The Challenges Facing Adult Educators in Reducing Illiteracy among Adults above Twenty Years of Age:
An Eastern Cape Case Study

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DECLARATION

I, Mpumelelo "Fruits" Ndlovu declared that this research project titled: **The Challenges Facing Adult Educators in Reducing Illiteracy among Adults above Twenty Years of Age: An Eastern Cape Case Study,** is my own original work. It was submitted at the University of Western Cape in partial fulfillment of the requirements of the Degree of Masters of Education in Adult Learning and Global Change.

Signature:…………………………..

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DEDICATION

I dedicate this research work to my beautiful wife Ayola Ndlovu, my children Mbasa, Tobela, Olwam and Emihle. With this kind of work it is my wish that my children can be inspired to carry on where I left off and diligently develop themselves academically.

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ACKNOWLEDGEMENT

ABSTRACT

This study analyses the challenges faced by adult educators in reducing illiteracy among adult above twenty years of age in the Eastern Cape. The focal point is on ascertaining why there is an increase in the percentage of illiteracy in the province despite a slight decrease in other provinces. Most importantly is the determination of the significant role played by adult educators. A qualitative approach is employed to pursue the aims of the study. Data is collected using semi-structured interviews.

The study has shown that lack of monitoring and supervision by ABET administrators, lack of resources for skills development and language of instruction, all contribute to the increase in illiteracy rate in the Province. For administrators of adult learning programmes it is suggested that they become more familiar with operations at Adult Learning Centres and provide training including technical where appropriate. Designers of curriculum should select curriculum resources appropriate to adult learners. Providers of direct support to adult learners should ensure that training is provided on an ongoing basis. This training should focus on teaching methods and learning approaches (pedagogy) as well as the effective use of ABET learning and teaching guides.

Layout of the Research Paper

The research paper is organized as follows

Section 1

Section 1 discusses and describes the background and the purpose of the study.

Section 2

Section 2 reviews the literature relevant to the study. It focuses specifically on literature related to adult education theory and models. It also defines concepts such as literacy, illiteracy and adult education and discusses how these concepts relate to civic empowerment. It also discusses human capital and/or cost-benefit theory. Adult education policy and its implementations on adult educators are discussed.

Section 3

Section 3 of the research paper describes and explains the research methodology, research design, define the population of the study, sampling procedures and data analysis procedures.

Section 4

Section 4 presents the data and analyses the findings of the study.

Section 5

This final section of the research paper summarises the study, present conclusions of the investigation and makes recommendations for future research and policy practice and implementation.

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SECTION 1

Introduction to the Research Paper

1.1 Introduction

This section discusses and describes the background and the purpose of the study.

Adult Basic Education (ABET) and literacy has been identified by the South African government as critical to ensure meaningful participation by South Africans in "the political, cultural, artistic and scientific life […] of society" (Surty 2006.) as well as essential to the success of the Accelerated and Shared Growth-South Africa (ASGISA) strategy (Mlambo-Ngcuka, 2006).

In addition to the above, Castells (1998) is of the perspective that the provision of educational opportunities is not only an ethical and/or moral concern but essential to ensure that the "most vulnerable segments" in society is not marginalized since a failure to include the marginalized may result in "an explosion of the criminal economy" and an increase in "its employment capacity".

Notwithstanding the concerns raised above (Castells, 1998; Surty, 2006; Mlambo-Ngcuka 2006), illiteracy in South Africa remains exceptionally high. In the Eastern Cape Province the total percentage of those without any form of schooling have actually risen from 20.9% in 1996 to 22.8% in 2001 (Aitchinson and Harley, 2004:3).

This study is concern with exploring what can be the reasons for the illiteracy rate remaining high in the Eastern Cape. However, the study focuses on the challenges faced by adult educators to in their literacy teaching since the study

assumes that adult educators are important actors in the fight against illiteracy in the Eastern Cape Province.

1.2 Background and Context of Research Paper:
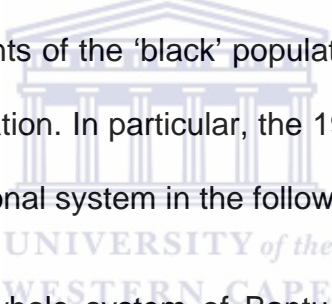
The Nationalist Party came to power in 1948. Its policy intensified the segregation of education in line with the policy of racial capitalism which became known as apartheid. Through the Bantu Education Act and subsequent legislation, the state tightened its control over education and extended segregation in education to tertiary level. With its *Bantu Education* Act (No.47) of 1953, the apartheid state further widened the gap in educational opportunities for different 'racial' groups. The concept of racial "purity," in particular, provided a rationalisation for keeping black *education* inferior. "Racial purioty" meant the social and mental pursuit of a monocultural and obviously monolingual philosophy based on the notion of racial separateness. The architects of apartheid through the misguided notion of racial purity sought to develop separately from other races, to be one in race, language and institutions which where distinctly Afrikaner in outlook (Haarhoff, 1938:viii). The Population Registration Act, (Act 30 of 1950) in particular classified people into three 'racial' groups: white, coloured (mixed race or Asian), and native (African/black). Marriages between so-called races were outlawed in order to maintain racial purity.

The ideological basis of Bantu Education was underscored in the statements made by Hendrick Verwoerd, then Minister of Native Affairs when this policy was

introduced, "when I have control over native education, I will reform it so that natives will be taught from childhood that equality is not for them"…."there is no place for the Bantu in the European community above the level of certain forms of labour (Verwoerd, 1953, Verwoerd, 1955 in Simmonds, 1990: 2).

In order to give effect and contribute towards the institutionalisation of the inferiority of 'black' education, ten times more money was spent on the *education* of a 'white' child (Pusch, 2003: 36) compared to the money that was spend on a 'black' child. The deliberate and calculated attempts to ensure the inferiority of Bantu education through parliamentary legislation did not go unchallenged. On the contrary, various segments of the 'black' population opposed the introduction of such discriminatory legislation. In particular, the 1976 students expressed their disapproval with the educational system in the following words:

> We shall reject the whole system of Bantu Education whose aim is to reduce us, mentally and physically, into "hewers of wood and drawers of water" (Soweto Students Representative Council, 1976 in Christie 1988:12).

The Bantu Education policy was met with vigorous and violent resistance by 'black' people and culminated or pinnacled amongst other things in the 1976 Soweto uprisings.

One of the consequences of structural inequality, which became institutionalised under apartheid, is that a number of mature black adult South Africans are today non-literate, meaning they are unable to read and write written texts. A consequence of this state of affairs is the fact that much of the country's adult

population is seriously lacking in basic education skills at a time when skills development is a priority for development (van Rooy, 2001: 61). Thus the legacy of inequality in education has left many blacks illiterate. It is estimated that about 12 million adults in South Africa lack a basic education (Department of Education, 1999: 69). The October 2001 Census also shows that 18 percent of the population aged twenty years or more have no education at all (Statistics South Africa, 2003: 43). It further shows that about 16 percent have had some primary education, 31 percent some secondary education and only 20 percent of the population have completed grade 12. These figures therefore tend to suggest that about 34 percent of South Africa's population of about 45 million is functionally illiterate. According to Harley *et al*, (1996: 22) among the functionally illiterate, that is those having some basic reading and writing skills, a large percentage dropped out of school before receiving education that effectively equips them to function effectively in the labour market.

