

**NON-FORMAL EDUCATION: ASSESSMENT OF NEED AND
DEVELOPMENT OF A PROVISION MODEL**

by

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DEDICATION

I dedicate this work to:

1. My father, the late Gilbert and my mother, Annie, who were the source of inspiration in my life.
2. My dearest wife Veronica, who made the impossible possible, and my children Reginald S'thembiso, Theo S'boniso, Blessing Sphumelele and Victor S'busisile

DECLARATION OF ORIGINALITY

I hereby declare that the whole of this thesis is my own original work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references, and the opinions expressed or conclusions arrived at are those of the writer.

M.G. MKHIZE

DATE

DURBAN

1996

ABSTRACT

The present debates over strategies to construct a non-racial democratic education system for South Africa concur that non-formal education is an indispensable complement of formal education. Formal education alone is not enough to develop the human resources of marginalized Third World people, whose capacity to participate and perform has been wasted over the centuries. Massive deficits in literacy, numeracy, vocational and technical skills among adults, school-leavers and school drop-outs, are clear problems to be tackled by non-formal education.

In South Africa, non-formal education, as a component of education and training, is of recent origin. Research in the field is very limited. It is necessary to undertake scientific studies regarding key issues like adults' educational needs, programmes, available facilities and funds, and staffing needs required to maximize non-formal education's contributions to human resources development.

This research aims to identify crucial issues in the provision of creative and viable non-formal education; to locate existing non-formal education resources and forms of network; to identify immediate and long-term non-formal education needs; and to develop a provision model for non-formal education.

The study is set against the background of the development of non-formal education in selected European countries, some developing countries, and selected African countries. Non-formal education models are identified and described in Chapters Two and Three.

This research focuses on the provision of non-formal education in the Pietermaritzburg region, in particular non-formal education providers, programmes or courses, trainers/teachers, trainees/learners, students' needs and the training of adult educators.

Each of the above-mentioned areas is reviewed with the aim of making comparisons with the industrialized European countries in order to detect common and divergent trends which could have implications for the alleviation of the present situation in South Africa. It is also intended to develop a provision model for non-formal education in South Africa.

The study samples comprised 400 learners/trainees, 200 teachers/trainers, and 100 managers, officials and principals of non-formal education institutions in the greater Pietermaritzburg region.

The instruments used for data collection were two questionnaires and an interview schedule. Participant observation was also used.

The study established the following major needs in non-formal education in the greater Pietermaritzburg region: strong links with a national system of adult education; efficient training system of adult educators; strong state commitment to the provision of non-formal education; proper networking amongst non-formal education providers; adequate INSET courses for non-formal education providers and teachers/trainers; a satisfactory system of funding non-formal education and more non-formal education centres in rural areas.

The findings and conclusions led to the development of a provision model for non-formal education. The model has five major sequential components: (1) Establishing non-formal education needs through research, networking, and adult education organizers, etc.; (2) Constructing appropriate curricula/ syllabuses/ courses and evaluating them during and after implementation; (3) Selection of non-formal education students based on relevant criteria; (4) Provision of appropriate training through suitably qualified trainers/educators and aided by a variety of support services; and (5) Placement of trained personnel in employment and monitoring their progress in the work situation.

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A QUOTATION ON NFE

"Perhaps, the greatest potential advantage of non-formal [education] over formal education ... is its flexibility. Programmes are heterogeneous, and are the responsibility of a variety of agencies, often non-governmental and voluntary. Central direction and control is minimised and substantial autonomy exists at programme and local levels. It is therefore possible to vary programmes to meet the specific needs of different areas and different client groups and to respond quickly as these needs change. Local initiative, self-help and innovation is encouraged. The importance of these factors becomes apparent when the enormous diversity of non-formal programmes both within and between societies is compared with the high degree of uniformity of school systems across a range of societies whose social and political characteristics differ enormously. In essence, whereas non-formal programmes arise to meet particular learner and community needs, formal education expects students to conform to its own rigidly structured requirements concerning the timing of study standards of entry, progression and so on"

(Fordham, Poulton, & Randle, 1979, 211).

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LIST OF ABBREVIATIONS

For ease of reference the following abbreviations which occur in the text are listed here:

1. ABE Adult Basic Education.
2. ACACE Association for Adult and Continuing Education.
3. AE Adult Education.
4. AID Agency for Institutional Development (USA).
5. ANC African National Congress.
6. BED Bantu Education Department.
7. BESA Basic Education and Skills for Adults.
8. CARW Course for Adults to Read and Write.
9. CEP Continuing Education Programme.
10. CIDA Canadian International Development Agency.
11. COSATU Congress of South African Trade Unions.
12. DBSA Development Bank of South Africa.
13. DEC Department of Education and Culture - KwaZulu.
14. DES Department of Education and Science (UK)
15. DET Department of Education and Training.
16. DNA Department of Native Affairs.
17. DNE Department of National Education.
18. ELP English Literacy Project.
19. ESL English as Second Language.
20. GENMIN General Mining.
21. GNU Government of National Unity.
22. IDA International Development Association.
23. IDT Independent Development Trust.

24. IEA International Association for the Evaluation of Educational Achievement.
25. ILO International Labour Organization.
26. IMF International Monetary Fund.
27. INSET In-Service Education and Training.
28. LEA Local Education Authority.
29. NATU Natal African Teachers' Union.
30. NFE Non-Formal Education.
31. NFET Non-Formal Education and Training.
32. NGO Non-Governmental Organization.
33. NDRAD Norwegian Agency for International Development.
34. NUSAS National Union of South African Students.
35. PRISEC Private Sector Education Committee.
36. QUANGO Quasi-non-Governmental Organization.
37. SAALAE South African Association for Literacy and Adult Education.
38. SADTU South African Democratic Teachers' Union.
39. SAIRR South African Institute of Race Relations.
40. TELL Training in English Language and Literacy.
41. TOPS Training Opportunity Schedule.
42. UCT University of Cape Town.
43. UDW University of Durban-Westville.
44. UND University of Natal - Durban.
45. UNESCO United Nations Education, Science and Cultural Organization.
46. UNICEF United Nations Children's Fund.
47. UNP University of Natal - Pietermaritzburg.
48. UNISA University of South Africa.
49. UNIZUL University of Zululand - Umlazi Extra-Mural.
(UMLAZI)

- 50. USAID United States Agency for International Development.
- 51. USWEL Use, Speak and Write English.
- 52. WEA Workers' Educational Association.
- 53. WEP World Employment Programme.

TEACHERS' DIPLOMAS/CERTIFICATES

LPTC	Lower Primary Teachers' Certificate
PTC	Primary Teachers' Certificate
JSTC	Junior Secondary Teachers' Certificate
SSTC	Senior Secondary Teachers' Certificate
STD	Secondary Teachers' Diploma
PTD	Primary Teachers' Diploma
SED	Secondary Education Diploma
SSTD	Senior Secondary Teachers' Diploma
UED	University Education Diploma
HED	Higher Education Diploma
HDE	Higher Diploma in Education

CHAPTER ONE

THE NATURE AND SIGNIFICANCE OF THE PROBLEM AND THE PURPOSE OF THE STUDY

1.1 INTRODUCTION

This study is partly a response to the awakening of interest in non-formal education (NFE). This is due to the fact that social, economic, political and ecological changes, accelerated by the impact of technology, have led policy-makers, together with many employers, educationists and community leaders, to the conclusion that life in the modern world, for the great majority, if not all, people, is intolerable without the appropriate knowledge, skills and attitudes to cope with the changes.

This is more applicable in South Africa where we have a large number of Black adults who have little or no education. We have high school drop-out rates, high unemployment rates, many unskilled and semi-skilled workers and many under-qualified professionals, especially in the teaching profession.

Coombs (1968:30-60) was probably the first to popularize the term 'non-formal education' to signal the need to consider a wide variety of resources for teaching and learning outside formal institutions. These resources were necessary to respond to the high cost, unavailability and inadequacy of formal schools.

Fordham (1979:4) argues that the idea of NFE is a reaction to the failure of the formal education system. He further states that NFE complements formal education so that education systems could meet the developmental needs of a country. In South Africa, the formal education system did not, in the past, and cannot, in the near future, cope with the education of the increasing Black population.

NFE is an area which has been given little recognition in the past. Therefore, it is underdeveloped. It has recently been put under the spotlight in South Africa and its significance for future educational provision has been acknowledged.

The exponential growth of knowledge and increasing demands from the public also have led to the general acceptance of NFE and its role. However, the challenge lies not only in acknowledging a role for NFE but in informed planning and creative implementation.

1.2 THE NATURE AND SIGNIFICANCE OF THE PROBLEM

The present debates over strategies to construct a non-racial democratic education system for South Africa concur that NFE is an indispensable complement of formal education. Formal education alone is not enough to develop the human resources of marginalized Third World people whose capacity to participate and perform has been wasted over the centuries. Massive deficits

in literacy, numeracy, vocational and technical skills among adults, school leavers and school drop-outs are clearly problems to be tackled by non-formal education.

In South Africa, as stated earlier, non-formal education as a component of education and training is of recent origin. Research in the field is very limited. It is necessary to undertake scientific studies regarding key issues like adults' educational needs, programmes, available facilities and funds, and staffing needs required to maximize NFE's contribution to human resource development.

According to Aitchison (1991:5), the Human Sciences Research Council (HSRC) report (1981) popularized the term 'NFE' in South Africa. The report revealed the following fundamental needs relating to NFE in this country.

- (a) the need for non-formal education to complement the formal education system;
- (b) the need for a system of education equivalency to allow people to move from formal to non-formal systems and *vice versa*;
- (c) the need to address job-related educational needs;
- (d) the need to cut costs or share them with the private sector and non-governmental or community-based organizations.

The nature and significance of the problems relating to NFE in South Africa are illustrated in the major general aims of NFE throughout the world. According to Thorpe, Edwards and Hanson (1993), NFE is challenged:

- (a) to impart literacy skills to the illiterate;
- (b) to facilitate upgrading of their functional skills;
- (c) to create social awareness among the poor and illiterate citizens for the purpose of enabling them to ascertain their rights and help bring about social and cultural change;
- (d) to bring about a fundamental change in the process of socio-economic development;
- (e) to prepare the way for an educated, creative, socially committed populace;
- (f) to help people critically understand their world in order to shape and improve it;
- (g) to help people become more effective, productive, involved and committed to social transformation, and informed participation in all aspects of society;
- (h) to provide knowledge of the nation's new development programmes and structures;

- (i) to nurture attitudes and skills leading to increased creativity, productivity, cooperation, discipline and analytical thinking;
- (j) to forge national cohesion, consensus, and commitment to social service;
- (k) to strengthen the channels for economic and political participation; and
- (l) to conduct basic research necessary for future development planning.

NFE is clearly a significant agent for the alleviation of a variety of inadequacies caused by socio-economic, educational and other disparities, especially in the past in South Africa. NFE forms an integral part of the future education and training system in this country. It is central to the reconstruction and development of our society.

Determining the needs of target groups, and interpreting and integrating them within the context of local, regional and national development needs and NFE provision is the responsibility of research.

1.3 BACKGROUND TO THE STUDY

This study focuses on NFE in the greater Pietermaritzburg region. The Pietermaritzburg Metropolitan Region is an area of about 1 070 square kilometres. It includes places like Municipal Pietermaritzburg - Msunduzi,

Sobantu, Imbali, Ashdown, Plessislaer, the Edendale complex, the Vulindlela area, Mpopomeni, Hilton and farming areas as far away as Howick (see map on page xxxiv).

Pietermaritzburg is the focal point for industry, commerce, administration and education. Although there has been a substantial increase in industries in the region during 1993-1995, the biggest employer is the commercial sector, followed by industry and then education and state departments. Metal engineering and aluminium, timber and leather industries, and agriculture provide employment. A large number of women in the Vulindlela area are employed as domestic workers. However, a large majority of adults in this region are unskilled and unemployed.

This study is a scientific investigation of appropriate samples over a range of NFE activities in a large metropolitan area (Pietermaritzburg). It is expected to reveal the relevance, importance, scope and potential of such activities to address the problems facing South Africa..

The 1985 census estimated the population in the Pietermaritzburg area as follows:

Black (African)	320 290
Indian	74 340
White	73 230
Coloured	16 500

Source: Pietermaritzburg Metropolitan Plan, Pietermaritzburg City Engineer's Department (1990:46).

Estimates for 1990 put the total population of the region at over half a million and by the year 2 000 it is likely to exceed 1,2 million. About half of the population of the region is under the age of 20.

Census data (1985 census) revealed that 17,6% of Black people aged 20-24 years of age in the Pietermaritzburg census district have never been to school and only 44,9% of the same age group have achieved Std. 4 education (Van Heerden, 1990:4).

The immediate relevance of the study is the large number of Black adults who sorely lack literacy and numeracy, and thousands need continuation lessons/classes beyond primary level. Trained Black teachers in South Africa face large numbers of pupils in classes at school. Masses of the adult population desperately need teachers to limit and reduce illiteracy.

According to Aitchison (1991:4), the HSRC report (1991), wanting to modernize South African education, saw that the existing crisis-ridden system could not be expanded sufficiently fast to educate everybody well, and saw NFE (particularly in the work place) as a flexible, quick, cost-effective way of doing so. That the private sector might be encouraged to pay for it made it even more attractive.

At present, NFE is being offered independently by different agents, including the following:

- (a) Private training centres and institutions;
- (b) Business and industrial initiatives;
- (c) Church-based organizations;
- (d) Centres of Concern;
- (e) State education departments;
- (f) Municipalities.
- (g) Trade unions and trade union projects;
- (h) Service and welfare agencies;
- (i) University-based initiatives;
- (j) Other interested groups and organizations (see Chapter Three).

1.4 AIMS AND OBJECTIVES OF THE STUDY

1.4.1 Aims

This study aimed firstly, to ascertain whether or not the non-formal education that is provided does, in fact, meet the needs of students, and secondly, to develop a provision model. The study also aimed to identify crucial issues in the planning and provision of creative and viable NFE in the Pietermaritzburg region, within the context of NFE in South Africa.

1.4.2 Objectives

The main objectives of this study are:

- (a) to establish the nature of existing programmes and their priority needs;
- (b) to establish the scale and adequacy of these programmes in the context of human, material and fiscal resources;
- (c) to establish the proportionate involvement of the state, private sector and non-governmental organizations, including community-based organizations, in providing NFE;
- (d) to determine the extent of availability of support services and technology;
- (e) to assess the success of outputs and the progress of outcomes;
- (f) to ascertain the degree of satisfaction with management;
- (g) to ascertain whether there is any networking between and amongst the NFE agents and/or programmes;
- (h) to establish the extent of overlap and duplication of effort in the NFE services provided; and
- (i) to provide a provision model.

1.5 SOME LIMITATIONS OF THE STUDY

This study was constrained by a number of factors. The major ones are:

- (a) NFE has but recently come under the spotlight in South Africa, with the result that there was little research and written material available to which the present researcher could refer.
- (b) Some local agencies or organizations that provide NFE programmes are highly sensitive as to who scrutinizes, analyses and pronounces on their work.
- (c) The administrative red-tape has been a severe restraint when attempting to work closely with some local NFE agencies.
- (d) The deep philosophical and political divisions which exist between management, officials and students in NFE agencies in our country, create barriers to anyone who attempts to investigate these programmes. This hinders the investigation of the researcher who requires a true reflection of what happens in the institutions.
- (e) There are few information resources and established networks of NFE in the Pietermaritzburg region.
- (f) The political violence during the 1991 to 1993 period in the Pietermaritzburg area constituted a further limitation as there were places known as 'no-go areas' where the researcher had no access.

1.6 DEFINITION OF TERMS

NFE is defined as any planned and organized educational activity that takes place outside the formal systems of schools and tertiary education. NFE includes; adult education, adult basic education, continuing education, lifelong education, recurrent education, skills training, and literacy programmes.

1.6.1 Formal education

Formal education is the structured chronologically ordered education provided in primary and secondary schools, in universities and specialized courses of full-time technical and higher education. It leads to formal certification.

1.6.2 Non-formal education

Most writers and educationists define NFE as educational activities, planned for adults that take place outside of the formal system of schools and tertiary education institutions, and which do not lead to formal certification.

Writers like Fordham, Poulton and Randle (1979:211) describe NFE as any organized educational activity outside the established formal system, whether operating separately or as an important feature of some broader activity, that is intended to serve identifiable learning clienteles and learning objectives. Van Heerden (1992:2) maintains that NFE includes vocational training, youth

development, pre-school training, community education and the education components of other interest groups like trade unions, welfare organizations, development agencies and political organizations.

It is obvious that NFE refers to the full range of educationally specifiable activities, which fall outside the hierarchically structured and chronologically graded education system running from primary school through to university and other nationally certificated programmes and institutions for post-school training. The writer uses this definition in this study.

1.6.2.1 Adult basic education

According to Van Heerden (1990:2), adult basic education is the education of adults in the areas of primary knowledge such as literacy, numeracy, and the ability to understand community life, which are necessary for responsible participation in society. The newly literate person is known as a 'neoliterate'.

1.6.2.2 Adult education

The term 'adult education' takes in such a wide range of programmes, institutions and organizations, that even those who work in the field often have an incomplete grasp of the total enterprise. Adult education is conceived of broadly to include education parallel to the school or university system, vocational

training and civic education. The plethora of definitions of adult education testify to the complexity of the field.

According to UNESCO (1976:2), the term 'adult education' denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, as well as in apprenticeship; whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications, and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social economic and cultural development.

