education programme that you present?

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7. How many learners are enrolled for the programme?

0-9	1
10-20	2
21 and above	3

8. Do you consult with your learners before on the adult education programme you offer?

Yes	No
1	2

9. If you answered No at no.8, why not?

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10. Where do you present your adult education programmes?

	yes	No
Spoornet's/Illovo Sugar Milling training centre	1	2
Other training centre outside Spoornet/Illovo Sugar Milling	1	2
Both	1	2

11. Why do you present your adult education programmes at Spoortnet/Illovo Sugar Milling?

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12. How would you rate your learners' abilities to cope with your adult education programmes?

Good	1
Very good	2
Satisfactory	3
Unsatisfactory	4
Poor	5
Very poor	6

13. On which days and times are the adult education programmes presented?

	7:30-9:30	9:30-11:30	11:30-13:30	13:30-15:30	15:30-17:30
Monday	1	2	3	4	5
Tuesday	1	2	3	4	5
Wednesday	1	2	3	4	5
Thursday	1	2	3	4	5
Friday	1	2	3	4	5
Saturday	1	2	3	4	5
Sunday	1	2	3	4	5

14. Did you involve your learners in choosing the time slots indicated above?

YES	NO
1	2

15. What is the distance the learners have to travel from home to these adult education programmes?

0KM-20KM	1
21KM-40KM	2
41km-60km	3
61km-80km	4
81km-100km	5
101km and above	6

16. Do you have any of the following facilities available at the venue where adult education programmes are presented?

	YES	NO
Child care	1	2
Access to transport	1	2
Safe conduct	1	2

17. Does the industry charge fees for these adult education programmes?

Yes	No
1	2

18. Are you a paid facilitator/volunteer or both?

	YES	NO
Paid	1	2
Volunteer	1	2
Both	1	2

19. Please, select the common problems from the following list that the industry has experienced in providing adult education programmes.

	YES	NO
Meeting needs	1	2
Funding	1	2
Suitable venues	1	2
Other (please specify)	1	2
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20. How would you rate the general outcome of the attempts by industry to solve the problems related to adult education?

Very successful	1
Successful	2
Moderately successful	3
Somewhat unsuccessful	4
Unsuccessful	5

21. How do you view the future direction of the adult education programmes in the industry in which you teach?

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22. What do you do to ensure your own professional growth as an adult educator?

Attending workshops	1
Attending seminars	2
Reading	3
Continuation of studies	4
Exchange programmes	5
Other (please specify)	6
-----	
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**THANK YOU FOR YOUR CO-OPERATION!!!!!!!!!!**

## APPENDIX B

A RESEARCH QUESTIONNAIRE TO BE DISTRIBUTED TO THE UNSKILLED BLACK EMPLOYEES AT SPOORTNET/ILLOVO SUGAR MILLING.

RESEARCH QUESTIONNAIRE ON THE PROVISIONING OF ADULT EDUCATION PROGRAMMES IN THE EMPANGENI-RICHARDS BAY INDUSTRIAL AREAS.

### RESEARCH FOCUS

A QUESTIONNAIRE TO ELICIT EMPLOYEE'S IMPRESSIONS ON THE USEFULNESS OF THE ADULT EDUCATION PROGRAMMES (RUN BY ILLOVO SUGAR MILLING AND SPOORNET INDUSTRIES) IN EMPANGENI-RICHARDS BAY INDUSTRIAL AREAS.

### PURPOSE

- ❖ TO ASSIST THE RESEARCHER IN GATHERING INFORMATION THAT WILL BE ANALYSED IN ORDER TO ARRIVE AT CONCLUSIONS ABOUT 'THE ROLE OF INDUSTRIES IN PROVIDING BASIC LIFE-SKILLS EDUCATION PROGRAMMES TO UNSKILLED BLACK EMPLOYEES'.
- ❖ TO COLLECT INFORMATION RELATED TO ADULT PROGRAMES AS OFFERED IN INDUSTRIES.
- ❖ TO COLLECT INFORMATION ON THE USEFULNESS OF ADULT EDUCATION PROGRAMES TO UNSKILLED BLACK EMPLOYEES.