Reform initiatives within the formal state system started with the work of the De Lange Commission, which was directed to investigate equality of education for all. The De Lange Report drew attention to the potential of non-formal (adult) education as a field of practice (Morphet & Millar, 1991: 28-49). Following the first democratic South African elections of 1994, efforts were focused on adult literacy, known as Adult Basic Education and Training (ABET). Although, the former (apartheid) Department of Education and Training created an infrastructure to provide education for as many black adults as possible (Department of Education and Training, 1991:107) adult basic education (ABE)

for blacks in South Africa was poorly conceptualized and limited in its scope and development (Walters, 1989:115) until 1994.

The new political dispensation in 1994 made possible the transformation of Adult Basic Education and Training (also referred to as ABET). The government's commitment to provide educations to adults is enshrined in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996). Specifically, section 29(1) states that "... everyone has the right to a basic education, including adult basic education … which the state, through reasonable measures must make progressively available and accessible" (South Africa (Republic), 1996:13). Furthermore, the White Paper on Education explicitly states that "the right to basic education applies to all children, youths and adults" (Department of Education, 1995: 40). In order to give effect to its commitment to providing adult basic education and training, the National Department of Education developed a Multi-year-plan to alleviate illiteracy aimed at reaching and enrolling 2.5 million learners between 1998 and 2001 (Department of Education, 1997: xi). The commitments and promises by the government, as documented in the Multi-year Plan, has however not been fulfilled. In fact, the Department of Education acknowledges that the number who is illiterate is still unacceptably high and that efforts to improve literacy should be intensified (Department of Education, 2002: 24).

1.3 Statement of the Problem

The main research question for this research paper can therefore be formulated as: **What challenges are faced by adult educators in reducing illiteracy among adults above twenty years of age in the Eastern Cape?**

1.4 Objectives of the research paper

1.4.1 General Objectives

The general objective of this study is to investigate the challenges that face adult educators in reducing illiteracy among adults above 20 years in the Nkonkobe Municipality of the Eastern Cape Province.

1.4.2 Specific Objectives:

The specific objectives of this study are:

- To investigate challenges adult educators face in reducing illiteracy among adult learners in the Eastern Cape.

- To ascertain what intervention strategies have been introduced in the Eastern Cape to address challenges facing adult educators in reducing illiteracy rates among adults aged 20 years and above.

- To establish the extent to which adult educators are aware of the intervention strategies put in place to counter the challenges adult educators face in reducing illiteracy among adults.

1.5 Significance of the study

The role of adult education as an agent of change has been prominent and has informed the activities of civil society in South Africa. In the South African context: illiteracy among adults has been viewed not only as a deep rooted social problem, but also a result of the social and class structure of apartheid capitalist organization of production.

The post-apartheid state inherited a contradictory legacy: the most developed economy in Africa on the one hand and major socio-economic problems on the other. The most serious of those being high rates of unemployment, abject poverty, sharp inequalities in income distribution and opportunities, and high levels of crime and violence (Terreblanche, 2002: 25 in Baatjes and Mathe, 2003: 400).
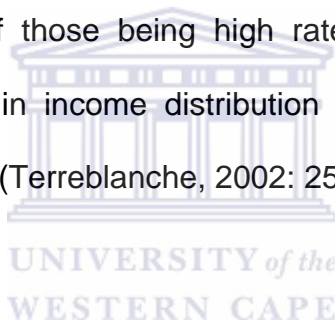
Literacy skills assume enormous significance in contemporary society. Literacy is generally equated with success in life; with notions of a person being "educated" obtaining a job and having access to the "goods" and trappings of wellbeing that are valued in society. The corollary of this is that illiteracy has dire consequences. Illiteracy contributes to keeping South Africans disempowered and in poverty. They can not for example fill out forms for housing subsidies or pensions, draw up a budget, read road maps, news papers or books or complete educational courses.

Apartheid policy in general and Bantu Education in particular deprived black South Africans of access to education and opportunities to work towards prosperity. A consequence of this situation, together with the general chaos of South African education as a result of decades of resistance from students and repression from the state, was a very high school drop-out rate for blacks. Many black children managed to complete only six years of schooling and more than half of black children (57.3%) (Christie, 1988:106) remained at school only for the first four years of schooling. Furthermore, very few blacks made it to the final year of high school while most white children did. This therefore suggests that the legacy of inequality in the provision of education to blacks left many of who were not 'white' illiterate. As a strategy at educational redress as well as reconciliation, South Africa needs a concerted effort in the provision and improvement of ABET to alleviate illiteracy.
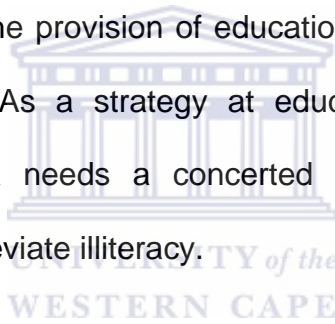
Adult literacy was never a priority for the apartheid state or the commanding heights of industry. However, organisations within civil society concerned with community empowerment and social development did attempt to organise literacy classes for those adults who lacked literacy skills. Edward French (1988:26-30), for example, notes the serious inadequacy which existed in South Africa with regard to the provision of adult literacy education. In a survey conducted in the early 1980s French estimated that less than 50 000 adults were completing literacy courses annually.

Estimates of illiteracy among South Africans vary. The 1980 census suggests that 67% of blacks over the age of fifteen are literate. Independent estimates of illiteracy amongst 'black' people vary from about 35.7% (about 5 million illiterate) to estimates of 9 million out of a total adult population of 14 million (Wedepohl, 1984:5). According to the 2001 census, approximately 18% of the population aged 20 years or older had no education at all, whilst a further 16% had completed some primary school education (ranging from grade 1 to 6). In real terms just over 4.5 million (4,567,497) had no schooling, and just over 4 million (4,083,742) had some primary education. Thus, about 8.6 million South African adults aged 20 years or older (over one third, or 33.9%) could be said to be functionally illiterate (Aitchinson and Harley, 2004). The 1996 census found that 19% of those aged 20 years and older had no schooling, and further 16.7% had completed some primary school education. Aitchinson *et al* (2000:17) note that there were no signs of a decrease in the percentage of functionally illiterate adults in the population. An analysis of the population aged 20 and older with no schooling by province for the 1996 and 2001 census provides compelling evidence to this assertion (Table:1). For example, as indicated in Table 1, the Eastern Cape Province has an illiteracy rate of twenty-two percent (22%), which is the third highest illiteracy rate after Limpopo and Mpumalanga respectively. This worrisomely high rate of illiteracy can possibly be explained by the many years of inequality and inequity, in the provision of education in the Eastern Cape and other provinces as a result of apartheid. Low levels of illiteracy, tend to correlate with high levels of unemployment, thereby creating a vicious cycle of

poverty, fatalism and a perpetuation of the vicious cycle of illiteracy from generation to generation.