Harrington (1979:64) has a specific function for NFE. He states that adult education is directed to those who have completed or interrupted their schooling and are entering a college or university, or are coming into contact with a higher education programme after an interval away from the classroom.

According to Peters (1980:13), the term 'adult education' has been used in the literature with different meanings, namely:

- (a) a field of operations that encompass all the organized activities in which mature men and women engage for the purpose of learning, usually under the auspices of an institution;
- (b) a process of self-directed inquiry through which individuals systematically learn from their daily experiences and other resources in their environment;
and
- (c) a social movement that encompasses the whole spectrum of mature individuals learning in infinite ways under innumerable auspices the many things that make life richer and more civilized, and is dedicated to the improvement of the process of adult learning, the extension of opportunities for adults to learn, and advancement of the general level of our culture.

Liveright and Haygood (1968a:8) maintain that adult education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults), undertake sequential and organized activities with conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes, or for the purpose of identifying and also solving personal or community problems.

Darkenwald and Merriam (1982:9) agree with the above definition and they further state that adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills.

Instead of adopting the stance that adult education should be primarily focused on vocational or professional education, a position that would be supportive of most government's funding policies, Griffith and McClusky (1981:104) argue that helping individuals lead fulfilled lives and freeing the individual from all forms of mental and physical bondage, are the focuses of greatest worth (cited from Kreitlow, 1981:xiv).

1.6.2.3 Lifelong education

The idea of lifelong education or study has deep roots in the history of education. It would be sufficient to mention that Comenius as far back as the 17th century, considered that one should learn throughout one's entire life (Hummel, 1977:58). In short, the idea of lifelong learning can be traced from Plato via Comenius and Condorcet to the early sixties of our century. The rediscovery that education can be lifelong is due to the accelerated pace of change in the 20th century.

The concept of lifelong education is the result of international cooperation. It is the collective thinking and exchange of ideas and experiences between educators, research workers and administrators of different nationalities and organizations.

Lifelong education means making full use of a society's human resources. It is an education which meets individual and collective aspirations and needs and whose end is action (Gelphi, 1985:15). It is in the search for this full use of human resources that education stands revealed as the sensitive nerve point in the relations between the social classes.

The advocates of lifelong learning assert that education is a process that continues in one form or another throughout life, and that its purposes and forms must be adapted to the needs of individuals at different stages in their development. Education is seen as an integral part of living and all the institutions of society with an educative potential are considered resources of learning.

The term 'lifelong learning' is used in a more general sense, referring to the utilization of all the educational programmes offered by different institutions and agencies, including the education sponsored by industry, the churches, political parties, and trade unions, as well as by other institutions of further education.

The envisaged function of lifelong education is that of rounding off the individual's education or of retraining so that the individual can always meet increased or new demands or needs at work and/or in life generally.

It is clear, from the above, that lifelong education is a more comprehensive concept which includes formal, non-formal and informal learning extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace and through mass media and other situations and structures for acquiring and enhancing enlightenment (Dave, 1975, cited in Millar, 1991:8).

1.6.2.4 Recurrent education

The term 'recurrent' (Latin: *recurro*) means 'returning at intervals'. The international educational planning concept of recurrent education envisages that an individual returns to activities of organized learning at certain intervals, irrespective of whether he is employed, in a phase of unemployment, at his leisure, or when retired (Arvenduto, 1981:205).

'Recurrent education' means the institutionalization of the concept of lifelong education itself. This is the organization of the entire educational system so that learners may recur/come back to it at will throughout life. We have seen this type

of arrangement being used in industrialized countries where there are laws about paid educational leave and similar matters.

Recurrent education is, therefore, a lifelong process consisting of a discontinuous periodic participation in educational programmes aimed at gradually dissolving the blocks between compulsory education and working life.

1.6.2.5 Continuing education

Continuing education usually implies that the adult learners or learners dealt with already have had some contact with the school system, and are building on to knowledge, skills or ideas already acquired.

Millar (1991:6) maintains that continuing education means planned educational programmes to adults (both formal and non-formal) who wish to continue their education beyond the point reached through the system of formal initial education during their youth, whatever level was reached, or to pursue education in new areas of knowledge or skills whilst maintaining the commitments of adulthood.

According to Millar (1991:7-8) continuing education preserves the strengths of both non-formal and formal education, including certification. It resists the weaknesses of becoming a poor substitute for formal education. It addresses a functional need in the adult population in developmental terms that are both

personal and social. It also provides scope for the targeting of areas and groups where continuing education is seen to have maximum development impact.

In the underdeveloped and/or developing countries continuing education is seen as the best means of attacking the problems of poverty, ignorance and poor economic performance. In the developed countries it is designed to broaden and extend the talents and capacities of individuals by encouraging mid-career development and mobility.

In South Africa continuing education has been defined by the Committee of University Principals (1981:24) as:

"... organized lectures and sustained programmes to communicate a combination of knowledge skills and understanding for the benefit of persons not registered for regular degrees or diplomas in the subject and generally 18 years and older."

1.6.2.6 Training/skills training

Most adults who are already literate want to improve themselves in their jobs and therefore undergo courses of training/skills training. Training is designed expressly to enable adults to understand their work, perform it more effectively and advance within it. Training may be seen as part of adult education or non-formal education, since it is concerned with changes in skills, knowledge and ideas based on the same principles.

1.6.3 A network

A network has been variously described, for example, a valuable mechanism for exchange of information, experiences and visions across cultures, systems, countries and continents. Wangoola and Frank (1992:28) see a network as a process by which individuals, groups and institutions are put in contact in a manner which enables them to learn from each other, strengthen their own work, supplement each other, take joint action and mobilise and deploy latent resources and energies for social advancement.

In short, a network is a system of communication channels which enables practitioners in NFE to have an insight into what agencies other than their own are doing in the field which may be similar or dissimilar to their own operations.

1.7 ASSUMPTIONS

This study is based on the following assumptions:

- (a) There are strengths and weaknesses as well as limitations in the provision of non-formal education.
- (b) Networking is important for the effective utilization of the scarce resources.

- (c) The needs which adults have for NFE have not stopped increasing, although adults' characters have changed because of evolution of social needs and training systems.
- (d) The needs for NFE vary according to different types of clientele, for example, urban clientele and rural clientele.
- (e) There is overlapping as well as duplication of services and resources in the provision of NFE in the Pietermaritzburg region.
- (f) Learning is a lifelong process and learning work skills is no exception.
- (g) Training of adult educators is of vital importance in South Africa.

1.8 CHAPTER ORGANIZATION OF PRESENT STUDY

Chapter One - The writer introduces the present study and presents the nature and significance of the problem as well as the background. He outlines the aims and objectives of the investigation, the scope and limitations and gives descriptions, discussions and definitions of the key terms.

Chapter Two - The writer gives the historical background to the problem; the origin and development of NFE in selected overseas countries.

Chapter Three - The writer presents the origin and development of NFE in both South Africa and other selected African countries, a review of literature, and a study of selected agencies or organizations that provide NFE and their programmes or courses in the Pietermaritzburg region.

Chapter Four - The construction of research instruments, namely questionnaires and interview schedules, sampling and selection of subjects, research procedures, the pilot study and the administration of the research instruments are dealt with.

Chapters Five and Six - The writer attempts to present and interpret data from primary and secondary sources and from responses to the questionnaires administered to learners/trainees and teachers/trainers, respectively.

Chapter Seven - The writer gives and interprets data from primary and secondary sources and from responses to items in the interview schedules to managers and officials.

Chapter Eight - A summary of findings of the present study, conclusions, and a provision model are presented.

CHAPTER TWO

A BRIEF HISTORICAL PERSPECTIVE OF NON-FORMAL EDUCATION IN SELECTED OVERSEAS COUNTRIES AND IN SOME OTHER DEVELOPING COUNTRIES

2.1 NON-FORMAL EDUCATION IN SELECTED OVERSEAS COUNTRIES

2.1.1 Introduction

The present writer looks into non-formal education (NFE) in selected overseas developed and industrialized countries, and in some developing countries. The choices made cover a wide range of institutions and organizational arrangements.

These countries have been chosen not because they are unique, nor because they are innovators or excellent, but because they are representative of aspects of contemporary provision of responses to problems, of approaches that may be used in pursuit of the goal of universal non-formal education.

It has long been the practice of colleges and universities in Britain, America and Scandinavia to take part in non-formal education. In Britain the need to understand the complex world and for self-advancement drive thousands of adults into external studies. In Europe and particularly in Denmark and Sweden

the colleges and the university external studies have become potent agencies for widening cultural horizons.

It is also interesting and relevant to note that African states expect their universities to play a significant role not only on the education of masses, but also as the guardians and custodians of their heritage.

Coombs and Ahmed (1973:25-26) argue that non-formal education plays three main roles in industrialized countries, where practically all young people attend full-time school until the age of 15 or older, namely:

- (a) Non-formal education helps to prepare pre-school children for formal education through nursery schools, day-care centres, etc.
- (b) Non-formal education parallels and complements formal schooling by providing extracurricular learning experiences for students currently in school, through sports, cultural and other activity groups and youth organizations.
- (c) Non-formal education follows up formal education by offering a great variety of 'continuing' or 'further' educational opportunities to older youths and adults who have completed their formal schooling.

Non-formal education programmes supplement rather than complement the formal school system and do this at much lower cost than conventional schooling can achieve.

2.1.2 The United Kingdom

2.1.2.1 Introduction

The programmes of educational work with adults in England can be traced as far back as the Middle Ages, but the roots of contemporary practice lie in the 19th century. The aim of the adult schools of this Middle Ages period was to teach poor and ignorant persons to read in order that they might be able to read the Scriptures (Peers, 1958:9-10).

Non-formal education in the form of adult education spread widely in the United Kingdom and sooner than it did in the European countries. Non-formal education was seen as a means of creating a literate and skilled labour force which was needed by the economy. Workers hoped through education to learn, to achieve economic, social and political freedom (similar notion in the Republic of South Africa at present).

The scientific researches conducted in the United Kingdom in the second half of the 19th century encouraged the state to offer subsidies and scientific and technical courses. In 1889, the new Local Education Authorities (LEAs) were

empowered to devote part of local taxation to technical education. Therefore some of it was spent on adult education.

Non-formal education in the 19th century and early 20th century in England was mainly a matter of providing educational opportunities for adults who, for different reasons, did not get formal education. Up to 1919, most of the work in non-formal education had been essentially 'remedial' and much of it remains like that, even today.

As a result of the Smith Report's (1981) recommendations which became the guidelines of its development in the United Kingdom for the next 50 years, adult education became by definition "non-vocational, non-utilitarian" (Titmus, 1981:21). For the first half of the 20th century, vocational training for adults was largely confined to evening classes offered by local education authorities.

2.1.2.2 Provision of non-formal education in the United Kingdom

In the United Kingdom, non-formal education as an area of study includes a diversity of activity ranging from literacy programmes for adults, adult basic education, skills training programmes, educational priority area programmes, university extramural programmes, to workers' educational association programmes and Local Education Authority evening classes.

2.1.2.2.1 Main providers

The main providers of non-formal education in the United Kingdom are the state, industry, non-governmental organizations (NGOs) and voluntary organizations.

2.1.2.2.1.1 The state

The statutory provision

The United Kingdom had no comprehensive law to cover non-formal education or adult education up to 1943. The 1944 Education Act (England and Wales) was promulgated and it states, *inter alia*:

"It shall be the duty of every local education authority to secure the provision for their area of adequate facilities for further education, that is to say:

- (a) full-time and part-time education for persons over compulsory school age.
- (b) leisure time occupation in such organized cultural training and creative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by facilities provided for that purpose" (Titmus, 1981:24).

The 1944 Education Act and the Further Educations Regulations related to it, confirmed universities in England and Wales as 'responsible bodies'. They were also entitled to receive direct subsidies from the Ministry of Education for their adult education work.

In 1945, a similar Act covered Scotland and from that time adult education had been understood as an obligation of local education authorities. The local education authorities were responsible for creating the national network of adult learning opportunities sooner and on a larger scale than in any other European state.

It is clear that the work of the central government is to provide grants, arbitration and advice. The advice as well as guidance is offered by means of administrative memoranda, circulars or circular letters.

The local education authorities (LEAs)

The local education authorities have everywhere become the major providers of education for adults. After World War II, most of the local education authorities felt that in the adult sector priority should be given to technical and vocational education. There are now more than 600 of these 'major establishments' and 31 polytechnics (Legge, 1982:23).

The state's direct role

The state, in the form of the Department of Education and Science, provides grants for adult literacy work and adult basic education. 'Grant' aid is given to mature students who attend universities and residential colleges.

Several government departments are also involved in the education of adults, e.g. the Department of Health and Social Security is concerned with health education, and the Home Office is responsible for the education in prisons, and for the training of the police. Similarly, the Ministries of Transport, Agriculture and Defence each look after training relevant to their own fields.

2.1.2.2.1.2 Non-governmental organizations

The NGOs or voluntary agencies, e.g. religious organizations, women's organizations, women's groups, clubs and community associations, provide education for adults. They provide organized opportunities for groups to meet in order to gain information, ideas and stimuli. Therefore they contribute in a major way to the education and personal development of a large section of the British population.

The Workers' Educational Association (WEA)

This association was founded in 1903 by Albert Mansbridge and it is the largest voluntary organization for students in non-vocational classes in Britain. It has also achieved considerable international fame (Legge, 1982:123). Its main concern has been the adult sector.

The WEA provides courses of liberal and academic study below the level of university work, education for the socially and culturally deprived adults living in urban areas, and political and social education. It is, however, very difficult to generalize about the success of the WEA as its strength varies from one part of the country to another, and even in the same locality it varies from year to year.

Mass media, libraries and museums

Mass media consist of the organs of mass communication, namely broadcasting and the press. Both the British Broadcasting Corporation (BBC) and the International Broadcasting Authority (IBA), have a charter obligation to provide education and information. They also contribute a great deal of educative material in their supposedly non-educational programmes (Kelly, 1992:347).

Broadcasting has a far greater educational influence than does the press, because it has access to at least 97% of homes and can reach those living in the more remote areas in the British Isles, or in the more mountainous areas of England and Wales.

Membership of the public libraries covers about 30% of the British population. The museums and art galleries are available in increasing numbers and are becoming more educationally orientated. The libraries and museums are mainly funded by LEAs and the central government provides the grant aid.

2.1.2.2.2 The curricula of programmes offered

It has been stated above that there are many types of programmes offered by different providers. Different programmes are structured to meet the needs of their clientele and providers.

2.1.2.2.3 Teachers and their qualifications

(a) *Staffing*

The 'poor staffing position' had been persistent during the first half of the 20th century. The educators of adults consisted of the great number of teachers of children who also served as teachers of adults, and paid or unpaid volunteers.

There was a rapid expansion in the university extramural departments and the WEA after World War II. This resulted in a great expansion in the number of full-time educators of adults. In 1945, full-time educators of adults in all sectors numbered little more than 45 000 in England and Wales (Legge, 1982:199). In the 1960s the LEAs appointed full-time principals, organizers and advisers in the non-work related sector.

Although there has been an increase in employment of full-time educators of adults, there are still part-time educators of adults in the United Kingdom.

(b) *Training of educators of adults*

During the past two decades there has been an increase in the training of full-time educators of adults in England. Specialized colleges of education, e.g. Bolton, Huddersfield, Wolverhampton and Garnett (London) have mostly provided courses of initial training leading to a certificate in education. These colleges provide the following courses to adult educators: One year full-time pre-service courses, the courses of the training of graduates as school teachers, the four term sandwich courses, and two year part-time courses for serving teachers.

A growing number of universities are providing courses designed for experienced full-time educators of adults. Most of these universities provide opportunities for further study beyond the advanced diploma level, in the form of Master's courses and Ph.D. courses in the education of adults.

There are also a variety of non-award bearing courses, conferences, seminars and other activities that contribute to the training of educators of adults.

2.1.2.2.4 Funding

It has been stated earlier in this chapter that the main contribution of the state is undoubtedly financial. The British government contributes about 60% of local education authority expenditure towards the education of adults.

The LEAs and the industry also provide finances. The students in adult education institutions pay a more or less nominal fee if necessary. Recently some LEAs have asserted the need for fees large enough to cover all costs. The size of the fee influences the type of clientele. Rural areas are also likely to suffer from high rises in the cost of transport. The general effect of fee rises seems to enable the educationally rich to get richer while the educationally poor get poorer, a form of discrimination which most adult educators find unacceptable.

2.1.2.3 Open University

2.1.2.3.1 Introduction

The creation of the Open University in the United Kingdom represented the first educational enterprise of its kind, later known as distance education. This means a process where the students are not inside the walls of a classroom or lecture room.

2.1.2.3.2 Provision

The Open University provides a special kind of education for mature adults. The courses provided lead mainly to ordinary or honours degrees at undergraduate level and there are some advanced degree courses. The students learn on their own and use for that purpose didactic materials transmitted through media, i.e. the courses are supported by linked television and radio broadcasts and face-to-face tutorials at local centres situated in LEA premises.

A series of non-degree courses are also offered. These courses are designed to provide updating or entry to a new field of knowledge. The success of the Open University has determined the spreading of distance teaching universities all over the world. Europe has more than 13 university institutions of this nature, and the number of such institutions is increasing in South Africa.