### INSTRUCTIONS

- ❖ KINDLY RESPOND BY INSERTING A TICK [✓] OR A CROSS [\*] IN THE APPROPRIATE SQUARE, OR BY SUPPLYING A BRIEF COMMENT, REASONS OR PROBLEMS WHERE NECESSARY.
- ❖ DO NOT REVEAL YOUR NAME AS THE INFORMATION WILL BE KEPT CONFIDENTIAL AND ANONYMOUS. YOUR RESPONSES WILL BE USED FOR RESEARCH PURPOSES ONLY. THE RESEARCH OBJECTIVES WILL BE ACHIEVED ONLY WITH YOUR KIND CO-OPERATION.

**SECTION A: PERSONAL PARTICULARS**

1. Gender

Male	1
Female	2

2. Marital Status

Married	1
Divorced	2
Never Married	3
Separated	4

3. Age

20-25 years	1
26-30 years	2
31-35 years	3
36-40 years	4
41 and above	5

4. Last grade passed at school

Below grade 1	1
Grade 1	2
Grade 2	3
Grade 3	4
Grade 4	5
Above Grade 5	6

5. Job description

Cleaner	1
Machine Operator	2
Packer	3
Cook	4
Other (please specify _____)	5

6. Your monthly income

R500-R1000	1
R2000-3000	2
R4000 and above	3

7. Number of dependants

0-3	1
4-6	2
7-9	3
10-12	4
12 and above	5

**SECTION B: ADULT EDUCATION PROGRAMMES**

8. Have you ever been enrolled in any of Illovo Sugar Milling/Spoornet adult education programmes?

Yes	NO
1	2

9. If your answer to number 8 is Yes, what is/was the programme about? Choose the topics covered from the following.

	YES	NO
Topic 1 Communication skills	1	1
Topic 2 Numeracy skills	2	2
Topic 3 Literacy skills	3	3
Topic 4 Negotiation skills	4	4
Topic 5 Safety skills	5	5
Topic 6 Health skills	6	6
Other (please specify)	7	7
_____		
_____		



10. The Illovo Sugar Milling/Spoornet adult education programmes has been of benefit to me.

Agree	1
Disagree	2
Uncertain	3

11. Where are/were the education and training programmes run? Please tick where appropriate.

	YES	NO
Spoornet's/Illovo's training centre	1	1
Other training centre outside Spoornet/Illovo	2	2
Both	3	3

12. Did/Do you pay for the adult education programmes?

Yes	NO
1	2

13. How many sessions per week are adult education programmes offered? Indicate the number of times.

1-2 times	1
3-4 times	2
5-6 times	3
7- and above	4

14. How long does each session run in hours?

0-1hr	1
2hrs-3hrs	2
4hrs and above	3

15. When was/is adult education programme offered?

After working hours	1
During working hours	2
During week-ends	3

16. What life-skills education do you get from these programmes?

	Yes	No
Communication skills	1	1
Numeracy skills	2	2
Literacy skills	3	3
Negotiation skills	4	4
Safety skills	5	5
Health skills	6	6
Other (please specify)	7	7
_____		
_____		

17. How useful are the following life-skills to you as an employee of Illovo Sugar Milling/Spoornet?

	Not useful at all	Not useful	Neutral	Useful	Very useful
Safety skills	1	2	3	4	5
Health skills	1	2	3	4	5
Communication skills	1	2	3	4	5
Numeracy/Literacy skills	1	2	3	4	5
Other (please specify)	1	2	3	4	5
_____					
_____					

18. Which of the following learning materials are supplied in the adult education programmes?

Textbook	1	1
Pen	2	2
Paper	3	3
Study notes	4	4
Other (please specify)	5	5
_____		
_____		

19. Have you ever missed any of the programmes?

Yes	NO
1	2

20. If your answer is YES to No.19, for what reasons did you miss it?

	YES	NO
Did not feel like going	1	1
Personal reasons prevented me	2	2
Other ( please specify)	3	3
_____		
_____		

21. What language(s) are/is used for your adult education programmes?

Zulu	1
English	2
Afrikaans	3
Other (please specify)	4
_____	

22. Adult education programmes have assisted you to master the official language needed in your workplace?

Strongly agree	1
Agree	2
Uncertain	3
Disagree	4
Strongly disagree	5

23. Are women enrolled in adult education programmes?

Yes	NO
1	2

24. To what extent the learning which took place in the programmes which you followed was of value to you in the real world situation?

Very valuable	1
Valuable	2
Of some value	3
Of little value	4
Of no value	5

25. If the programmes that you followed were of value to you (responses 1, 2 and 3), explain the practical aspects of value of adult education programme?

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**THANK YOU FOR YOUR CO-OPERATION!!!!**