Table: 1. Population aged 20+ with no schooling by province: Census 1996 and 2001

Percentage of population aged 20 yrs and older with no schooling by province: Census 1996 and 2001			
Province	1996	2001	% change
KwaZulu-Natal	22.9%	21.9%	-1.0%
Limpompo	36.9%	33.4%	-3.5%
Eastern Cape	20.9%	22.8%	1.9%
Gauteng	9.5%	8.4%	-1.1%
Mpumalanga	29.4%	27.5%	-1.9%
North West	22.7%	19.9%	-2.8%
Free State	16.1%	16.0%	-0.1%
Western Cape	6.7%	5.7%	-1.0%
Northern Cape	21.7%	18.2%	-3.5%
South Africa	**19.3%**	**17.9%**	**-1.4%**

Source: Aitchinson and Harley, 2004:3

Comparing percentage of population aged 20 yrs and older with no schooling by province, between 1996 and 2001, the proportion of adults with no schooling has slightly decreased in all provinces (Table, 1) except the Eastern Cape where

it has climbed from 20.9% to 22.8% in 2001. The Province has a population of roughly 6.4 million people, 60% of whom live in rural areas. With a poverty rate between 60% and 70% it is one of the poorest provinces in South Africa. In some areas the poverty rate is as high as 90% (Aitchinson and Harley, 2004). Census 2001 estimated the unemployment rate at 54 %. There are about 7% more females than males with females constituting 53.2% of the population. More than 50% of population is younger than 25 years of age. Of those that are older than 20 years, 42% have not completed primary school and only 6% received tertiary qualification (Aitchinson and Harley, 2004).

Comparing the adult population with no schooling or less than Grade 7, aged 20 years and older by province between 1996 and 2001, Aitchison and Harley (2004:6-7) found that the actual numbers showed a disturbing trend, in that in every province except Northern Cape there has been an increase in the raw number of adults with no schooling. They observed that these increasing numbers of the unschooled were particularly noticeable in the five provinces of Limpopo, Mpumalanga, Eastern Cape, KwaZulu-Natal and Gauteng – and less so in the North West, the Free State and the Western Cape. They further observed that the only province in South Africa where there was a decrease in the actual number of people aged 20 and over with no schooling was the Northern Cape. The increase in the percentage of adult with no schooling in the Eastern Cape from 20.9% in 1996 to 22.8% in 2001 points to the urgency for intervention strategies that seek to reduce illiteracy rate among adults above 20 years with little or no formal education.

The purpose of this study is therefore to investigate the challenges facing adult educators in reducing illiteracy among adults above 20 years with no education at all. The study also seeks to investigate the strategies currently in place in the fight against illiteracy especially in the Eastern Cape, where not only the actual number of adults aged 20 and over with no education at all has increased, but also the proportion these adults make up of the total population of the Province.

Therefore the significance of the study lies in the potential it holds to provide answers or solutions to the challenges faced by adult educators in reducing illiteracy among adults above 20 years in the Nkonkobe district municipality. The study significantly provided a theoretical framework upon which to base future road maps for actions thereby closing the current theoretical gap. The study also contributed to the promotion of healthy and conducive conditions within the Nkonkobe district municipality for the implementation of strategies in place thereby promoting and enhancing a culture of service delivery.

1.6 Delimitation of the research paper:

This study only focused on the Nkonkobe district municipality, namely, Nkonkobe municipality of the Eastern Cape Province. This district municipality is within the researcher's reach.

Section 2

Review of Related Literature

2.1 Introduction

This section reviews the literature relevant to the study. It focuses specifically on literature related to adult education theory and models. It also defines concepts such as literacy, illiteracy and adult education and discusses how these concepts relate to civic empowerment. It further discusses human capital and/or cost-benefit theory. The section further discusses the contexts within which adult educators and adult learners have to teach and/or learn. The section concludes with a discussion of Piaget's theory of learning in relation to adult education.

2.2 Literacy, illiteracy and adult education

The past decade has been marked by significant new directions in literacy research brought about by questions which seek to discover how literacy functions in families…in communities…and in workplaces (Dubin & Kahlman, 1992: vii). For example, Dubin & Kahlman (1992) have been questioning what it means to be literate; particularly questioning the nature of the patterns of literacy used within fields of work, within professions, and within age groups.

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The concept literacy has been highly contested. The traditional perspective on literacy views literacy as the practice to read and write. According to Baatjes *et al*:

> … a fairly common and acceptable definition of literacy is the ability to read and write, not only by adults, but by children and youth as well. Literacy is a continuum of reading and writing skills. Often the term is used to include also basic arithmetic skills. It is widely accepted that an adequate level of literacy is achieved after seven years of schooling (2003: 416).

Contrary to the above conception, a new perspective on literacy, and the learning processes through which literacy is acquired, has been emerging. This new perspective does not consist of old ideas with a new name, but rather it represents a profound shift from a text-driven definition of literacy to a view of literacy as active transformation of texts (Hiebert 1991:1). In the old view, meaning was assumed to reside primarily within text, whereas, in the new perspective, meaning is created through an interaction of reader and text (Hiebert 1991:1). Langer takes this notion of interaction of reader with text a step further, contrasting "literacy as the act of reading and writing and literacy as *ways* of thinking" (1991:13). He brings up the notion, that the standards for literacy depend on the context within which one functions: "... literacy can be viewed in a broader and educationally more productive way, as the ability to think and reason like a literate person, "within a particular society" (Langer 1991:11). Langer contends that, it is the culturally appropriate way of thinking, not the act of reading or writing that is most important in the development of literacy. Literacy thinking manifests itself in different ways in oral and written language in different societies, and educators need to understand these ways of thinking if they are to

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build bridges and facilitate transitions among ways of thinking. (1991:13). However this definition may be problematic when considering what literacy means for individuals with intensive communication needs and/or significant cognitive impairments. Discussing individuals with cognitive impairments, Beukelman, Mirenda, and Sturm (1998: 361) state that, because of these individuals' cognitive limitations, educators may not consider literacy learning as an educational goal. As a result, individuals with cognitive impairments are at risk of being held to reduced expectations and lacking exposure to literacy materials, both at home and at school. If educators believe that reading does not begin until individuals possess certain prerequisite skills, and if educators think of literacy as an 'all or none' ability, they will not consider the potential for varying degrees of literacy learning by individuals with cognitive impairments. In truth, individuals with cognitive impairments can and should engage in the same emergent literacy activities as their peers without disabilities (e.g., listening repeatedly to stories, having access to writing tools).

Other authors have also pondered the complexity of applying definitions of literacy, whether traditional or evolving, to individuals with disabilities. While most authors in this area have recognized literacy as "interactive, constructive, strategic, and meaning-based" (Steelman, Pierce, & Koppenhaver, 1994:201, they also typically maintain the notion that comprehension and use of *written* text is central to literacy. Steelman, Pierce and Koppenhaver's definition is a good

example: "To be literate is to be able to gather and to construct meaning using written language" (1994: 201).