2.1.2.3.3 Functions of Open Universities

Nozes (1989:170-172) states that the Open Universities have, among others, the following functions:

- (a) to teach university courses in certain subject areas aiming at populations to whom the use of distance teaching is thought appropriate, mainly because of distance, geographic situation or difficulty of access to traditional universities;

- (b) to collaborate with public universities and other institutions of higher education, particularly in matters of professional training, updating and training of teachers, etc.;
- (c) to collaborate with educational institutions, national or international, in the production of courses or packages of distance teaching and in activities of professional training;
- (d) to encourage the development and activity of scientific research serving the community, namely in the areas of pedagogy and technology of education and training at a distance, etc.

2.1.2.3.4 Funding

The Open University is financed directly by the Department of Education and Science, and by fees paid by students for each credit course.

2.1.2.4 Concluding note

One of the most popular and far-reaching British innovations of the 20th century was the idea of systematic learning by correspondence. Many universities made use of this idea by establishing home study departments. Since then, millions of adults have received further education by correspondence.

2.1.3 United States of America

2.1.3.1 Introduction

To address the range of state plans and activities in the area of non-formal education in the United States of America (USA) requires an overview of a wide variety of educational programmes initiated and funded by the USA, including extension adult and continuing education programmes, outreach and off-campus programmes and external degree programmes, as opposed to those that are privately, federally or institutionally backed.

2.1.3.2 Provision of NFE in the USA

In the USA, before World War I, a national system of adult education was in place. After World War I, many institutions and individuals made adult education their business, and they used these educational activities to serve almost every conceivable interest. The term 'adult education' was used for a wide variety of educational activities.

2.1.3.2.1 Main providers

In the USA, non-formal education is provided by the state(s)/government service(s), federal manpower programmes, military services, city recreation departments, private industries, trade unions, professional associations,

community organizations, churches and synagogues, free universities, and parks and forest boards.

2.1.3.2.1.1 The state

The statutory provision

In the USA, as in the United Kingdom, the state does not own institutions or employ teachers for the education of adults, but it does make a few direct interventions, e.g. grants for adult literacy work and adult basic education, grant aid, policies and Acts.

In 1914, for example, the Smith-Lever Act established the Federal Cooperation Extension Service as an agricultural extension function of the land grant universities in each state. The general extension work of universities became so well established that the leaders organized the National University Extension Association in 1916 (Stubblefield, 1988:34).

The 1970s witnessed the promulgation of many state policies and Acts on non-formal education. Many recommendations that are found in the State Planning and Research documents clearly reflect state-level concerns about expanded adult learning opportunities.

It should be noted that European countries are well ahead of the USA in providing, via government policy, major avenues for NFE or continued learning by adults. In the USA the pattern has been more one of local institutional initiatives. There are, as a result, many gaps in available services and also unnecessary duplication.

2.1.3.2.1.2 Non-governmental organizations

Adults learn through Lyceum lectures, correspondence schools, university extension, agricultural programmes, women's organizations, service clubs and programmes sponsored by voluntary associations.

2.1.3.2.2 The curricula/programmes offered

Literature shows that besides literacy programmes, adult basic education programmes, special degree programmes for adults, there are also programmes for specific target groups, such as:

- (a) Programmes for elderly people, for example, community involvement and volunteerism, cleaning, handling retirement monies, coping with medical costs in old age, health insurance, medicare, medical aid, etc.

- (b) Programmes for women, e.g. preparation of a resource handbook of educational institutions and their offering in Kansas, workshops in assertiveness training.
- (c) Programmes for the unemployed, e.g. identification and recruitment of individuals within the community who are in greatest need of the service, enrolment in an eight week class in which the individual re-evaluates his/her self-concept interest in a group, learns the rudimentary disciplines associated with obtaining and training regular employment, and takes remedial instruction in basic education, and placement in a job commensurate with the individual's abilities and interests.
- (d) Programmes for Vietnam Veterans (Peterson, 1979:250; Cassava, 1990:147) also operate.

The Community Colleges

The Community Colleges emerged as major resources for non-formal education in the USA. Cross (cited in Peterson, 1979:113-116) states that the Community Colleges have:

- (a) developed special programmes for different sectors of adult population, for example programmes for the elderly people, for union members, for families,

- for commuters, for mentally retarded adults, for rural women, for ex-offenders, for pensioners and for deaf adults;
- (b) developed flexible organizational forms;
 - (c) applied new educational technology to reach adult students;
 - (d) produced materials and programmes suited to adult students; and
 - (e) developed community support relationships.

Mass media

The 1970s witnessed the introduction and development of the use of radio and television for, or in, non-formal education. Educational radio stations in 1972 reported that only 5% of their institutional broadcasts were intended for continuing adult education and continuing professional audiences. This gradually increased as time went on.

Some colleges and universities make use of Instructional Television Service. Such facilities are used to carry instructions from campuses to classrooms located in business and industry. The institutions that use such facilities are usually for people pursuing degrees in engineering or management and include, amongst others, the Illinois Institute of Technology, University of Michigan, University of Pennsylvania and Stanford University.

Applications of cable television for adult education purposes are also being made to institutions like the City University of New York, Flabhead Valley Community College of Montana and Purdue University in Indiana.

The telephone has different uses in adult education. It is used for instruction for homebound or handicapped and hospital confined adults, by institutions like the University of Wisconsin, the Kansas Regents Continuing Education Network, the Los Angeles Unified School District, and others.

The newspaper is also used as a vehicle for instruction of adults. The newspaper supplements, as a mode of adult education, are limited to the literate and urban people.

A number of non-formal education institutions use a variety of technologies, for example, audio cassettes, video tapes, film strips, films, slides, and computers, programmes of instruction that enable adults to pursue their educational objectives much more independently.

2.1.3.2.3 Funding

The state provides finance to the education of adults through grants. The voluntary associations and the NGOs also provide funds for non-formal education. The Carnegie Corporation, for example, had invested \$4,5 million in

adult education by 1936. The American Association for Adult Education (AAAE) gets funds through grants from the Corporation.

2.1.3.3 Concluding note

Today the providers of NFE in the USA face the problems of a multicultural society. The 'cultural pluralism' which idealistically allows all groups to live and work together while maintaining their cultural identities raises a problem of possible contradiction (Cassara, 1990:3).

Some theorists maintain that emphasis on cultural distinctiveness works against allegiance to a common American culture and the possibility of uprooting divisiveness and enhancing social segregation. Proponents, on the other hand, see 'cultural pluralism' as the only basis for ensuring equality and human rights for all.

2.1.4 The Netherlands

2.1.4.1 Introduction

The roots or basis of adult education in the Netherlands lie in the enlightenment at the end of the 18th century. The middle-class liberals founded the Society for the Promotion of Public Well-Being which still exists today. This society works to improve citizenship and education according to Christian principles.

By the end of the 19th century adult education largely sponsored by the rich middle-class people, began to develop on modern lines, in response to the needs of industrialization. Non-formal education was required to train unskilled labourers for efficient industrial production.

It is vital to point out that Dutch society was deeply divided on the eve of the 20th century into Catholic, strict Calvinist, and neutral or secular groups. These divisions ran vertically from the highest to the lowest classes of Dutch society. This separation of interests had tremendous influence in all aspects of life, especially in Dutch educational life.

2.1.4.2 Provision of NFE in the Netherlands

Non-formal education developed in such a way that ultimately two kinds of adult education emerged, namely:

- (a) *Vorming* (formation of character), and
- (b) *Ontwikkeling* (transmission of knowledge)

2.1.4.2.1 Main providers

The main providers of NFE in the Netherlands are the government, industry and non-governmental organizations and voluntary agencies.

Statutory provision

The state contribution to the education of adults in the Netherlands, as in many other countries, is mainly financial, i.e. through grants.

In the Netherlands, adult education belongs to the government Department of Cultural Affairs, Recreation and Social Welfare. However, government responsibility for adult education has in fact, been very limited.

Van Yperen (cited in Jourdan, 1988:222) argues that the state took some initiative in the provision of innovations in NFE during the 1970s. There was the establishment of a government committee which had to look after paid education leave. In 1975 a Committee for the Promotion of Local Education Networks was established jointly by the Ministry of Culture, Recreation and Social Work, the Ministry of Education and Science, and the Ministry of Social Affairs. The regulation on state contributions to local education work for adults came into force in 1976.

Other providers of NFE

The Netherlands Centre for Adult Education has played a stimulating role and has influenced the formation of a permanent education policy. This centre was

founded as a body for study, cooperation and representation of various organizations for residential and non-residential adult education.

Non-governmental organizations and community-based organizations devoted to non-formal education are people's houses, people's universities, residential folk high schools, and an organization with a national network of branches, formed by the labour movement and now called the Institute of Popular Education.

2.1.4.2.2 The programmes offered

The programmes or courses offered in the Netherlands are:

(a) *Vorming*, i.e. formation.

Its purposes are the development of the individual personality, character formation, and the acquisition of social skills.

(b) *Ontwikkeling*, i.e. transmission of knowledge.

In the evening schools which offered adults the formal school curriculum in general, technical and commercial education, stress was laid on correspondence training (Titmus, 1981:178).

(c) Residential and local education programmes, apprenticeship schemes, and labour market training programmes also operate.

(d) In-service training (INSET) programmes are found in industry.

2.1.4.2.3 Funding

The government's responsibility for adult education was to provide grants, and only residential adult education was subsidized during the first half of the 20th century.

After 1960, drastic measures were taken in order to uplift the standard of non-formal education in the Netherlands. The Netherlands government increased financial support, i.e. grants to residential adult education and also provided financial assistance to most non-formal education activities in the country.

2.1.4.3 Conclusion

Non-formal education in the Netherlands, in spite of rapid growth during the last two decades, seems underdeveloped and ill-adapted to modern needs (when compared with other European countries). It has grown up in an *ad hoc* fashion, lacked coherence and is unevenly spread throughout the country. This is due to the division stated earlier.

It can also be pointed out that, compared with other states in Europe, the Netherlands' local network procedures have only a tentative approach to coordination of adult education.

2.1.5 Sweden

2.1.5.1 Introduction

As in most European countries, the growth of adult education (as an aspect of non-formal education) in Sweden began during the 19th century. In the second half of the century the main effort was directed towards meeting the needs of the new urban class. The first half of the 20th century saw drastic measures taken towards the development of adult education.

2.1.5.2 Provision of NFE

2.1.4.2.1 Statutory provision

The state provided financial assistance for the development of adult education in Sweden. In 1923 a government commissioned report recommended increased subsidy to certain areas of adult education activity.

In 1947, Parliament officially recognized voluntary adult education, together with increased financial support. It is appropriate to point out at this point that the Swedes had traditionally valued education. Therefore, they considered adult education successful in practice and good in principle (Titmus, 1981:80).

2.1.5.2.2 The National Labour Market Board

In 1957 the National Labour Market Board began to provide vocational training for the unemployed workers and handicapped persons. Hence there were over 100 000 persons who were taking its courses each year. The adult vocational training, mainly undertaken by employers, has grown tremendously in Sweden.

2.1.5.2.3 Swedish study circles

The first Swedish study circle was established in 1902 and there were 50 000 such circles by the mid-1950s. To date, their annual enrolments are over 60% of the total Swedish adult population.

A circle does not need to have a teacher, only a leader, who may not be a specialist in the subject under study, nor have any professional training as a teacher.

The Swedes place emphasis on the production of study materials, literature, tapes, records, film strips, films, etc. In fact, a study circle decides on its own subject, its own method of operation to suit the needs and interests of its members. It is also noteworthy that Swedish study circles dominate the adult education scene when compared with other Scandinavian countries.

2.1.5.2.4 Municipal adult education in Sweden

Municipal adult education courses were directed at a large section of the potential clientele of study circles. Most of the teaching was expected to be done during the evenings, but, if the demand and facilities existed, daytime courses could be conducted.

Municipal adult education is a major part of Swedish provision and its role is likely to extend. In 1977 it was given the task of providing basic education for adults whose earlier schooling was deficient or nonexistent. The aim is to afford the opportunity for all adults, Swedish born or immigrant, to gain the minimum of knowledge and skills necessary to hold down a job and to function effectively in society.

2.1.5.3 Conclusion

Swedes see adult education or non-formal education as an integral and major element in a policy of lifelong or recurrent education. It would not be an exaggeration to state that 45% to 50% of Swedish adults undertake some form of systematic study every year.

2.1.6 Norway

2.1.6.1 Introduction

In Norway during the first half of the 20th century, the development of adult education had been piecemeal. Private initiative was followed by public authority support, as different forms of provision were introduced to meet different needs.

It was the mid-20th century economic growth which saw the bases of modern adult education provision laid. The state and the voluntary organizations (or NGOs) made provision for non-formal education.

2.1.6.2 Provision of NFE

2.1.6.2.1 The state

By the late 1950s the state felt the need for legislation to govern adult education. This resulted in the promulgation of The Norwegian Adult Education Act of 1976.

The Norwegian Adult Education Act of 1976

This Norwegian Adult Education Act of 1976 was a cornerstone in the development of Norwegian adult education as the law laid down what institution(s) should be responsible for the provision of each type of adult education. The state, for example, was to be responsible for national development and to provide alternative basic education, short-term courses for

adults at folk high schools, post-work courses in higher education, vocational training for adults as part of the labour market, and training given or in connection with a company.

The Norwegian Adult Education Act of 1976 also applied to non-examinable studies organized by voluntary organizations (NGOs), namely:

- (a) courses leading to primary and secondary educational certificates, especially provided for adults;
- (b) alternative kinds of fundamental education designed to take into account adult life and work experience;
- (c) post-work and short courses in institutions of secondary and higher education;
- (d) short-term courses in folk high schools;
- (e) vocational training for adults organized by the state as part of labour market policy.
- (f) training given by or for employers; and
- (g) other forms of adult education to meet specific needs.

Financial provision

The state was made responsible for the provision of subsidies to counties, municipalities, folk high schools, organizations and institutions, industries and national associations of industries, in accordance with the principles laid down in the 1976 Act.

The cost of fundamental education programmes for adults at all levels and in all fields is borne entirely by public funds. The cost of fundamental education programmes for adults at the primary and secondary school levels is apportioned between the state, the municipality and the county. The cost of alternative fundamental education programmes for adults at the higher level is borne by the state.

2.1.6.2.2 The Storting Proposition No. 92 of 1965

The Storting Proposition No. 92 of 1965 on adult education or adult training recognized and recommended expansion in three main areas of non-formal education, namely:

- (a) Education enabling adults to obtain secondary school examination qualifications, mainly a function of public schools. This is also the case in South Africa where adult education centres and other community-based or non-governmental organizations provide similar services to Black adults.

- (b) Non-examinable hobby and leisure courses, the field of the voluntary bodies, to which great importance was attached.
- (c) Vocational training in which the Ministry of Church and Education, the Labour Directorate and employers were all engaged, and to which a large amount of space was devoted.

Norway is unique in that vocational education is included in the 1976 Act and that no clear distinction is made between vocational education and general adult education, just as the Storting Provision No. 92 had recommended.

2.1.6.2.3 Correspondence education

The oldest and probably the largest correspondence school in the country, the Norwegian Correspondence School, dates back to 1914. Growth was steady up to the late 1950s. The rapid rise started in the 1960s.

The legislation which strictly controls correspondence education was passed in 1948 and it was revised in 1969. Later, regulations that came into force in 1977 lay down that correspondence courses in the primary curriculum shall be paid for by municipalities and the state. The students shall pay no fees. This motivates many adults to participate in such courses.

In Norway, much of the correspondence education is conducted at primary and secondary school levels. It is used by students seeking higher job confidence, preparing for public examinations or simply studying for subject interest.

There are three main ways of pursuing correspondence education in Norway, namely:

- (a) *The classical one* - in which the student works entirely on his own, completing assignments sent through the post by the school, and returning them for correction and comment. This is the most popular one.
- (b) *Combined instruction* - in which the student not only studies alone, but also attends classes in which he receives face-to-face tuition from the teacher.
- (c) *A Correspondence Circle* - in which the student participates in a study circle, which works on the material sent by the school and returns an assignment jointly prepared.

The Norwegian testimony suggests that geography, scattered communities and difficult communications have been among other reasons for correspondence education's high place in the country.

2.1.6.3 Conclusion

It has been stated that the proportion of correspondence students in Norway is higher than that in any other country. This can be attributed to the new regulations which made courses almost free for adults.

2.1.7 Iceland

2.1.7.1 Introduction

Iceland is a large country, with a small population and as a result both means and opportunities in non-formal education are limited when compared with those of larger European nations.

Icelanders have always been keen supporters of general education for everyone, and for centuries each farm in Iceland has been a kind of educational establishment with group studies and group discussions integrated into life and world.

2.1.7.2 Provision of NFE

It is possible to trace the beginning of NFE development back to the end of the 19th century. With the rise of several popular movements such as the Youth Movement, the Labour Movement, the Cooperative Movement, the Women's

Movement, etc. there came an awareness of the need for special training of adults in different fields.

The Labour Movement, through its trade unions, was responsible for on-the-job training. The various unions themselves planned and accomplished special courses for their members with the approval of the Ministry of Education on the one hand, and a special Board of Technical Training on the other.

2.1.7.2.1 The state

A new government in Iceland in 1971 and a new Minister of Education, established a committee on 26 October 1971, to deal with the issue of adult education. The Committee of Adult Education of 1971 had to establish a framework for adult education in Iceland where three main objectives could be obtained. First, adults should be given opportunities to take examinations equivalent to those taken at all levels of formal education, but with teaching especially adapted to adults (not as in South Africa where the same school teaching methods for school children/pupils are used to teach adults). Second, recurrent on-the-job training should be available where all the partners of the labour market are involved as planners and performers with democracy as a guiding principle. Third, there should be free-flowing general education for adults with organizations of different large movements and different municipalities in the country as sponsors.