Others emphasize the importance of oral language development to written language by highlighting both in their definition of literacy. An example of this comes from Foley who argues that:

> … the term 'literacy' can be used broadly to refer to the mastery of language, in both its spoken (or augmented) and written forms, which enables an individual to use language fluently for a variety of purposes. (1994:184)

Illiteracy as defined by U.S. Bureau of Census in the 1930's refer to "…any person over ten years of age who was unable to read and write in any language (Encyclopedia.com2002). Today, the term 'literacy' also includes various forms of basic knowledge and skills such as computer literacy, economic literacy, scientific literacy, technological literacy and political literacy. By the next census (1940), however, the concept of "functional" illiteracy was adopted, and any person with less than five years of schooling was considered functionally illiterate, or unable to engage in social activities in which literacy is assumed" Recently, UNESCO published literacy rates according to the number of people in a country who have gone to school. On the basis of this definition, South Africa has a literacy rate of 91 per cent. The UNESCO definition is however limited in that perceptions of have moved away from seeing literacy primarily as an individual skill towards a view of literacy as social practice. This view is insightful in that leads into how people use literacy or literacies, and what literacy does for them, but it has also led to a neglect of the unavoidable individual aspects of
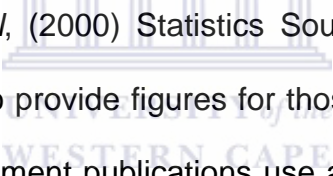
literacy, namely that it is acquired individually. In response to this the South African government now targets the three million adults who have no schooling.

The researcher of this study believes that the different conceptions of literacy held by educators might be one of the barriers in the effective teaching of literacy skills to adults. Accordingly, assessing the different conceptions of literacy amongst the adult educators became an issue to be explored in the study.

The discourse on literacy over and above this conceptualization however includes more difficult questions which Sen examines for development as a whole. Questions for instance, of how individual acquisition of literacy might best be structured so that its social practice (different literacies) give most support to the pursuit of freedom. Sen uses the concepts of capability and agency as key elements of the pursuit of freedom. Capability relates to individual advantages in terms of social justice and may be defined as "substantive freedoms one enjoys to lead the kind of life one has reason to value" (Sen, 1999:87). According to Sen, agency refers to the "role of the individual as a member of the public and as a participant in economic, social and political actions" (Sen, 1999:19). This is compatible with the notion of social transformation. Groener (2000:163) contends that "social transformation refers to political and economic transformation which has among others, the following objectives: redressing apartheid political and economic inequalities through meeting basic needs; poverty eradication; democratization; redistribution and securing human rights". In the light of the

foregoing discussion it can be deduced that reducing illiteracy among adults is in line with social transformation agenda.

Aitchison *et al* (2000:17) noted that there were no signs of a decrease in the percentage of functionally illiterate adults in the population and deduced various reasons that could be used to explain this. They argue that some children are still receiving little or no general education, particularly in the more isolated rural areas; that the provision of adult basic education in state Public Adult Learning Centres is still reaching a very small proportion of those needing it; and that the destabilization caused by AIDS related deaths is deschooling the young orphans etc.

According to Aitchison *et al,* (2000) Statistics South Africa compiling illiteracy statistics for adults tended to provide figures for those adults aged 20 years and over and some other government publications use age 16 as the lowest age for an 'adult'. They maintained that although this tendency made direct comparisons more difficult, these statistics nevertheless did not materially alter the picture outlined by Harley *et al* (1996) and Aitchison *et al* (2000). Instead they had formed the basis for estimates of need and provision in the Department of Education's "*A National Multi-year implementation plan for Adult Education and Training: Provision and Accreditation"* (1997: 78–86; 225–228).

The policy document on Adult Basic Education and Training (ABET) defines the concept of ABET as:

… the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognized certificates (Department of Education 1997b:11).

What this entails therefore is that adults through the knowledge gained and skills acquired can meaningfully participate in voting processes; they can apply and equally compete for jobs; entry qualification for further Education and Training; etc.

2.3 Theoretical Framework:

This study replicated one of the three models used by Bhola (Sibiya 2005:18) where he conceptualized three programme options for the alleviation of illiteracy within societies, namely, the diffusion approach, the selective-intensive approach, and the mass approach.

2.3.1 The diffusion approach:

According to Bhola (Sibiya, 2005:18), the diffusion approach assumes that literacy will come through universal primary school education. He further argued that as graduates of primary schools enter adulthood and join the economy and as the older generation passes away, literacy will have been diffused throughout the society. This approach, Bhola contends seeks to alleviate literacy through

attrition of the numbers of illiterates over a long term. He argues that the supporters of this approach believe that childhood and adolescence are the best periods of life for learning; and that, on the other hand, adults are not competent learners. Adults who do have mental capacity for learning are supposedly overwhelmed by obligations to the family and to the community. The question asked by the proponents of this approach is if adults have survived without literacy; why not let them muddle through life, instead of taking already scarce resources away from the children?

The same observation by Bhola that this approach is deficient is held by the researcher of this study as adults are excellent learners, who, as they learn, also increase their learning ability. Bhola (1984:34) further asserts that "…our hopes of alleviating illiteracy through attrition will not be fulfilled for decades …Why? Illiteracy will not go away only if we wait long enough to allow the schools to do their jobs of educating children of the present and the future generations". Therefore, in the South African context, a more inclusive approach aiming at educating the child, youth and adults would perhaps be a solution.

2.3.2 The selective-intensive approach:

The selective-intensive approach as argued by Bhola (Sibiya, 2005:19) seeks to promote literacy among those select economic regions, select occupational groups and select age cohorts which often have the highest promise of economic returns and to work with them intensively for maximum effect. Bhola argues that this approach accepts the central role

of literacy in the process of development, but it makes segmented commitments. The researcher concurs with Bhola's conclusion that "in the South African context this approach is very similar to the approaches used by the oppressive regime and colonizers. This approach appears to have been developed primarily to promote a political-ideological agenda rather than an educational one. Bhola also argues that it is not an approach which is successful when the numbers of illiterates, relative to the literates, are as great as it is in, for example, South Africa.

2.3.3 The Mass Approach:

The mass approach seeks to make all adult men and women literate within a particular time frame (Bhola 1984:35, in Sibiya 2005:20). Bhola argues that literacy is seen as a means to a comprehensive set of ends – economic, socio-structural and also political. He asserts that by giving a campaign a mass orientation, a large part of the population is able to participate in it as learners, instructors or in one of many other roles that a campaign requires.

The mass approach, as argued by Bhola, is crucial for bringing the population into contact with the new ideology of the state and through education, the state attempts to give a new political meaning to citizenship and a sense of national unity. In the present study by Sibiya of identifying a suitable strategy for the alleviation of illiteracy in South Africa, the analysis has taken into account the various processes involved in the planning and implementation of mass literacy campaign developed by Bhola. According to Bhola (1984:177-195 in Sibiya 2005:

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20) the following conditions are a prerequisite for the conduct of successful mass literacy campaigns:

- the question of political will and the ideological context of mass campaigns;

- mobilization of the masses;

- resources needed for implementing the campaign strategy; and

- establishment of administrative and technical structures.

The researcher of the this study perceives mass approach as the most appropriate for reducing illiteracy among adults above 20 yrs in the Nkonkobe Municipality of the Eastern Cape Province. This stems from the researchers assumption that maybe little is being done in bringing Adult Learners into contact with the new ideology of the state through education.

The researcher of the this study aligned himself with the assertion that by giving a campaign a mass orientation a large part of the population is able to participate in it as learners, instructors and/or educators or in one of any other roles that a campaign requires. However, the researcher assumes that adult educators might be facing certain obstacles like time; transportation; money or cost;insufficient training; content not adequately addressed; and so on, hence a need to briefly discuss human capital / cost-benefit theory and its relevance to adult education.

2.4 Adult Education Policy and its implication on adult educators:

In October 1997 the Policy Document on Adult Basic Education was passed. This document became the national policy framework to guide implementation by

the provinces. As stated in the policy document (DoE,1997:9), to 'provide a national organizing framework to set clear targets and time frames', National Multi-Year Implementation Plan was also developed. Within the parameters of the National Multi-year Implementation Plan, a Provincial Multi-Year Implementation Plan was developed in 1998 at Polokwane in South Africa. However, as observed by Baatjes (2003:6) a key challenge to any policy implementation is the urgent translation of it into practice and one way of attempting to affect this in South Africa has been through literacy campaigns.
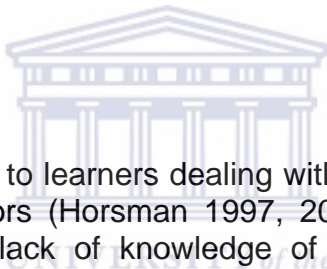
As argued by Baatjes that since 1995, the Department of Education has launched three literacy and reading campaigns: the Ithuteng "Ready to Learn" Campaign in 1996, South African National Literacy Initiative (SANLI) in 1999 and Masifunde Sonke Campaign in 2000 and none of these have succeeded. One of the reasons for failure of these campaigns as cited by Aitchison et al (2000: 40 – 42, 146 – 147 in Baatjes (2003:7) was educators were poorly trained and reading materials, especially in the mother tongue, were not available.

From the foregoing discussion the researcher of this study is interested in knowing whether some of the challenges faced by educators could be linked with poor training, quality of the reading materials etc.

2.5 Adult educator and adult learner context

Sandra Kerka (2002:121) contends that it is suspected many adult learners have experienced different forms of trauma in their lives and carry the effects with them into the adult learning classroom. Traumatic events add extreme challenges to the learning process. Trauma could be caused by psychological or physical abuse, rape, war, forced relocation, diagnosis of a terminal illness, job loss, death or suicide of a loved one, divorce, robbery, natural disaster etc. Some view poverty, homelessness, and hate crimes as forms of systemic violence that cause trauma (Pearce 1999; Rosenwasser 2000).

Sandra further agues that:

> Educators' responses to learners dealing with trauma may be constrained by a number of factors (Horsman 1997, 2000a; Isserlis 2001) such as personal beliefs …, lack of knowledge of or access to resources for referral, the realization that learners' disclosures may put educators at risk or have legal implications such as reporting requirements, …emotional and psychological impact on teachers (2002:123).

However Sandra suggests that to overcome the above mentioned constraints and to help learners regain control, connection, and meaning, educators might adopt a comprehensive, multifaceted approach that includes a holistic perspective, creation of a safe learning environment, story telling, educator self-care and professional development, and policy and advocacy. In the light of the foregoing discussion the researcher of this study wonders whether the traumatic experiences alluded to above could pose serious challenges for educators in an adult learner environment or context.

Section 3

Research Methodology

This section describes and explains the research methodology. Furthermore, the section discusses the research design, define the population of the study, and explains the data analysis procedures.

3.1 Research Design

The study is essentially a case study (Yin, 2003:23) with a descriptive design (Mouton and Marais, 1994:43) within a qualitative phenomenological paradigm (Denzin and Lincoln, 2003: 297; Heron, 1996: 27; Schumacher and MacMillan, 1993:14; Schwandt, 1998: 236). A mix of descriptive (non-inferential) quantitative data is applied. The delimitation to the Nkonkobe district municipality together with the criteria used for sampling (random sampling for learners and educator) ensures that the participants have enough uniformity to constitute a "bounded system" (Henning et al., 2004:32 - 42), which is the central feature of case studies. Eisenhardt (2002:13) describes the merits of using case studies has advantageous in that it "enhance the generalizability" of findings to a wider even more diverse population. The study is thus both qualitative and quantitative. Focus groups (learners) surveys and questionnaires for ABET educators constituted a bounded research design. To ensure internal reliability and random error reduction this study used triangulation for validity and reliability. Triangulation maps out the richness and complexity of the research by studying it from more than one standpoint (Newman, 1997:151).

3.2 The Population

The total number educators and learners in Nkonkobe district constituted the population. The population under study constituted of 30% of the total of educators and learners in Nkonkobe district.

3.3 Sampling

The district/community case study targeted Nkonkobe district. In Nkonkobe district out of a population 19 educators 5 respondents have been randomly sampled from all ABET centres. 11 learners were purposefully sampled. The sampled respondents responded to structured interview questions. Purposeful sampling is a process of "selecting information-rich cases for in-depth study". According to Schumacher and McMillan (1993:378), the researcher searches for information-rich informants "…because they are likely to be knowledgeable and informative about the phenomenon under investigation, in this case challenges facing adult educators in reducing illiteracy among adults above 20yrs of age.

3.4 Data Collection

Educators and adult learners have been sampled using random sampling and issues explored via in-depth interviews with the educators and focus groups with learners. Close-ended, semi-structured and open-ended questionnaires have been administered to educators (Hall and Hall, 1995:119, 157-158). Questionnaires yielded both quantitative (closed questions) and qualitative information (open questions). Thus, semi-structured questionnaires consisting of

closed and open-ended questions had been designed. There was a separate questionnaire for educators. "Interview may produce valid understanding of relationships, but interviews are often not reliable" (Chambliss and Schutt, 2003: 73), due to their subjectivity. In order to increase the reliability of the data collected through the interviews, questionnaires (Rubin and Babbie, 1997:348) was completed by a random sample of educators. Research assistants assisted respondents in completing the questionnaire where respondents have problems in completing questionnaires individually. However this problem was not anticipated since questionnaires were made simple enough to be understood and were administered in the respondents' language.

3.5 Data Analysis

Responses from questionnaires were used in the final descriptive analysis.

Interview data collected from the ABET educators and learners was recorded and transcribed and repeatedly reviewed for recurrent patterns and themes. Recording and preservation of tapes for the duration of the study served as an additional determinant of reliability (Miles and Huberman, 1998:279). This enhanced dependability, an important aspect of trustworthiness, required to enhance rigor in qualitative research. Responses were sorted, coded, categorised and analysed. Each question was given a specific code and sub-codes were assigned to emerging themes under each question (Henning et al., 2004:105-109). The technique of pattern-seeking was used (Patton, 1990: 404). A final cross-question analysis of themes ensured that all issues have been

considered. Eisenhardt (2002:18) terms this the "within-case analysis". Each theme was then compared to those from the other interviews for correlating similarities and differences. This is called the "cross-case" analysis (Eisenhardt, 2002:18). The analysis of the data aimed at responding to the objectives of the study.
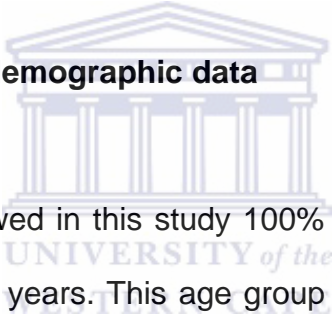
Section 4:

Data Presentation, analysis and Interpretation

4.1   Introduction:

The previous section described the methodology and design of the study. The population, sample and sample procedures were described. Data collection instruments and their reliability and validity were also described. Questionnaires and interviews were used as data collection techniques. This section presents the data, analyses and interprets it for results.