A Bill on Adult Education of 1974 saw the improvement of adult education and the distribution of responsibilities in adult education. The Ministry of Education and Culture was to have the highest authority in all matters dealing with adult education. Besides the Ministry, a Consultative Board of Adult Education for the whole of Iceland and Committees of Adult Education in all educational districts covering the whole country are also responsible for adult education.

2.1.8 Belgium

2.1.8.1 Introduction

In Belgium, non-formal education is provided by the state, NGOs and voluntary organizations as in many European countries. However, the state plays an important role in providing such courses in Belgium.

2.1.8.2 Provision of NFE

Statutory provision

In Belgium there are non-formal education courses organized by the state, which are administered by the ministries. These are:

- (a) Courses arranged by the National Education Ministry, e.g. further courses for teachers, evening classes and state correspondence courses.

- (b) Courses arranged by the Ministry of Employment and Labour, e.g. professional courses for adults.
- (c) Professional courses arranged by the Ministry of the Middle Classes. These courses aim at training personnel suitable for the trades, commerce and small industry.
- (d) Courses arranged by the Ministry of Agriculture. Such post-school courses allow farmers and farm workers to improve in a permanent manner their professional qualifications.
- (e) Courses arranged by the Ministry of Civil Service for public service personnel.
- (f) Courses arranged by the Ministry of Public Health for family help and assistance for the aged and for the public in matters of health.
- (g) Courses arranged by the Ministry of Justice for professional training in orientation and probationary establishment of the Youth Protection Office and professional training in certain penitentiary establishments.
- (h) Courses arranged by the Ministry of Economic Affairs, i.e. seminars, conferences and courses for orientation and training in business.

2.1.8.3 Conclusion

The other aspects of non-formal education are similar to those of other European countries.

2.1.9 The distance education concept

It is evident that some forms of non-formal education in the developed European countries were and are carried out through distance study.

According to Holmberg (1981:11) distance study is learning supported by:

"... those teaching methods in which, because of the physical separateness of learners and teachers, the interactive as well as the pre-active phase of teaching is conducted through print, mechanical or electronic devices."

The main general characteristics of distance study is that it is based on non-contiguous communication, that is, the learner is at a distance from the teacher or lecturer for much or even all of the time during the teaching-learning process.

The basis of distance study is normally a pre-produced course which is usually printed but which may also consist of presentations by media other than the written word, for example, a video or videotape, TV, radio programmes, experimental kits, TV educational programmes, etc. The course usually aims to

be self-instrumental, that is, to be accessible for individual study without the support of a teacher.

It is important to know as much as possible about the students, their goals, social and educational backgrounds, incentives and motivation, why they study at a distance and what they expect. The course must be designed for the target population or students that actually exist.

Distance education caters for individual study. It also provides an organized two-way communication between the students and their teachers/lecturers, and between students and a supporting organization, that is, the university, college or school, with its tutors and counsellors. The purposes or functions of this two-way communication are generally:

- (a) to support students' motivation and interest by contact with an encouraging tutor and counsellor;
- (b) to support and facilitate student learning by having students apply knowledge and skills acquired as well as by tutors' comments, explanations and suggestions; and
- (c) assessing students' progress in order to provide them with an instrument by means of which they can judge their educational situation and needs and by means of which marks can be awarded (Holmberg, 1981:83).

It is clear from the countries discussed earlier in this chapter, that the organizational and administrative aspects of distance education naturally differ with the cultural and sociological contexts in which distance study is made available. It is, however, the task of the administrative organization to bring about the following:

- (a) correct, competent and courteous treatment of all letters, timeous delivery of material, information circulars, and so forth, and proper reception of students calling in person or on the telephone;
- (b) short turnaround time for assignments submitted in writing, on audio tape and other media and for letters applying for information, containing questions, requests, complaints or suggestions;
- (c) practical provision for the educational use of the telephone, the computer and other aids included in the working methods;
- (d) accurate, easily available registration of data;
- (e) checking of students' progress and procedures for reminders to those who fall behind or seem to be in danger of dropping out;
- (f) facilities (when needed) for supplementary teaching; and
- (g) general efficiency in all the above activities at reasonable cost (Holmberg, 1981:102).

Distance education or study is relatively more economical because most teaching is carried out by part-time staff, most of whom are employed on a full-time basis by other educational institutions. The university, college or school does not have to provide them with the services that have already been provided by their primary employers.

2.1.10 Similarities and differences in First World non-formal education provisions

2.1.10.1 Introduction

Chartes (1981:86-88) argues that in most of these countries the conception of centralist planning is dominant and there is an increasing role of the state in the field of adult education.

The present writer highlights a few similarities and differences in the provision of non-formal education in the First World or industrialized countries.

2.1.10.2 Similarities

- (a) In the historical development of adult education and the forms in which it appeared, the churches and monasteries appeared as pioneers with cultural centres in which adults learned to read and write and acquired education.

- (b) The development of capitalism and with it the development of science and technology, led to the state's appearing as an important factor in providing education as a whole and in adult or non-formal education, too.
- (c) In most of these countries, the state took over responsibility for adult education and this led to the centralization of the system and the strengthening of the role of the state in this field of education.
- (d) In many of these countries, the philosophy of lifelong education is accepted and adult or non-formal education is regarded as the most important part of it.
- (e) In all these countries, the need for linking labour and education is emphasized, which has special significance from the standpoint of adult education. The economy and social services as a whole have become important factors in adult education.
- (f) During the last 20 years in most of these countries, empiricism has been dominating the field of non-formal education.
- (g) Lastly, adult educators are trained at universities where adult education is a major subject or is offered at the level of postgraduate studies. There is a noticeable general tendency toward professionalization of adult education in all these countries.

2.1.10.3 Differences

The differences in theoretical conceptions bring about differences in training personnel for work in the field of adult education. Chartes (1981:89) further argues that there are also clear differences between and amongst these countries that derive from:

- (a) the socio-economic and political position of each country;
- (b) their historical development or background;
- (c) their level of economic and cultural achievements;
- (d) the strategies and characteristic ways of development of socialist societies, which have a direct effect on the system of adult education; and
- (e) the differences in theoretical conceptions and scientific attitudes to the founding of adult education.

2.1.10.4 Conclusion

The differences mentioned above do not represent anything negative in the development of the system of adult education. On the contrary, they give the system of each country specific characteristics and special or unique qualities.

2.2 NON-FORMAL EDUCATION IN SOME DEVELOPING COUNTRIES

2.2.1 Introduction

In the developing countries non-formal education inherits a vast clientele of children and youths who have never been to school or have dropped out before finishing, or have completed primary school and have not gone into secondary school.

Many children, especially in rural areas, learn much less because of erratic school attendances, overcrowded classes, lack of teaching-learning materials, or aids, poor teaching or learning as a result of poor teacher-pupil ratios, poor diet and health, long distances to and from school, financial problems, etc.

There are two main categories of non-formal education provided in the developing countries, namely, non-formal education for children and youth, and non-formal education for adults. The examples of these categories are shown later in this chapter.

When one examines the whole range of non-formal education in the developing countries, it becomes clear that many of those non-formal education programmes of 'alternatives' to schooling or formal education which have been developed embody many characteristics of 'formality' at birth while others incorporate them during their early life.

According to Simkins (1977:35), the newly developed non-formal education programmes or courses are likely to suffer from two fates, namely:

- (a) *They will become formalized.* Formalization will occur as non-formal education programmes or courses seek to compete for students and resources. For example, the Village Polytechnics in Kenya won international acclaim as a practical home-grown approach to help rural young people to acquire a diversity of skills they could use profitably in their own villages.
- (b) *They will be devalued.* When programmes or courses attempt to maintain their original objectives there is a likelihood of devaluation.

It should be noted that until recently, the rewards in terms of pay and status for 'white collar' occupations have been perceived as being substantially higher than the rewards for industrial 'blue collar', not to mention agricultural occupations.

2.2.2 Cuba

2.2.2.1 Introduction

Before the revolution of 1959, Cuba was a country with marked social inequalities, especially between the urban middle and upper classes and the rural peasants. However, the socialist policies of Fidel Castro's government have been designed to overcome all these inequalities.

According to Simkins (1977:49), the main objectives of Castro's revolutionary government were:

- (a) to expand and utilize fully the society's productive capacities and to transform the Cuban economy ... into a rapidly growing system capable of securing increasing abundance for all;
 - (b) to eliminate economic, political and cultural dependence on the United States ...;
 - (c) to replace the rigid class structure of capitalist Cuba with classless and egalitarian society; ... to end the city's political domination over the countryside;
 - (d) to transform work into a challenging and creative activity for a new socialist man, motivated by social consciousness and the desire for self-expression.
- Hence, education has a major role to play in such a strategy.

Castro's vision was to create a 'new man'. Gillette (1972:79) and Simkins (1977:50) state that the 'new man' has the following characteristics:

- (a) he has a sense of personal and collective identity in belonging and contributing to an authentic Cuban process of development;

- (b) he understands and is therefore able to shape his own destiny; and
- (c) he has a radically different relationship with his work.

2.2.2.2 Schools in the countryside

The 'schools in the countryside' movement was established in 1966. The junior high school students spend 45 days each year in rural camps, according to Paulston (1973:247), with:

"A minimum of classroom and a maximum of working with state farms, private farms, and the military in the production of such products as sugar cane, coffee, tobacco, citrus fruits, vegetables and others."

The organization of the camps is specifically designed to achieve changes in attitudes and expectations. It is also clear that when the student is at the camp, the educational social and political aims are fulfilled and at the same time the student makes a contribution to production.

New blends of formal and non-formal education are being developed in Cuba. The 'schools in the countryside' is one of the interesting programmes for the International Council for Education Development (ICED). This programme combines formal instruction in academic subjects with community service and the development of practical skills through work. This programme is also intended to

provide an educational experience relevant to the needs of the rural economy and to reduce the qualitative gaps between urban and rural education.

Gillette (1972:178) argues that the key objectives of Cuban education are:

- (a) democratization of access through providing education on a mass basis;
- (b) the establishment of an educational system geared to imperatives of economic development; and
- (c) the overcoming of individual and collective alienation through the creation of 'the new socialist man'.

2.2.2.3 Conclusion

It is obvious that central to the Cuban concept of education is the integration of work and study. Many non-formal education activities have been developed to create links between the school and its environment and provide exchanges between educational institutions and production units.

2.2.3 Indonesia

2.2.3.1 Provision of non-formal education

A 'Comprehensive Locally Initiated Youth Programme' was established in East Java. According to Paulston (1973:140), this multifaceted youth programme

serves a wide range of learning needs of boys and girls under the age of 20 years through practical activities in agriculture, retailing, cottage industry, rice processing, rural manufacturing and repairs, home making and health and cultural affairs. This programme shows how a community can mobilize personnel, and resources available at the local level. The costs are relatively low and the programme is partly self-supporting.

There are also efforts being made towards coordinating youth activities. The following efforts are made through the Ministry of Youth, Culture and Sports: to strengthen and coordinate various out-of-school, education opportunities for youth, and to give youth a voice in the shaping of such programmes and broader opportunity to participate in national development.

2.2.4 Sri Lanka

2.2.4.1 Provision of non-formal education

Sri Lanka tries to convert its highly academic secondary schools into multipurpose schools, offering pre-vocational studies. The independent 'Boy's Town' rural programme was established in Sri Lanka. This residential multipurpose and largely self-supporting programme combines basic general education with training in agricultural and practical skills for employment and self-empowerment, and with the development of self-reliance and leadership abilities.

The basic skills they learn, are among others: trade skills, carpentry, basic metalwork, house construction, electric wiring, repairing generators and motors, and others.

Sri Lanka has also a community development or self-help movement called *Sarvodaya Shramadana*. This was inspired by Buddhist philosophy aimed at uplifting the most deprived rural communities.

2.2.4.2 Statutory provision

According to Graham-Brown (1991:142), the state in Sri Lanka provides non-formal education through the following state departments:

- (a) Land Commissioner's Department: Youth settlement schemes.

- (b) Ministry of Agriculture:
 - (i) Agricultural extension courses;
 - (ii) Farm schools
 - (iii) Young farmers' clubs.

- (c) Department of Labour:
 - (i) Vocational training centres
 - (ii) Mobile extension centres.

(d) Department of Cooperative Development:

- (i) School of cooperation
- (ii) Study groups.

(e) Prime Minister's Office:

- (i) Youth camps
- (ii) Agricultural farms
- (iii) Work training and employment.

(f) Department of Small Industries:

Various kinds of village craft classes.

(g) Department of Rural Development:

- (i) Better living: needlework centres
- (ii) Training centres
- (iii) *Shramadana* (self-help) programmes.

2.2.5 Africa

2.2.5.1 Introduction

There is a substantial history of non-formal education activity in Africa. Adult education tended to develop around two very different poles, namely university extramural studies and mass education. The extramural studies were meant to train a few local men and women to assume positions of leadership in their

communities, while mass education consisted of mass literacy, adult basic education, community development programmes and agricultural extension programmes.

The state/government departments and NGOs provided instruction in better ways of living, improved methods of farming, food storage, nutrition, child care, hygiene and health, more developed skill training, designed to improve the vocational competence of workers in commerce, industry and government employment.

Geographically, most of Africa is rural. Hence Coombs and Ahmed (1973:214) state that there are four main kinds of learning needs and three main groups of people who must be considered in the provision of non-formal education in the rural areas. They identify the following learning needs:

- (a) General or basic education, that is, literacy, numeracy and understanding of one's society and environment.
- (b) Family improvement education to develop knowledge, skills and attitudes, that is, to improve the quality of their domestic lives.
- (c) Community improvement education to enable people to participate more effectively in civic affairs, in the management of cooperatives, credit banks, associations and clubs, and in understanding community improvement projects.

(d) Occupational education to assist people to make a better living for themselves, and to contribute effectively to the economic development of their communities and countries.

The three main rural clienteles identified were persons directly engaged in agriculture, persons engaged in off-farm commercial activities, and general service personnel.

Lastly, there are central issues or functions of officials in developing countries like African states that relate to the recruitment and development of personnel or staff, namely: broad scale planning and coordinating of non-formal education, managing individual programmes and day-to-day instruction and group leadership.

2.2.5.2 Kenya

2.2.5.2.1 Introduction

From 1963, Kenya's development has been marked by the following features: rising rural-urban immigration, increasing urban unemployment, high wastage rate through repetition and drop-out, academic curriculum for primary and secondary levels, and others. The Village Polytechnics have been designed to tackle these problems.

2.2.5.2.2 Kenya's Village Polytechnics

The first Village Polytechnic was established in 1966 and they soon grew in number. There are different Village Polytechnics which are extremely diverse in form. The objectives of Village Polytechnics relate to the understanding of local needs and possibilities and the ability to respond with skill and creativeness to such opportunities.

Court (1974:239) states "having arisen out of community demand they (the Village Polytechnics) thrived and survived by changing the terms of that demand in a process of community education."

Also of interest in Kenya are:

- (a) the Kenya National Youth Service which provides training to out-of-school youth through a nationwide paramilitary type organization;
- (b) a radio correspondence programme that provides junior and secondary school equivalency courses; and
- (c) the village educational activities of a voluntary national women's movement (Fafunwa & Aisiku, 1982:255).

2.2.5.2.3 Kenya's multipurpose centres

The recent establishment of multipurpose centres introduced a much needed degree of flexibility that enables the centre to operate at fuller capacity by responding to local needs as they arise, that is, each centre is responsible for determining local priorities in consultation with the local community and coordinating the services to be provided, with sharing of facilities and staffing.

In these centres, rural development is conceived as a multifaceted process to which a wide range of activities can make their contribution. Development takes place through the interaction among these activities.

According to Leimer (1975:107) the multipurpose centres of Kenya seek coordination through autonomous local institutions rather than central bureaucracy.

2.2.5.2.4 Conclusion

It is noteworthy that the Village Polytechnics in Kenya try to follow their 'graduates' to get feedback evidence for evaluation and improvement of their non-formal education programmes.

2.2.5.3 Tanzania

2.2.5.3.1 Tanzania's self-development programmes

The long standing community development tradition 'animation rurale' and some of the training programmes for farmers and other workers fall into this category.

The important characteristic of the Tanzanian approach to non-formal education is that the programmes are more specifically concerned with leadership training, mainly directed towards the strengthening of local institutions which are central to self-development.

The nationwide learning system to which Tanzania is committed is rooted in a network of adult education classes built by the Ministry of National Education from 1970 onwards. The members decide for themselves what they want to learn and where and when they want to learn. This may include new farming or craft techniques, home improvement and health practices, literacy and general education subjects, discussion of political affairs and local issues.

The course of study for higher levels of political leadership are provided at Kivukoni College in Dar es Salaam, in political theory, economics, sociology and history. This has contributed great ideas to the ideological unity and commitment of the ruling party, namely the Tanganyika African National Union, then the Chama Cha Mapinduzi or Party of the Revolution, etc. More recently, a number

of local centres providing this kind of training for local party leadership has been brought into being, linked with Kivukoni College.

Rural training centres were run by the Rural Development Division of the Prime Minister's office, and were intended to provide a variety of production skills, and also for political education. The Rural Development and Cooperative Division offered well-developed programmes of training for the members and staff of cooperatives.

The Cooperative Education Centre at Moshi provides, through its system of regional centres, study groups and seminars for local committee men and members. It also extends its outreach through correspondence courses and radio programmes. The Cooperative College at Moshi for residential courses provides training for the smaller numbers of full-time staff of the cooperatives in accountancy, bookkeeping, management and administration. By these means relevant training is provided to all levels of leadership in the cooperative movement (Hall & Dodds, 1974:48).