4.2   Educator Interview demographic data

All the respondents interviewed in this study 100% of the population were aged between thirty one and forty years. This age group constitutes the economically active strata of the population. It is also most likely to be raising families and hence may find the demands of attending literacy classes conflicting with the parental duties of looking after family.   The thirty one to forty years age group, can be said to be in its middle career stage, and hence can be developed further in terms of capacity building and the pedagogy of adult education.

4.3 Gender of Respondents

Eighty percent (80%) of the educator respondents were female whilst twenty (20%) of the respondents were male. This may suggest that adult literacy class educators tend to be dominated by female educators, who are normally

perceived to be nurturing in handling classes at this level of learning. They may thus be more like be able to feel empathetic about their learners and encourage them to persevere with their learning activities.

4.4 ABET Levels taught by respondents

The interviewed respondents indicated that the majority of them teach ABET levels three and four. None of the interviewed respondents were teaching students at ABET levels one and two. This tends to indicate that the students enrolled for adult literacy in the sampled population were learning at a relatively higher level of adult literacy.

4.5 Language of instruction used by respondents

Respondents indicated that they mostly used English as a language of instruction. Very few respondents indicated that they use isiXhosa as a language of instruction. This could be the case, especially given that the majority of educators interviewed had Matriculation exemption (Grade 12) as their highest qualification. English is used as the medium of teaching despite isiXhosa being the mother tongue of the majority of learners and English being effectively a foreign language. The use of English for literacy purposes, while it can possibly impact positively on the learners in terms of getting exposure to varied literacies may also tend to impact negatively on the learners' understanding of the concepts being taught, especially given that most learners at this level of learning tend to struggle with communicative English, let alone, reading and writing.

English is often a foreign language to learners in the rural areas of the Eastern Cape. It needs to be remembered that language is integral and intertwine with

the identity of a person which is expressed through culture and personality. Accordingly, learning to read and write within any language is not purely a technical activity. Learning a foreign language is particularly difficult because it requires an understanding of the culture of the foreign language as well. Conversely, literacy learning in one's mother tongue reinforces and preserves cultural identity.

Teaching through mother tongue, in this case isiXhosa, is pedagogically sound since it is consistent with the principle that educators start from what the learners know and where the learners are. If learning is a constructed process of meaning making, it is logical that the language one is most competent in and most familiar with is the language to use to construct meaning. Since learners are unfamiliar with English, being effectively a foreign language, one cannot expect that adult learners will learn productively using English as the medium of instructions.

## 4.6 Teaching Experience of Respondents

According to the interviewed respondents, the majority of them comprising of 80% of the respondents were experienced in teaching adult literacy classes. Their experience ranged from between four to seven years. It was also interesting to find out that 20% of the respondents had experience of over eight years in teaching adult literacy classes. This may suggest that, the majority of adult educators have many years of experience in teaching such classes, which may further suggest that, they may be well versed with the teaching and learning materials used in ABET. However, given the fact that learners were struggling with language issues (see, 4.5) the teaching experience and the Matriculation Exemption seems not to have much impact on learning experiences of Adult learners. What this suggests, may therefore be that adult educators may benefit

from further training and development in pedagogical issues to help them grapple more effectively with the identified learning challenges of learners.

4.7 Critical questions of the paper

As alluded to in section 1, the objectives of the study were to:

- investigate challenges adult educators face in reducing illiteracy among adult learners in the Eastern Cape.

- find out what intervention strategies have been introduced in the Eastern Cape to address challenges facing adult educators in reducing illiteracy rates among adults aged 20 years and above.

- find out the extent to which adult educators are aware of the intervention strategies put in place to counter act challenges they face in reducing illiteracy among adults.
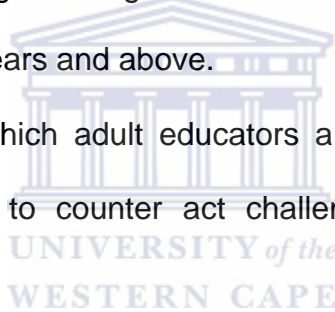
The critical questions of the study are therefore:

1. What challenges do adult educators face in reducing illiteracy among adult learners in the Eastern Cape?

2. What intervention strategies have been introduced in the Eastern Cape to address challenges facing adult educators in reducing illiteracy rates among adults aged 20 years and above?

3. To what extent are adult educators aware of and benefit from the intervention strategies put in place to reduce challenges they face in reducing illiteracy among adults?

4.7.1. Critical Questions 1, 2 and 3

Data from structured interviews highlighted some challenges adult educators face in reducing illiteracy among adult learners. A typical response from respondents was:

> of course there are many challenges we face as adult educators …they (*District Office*) do not consult us when they are coming … they do not come on time to open satellites.

Another respondent confirmed some administrative challenges they face in working with the District Office. The respondent pointed out that:

> Administrative challenges we face as adult educators include the fact that there are no continuous visits from the District Office …it is also often very difficult for us to maintain the same number of learners.

It is interesting to note that the respondents identified lack of Site visits as a challenge in reducing illiteracy among adults. Asked in structured interviews what they perceive as the roles and responsibilities of ABET administrators, one respondent saw the ABET administrators main roles and responsibilities as consisting of:

> Verification ……Visiting Satellites ……….Motivation of educators

Another respondent perceived the roles and responsibilities of ABET administrators as among others consisting of:

> visiting ABET Centres and motivating teachers …to supervise educators …to train ABET educators in continuous assessment and to visit ABET centres checking statistics (ABET Educator).

It is however interesting to note that while none of the interviewed ABET educators pointed out lack of resources as a challenge in reducing illiteracy among adult learners, one adult learner saw lack of resources as a challenge. The respondent when asked what she perceived as challenges facing adult educators pointed out that:

> Shortage of resources is a challenge facing our educators which are not provided by the District Office either.

When asked whether training received was a limiting factor and a challenge to reducing illiteracy among adult learners the general perception amongst the interviewed respondents was that their training as ABET educators was highly adequate. One ABET educator for example stated that:

> The training is good because we gain new information from the workshops conducted.

Another respondent confirmed the adequacy of training received by ABET educators in workshops by stating that:

> The training is impressive …before training there are difficulties in doing portfolios especially learner portfolios and master portfolios. The training is very good. It helps educators work much easier.

In terms of resource availability there is a general perception amongst the respondents that the District Office needed to introduce more projects into adult education to make it more interesting. Asked what projects would made adult education more interesting one respondent suggested that:

> In my opinion District Officials need to introduce more learning resources …especially skills development resources like computers, sowing, gardening tools, farming equipment.

While there was a general agreement amongst the respondents that such skills development projects were necessary in capacitating adult learners to be productive citizens, challenges potentially limiting this initiative were cited. One educator for example bemoaned the fact that:

> Adult education is unlikely to be effective due to inadequate learner support material …training for teachers and adult learner guides which are not user-friendly.

The later view was supported by another interviewer who thought that adult learner guides needed to be made simpler. The respondent suggested that:

> The learner guides must be made simpler in terms of language so that they can be understood by the learners.

When asked what strategies have been introduced to address the problem of illiteracy at their Centres the general perception amongst the interviewed respondents was that there are advocacy committees in place to advertise ABET. One respondent had this to say:

> We've got advocacy committees to advertise ABET in the media e.g. Umhlobo Wenene.

The findings are also consistent with Bhola (1984:35) in Sibiya (2005:20) who asserts that by giving a campaign a mass orientation, a large part of the population is able to participate in it as learners, instructors or in one of many other roles that a campaign requires.

Of particular importance to the strategies in place one respondent cited the projects as strategies to be put in place to attract them to enroll for adult education. This interviewee believes that adult learners show more interest in

projects because "…they know that there is something they will get to meet the needs of their families". Another respondent was of the view that "learners need more practical [skills development] in the classrooms. [Some learners] don't like to read and write".

Thus, there appears to be a general acceptance that adult learners need be exposed to more practical work than theoretical work.

4.8 Summary

In this chapter the results and discussion used to test respondents' perceptions on challenges facing adult educators have been presented. Emerging from interview data from the respondents is that challenges facing adult educators in reducing illiteracy among adult learners mainly include:
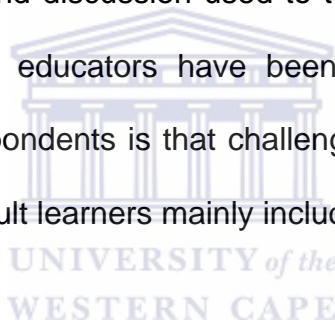
4.8.1 Lack of monitoring and supervision by ABET administrators

The research findings tend to suggest that, the roles and responsibilities of ABET administrators are mostly limited to monitoring educators and their learner portfolios. The main purpose of this verification seems to be rooted in attempts to control and supervise. The visits to satellites are however according to interview data ad hoc. There seems to be very little coordination between ABET educators' activities and ABET administrators' monitoring role. When asked to reflect on administrative challenges faced by adult educators one educator for example pointed out that:

> "challenges are many including, lack of visits…ABET administers, never

consult us when visiting, more so, they only come to visit when they have

to open satellites …"

This perception however, tend to contradict the educators' perceptions and views on how ABET administrators have to support them. According to the educators, ABET administrators can do more to support them by, as pointed out by one educator:

"regularly visiting satellites, verifying admissions, monitoring educator and

learner's portfolios and motivating educators ..."

Given the foregoing concerns by the interviewed educators, it may suggest that District Offices are not effectively playing their role in the monitoring of satellites. The educators are thus mainly left to their own vices, to either swim or sink. Further to this, given that most of the educators have low qualifications and mostly lack adequate training, resources and guidance, this lack of adequate support is most likely to compromise very negatively effective teaching and learning of adult learners.

4.8.2 Lack of resources for skills development

The research findings also suggest that in terms of support materials for teaching and learning, such support is often inadequate. Asked to give their perceptions on the adequacy of support material, the majority of the respondents pointed out that;

"there was no support at all"…."the support is challenging.",

Asked to suggest what improvements would be necessary to make the support more effective, the respondents suggested that:

"…we need funds to improve our learners' skills and bursaries to upgrade Our (educators) learning …"

"…..the learner material must be provided monthly….and the District Officials need to visit the centres so that learners can be motivated."

These findings thus tend to suggest that, ABET is still dogged by problems of efficient resource supply and utilization. What this therefore means is that, the District Office needs to put up more effective strategies to smoothen up the operational efficiency of ABET.
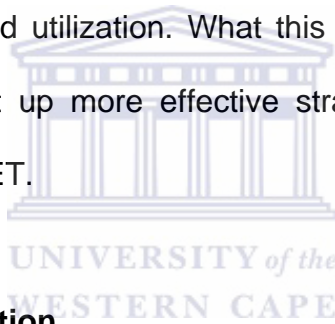
4.8.3 Language of Instruction

Given that the language of instruction is predominantly English, the use of this language for purposes of instruction may negatively impact on the learners' grasp and understanding of ABET learning content. This may be complicated by the fact that, ABET educators, find it difficult to understand adult learner guides, which need to be made simpler. What this implies therefore that, in their minimal understanding, of the learner guides, educators tend to employ rote learning, which requires learners to simply regurgitate facts.

This study found that learners experienced English, as the main language of learning and teaching, as a significant barrier in their own learning. Expressing a shared perception amongst learners an adult learner stated that "the main problem that [they] have, regarding learning and teaching] is to write in English…"

This tends to suggest that, ABET learners struggle with instruction that is conducted in English.

The question that remains unanswered is why educators persist in teaching in English despite knowing that their adult learners struggle to learn.

Section 5

5.1 Conclusion

Based on the research findings and interpretation, the following recommendations are being offered. These recommendations are provided for three groups: administrators of adult learning programmes, those who design or select curriculum for adult courses, and those who provide direct support to adult learners. The main focus of these recommendations is to reduce the challenges faced by adult educators in reducing illiteracy among adults above 20yrs of age in the Eastern Cape.

5.1.1 Administrators of Adult Learning Programmes:

- Became more familiar with the Adult Learning Centres of your adult learners. Use focus groups and surveys to determine the educational needs of adult learners and their communities.

- Provide training (including technical training, where appropriate) and support for adult educators who must work directly with adult learners.

5.1.2 Designers of Curriculum for Adult Courses:

- Find out all you can about the learner audience for the adult delivered curriculum. As much as possible, select curriculum resources (texts, projects, case studies, etc.) appropriate to adult learners.

- Reconsider your requirements for academic language in reading and writing. Whenever possible, design assessment strategies that provide adult learners with other options for demonstrating their learning.

5.1.3 Providers of Direct Support to Adult Learners:

- Contact is key for adult educators. Monitoring and supervision of ABET administrators and continuous visits of ABET Centres checking statistics and verification. Communicate regularly and often. Respond as quickly as possible to reported problems; be sure to communicate unavoidable delays.

- Ensure accessibility (transport, time, costs) of Learning Centres to adult learners.

- Training should be on an ongoing basis to educators of adult learners.
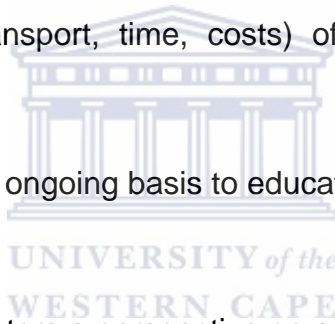
This study offers adult educators a perspective on adult basic education that may be beyond the usual ways they think about their role and that of the District Office in their work. It has also enhanced the researcher's ability to understand and respond to the unique learning needs of adult learners. The work described in this dissertation is important because it contributes to the vision of Adult Centres across. However this study was exploratory only and as such should be followed by the development of a strong, clear model to describe how adult learning works in adult learning centres.

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APPENDIX – A

EDUCATOR'S INTERVIEW GUIDE

INSTRUCTIONS

1. Please answer all the questions as fully as possible.
2. Please **TICK** (√) only **ONE** appropriate answer in a box.
3. If you have any additional opinions you wish to share, please write them at the end of this questionnaire.