This imaginative and comprehensive approach to the production of local leadership for the cooperative movement offers a most interesting model for non-formal educational activity geared to community self-government.

The problems encountered were the high waste rates, particularly in the correspondence programmes and maintenance of sufficient numbers of qualified and efficient education officers to staff the programmes.

2.2.5.3.2 Tanzania's mass education campaigns

It is reported that 95% of the people in Tanzania live in the rural areas. As a result Julius Nyerere's ideology involved a socialist conception of development based very firmly on giving priority to the rural areas (similar to Fidel Castro's ideology). Education, and non-formal education in particular, had a central role to play in the national strategy to achieve these ends.

According to Simkins (1977:45), the importance of non-formal education in Tanzania is based on the following reasons, namely:

- (a) It is an essential element for Tanzanian education strategy to provide basic education on a mass basis to all sections of the population.
- (b) Tanzania's ideology demands maximum population participation in decision-making with respect to both the formulation of development plans and to the implementation of development policies.

Tanzania established many mass education campaigns such as *Wakati Wafuraha* (a time for rejoicing), a health education campaign (*Mtu ni afya*), and *Ujamaa*

Villages. The Tanzanian mass education campaigns also involve the integration of three media, namely radio, the printed word, and face-to-face discussion.

2.2.5.4 National Youth Services in Ghana, Malawi, Kenya, Tanzania and Zambia

In 1955 the first National Youth Service was established in Ghana. They were later established in many African countries like Malawi, Kenya, Tanzania and Zambia.

The National Youth Services provide vocational training and opportunity to get some money to enable the youth to find appropriate employment. The main aim of National Youth Services is to mobilize unemployed youth for undertaking project work in the cause of national development. They also provide the youth with basic training and inculcation of corporate discipline as well as elements of general education and of skills training. Inkeles and Smith (1974:140) argue that the lack of funds forms the main constraint upon the expansion of National Youth Services in almost all the African countries.

2.2.5.5 Botswana's brigades

The brigades originated in Botswana in 1965. This is non-formal education for out-of-school youth. The brigades, as Colclough (1976:54-55) states, provide

training to youth in various fields, such as building, carpentry, agriculture, textiles, mechanics and handicrafts. Nowadays brigades also provide training in modern sector skills to sophisticated careers. Brigades are also formed in Upper Volta.

2.2.5.6 Extension services in Tanzania, Kenya, Zambia and Malawi

These are essentially agricultural extension services. They are meant to persuade farmers to increase and diversify production through the introduction of few farming practices, and to persuade rural women to adopt new homecraft practices.

In discussing agricultural extension, emphasis is often placed almost entirely on the knowledge and skill needs of farmers and how these can be met most effectively. There is little consideration of the importance of the kinds of attitude change which might be conducive to rural development and how non-formal education must best bring these about.

According to Thompson (1981:229-232), the extension services of Tanzania, Kenya, Zambia and Malawi were faced with problems such as resistance from poor farmers, lack of training, suspicion of farmers, linguistic problems, lack of planning, geographical concentration, inadequate finance and inadequate research.

2.2.5.7 Animation Rurale

Animation Rurale is a technique which was first developed in Morocco in the 1950s and taken up notably by Senegal after 1960 and by Mali more recently. The following short discussion is based upon the experience of Senegal.

Animation Rurale is concerned with harnessing the energy and resources of local communities in their own development. The more progressive local people were to be trained as animateurs. They had to attend intensive courses at Centres of Rurale Animation.

In 1970, due to problems encountered, Animation Rurale changed from production-oriented activities to a cultural and social organization which was mainly concerned with rural youth (Thompson, 1981:233-234; Simkins, 1977:25-30).

2.2.5.8 Training programmes in Nigeria, Ivory Coast, Kenya, Tanzania and Zambia

These are pre-employment training programmes for industry, and training programmes for farmers and craftsmen in rural areas in countries like Nigeria, Ivory Coast, Kenya, Tanzania and Zambia. The main aim of training programmes is skill training (Fafunwa & Aisiku, 1982:205); Graham-Brown, 1991:86).

2.2.6 A short review of recent trends in non-formal education provision in industrialized countries and developing countries

2.2.6.1 Introduction

This short review shows recent trends in non-formal education provision in overseas industrialized countries on the one hand, and in African and developing countries on the other.

2.2.6.2 The role of the state

Before the 1980s the state did not take responsibility for non-formal education provision in the industrialized countries of Europe and America. Hence the provision and funding were on a relatively small scale and central state intervention was minimal.

Since the 1980s there has been a shift from a dominant emphasis on social welfare and affirmative action functions of non-formal education. The Vocational Education and Training (VET) orientation of non-formal education programmes has become important and state financial support has been partly rechannelled to programmes which serve this function. Therefore there has been an increase in direct state provision of non-formal education by different ministries in industrialized countries.

In most developing countries the state does not take responsibility for non-formal education provision, although non-formal education has generally been located within education ministries.

2.2.6.3 The role of NGOs

Non-governmental organizations play varying roles such as the training of teachers, provision of physical facilities, accreditation of qualifications, curricular planning and design, and materials development. The form, the numbers, the nature and the work of NGOs vary according to the nature of the state and the sociopolitical and economic conditions at a given time. Non-governmental organizations have played important roles in both industrialized countries and developing countries.

2.2.6.4 Adult educators and training

Literature review shows that the training of teaching personnel is a neglected aspect of non-formal education and it is often *ad hoc*, sketchy, haphazard, narrow and unsystematic. The length of training varies from five days to two or three weeks.

Some industrialized countries provide training programmes for non-formal educators or adult educators, which are a mere ritual. They (industrialized

countries) do not provide training programmes for non-formal education officers, such as regional supervisors, inspectors, organizers, administrators and facilitators.

In African countries and other developing countries, there is a tremendous shortage of adult educators, mostly at higher levels of the education system. Some developing countries provide in-service training, face-to-face training and distance training to adult educators.

2.2.7 Concluding note

From the above it is clear that non-formal education embraces educational components of programmes designed to serve broad development goals, as well as more academic goals. It is also evident that one of the major challenges to the discipline and field of non-formal education in the near future is the further development of the concepts, strategies, methods and materials for both learner- and society-oriented education. These are needed in important areas like labour, employment and unemployment environmental care, housing, national and international conflict and the relationship between so-called developed and developing nations.

Non-formal education has, in general, shown a shift from learner-oriented to society-oriented goals and programmes in the past two decades.

CHAPTER THREE

A BRIEF REVIEW OF SELECTED ASPECTS OF NON-FORMAL EDUCATION IN SOUTH AFRICA WITH PARTICULAR REFERENCE TO PIETERMARITZBURG REGION

3.1 PART ONE: NON-FORMAL EDUCATION IN SOUTH AFRICA

3.2.1 Introduction

South Africa, like most developing nations, has certain educational problems and aspirations. One of its aspirations is a common faith that education can contribute to its goals of economic growth, its nationhood, and the enhancement of human dignity.

However, the inability of the various education systems in South Africa to cope with all the needs of the country and its people (especially for Blacks), makes the area of non-formal education one which should enjoy high priority.

There are certain factors that have also influenced the renewed interest in non-formal education of adults in South Africa. National Education Policy Investigation (NEPI) (1993:1) gives the following factors:

- ▶ 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 retraining;
- ▶ rapid political and social change in South Africa; new opportunities for development in South Africa;
- ▶ an increased awareness of the enormous and 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; and
- ▶ the global and national ecological and social crisis.

The conglomeration of these factors brought about the need for the development of non-formal education and its provision by state, industry and non-governmental organizations.

3.1.2 The development of non-formal education in South Africa: a short historical background

3.1.2.1 Introduction

In South Africa adult education was in progress during the 19th century but it was only in the first 30 years of the 20th century that more purposeful attempts were

made to develop and coordinate its activities. During these years the aims of adult education were:

- (a) to read and write;
- (b) to work more efficiently and to earn a better living;
- (c) to ensure intellectual development;
- (d) to promote culture and an appreciation of one's intellectual heritage;
- (e) to be fit in body and in mind;
- (f) to enjoy recreation and to promote aesthetic enjoyment;
- (g) to make social contacts and to extend one's circle of friends;
- (h) to understand civic duties;
- (i) to enrich the emotional life; and
- (j) to appreciate spiritual and moral values (Union of South Africa, 1946:4).

A conference on Adult Education in South Africa was held in October 1935 in Durban. At this conference topics highlighted and discussed were universities and adult education; the need for parent education, adult education and farming communities; vacation or summer schools, and film and radio in adult education (Horrell, 1968:5-6).

3.1.2.2 Provision: Main providers and programmes offered

Adult education was provided by various bodies such as the state, voluntary organizations and industries/private sector. These bodies provided adult

education in different forms or fields, for example, literacy and numeracy, vocational skills, knowledge and experience, physical recreation and health, family life, cultural life, and spiritual and moral life (Union of South Africa, 1946:14).

3.1.2.2.1 A committee on adult education

A Committee on adult education was appointed by the Minister of Education in March 1943. This committee made the following recommendations concerning adult education:

- (a) That the government of the country (South Africa) lay down the principle that post-school education forms an integral part of the educational system of the nation and that it must follow on and grow out of the full-time institutional education of the country.
- (b) That the necessary steps be taken by the government to create a system of adult education under the Union Education Department by means of a National Council for Adult Education and that it functions with the help of other government departments, provincial and local authorities and voluntary organizations.

- (c) That it be accepted as a principle that the system be strongly decentralized and that the activities in connection therewith take into account local needs which should be attended to by local bodies and regional organizers.

- (d) That it be accepted as a further principle that adult education endeavour, as far as possible, to build upon existing local educational facilities, whether provided by statutory bodies or voluntary organizations, and to develop and supplement them (Union of South Africa, 1946:16).

However, this was not carried out because the Nationalist Government came into power in 1948. From 1948 onwards the Nationalist Government undermined the policy of support for night schools in a number of ways, for example, applications for subsidies were often neglected or refused. Until the mid-1970s the state itself took no positive steps to promote adult education and literacy work.

In 1948 the Institute of Race Relations provided literacy classes in seven African languages (Hutton, 1992:57). The Institute supplied teaching materials and trainers/teachers in such classes. It was estimated in 1953 that more than 10 000 Africans a year were becoming literate through the use of the Institution's materials. In the same year (1953) the Bantu Education Act was passed, which made it illegal to conduct unregistered schools.

Until 1955 adult education for members of all race groups was under the control of the Department of Education, Arts and Science. Large numbers of Blacks were enrolled with private correspondence colleges while many others were attending evening classes (primary classes) or continuation classes (post-primary classes), conducted by voluntary committees.

3.1.2.2.2 Native Affairs Department's involvement

In 1955 the Native Affairs Department took over the administration of grants for Black adult education. In 1957 it published new regulations for evening schools and continuation classes, which were revised in 1962.

According to Horrell (1981:19) the main regulations were as follows:

- (a) All classes must register annually with the Department of Bantu Education if they cater for ten or more pupils;
- (b) They must operate during normal school terms only and be open for inspection by officials;
- (c) All teachers' appointments must be subject to Departmental approval;
- (d) No pupil or student must be admitted unless he or she is over the age of 16 years and is lawfully resident in the area concerned.

- (e) If classes are held in White areas, applications for registration should be accompanied by permits from Group Areas Board.

There were many other restrictive factors, which are given here, e.g. long delays in registration of adult education schools resulted in the establishment of many unregistered schools. Most of the classes for Blacks that were being operated in 'White' areas were forced to close.

In 1968 the National Council of African Women established adult education classes in a variety of Black languages. An association for the Education and Cultural Advancement of Africans had been formed in 1967 by leading Blacks in Johannesburg and Pretoria. It used normal schools for adult classes from Class One to Matric. Horrell (1981:20) further states that the Council also assisted unsuccessful matric candidates to prepare for their supplementary examinations. It also assisted Blacks who were enrolled with correspondence colleges.

Blacks studying through part-time or correspondence classes who wished to have a certificate that was recognized by the government had to write the Std. 6 and Junior Certificate examinations set by the Bantu Education Department.

3.1.2.2.3 The Eiselen Commission

The Eiselen Commission on Native Education strongly recommended the establishment of a Bureau for Literature to encourage Black writers translate suitable reading material and devise terminologies. This was supported by the Tomlinson Commission on the Socio-economic Development of Black Areas, which emphasized that education should be the driving force behind its plan and that illiteracy should be eliminated (Gillette & Ryan, 1983; Horrell, 1968).

Non-formal education developed during the 1970s. The present provision of non-formal education is discussed later in this chapter.

The present debate over strategies to construct a nonracial democratic education system for South Africa prioritizes non-formal education as an indispensable complement of formal education. Formal education systems have proved, and are proving, extremely resistant to change despite the steadily accelerating rate of political, social and technological change in the world today.

In South Africa, non-formal education has grown from grassroots organizations, mass organizations, the private sector, the state and community-based organizations. These initiatives have different historical legacies, varying ideological underpinnings and different educational methodologies.

3.1.2.3 Teachers and training

There was no special training for the adult educators from the 19th century until the late 1970s in South Africa. Most teachers were employed on a part-time basis and taught in the evenings as they were teachers at formal schools during the day. These teachers were only trained to teach young pupils/students.

3.1.2.4 Funding

It was stated earlier that in 1955 the Native Affairs Department took over the administration of grants for Black adult education. The Department of Bantu Education later took over the administration of grants or funding of Black education and Black adult education. In some cases Black students had to pay for the courses offered. The state did not take non-formal education seriously as its responsibility. Large sums of money were only directed to formal education.

3.1.2.5 Conclusion

Non-formal education should be guided and developed in such a way that it interfaces smoothly and augments the formal vocational education. This, however, has not been the case in South Africa because of stringent governmental regulations, poor planning by NFE providers, lack of funds, etc.

In recent decades (1970s and 1980s) there was an awakening of interest in non-formal education in South Africa. This was due to the fact that social, economic, political and ecological changes had led policy makers, employers and community leaders, to the conclusion that life in the modern world for the greater majority of people is intolerable without the appropriate knowledge, skills and attitudes to cope with it.

3.1.3 The current provision of non-formal education in South Africa

The period under discussion, 1989 to 1993, has been one of the most dramatic for the state, the industries, community organizations and non-governmental organizations (as they are best known) in South Africa. It was a time when non-governmental organizations had to move from protest to provocative engagement politics. It was also a period of major political developments and changes in South Africa. All these changes have influence on the provision of non-formal education in South Africa.

3.1.3.1 Main providers and NFE programmes provided

In South Africa the major providers of non-formal education programmes are the state, industries and non-governmental organizations. However, there are other providers like municipalities, welfare agencies, service organizations, churches and religious bodies, etc.

3.1.3.1.1 Statutory provision: The state-run programmes

The non-formal education programmes that are run by the state includes those run by the ex-Department of Education and Training (DET), the homelands and former independent states, military, prisons, municipalities, provincial authorities and other state departments.

Some state departments, for example the Department of Manpower Development, National Health and Population Development, etc. have conducted and/or are conducting adult education and literacy programmes in order to increase productivity, to promote their existing policies, to increase public awareness of certain issues such as AIDS, TB, immunization, etc.

The state provision is centrally controlled with formal, hierarchical decision-making structures. It has a curriculum that is directive, formal and non-interactive.

The former Department of Education and Training (DET) designed and implemented its own curriculum which starts with a basic literacy programme called Course for Adults to Read and Write (CARW), followed by a preparatory course which takes learners to a Std. Two (Grade 4) level, i.e. equivalent to four years of schooling. This then leads on to Courses 1 and 2, and equivalent to six years of schooling. Higher education, that is, from Std. 6 (Grade 8) through to Std. 10 or Matric (Grade 12) is offered by the night schools.

The state and state departments have neglected the training of adult educators and the development of a curriculum for such training. By contrast, in the industrialized or developed countries of North America, Europe and in Australia, the Vocational Education and Training (VET) orientation of adult education programmes has become vital and state financial support has been partly rechannelled to programmes that serve this function (Cross, cited in Peterson, 1979:250), as pointed out earlier.

Although there is no 'system' of non-formal education in South Africa, there are a number of South African Acts that deal with adult education in some form, namely:

- (a) ***Manpower Training Amendment Act No. 39 of 1990*** - which regulates the training of apprentices and artisan trainees, group training centres, private training centres, in-service training, training of work seekers and the unemployed, and training in industrial relations.
- (b) ***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 for the issuing of certificates at the different points of exit from school and technical education and non-formal education and training.

- (c) *Local Government Training Act of 1985* - which governs the training of local government employees.
- (d) *Education and Training Act No. 90 of 1979* (as amended) - which governs *inter alia* the provision of adult education for Africans through the ex-Department of Education and Training (DET).
- (e) *National Culture Provision Act No. 27 of 1969* - which governs the provision of adult education for Whites.
- (f) *Correspondence College Act No. 59 of 1965* - which provides the registration and regulation of private correspondence colleges and sets up a Correspondence College Council to enforce these regulations on all correspondence colleges (NEPI, 1993:13).

In South Africa the state assumes responsibility and control of the formal system of schooling and tertiary education, and regards other forms of education such as non-formal education, to be the primary responsibility of employers/private sector and non-governmental organizations.

There has been no direct state support to NGOs except subsidies coming to some welfare programmes through the *National Welfare Act of 1978*. The indirect state support has been weak with certain very limited provisions, for example

Section 10(1) (f) of the Income Tax Act gives donors a tax exemption under very specific and limited conditions (Walters, 1993:14).

Many government NGOs (GONGOs) are already positioning themselves to work increasingly with NGOs. According to the present writer's observations, the GONGOs have recognized that power has shifted to the people. They realise that they themselves are inappropriately structured and need to overturn their structures in order to reach the people.

3.1.3.1.2 Industrial provision: industry-based programmes

These provisions include those run by corporations for their employees or by independent professional agencies on contract to corporations. The industry-based learners are in urban areas and are predominantly male learners.

Industry provision develops within a human resources and development discourse. Each company, for example, Genmin, Eskom, Telkom, Toyota, Sunflower, etc. develops its own teaching methods and materials package and sells it to companies through agencies. Industry usually becomes involved in NFE in order to improve productivity or industrial relations within the company.

There are problems that hinder the training of workers or learners of industry-based programmes, for example, lack of literacy and numeracy, the low level and

poor quality of education among Black employees, poor mathematics and science teaching in the formal school system, lack of consultation with the target worker organization, uninformed selection of programmes, etc.

Hutton (1992:73-74) gives the following as further problems in industrial literacy programmes:

- (a) Top-down approaches prevail and have led to confusion, resentment and even resistance.
 - (b) Training management's ignorance about literacy issues, workers' learning needs, educational values, the nurturing of effective practices and their formative evaluation.
 - (c) A general attachment to quick-fix ideas about learning, with a consequent failure of both the process and the product.
 - (d) A tendency to abandon rather than to evaluate and improve ailing programmes.
 - (e) The sheer pressure for productivity in settings not designed for education.
- South African industry generally allocates low priority to the training and development of workers compared to major industrial powers.

- (f) The low priority of literacy in industrial training programmes combined with the ambiguous attitude of trade unions towards literacy programmes initiated by industry, has prevented the effective establishment of programmes and support services of enduring quality.

Hutton (1992:76) argues that by the end of the 1980s, COSATU started to include literacy and education in their demands to management. During 1990 and 1991 a team of adult educationists in COSATU emerged as one of the most powerful influences on policy development for adult literacy and basic education in South Africa.

3.1.3.1.3 Provision of NFE by non-governmental organizations and voluntary agencies

Before we consider the role of non-governmental organizations in NFE, let us look at the notion of NGOs. These organizations have been called 'peoples' organizations', 'grassroots organizations' and 'community-based organizations', but since February 2, 1990, they have increasingly been called 'non-governmental organizations' (NGOs).

Zabala (cited in SAALAE, 1992:34) gives three phases of NGOs, namely the grassroots NGOs (GRANGOs), the local NGOs (LONGOs), and the national NGOs (NANGOs).

The NGOs vary from local community-based, issue-oriented organizations, to large quasi-government organizations (QUANGOs). They are established due to social, economic, political and cultural needs, i.e. they respond to sensed or expressed needs in the community for education. They render services to remote and marginalized people more effectively than organs of the state. They also play varying roles in NFE of adults.

The form, number, nature and the work of the NGOs differ according to the nature of the state and the sociopolitical and economic conditions at any given time, as mentioned earlier. NGOs should provide flexible and responsive services which meet target people's needs. This implies that NGOs should personalize, localize and particularize curriculum content.

It is, however, regrettable that NGOs are often criticized for neglecting some sectors of Black population like rural learners, women, the unemployed and the homeless.

Provision of NFE by selected NGOs

Throughout South Africa there are now intricate networks of NGOs which form part of the broadly defined democratic movement. These NGOs can be discussed, described and analysed in terms of their purposes and their functions. They have a common purpose in that they are anti-apartheid and they see their

work contributing directly or indirectly to the transfer of state power from the White minority government to a popular democratic government, argues Walters (1993:5). This common purpose was achieved or accomplished on the 27th April 1994.

They function in different ways to empower poor and disadvantaged communities, to build organs of people's power and strengthen community-based organizations or NGOs and to promote democratic processes and practices.

(a) *Urban Foundation*

The Urban Foundation offered a number of non-formal education programmes. Some of them are as follows:

(i) Pre-school education

The Urban Foundation, since inception, was involved in the promotion of pre-school education. In recent years this had taken the form of a concerted initiative to develop and promote, with other actors in the field, policies and strategies to increase the access of disadvantaged children to affordable, effective pre-school education.

The Foundation established pre-school programmes in its Eastern Cape, Western Cape, KwaZulu-Natal, Orange Free State and Gauteng

regions. Through these programmes, training and support were provided for more than 1 200 pre-school workers with an impact on over 30 000 children.

(ii) Primary Science Programme (PSP)

The Urban Foundation provided the Primary Science Programme (PSP) for primary science teachers of Stds 3, 4 and 5. The Urban Foundation's Science Programme was a response to the need to upgrade the quality of science teaching and learning in higher primary schools. The programme's three long-term aims were:

- ▶ to establish an activity based on a participative approach to science teaching and learning in primary schools in South Africa.
- ▶ to create a core of competent primary science teachers capable of promoting activity-based science learning, primarily through an effective in-service education and training of those teachers.
- ▶ to establish the PSP as a viable organization in which the teaching community is directly involved as a means to promote those aims (Urban Foundation: Annual Review 1991:7)

(iii) COPE Workshops/Programmes

The COPE programme of the Education Contact Network (ECM) is meant for project empowerment.

In 1993 and 1994, the following workshops were offered to the leaders and/or coordinators of various NGOs, namely: mobilizing community support, building democratic organizations, management and monitoring skills, planning and goal setting, basic bookkeeping, creative fundraising, project proposal writing, evaluation skills, and legal frameworks for development organizations. The Foundation issued certificates for attendance to all those who attended all these workshops.

(iv) KwaZulu-Natal schools project

The Urban Foundation established the KwaZulu-Natal Schools Project in 1978. The objective of the KwaZulu-Natal Schools Project is to build a maximum number of good quality and cost-effective classrooms as possible. By so doing, it aimed to improve the pupil-classroom ratio, to create better conditions for teaching staff, to improve the quality of life in the school community, to provide work for builders, to improve builders' skills through technical supervision and guidance, and to create a sense of community ownership and pride in the school.

The KwaZulu-Natal Schools Project also built/constructed specialist classrooms (e.g. laboratories), technical workshops, administration offices, cottages and creches. Funding for all these projects comes from the partnership between the Urban Foundation, the community, the former KwaZulu government and private sector donors.

The Urban Foundation discontinued its functions in 1995 and some of its duties/functions, as in the case of the Education Contact Network (ECN) which continued independently under independent bodies.

(b) *SACHED Trust*

The programmes and resources currently offered by the South African Council for Higher Education (SACHED) in Durban include:

- (i) training educators at basic level, i.e. Basic Course for Adult Educators (BCAE);
- (ii) developing a different curriculum for Adults at a Secondary Level (ASECA);
- (iii) developing newspaper educational supplements, i.e. Newspaper Education Supplement (NES);

- (iv) providing resources for learning activities, e.g. Library and Information Services (LIS);
- (v) making educational publications available, e.g. *Upbeat* magazine, SACHED books, Turret Workbooks; and
- (vi) providing a Secondary Educational Curriculum for Adults (ASECA).

SACHED Trust started the new adult distance education programme (ASECA) in 1991. The intention was to give adults a second chance to complete their secondary level education and also to develop a new curriculum for adult learners in South Africa. The broad aims or general aims of the Secondary Education Curriculum for Adults are:

- (i) to assist in correcting historical socio-economic inequalities and injustices;
- (ii) to provide second opportunities, and in most cases first opportunities for secondary education to many millions who were denied, and continue to be denied, access to secondary education;
- (iii) to contribute to the development of a workforce with flexible and multiple skills, and therefore to worker mobility and career paths;

- (iv) to contribute to the full development of South Africa's human potential to develop a population that is critically constructive, confident and able to use its creativity to the full;
- (v) to articulate closely with other agencies in the field with the aim of contributing to the development of a coherent national approach.

The SACHED sees the present secondary education curriculum designed for adolescents engaged in formal study at school, as unsuited for adults because the curricula do not cater for the learners' skills and experience.

ASECA's curriculum therefore aims to:

- (i) provide a range of courses for adults which will provide learners with a sound education foundation at a level equivalent to secondary education;
- (ii) establish a project which reduces the non-intellectual barriers to learning and is capable of rapid expansion;
- (iii) establish a certificate that will provide access to further academic or vocational education or training at appropriate levels or for movement into the formal or informal sector of employment;

- (iv) offer learning programmes which will encourage enquiring, open-minded and critical attitudes.

The main medium of this programme will be limited learning materials supported by audio cassettes, telephonic contact and face-to-face support of tutors on a regional basis. The merits and demerits of ASECA will be discovered after its implementation, assessment and evaluation after possibly five years from 1995.

(c) *The Centres for Adult Education (CAE) at South African universities*

A Centre for Adult Education (CAE) was established in 1972 as an outreach initiative of the University of Natal, a university commitment to the development of adult and non-formal education in South Africa.

The CAE has the dual functions of teaching and research in adult education and non-formal education and training, and the actual provisions of non-formal education courses and workshops.

The CAE attempts to redress the unequal distribution of knowledge and skills in our society by providing the following programmes:

- (i) *Adult Basic Education (ABE) Programme*. This programme is a research, development and support programme for adult literacy and

basic education. This programme consists of adult literacy support, a materials development project, newspaper supplement projects, etc.

- (ii) *Community Education Programme* which provides training in community education and organizational development, working closely with NGOs, community groups, trade unions and service agencies. This programme has the following initiatives: Training of Community Educators or Trainers Project, Organization Skills Project, Media Skills Project, Understanding Local Government Project, and Consultancy.
- (iii) *Extramural Programme* which offers a variety of courses, e.g. Practical Zulu, Stress Management, Parenting, Philosophy, etc.
- (iv) *Research Programme* on different aspects of community education, e.g. ABE materials, NFE, NEPI, Unrest Monitoring, Farm Schools, etc.

In 1983 the University of Cape Town became the first university to involve itself fully in adult basic education (Hutton, 1992:71). Many other universities (UNIBO, UNITRA, WITS, UNIZULU, etc.) are now engaged in shaping different ways of developing resources for adult education, including adult literacy. Some of these universities are publishing materials for learners, others are involved in training initiatives and developing materials for teachers. Nearly all these universities are involved in some kind of research and consultative work.

(d) ***KwaZulu-Natal Adult Education Association (KWANADEDASS)***

KwaZulu-Natal Adult Education Association was formed under the auspices of the ex-Department of Education and Culture - KwaZulu early in 1992. Its functions are embedded in its aims and objectives, which are as follows:

- (i) to promote adult education in all its forms in KwaZulu-Natal;
- (ii) to arrange objective study of, and research into the problems of adult education in KwaZulu-Natal by all appropriate means including conferences, seminars, study groups and exhibitions;
- (iii) to act as a clearing house for information on all forms of adult education in the country and in the exchange of ideas, experience and knowledge relating to all aspects of adult education;
- (iv) to arrange public lectures, weekend seminars or courses, residential schools, exhibitions and other activities of an educational nature;
- (v) to assist in the development of curricula and in the writing of textbooks, journals, pamphlets and suitable teaching aids for adults;
- (vi) to stimulate government, public and private interest in, and support for the Association and also seek representation on any body concerned with adult education activities;

- (vii) to cooperate with any international or local council, society, association or body, private as well as public, in matters which will be conducive to the attainment of the Association's objects;
- (viii) to publish a periodical magazine dealing impartially with all topics within the objectives of the association;
- (ix) to raise funds and procure personnel for the purpose of accomplishing the foregoing objectives (KWANADEDASS, 1992:3).

(e) *The Development of Education Trust (DEVED Trust)*

The Development of Education Trust of former KwaNgwane, was an educational resource for both formal and non-formal education. The Trust's main aims were:

- (i) to provide facilitators to encourage especially disadvantaged communities to express their educational needs and aspirations;
- (ii) to provide available educational expertise where the community had requested this;
- (iii) to facilitate when requested educational development at all levels of management;

(iv) to raise funds to assist communities in the realisation of their educational needs and aspirations as expressed in projects and programmes; and

(v) to administer these funds together with the community.

The trustees of the DEVED Trust claim to be committed to, and work very hard to create, a "legitimate, appropriate, and fair education system for all children", to encourage and enable people from widely divergent backgrounds to have ideas and work together for solutions to present education problems (whether urban or rural), and to provide the present generation of children with education opportunities so that they are equipped to contribute to the new South Africa and minimize the need for NFE during their adulthood.

Lowveld Education Advancement Programme (LEAP) was a programme for facilitating community action in sustainable educational development.

The then Director of the DEVED Trust and LEAP, Dr Lynn Hurry, maintained that the aim of the Trust was to enable communities to develop and manage sustainable educational projects by:

- (i) encouraging and nurturing community projects;
- (ii) providing or obtaining educational expertise for communities;
- (iii) raising funds for projects;
- (iv) assisting communities with the administration of funds; and
- (v) ensuring that communities obtained the necessary management skills to develop, manage and sustain their own projects (DEVED Trust Newsletter, 1989:2)

(f) ***South African Association for Literacy and Adult Education (SAALAE)***

SAALAE is a non-governmental, voluntary, non-partisan association of NGOs, institutions and individuals active in the field of literacy and adult education. Some of the strategies and activities of the SAALAE are:

- (i) to provide the technical and advisory support to strengthen institution building at the grassroots level;
- (ii) to facilitate exchanges within the African continent by providing opportunities for grassroots workers to meet and share knowledge and experiences;
- (iii) to organize training workshops and seminars;

- (iv) to provide materials and technical support for the creation of literacy environments;
- (v) to undertake continuous participatory needs assessment and evaluation;
- (vi) to produce a quarterly national newsletter; and
- (vii) to facilitate the information of a national learners' association (SAALAE Newsletter, 1993, p.3)

SAALAE also helps indirectly, levelling the ground for networking and coalition of different or varying NGOs in South Africa.

(g) ***Umgeni Water Adult Education Programme***

The ***Umgeni Water Adult Education Programme*** offers Zulu literacy and English language upgrading to their employees. These programmes are structured in such a way that they meet the needs of the learners, as claimed by the programme coordinators.

The emphasis of the teaching is on communication and financial life skills. Learners are encouraged to write stories or articles which are published in the in-house newsletter, *Flowmeter*, which is read by all Umgeni Water staff.

(h) *The Community Law Centre (CLC)*

The *Community Law Centre Water Education Workshops* form part of the CLC's civil society and voter education exchange currently being developed. The package is based on fieldwork with rural communities and intensive research.

The CLC aims to reach rural South Africans who are traditionally marginalized, illiterate, unemployed and poor. The CLC has developed an educational package which is unique in its approach to voter education. It will be accessible and useful to people from different walks of life and all political groups.

The CLC claims that it will reflect the CLC's non-aligned approach to political education and will present accurate factual information as well as introducing people to issues that faced voters in the April 1994 elections, and elections thereafter (*CLC News*, 1993:6).

(i) *Voter education*

It is a well-known fact that the majority of South Africans (Blacks) have suffered under Apartheid for decades. Apartheid has left this country with more than 60% illiteracy rate, millions of Black people in squatter camps, millions of people unemployed, marginalized and poor.

If people have a right to vote then they have a right to be literate. The challenge facing the democratic movements is firstly reaching these voters, then motivating them to vote and then teaching them how to vote, against great odds such as the lack of free political activity, high rate of illiteracy and a culture of boycotting elections and intimidation.

The main providers of voter education at present are: Voter Education and Election Unit (VEETU); Legal Education Action Project (LEAP); Education Resource Information Project, University of Western Cape; Centre for Community and Labour Studies, Durban; and political parties, e.g. ANC, IFP, NP, DP, etc.

(j) ***Religious organizations***

Religious organizations have a major role in both formal and non-formal education. They have resources that extend into every community, including those in the remotest rural areas. They have direct commitment and access to the very poor and marginalized, especially women and rural people. They also provide a variety of non-formal education programmes, e.g. literacy programmes, skills training programmes, etc.

(k) ***Mass media and libraries***

Mass media is an appropriate, supportive way for all forms of distance learning because the cost of providing education is cut down, the restriction of a small number of high quality teachers is bypassed or eased, many people or learners or trainees are educated and trained simultaneously within a short time, and an appropriate opportunity for education is provided to the disadvantaged, marginalized and poor rural people.

(i) Using electronic media for non-formal education

Since radio is able to reach a wide range of marginalized people, radio programming and broadcast stations can play a leading or supportive role in non-formal education or education of adults. The supportive roles can be by way of:

- ▶ providing news and information on the structure and functions of available programmes, and of progress and development of programmes;
- ▶ motivating and mobilizing potential learners or trainees and facilitators/trainers-to-be, and then continue with effective participation in teaching-learning programmes or courses;

- ▶ providing support, stimulus, and materials for specific non-formal education themes and structured lessons.

In the past SABC TV and radio used to offer education lessons on a very limited scope. However, the appointment of Dr Paul Liebetrau as Head of TV and radio, i.e. SABC Department of Education, at the end of 1990, brought about new developments in the SABC's policy on adult education broadcasting.

The Corporation started screening education themes for three hours per week on Community Contemporary Values Television (CCV TV) from October 1993, and also offers voter education and literacy lessons. The National News Television (NNTV) offers lessons for Std. 10 (matriculation) Black pupils on various topics on different school subjects during the day and in the evening. They also offer lectures on 'study techniques', etc. However, Liebetrau foresees the following difficulties:

- ▶ SABC image to the public, i.e. its role as an 'apartheid educator';
- ▶ the current unilateral restructuring and privatization of the SABC and its management which should be transformed into a truly accountable public broadcaster with a democratic and innovative educational service;

- ▶ involvement of private broadcasting agencies or stations;
- ▶ financial constraints; and
- ▶ political, social and economic changes that affect education
(Material Development for Adult Education Conference on 7 September, 1993).