SECTION A

A1.   What is your age?

20 - 30 years ☐

31 – 40 years ☐

41 – 50 years ☐

51 – 60 years ☐

Above 60 ☐

A2.   What is your gender?

Male ☐

Female ☐

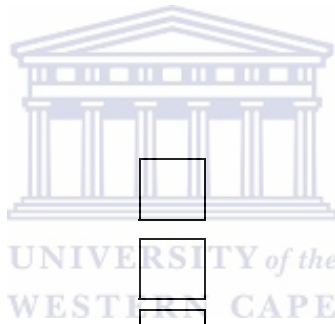**A3.   Please indicate the level/s that you teach.**

Level 1 ☐

Level 2 ☐

Level 3 ☐

Level 4   ☐

A4.   What language of instruction do you use?

Xhosa   ☐

English   ☐

Other (Specify)   _____

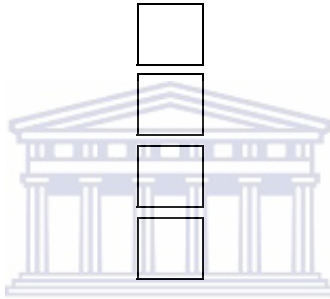**A5.   Please indicate your years of teaching experience.**

Less than 6 months   ☐

1 – 3 years   ☐

4 – 7 years   ☐

More than 8 years   ☐

A6.   What subject/s do you teach?
_____
_____
_____
_____

SECTION B

B1.   What are the roles and responsibilities of the ABET administrators?

_____

_____

_____

_____

B2. **Are there any administrative challenges that you face as an adult educator?**

_____

_____

_____

_____

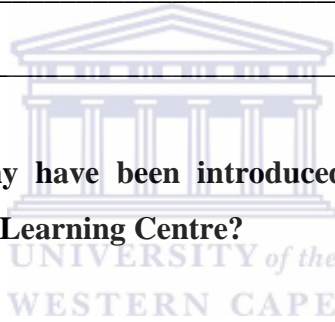**B3.** **If yes, how are these challenges resolved at a Centre and District Level?**

_____

_____

_____

_____

B4. **What strategies if any have been introduced to address the problem of illiteracy at this Adult Learning Centre?**

_____

_____

_____

_____

B5. **List any strategies that have been put in place to address challenges faced by adult educator at District level?**

_____

_____

_____

_____

B6. **How adequate is the training received, if any?**

_____

_____

_____

_____

B7. **What are most effective learning strategies that can be used in teaching adult learners?**

_____

_____

_____

_____

B8. **What resources in your opinion would make adult education more effective?**

_____

_____

_____

_____

B9. **In your opinion are the adult learner guides user-friendly?**

_____

_____

_____

_____

B10. **What needs to be improved in the adult learner guides?**

_____

_____

_____

_____

B11. **What strategies do adult educators use to provide adult learners with options for demonstrating their learning experiences?**
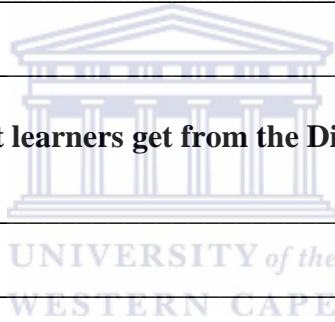
_____

_____

_____

_____

B12. **What support do adult learners get from the District Office?**

_____

_____

_____

B13. **How adequate is this support in your opinion?**

_____

_____

_____

B14. **What would need improvement to make the support more effective?**

_____

_____

Thank You

APPENDIX – B

LEARNER'S INTERVIEW GUIDE

ISIKHOKHELO

1. Phendula yonke imibuzo ngukupheleleyo.
2. Khawu korekishe **(TICK) / (√)** impendulo ibenye **(ONE)** elungelene nawe.
3. Ukuba lukhona olunye uluvo onomnqweno wokuluphalaza yenza njalo ekugqibeleni.

ICANDELO A

A1.   Ubudala bakho bungakanani?

15 yeminyaka ukwehla ☐

16 leminyaka ☐

17 yeminyaka ☐

18 yeminyaka nangaphezulu ☐

A2.   Isini sakho siyintoni?

Uyindoda ☐

Ungumfazi ☐

A3.   Nceda ukhankanye inqanaba okulo.

Inqanaba lokuqala ☐

Inqanaba lesibini ☐

☐

Inqanaba lesithathu

Inqanaba lesine ☐

A4. Loluphi ulwimi olusetyenziswayo ekufundiseni kule Ndawo ufunda kuyo?

IsiXhosa ☐

Isingesi ☐

Olunye (Naba)_____

A5. Ingaba indawo yokufundela ifikeleleka lula? Uthabatha ixesha elingakanami ukufikelela?

_____

_____

_____

_____

ICANDELO B

B1. Zeziphi iingxaki ezijongene nootishala? Yeyiphi inxaxheba enokudlalwa sisiThili ekuhlangabezeni ezongxaki?

_____

_____

_____

_____

B2. Ingaba isiThili esi sihlangabezana njani nemfundo yabadala?

_____

B3. **Kha undixelele ngamava akho njengomfundi omdala kulendawo ukuyo?**

_____

_____

_____

_____

B4. **Kwakutheni uze utyumbe ezi zifundo?**

_____

_____

_____

_____

B5. **Yeyiphi into eyayinzima okanye esenzima ngothabatha kwakho imfundo yabadala?**

_____

_____

_____

_____

B6. **Zeziphi izinto onkuzikhankanya njengezona zihluphayo? Izeziphi ezincomekayo?**

_____

_____

_____

B7. **Kha undixelele ngonxibelelwano phakathi kwakho nomhlohli kunye naphakathi kwakho nabanye abafundi?**

_____

_____

_____

_____

B8. **Ingaba lendawo yakho yokufundela injani? Yahluke njani kwezinye indawo zokufundela?**

_____

_____

_____

_____
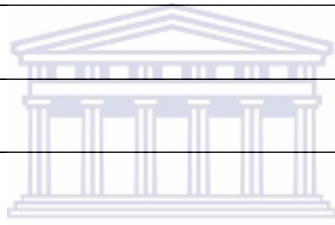
B9. **Kha undikhanyisele ngonxibelelwano onalo nalendawo ufundela kuyo? Kwaye iyeyiphi inkxaso efumanekayo kuwe mfundi?**

_____

_____

_____

_____

B10. **Ingaba ikhona into efuna ukuphuculwa ngale ndawo yakho yokufundela?**

_____

_____

_____

_____

B11. **Ingaba elithuba ulifumeneyo lokufunda ulibona libutshintsha njani ubomi bakho?**

_____

_____

_____

_____

B12. **Ingaba okukuzibandakanya kwakho nemfundo yabadala inagalelo lini na kumzi wakho, nakwizihlobo zakho?**

_____

_____

_____

_____

B13. **Ucinga okokuba lemfundo yabadala ingatshintshwa phi ukuyenza ibengcono yaye ilungelelane nawe? Ingenziwa kanjani ukuze ibenomtsalane nakubanye bengingqi yakho?**

_____

_____

_____

_____

Enkosi