The general view of the public about the use of electronic media, especially SABC TV and radio, is that they (TV and radio) are underutilised; they offer educational programmes with inappropriate content, and inappropriate scheduling, e.g. time slots when the target group is not available to listen or view the programmes; inadequate consultation and participation of the viewers or listeners; crisis of legitimacy of SABC; inadequate reception infrastructure, e.g. for people staying in the rural areas; and imbalances in training and resourcing, e.g. out of 61 SABC management staff (in 1993), there were 60 Whites and one Black. The majority were Afrikaans speaking and of these Afrikaans speaking males predominated.

(ii) Newspaper education supplements

In the 1970s and 1980s SACHED pioneered the delivery of educational materials through newspapers with *Learning Post*, the *Reader* and

Learning Nation. Through this work SACHED developed techniques for communicating educational ideas to a mass readership.

Initiated in May 1992, the Durban Unit Newspaper Education Supplements (NES) programmes of the SACHED Trust is developing reading material for adults at a post-literacy level. The supplement is being distributed to over 300 schools in KwaZulu-Natal, including rural areas.

The focus of the Durban Unit of NES is broadening to include the provision of support materials for education publishing through all of the mass media. The aim is to provide an empowering educational environment in which nearly literate adults can experience written language and consolidate their skills.

Other publications are weekly primary and secondary school lessons appearing in *The Daily News*, a supplement appearing in the local Zulu newspaper *Umafrika*, a series of bulletins on topics in *Media in Education*, and an education supplement in the *City Press*.

South Africa is still backward in the use of other forms of media, e.g. telephone, VCR, computer, etc. in the education of adults.

(I) *Trade Unions, e.g. COSATU*

In South Africa some trade unions are involved in the education of adults, who are mostly employees. In 1991 the Congress of South African Trade Unions (COSATU), developed policy proposals for countrywide adult basic education, especially literacy programmes, and skills training programmes.

The 1986 Manpower Commission Report estimates that 30% of the total labour force had no education while 36% had only primary education, 31% had secondary education and only 3% had degrees and diplomas (*Daily News*, 1991:7).

COSATU stressed that illiteracy confined Black people to the bottom of the hierarchy, thus making it difficult to address inequalities in the workplace, and that illiteracy made it easy for the leadership to manipulate people/workers.

COSATU recommended the establishment of mother tongue literacy, basic numeracy courses and several beginners' English courses. Various companies have initiated their own literacy programmes which they provide on a voluntary basis.

(m) *Environmental literacy*

NGOs like Natal Parks Board, offer programmes that make people environmentally literate, although this field is still neglected. Hurry (1982:44) provides a more recent and wider view or concept of environmental literacy.

He states that a person who is environmentally literate:

- (i) is aware of the natural and man-made environment of which he/she is part, and ... sees his/her places of work, residence and recreation as part of the fabric of his/her own ecosystem. He/she sees himself/herself as a living part of, and interacting with, the ecosystem;
- (ii) is aware of the natural resources upon which he/she is directly or indirectly dependent and that he/she has some understanding of finite and renewable resources;
- (iii) has a conviction of his/her individual responsibility for the health of the land where health is the capacity of the land for self renewal;
- (iv) has been stimulated into positive environmental action in his/her daily life. He/she is committed to caring for his/her environment and its resources in no matter how small a manner; and

- (v) is concerned with developing or maintaining a quality of life which is not only acceptable to the majority, but which is also in harmony with the capacities of the environment.

An important aspect of environmental literacy is environmental awareness. People who are environmentally aware will notice details in their surroundings and will be alert to its various qualities, moods and effects on them as well as to any changes that take place.

It should be noted that it is not possible for the environmental educator to create environmental literacy, nor is it possible for the individual to claim that he or she is fully environmentally literate. The process of achieving it is an ongoing, lifelong process.

Gomm (1978:63) expresses the view that "environmental education should give proper attention to the fact that environmental problems are the outcome of social processes, ... a consequence of political and economic decisions". This suggests that environmentally literate people will, by definition, have a critical awareness of social, economic and political forces in society as these relate to environmental quality and the quality of life. They will not be swayed unthinkingly by current opinion and assumptions in society and will be committed to acting for positive change within this arena.

(n) *Conclusion*

In South Africa most non-formal education programmes, especially adult education, adult basic education and literacy programmes, take place in school buildings (in the evening), church halls, private training institutions, industry and state departments' buildings, local governments' buildings, universities, private homes, etc. The infrastructure or resources used for NFE programmes are provided by the above-named providers, i.e. state, industry, NGOs, etc.

Lastly, it should be noted that the NGOs are facing many challenges to their work and identities. These include the organizational challenges; the absence of a single umbrella body of all non-governmental providers that can claim to speak for them; pressure to develop and adjust in the face of greater interest; increased possibilities for large-scale work; nothing in writing containing a strategy for large-scale non-formal education and training provision which is supported by all current NGO providers, and entry of mass organizations and organized industry into debates and planning for 'new South Africa'.

3.1.3.2 Teachers/adult educators and training

In South Africa most adult educators are teachers in formal education and only work part-time in non-formal education institutions. They are trained to teach young pupils at schools.

It has been stated earlier that there are big industries that provide teacher-training programmes for adults. The disadvantage of these teacher-training programmes is that they generally train in the use of a particular package rather than improvise general teaching skills, i.e. skills of teaching adults.

The training and supply of teachers for adult education and non-formal education is a universal problem. However, South Africa, like most developed countries, has also started the provision of adult educators training programmes at some universities, e.g. University of South Africa, the Unit for Adult Basic Education provides a practitioner training course for adult basic education and training. This is a one-year certificate course for adult basic educators and trainers.

At the time of writing, present adult educators can be trained at the following institutions:

- (a) The University of the Witwatersrand which offers a Higher Diploma in Adult Education and a Bachelor of Adult Education, as well as a two-year informal course in adult education.

- (b) The University of Natal (Durban) which offers an Advanced Diploma for the Education of Adults, which is a parallel course to the Higher Diploma in Education (HDE), as well as an option in the Bachelor of Education programme. There is also a certificate for adult educators.
- (c) The University of Cape Town, which offers an Advanced Diploma for Adult Educators, a Masters in Adult Education programme, as well as a certificate course.
- (d) The University of the Western Cape offers a Diploma in Adult Education, as well as a certificate course.
- (d) Certificate courses are also offered at the University of Natal (Pietermaritzburg), the University of Transkei, and the Rand Afrikaanse Universiteit (*Forum*, August 1991:2).

3.1.3.3 Certification and accreditation

It has been stated that the NGOs have no common core curriculum or curricula for their non-formal education programmes. This makes it difficult to have nationally recognized teacher-training programmes that would result in nationally recognized certification and accreditation.

In South Africa the universities play an important role in training adult educators at pre-graduate, undergraduate and postgraduate levels, and in offering certificates, diplomas and degrees to adult educators (their diplomates and graduands).

Some correspondence colleges, certain industries and the former Department of Education and Training (DET) have little worthwhile certification and accreditation of courses, and as a result there are many 'bogus' certificates issued or offered by commercial training firms and correspondence colleges.

The *South African Certification Council Act No. 85 of 1986* was passed in order to provide for the conducting of common examinations and for matters connected therewith. However, it is difficult, if not impossible, to have a common examination when there is no common core syllabus or content of NFE programmes, as stated earlier.

The Department of Manpower, trade unions and many of private training institutions are thinking of ways of setting standards and accreditation for non-formal education. This is in progress and the national correspondence colleges are also involved (NEPI, 1993:13).

Recently the state in certain European countries provided formal certificated school equivalent adult education, which tries to offer adults equal education opportunity with their children in a school-like environment. The state sees adult education as an integral part of a policy of lifelong or recurrent education.

In Europe and North America professionally trained adult educators have become the decision-makers for adult and continuing education.

3.1.3.4 Funding

The state provides funds for state programmes. Industry-based programmes are funded by individual companies or industries. NGOs obtain funds from overseas donors, private South African companies, trusts, local churches and from learners/trainees.

In February 1990, the state (South African Government) established the Independent Development Trust (IDT) with an initial injection of R2 billion. The IDT has since become the major funder of many of the non-governmental organizations.

Since 1990 international funding agencies who had previously not funded projects in South Africa began to reassess their policies. For example, the World

Bank and the International Monetary Fund have lifted the economic sanctions and made their facilities available.

Different interest groups such as the business sector have set up different trusts to support developments in particular areas. Some examples are the Energos Foundation, the Liberty Life Trust, and the Joint Education Trust.

In recent years funding and control for both school education and non-formal education in Britain has mainly been handled at Local Education Authority level. The LEAs also have powers to establish governing bodies for NFE organizations. The newly established funding councils (1992) provide finance for different activities, for example, provision for adult learners in rural communities.

In the USA and Canada, non-formal education is placed at state or provincial level, and federal government only intervenes in matters concerning funding and regulations. The merit of this is that where state funding and control is present, it seems to operate best through regional or municipal government.

3.1.4 Networking and coalition in South Africa

It was stated earlier that there is a tremendous lack of networking among all stakeholders in NFE in South Africa. Due to the lack of national, regional or local authorities responsible for collecting and disseminating information, certain

university departments, e.g. the Centre for Adult Education of the University of Natal (Durban and Pietermaritzburg), Centre for Adult and Continuing Education at the University of the Western Cape, started compiling regional information on adult education and non-formal education, using their limited resources. The Form for the Advancement of Adult Education (FAAE) provides this service in the Gauteng region/province.

There are a number of organizations that have compiled databases on non-formal education, NGOs and development organizations, and published reports and/or directories. Such organizations include the Education Contact Network (ECN) (Durban), the Education Information Centre (EIC) (Johannesburg), the Human Sciences Research Council (HSRC) (Durban and Pretoria), the Career Information Centre (Durban and Pietermaritzburg), the Development Resources Centre (Johannesburg), and the Human Awareness Programme (HAP) (Johannesburg).

3.1.4.1 Education Contact Network

The Education Contact Network (ECN) seeks to promote holistic community education projects. ECN is committed to equipping community programmers with the necessary skills to operate independently.

In South Africa, especially in KwaZulu-Natal, there are, on the one hand, many small community-based organizations which have identified needs but lack the resources to develop programmes to meet those needs, and, on the other, educational organizations and the private sector which have resources that are not easily accessible to small community initiatives. ECN seeks to marry such needs with resources in order to empower community projects.

In order to empower community education projects the ECN endeavours, with education workers, to:

- (a) assist in formulating project and funding proposals;
- (b) advise about networking with organizations which could be of benefit to the project;
- (c) enable community participation in, and ownership of the project;
- (d) facilitate training for community workers in the skills for the projects initiated;
- (e) enable projects to set their own measurable and realisable goals so that they can monitor their own effectiveness;
- (f) maintain contact with projects so that ongoing needs and resources can be matched; and

- (g) introduce projects to donors who may be interested in funding activities of a particular nature (ECN Newsletter, 1993:21).

In short ECN seeks to enable the independence of a project by locating it within a supportive network of organizations and resources.

3.1.4.2 Networking in recent years

Since 1990 a number of different sectors have been more actively networking with one another locally and nationally in order to share information and resources and sometimes to begin to develop policy proposals for the new constitution. Some have formalized their networks but others have very informal arrangements.

Since 1990 there have been growing numbers of examples around the country which demonstrate new partnerships and strategic collaborative projects amongst political groupings, local government, NGOs, trade unions, fora (forums) and the business sector (Shubani, 1989; Nkwiti, 1992; Walters, 1993). However, there are several people arguing for a collaborative form of work and the importance of networking within different sectors (Atmore, 1992; Fitzgerald, 1991; Pieterse, 1992).

In countries like the Philippines there is much experience of networking and coalition building nationally and internationally. Liamzon (1992:21) noted that in the Philippines they have many networks of NGOs with the different sectors and have reached the stage of having "a network of networks".

Clark (1991:159) describes the development internally of NGOs to lobby and campaign. He notes the increasing strength of the NGO lobby, their more strategic approach to advocacy, their closer integration of lobbying and public education, and the attention they are paying to the use of media. In South Africa, regrettably, there is limited experience of networking and building coalition in other sectors.

3.1.5 The Forums' role(s) in NFE

The problems of networking in KwaZulu-Natal led to the establishment of the Forum for Adult and Continuing Education (FACE - KwaZulu-Natal) in 1991.

FACE - KwaZulu-Natal was launched in November 1991. There were 60 organizations present at the launch. They worked in a range of areas, i.e. literacy, adult basic education, career information, rural development, skills training, trade unions, political organizations, etc.

FACE - KwaZulu-Natal newsletter (1992:1), claimed that FACE - KwaZulu-Natal is a democratic network of providers and users of adult education and training in the KwaZulu-Natal region/province, which seeks to improve the quality and extent of provision of adult education, by:

- (a) **Networking** - This includes improving the flow of information amongst adult education providers as well as between users and providers; provide for a more democratic interaction between users of adult education and providers; more effective use of resources amongst providers and users; enhance the quality of provision of adult services; and provide a forum for collective discussion on adult education policy.
- (b) **Lobbying** - that is, reallocation of the resources of state and capital to adult education needs; more effective use of the resources in terms defined to democratically-based community forums; and greater grassroots influence over education policy and funding in general.
- (c) **Development** entails expansion of existing adult education services and resources; coordinated research towards democratic policy for adult education in the context of general education policy; and direction of resources towards improved adult education provision and practice.

According to *Face to Face* (June 1992:3), the main aims of FACE - KwaZulu-Natal are:

- (a) to develop a more democratic interaction between users and providers of adult education services;
- (b) to improve the quality and extent of provision of adult education;
- (c) to address the historical imbalances in provision based on race, class, gender and the urban or rural divide;
- (d) to engage in lobbying the state, political parties and other organizations which are able to influence provision of non-formal or adult education in order to:
 - (i) increase the allocation of resources to adult education, and
 - (ii) influence policy (towards) development of a just and equitable education system for South Africa;
- (e) to cooperate with, and encourage the formation of adult education organizations with similar aims in other regions of South Africa;
- (f) to cooperate with and establish links with other organizations with similar aims which are working in fields related to adult education and development;
- (g) to encourage existing organizations established around specific adult education interests to participate in and contribute to the 'Forum'; and

- (h) to encourage the formation of specific interest groups within the 'Forum' to develop closer networking and cooperation amongst themselves.

One is tempted to adopt a 'wait and see' attitude until such aims and functions are put into practice and/or implemented, evaluated, assessed and proved successful. This attitude is aggravated by the fact that very few organizations attended FACE - KwaZulu-Natal meetings and Annual General Meetings in 1992 and 1993, and very little was heard of FACE - KwaZulu-Natal in 1994.

One is also tempted to wonder how FACE - KwaZulu-Natal will tackle some problems that prevail within and amongst NGOs, such as: nepotism or political patronage in appointments of staff, which means that the best person is not always employed; inadequate working conditions which make it difficult to keep good staff; poor management of staff which leads to a form of 'sheltered' employment; lack of vision and strategic planning; poor management practices which lead to indecision; duplication of services, 'My/our organization' attitude, just because one happened to be a founder of the organization; and competition amongst organizations.

3.1.6 Concluding suggestions

In order to contribute to the solving of the socioeconomic and political problems, NGOs in South Africa need to organize across divisions of class, colour, religion

and political ideology. They need to develop more holistic and integrated approaches which take into account the national and international contexts, and to consider themselves as a sector, and then different interests within the sector of NGOs need to continue to organize themselves.

Secondly, in order for NGOs as major providers of NFE, to define their objectives, they must get rid of the following weaknesses: political partisanship at the expense of grassroots people, inefficiencies, including using NGOs as sheltered employment, misuse of funds, intense competition for constituencies instead of nationalizing activities and networking for the common good. Finally, NGOs need to construct a viable vision and enact the vision through effective strategic thinking and planning.

The NGOs need to push back to the state prime responsibility for social service provision and other services such as education and housing, which rightly belong with the state. The state should involve itself in NFE, and take NFE seriously. Training of adult educators, certification and accreditation need much more attention if the standard of NFE provision is to be raised in South Africa.

3.2 PART TWO: THE CURRENT PROVISION OF NON-FORMAL EDUCATION IN THE PIETERMARITZBURG REGION

3.2.1 Introduction

There is a significant group in the Black society in South Africa that has earned the terms 'marginalized youth' or 'the lost generation'. These terms refer to the young men and women who left school to seek employment which no industry could offer. They, or most of them, unfortunately ended up being prey to all sorts of corruption. The provision of non-formal education, it is hoped, is an attempt to alleviate such a problem in South Africa and especially in the Pietermaritzburg area which is plagued by violence.

Unfortunately, it is clear from the literature that those who are most deprived of formal education are also most deprived of educational opportunity through non-formal means (Coombs & Ahmed, 1973:57; Van Heerden, 1991:47). The most seriously neglected groups are:

- (a) pre-school-age children;
- (b) school-age children who are not at school; and
- (c) adolescents who have not been to school or who dropped out early.

Most of these children and adolescents are not served by non-formal education programmes, mainly because participation has been limited to those who can read and write and can take advantage of these programmes.

The providers of non-formal education can be classified as: public, or private organizations, national or local organizations, governmental or non-governmental organizations and organizations for which NFE is the primary purpose of their existence, or is incidental to their main functions.

3.2.2 Sectors of the community currently providing non-formal education in the Pietermaritzburg region

It has been stated several times earlier that the main providers of NFE in South Africa are the state, industry and non-governmental organizations. In the Pietermaritzburg region there are more than 89 agents that are currently involved in NFE provision. In order to locate existing NFE resources and organize the information, these agents were grouped into 11 sectors by Van Heerden (1991:56-57). The sectors of community presently involved in non-formal education in the Pietermaritzburg region are as follows:

(a) *State departments*

The following state departments run some in-service training courses to increase the efficiency of their sections and to improve their effectiveness in the community, e.g. the Department of National Health and Population Development, Fort Napier Hospital (occupational therapy department), Natal Provincial Administration (training sub-directorate), etc. The Department of Manpower contributes to NFE by sponsoring vocational training.

(b) *State education departments and facilities*

It was stated earlier that, in South Africa, the state is mainly concerned with the provision of formal education. However, non-formal education has received a little attention from state departments through night schools under the control of ex-Department of Education and Training (DET), and former KwaZulu Department of Education and Culture (DEC).

(c) *Municipal facilities*

The Pietermaritzburg Municipality, now called the Pietermaritzburg-Umsunduzi Transitional Local Council, makes its facilities available or accessible to the public for educational use. It also organizes and offers in-service training courses for its employees.

The Pietermaritzburg-Umsunduzi Transitional Local Council, or municipal sections, involved in NFE are: City Health Department, Natal Society Library, Community Awareness Project (CAP), Northdale Library, Pietermaritzburg Corporation (corporate services), Tatham Art Gallery, and Pietermaritzburg Corporation Parks Department.

(d) ***Business and industrial initiatives***

The main aims of business and industrial initiatives are: to implement the company's mission statement to employees and the community, and in-house training to improve productivity and human relations within the company.

The following companies offer programmes in the form of youth development, skills training, in-house training and education, and sponsorship: Eskom, Murray and Roberts, Pietermaritzburg Chamber of Commerce, Premier Milling, Huletts Aluminium, Bisonbord, Eddels Shoes, Umgeni Water, and Small Business Development Corporation (SBDC).

Murray and Roberts offer the Sunflower Concepts construction training scheme, which provides training or skills training in bricklaying, carpentry, painting, plumbing and welding.

(e) ***Church-based organizations***

The church-based organizations in the Pietermaritzburg region are particularly involved in literacy, adult education, agriculture, sewing and garment making, youth development, human relations, sponsorship, etc.

Some of the church-based organizations involved in NFE are Africa Enterprise, Community Care Centre, Edendale Lay Ecumenical Centre, Lawibona Youth Trust, Trust for Christian Outreach and Education, and Pietermaritzburg Agency for Christian Advancement (PACSA).

(f) *Centres of concern*

In the early 1970s most churches in South Africa started the centres of concern which tended to concentrate on domestic skills like baking, cooking, knitting, sewing, etc. The centres of concern offering these skills to the communities in Pietermaritzburg are: Hilton Centre of Concern, Methodist Centre of Concern, Thuthukani Centre of Concern and Masakhane Centre of Concern, to mention but a few.

(g) *Private training centres and institutions*

The commercial colleges, vocational training centres and small private 'colleges' are the three main types of training institutions in the Pietermaritzburg region. These colleges and institutions provide different types of training courses, e.g. courses for security guards, cashiers, typists, computer literacy, etc.

The private training centres and institutions include Academy of Learning, Kwik Training, Baynesfield Training Centre, Maritzburg Business College,

Mkondeni Training Centre, Natal Training Centre, St. Theresa Education Centre, and Timber Industry Manpower Services.

(h) ***Service and welfare agencies***

Literature and observation show that there are many service and welfare agencies that provide non-formal education in the Pietermaritzburg region. In fact, to be exact, there are 20 service and welfare agencies involved in NFE in Pietermaritzburg, and most of them were not originally concerned with non-formal education. However, they became involved in NFE in response to perceived needs in the community.

The following are some of the service and welfare agencies that are involved in NFE, namely: African Cooperative Action Trust (ACAT), Association for Rural Advancement (AFRA), Community Awareness Project (CAP), Edendale YMCA, Midlands Information Centre and Resource Unit (MICRU), National Crime and Rehabilitation Organization (NICRO), Programme for Technological Careers (PROTEC), Education Trust (Read, Educate and Develop - READ), St. Theresa Community Education Centre, Thembaletu Community Education Centre, Training and Resources for Early Education (TREE), etc.

(k) *Other interested groups and organizations*

There are many other agencies and organizations involved in NFE in the Pietermaritzburg area which do not fit into the above-named categories. The following agencies and organizations play very important roles in the provision of non-formal education: Natal Museum, Natal Parks Board, Congress of South African Students and St. Theresa Coaching and Literary Centre.

It must be noted that the voluntary non-governmental organizations, community-based organizations and religious bodies have generally played an important role in setting up non-formal education programmes for both adults and young people in this region.

3.2.3 Categories of non-formal education provision in the Pietermaritzburg region

It has been stated earlier that there is a wide range of non-formal education provided in the Pietermaritzburg region and much of it relates to the local conditions in terms of content.

Each of these agencies offers or provides a particular type(s) of non-formal education, according to the perceived needs of a particular community in which it is situated.

(i) ***Trade unions and trade union projects***

The Congress of South African Trade unions (COSATU), Sarmcol Workers' Cooperative (SAWCO) and National Council of Trade Unions (NACTU), are involved in NFE in the Pietermaritzburg area. They offer classes on Saturday mornings and evening classes covering literacy adult basic education, basic mathematics, elementary business economics and other forms of education initiatives.

(j) ***University-based initiatives***

The University of Natal (Pietermaritzburg) is involved in many forms of non-formal education, e.g. extramural studies programmes, agricultural training, development education and literacy, adult basic education, etc. The university also makes its resources available or accessible to other NFE providers in Pietermaritzburg. The university provides various NFE initiatives which include, amongst others, the following: English Language Development Scheme, Farmer Support Group, Centre for Adult Education, Institute of Natural Resources, Language and Reading Centre, Midlands Education Development Unit (MEDU), and Refugee Education Project.

In order to organize the information, much of the non-formal education in this region can be rationally grouped into the following 20 broad categories of concern:

- (a) Category for adult basic education and literacy which are literacy for adults, literary interest and support, language courses.
- (b) Category for skills training are in-house training for company employees, commercial and office skills, arts, crafts and culture, agricultural training, sewing and garment making, vocational training.
- (c) Educational development category includes school syllabus, school syllabus enrichment, health education, career education, political education, youth development, environmental awareness, and sponsorship.

The categories mentioned above reflect the most common kinds of NFE available, mainly in terms of subject matter and course content. These categories do not necessarily represent substantial blocks of NFE provision.

3.2.4 Adult education centres in Pietermaritzburg

Many adults in Pietermaritzburg did not finish school because of the high drop-out rate from school, violence, etc. Adult education centres are places like schools, where adults can go to carry on their education. These adult centres

start with the Course for Adults to Read and Write (CARWC) and go up to matric. The following adult education centres in the Pietermaritzburg region teach school subjects: ex-Department of Education and Training Centres such as Dalisu Adult Education Centre, Manyane Adult Education Centre, Mneli Adult Education Centre and Sobantu Adult Education Centre.

The former Department of Education and Training (DET) has many adult education centres in KwaZulu-Natal: at Impendle, Ladysmith, Glencoe, Mooi River, Bulwer, Greytown, Hermansburg, Durnacol, Dundee, Melmoth and other places.

In the Pietermaritzburg region there are also former Department of Education and Culture - KwaZulu centres such as Mpumuza Adult Centre, Mpophomeni Adult Centre, Tholindlele Adult Centre, Zamelikusasa Adult Centre, and many others throughout KwaZulu-Natal. Two private adult education centres are Maritzburg Coaching School and St. Theresa Adult Education Centre.

It is noteworthy that there are a few places in Pietermaritzburg where adult learners can go for extra lessons, but no written examinations. The places are the Study Centre, SRC Tutoring School for Std. 10 subjects, National Council of Trade Unions (NACTU) and PROTEC.

3.2.5 The role of the community college in NFE provision in the Pietermaritzburg region

Midlands Community College, formerly Midlands Centre for Further Education, was founded in 1981 in response to the desire to develop a facility which would provide anyone with opportunities to further their education.

In collaboration with its associate organization, School Leavers' Opportunity Training (SLOT), the Midlands Community College (MCC) has designed entrepreneurial-type job creation and 'survival' courses for students selected on the basis of aptitude, attitude and potential. The MCC claims in its prospectus (1994:2) that its courses are designed to equip trainees to choose between the following in terms of career path:

- (a) self-employment in fields best suited to the abilities and interests of each individual; and
- (b) enhanced employability for those individuals who would prefer to work for an employer.

3.2.5.1 Courses offered

The Midlands Community College offers various NFE programmes. Some of these programmes or courses are:

- (a) Entrepreneurial courses, e.g. garment making, cooking and catering, office routine, typing and computers, basic motor car maintenance, etc.
- (b) Agricultural courses, e.g. tractor maintenance, tractor driving, sheep shearing, dairy, implement maintenance, etc.
- (c) Home skills courses, e.g. cooking, sewing and dressmaking, child caring skills, canteen cooking, etc.
- (d) Community courses, e.g. management and labour relations, basic bookkeeping, dog training, flower arranging, gardening, etc. (MCC Prospectus, 1994:3).

3.2.5.2 Networking

To ensure that the Midlands Community College continues to be relevant and responsive to the needs of the people whom it serves, the College is networking with other non-formal education and training institutions. Invitations have been extended to community leaders to participate in the decision-making process of the MCC Board.

3.2.5.3 Rural community development projects

The MCC is assisting a number of community organizations in the development of skills and infrastructures to enhance living standards and to create economies

in their areas. Some of the projects for which MCC is providing assistance and training include the rehabilitation of irrigation canals, provision of domestic water and the construction of water reservoirs. MCC also provides skills such as financial management, community organization, labour management, agriculture, leadership and motivation, bricklaying, pipe laying, pump installation and maintenance, and environmental management.

3.2.5.4 Funding

The Midlands Community College, like other non-governmental organizations, is privately funded and not a charitable institution. The College is also reliant upon course fees and donations from the private sector. The College established the 'Midlands Community College Educational Fund' which is registered in terms of Section 18 (a) of the Income Tax Act, and an 18A certificate is provided for all donors by the college.

3.2.5.5 Conclusion

It is clear from the above that MCC offers NFE programmes that cater for a wide range of adults' and youth's needs. They address, 'find' and make use of the so-called 'lost generation' and 'make it' a 'useful generation'. There is a great need for more community colleges in South Africa.

3.2.6 Mass media - 'Learn with Echo'

'Learn with Echo' is a weekly adult basic education newspaper supplement. It is produced by the Centre for Adult Education (University of Natal, Pietermaritzburg) and distributed inside *The Witness Echo* in the KwaZulu-Natal midlands region. More than 50 000 copies get distributed, and the estimated readership is 200 000, as claimed by 'Learn with Echo' (January 14, 1993). 'Learn with Echo' is written with the semi-literate and newly-literate adult in mind. Attempts are made to provide these adults with relevant, simply written and easy to read texts.

3.2.7 Networking and coalitions

It was stated earlier that since 1990 many NGOs have been actively involved in networking and coalition. The practical examples of networking and coalition amongst the NGOs in the Pietermaritzburg region are evident in the services offered by the Centre of Adult Education on the Pietermaritzburg campus of the University of Natal and the services of Tembaletu. These are discussed below.

3.2.7.1 The role(s) of the Centre for Adult Education in NFE provision and networking

The Centre for Adult Education works with many NGOs and is involved in many NFE programmes which are provided by different NGOs. The following are the

examples of some of the networking and coalition between and amongst the Centre for Adult Education and other NGOs.

(a) *Piggyback project*

The Centre for Adult Education and Primary Progressive Health Care (PPHC) have initiated a project to develop some basic literacy materials and 'piggybacks' AIDS information into this material. This programme has become known as the 'Piggyback Project'. The basic material consists of simple stories, and related teaching aids, which attempt to convey basic social messages about AIDS.

(b) *Dramaide*

The Centre for Adult Education and Drama Department (University of Natal, Pietermaritzburg) initiated DRAMAIDE which visits most of the high schools under both the ex-Department of Education and Training (DET) and ex-Department of Education and Culture - KwaZulu, performing drama about AIDS. This exercise teaches both pupils and teachers more about AIDS.

(c) *'Problems commonly faced by literacy teachers in Pietermaritzburg' - Workshop*

The Centre for Adult Education Second Language Studies, and Tembaletu Community Education Centre planned and conducted a series of ten workshops for literacy teachers in and around Pietermaritzburg in 1992. The topic was 'Problems commonly faced by literacy teachers in Pietermaritzburg'. The objectives of the workshops were:

- (i) to identify and, as far as possible, to address the needs of literacy teachers in the Pietermaritzburg area;
- (ii) to keep literacy teachers informed about different teaching methods and strategies;
- (iii) to inform literacy teachers about resources available; and
- (iv) to establish communication among literacy teachers so that they may benefit from one another's experience and share information and materials (Maritzburg Literacy Matters, 1993:1)

These objectives provide a description and proof of what networking is all about.

3.2.7.2 The role of Tembaletu Community Education Centre in NFE provision and networking

By the end of 1992, Tembaletu Community Education Centre had entered into partnership with other NGOs like Citizen's Elementary Legal Education Project (CELEP), which tries to empower the less privileged sector of the greater Pietermaritzburg area with knowledge of legal rights and the idea of liberty, TREE Pre-Primary School and Sunflower Projects. The Sunflower Projects offer formal skills training like bricklaying, plastering, plumbing, painting and electrical work. They also offer informal skills training such as garment making, handyman skills, and woodwork skills.

Tembaletu (1992:6) states that it is a member of many organizations, namely: Pietermaritzburg Literacy Forum, Regional Literacy Cooperation (RLC), National Literacy Cooperation (NLC), and South African Association for Literacy and Adult Education (SAALAE).

Tembaletu (1992:16-18) gives seven associate organizations that are based at their centre and which are non-formal education providers. These associate organizations have various fields of non-formal education. Brief descriptions of these associate organizations follow:

- (a) ***Maritzburg Careers Resource Centre*** is an NGO which offers information about work and education through running career workshops for youth and guidance workshops for teachers.
- (b) ***Association for Training and Resources in Early Education (TREE)*** is an independent non-profit organization providing non-formal training to Educare staff, communities and parents. It offers three levels of training, namely:
- (i) Educare Workers Foundation Course aimed at women who are starting an Educare centre, or who have had little previous training or experience;
 - (ii) Inkulisa Mqondo builds on the Foundation Course to deepen knowledge and further skills in Educare; and
 - (iii) The High Scope course is offered to those who have completed the Inkulisa Mqondo course.
- (c) ***KwaZulu-Natal Tuition Programme (NTPC)*** is involved in the coordination of supplementary tuition programmes, run by different tutorial projects in KwaZulu-Natal. The programme ranges from Stds 8 to 10. This coordination involves the following activities:
- (i) Resource allocation to projects, e.g. textbooks and syllabi;

- (ii) Organizational framing such as running, planning and chairing meetings;
 - (iii) Curriculum development - organizing and planning the syllabi's time frames. This includes a winter school; and
 - (iv) Outreach work - researching organizations doing similar work, with a view to networking.
- (d) ***Read, Educate and Develop (READ)*** runs courses or workshops ranging through the importance of reading, creative writing, language development, language and concepts in science, materials development, and the establishing of libraries and reading programmes. These courses involve teachers from urban and rural schools. READ also provides pupil enrichment programmes whereby pupils are involved in special contexts and 'Readathon' festivals.
- (e) ***National Progressive Primary Health Care Network (PPHCN)*** aims to utilize for AIDS education work people who are fully integrated into their communities and who best understand the needs and customs of that particular community.
- (f) ***Community Arts Project (CAP)*** aims to provide training in the different cultural spheres, e.g. art, music, drama and media skills, to service existing

cultural groups by providing a back-up service to cultural groups, and to train cultural workers to manage community cultural projects.

- (g) *Programme for Technological Careers (PROTEC)* aims to prepare students who take maths and science at school for technological careers.

The Centre for Adult Education and Tembaletu Community Education Centre show that NGOs can work together successfully, i.e. share their resources, information, experience and even share their ignorance instead of competing with each other or one another.

3.2.7.3 The Pietermaritzburg and KwaZulu-Natal Midlands Community Education Forum

The need for a forum where people involved in community education programmes (NFE) can network was discussed at a meeting held on September 28, 1991, at Tembaletu Community Centre in Pietermaritzburg. A concern was expressed about apparent duplication of effort among the programmes and it was decided that some kind of networking was needed. A steering committee was formed to draft a constitution for the forum, and this constitution was adopted and office bearers were elected at the official launch on November 9, 1991.

The Pietermaritzburg and KwaZulu-Natal Midlands Forum was launched at Tembaletu Community Education Centre in Pietermaritzburg. This Forum aims

to promote coordination and support between initiatives and/or organizations dedicated to the provision of community education or NFE and training within the Pietermaritzburg region. In order to achieve this aim, the following objectives should be pursued:

- (a) The dissemination of information about non-formal education or community education and training services within the region to all interested parties.
- (b) The sharing among all affiliate organizations of services and facilities such as guidance, counselling and personnel services.
- (c) Assistance and coordination in developing specific programmes.
- (d) To serve as a resource base for literature sources of funding and expertise which would be available to all members.
- (e) To promote acceptable standards of programmes offered to the community and optimum utilization of resources.
- (f) To establish and maintain links with similar organizations, including community colleges, in other regions or countries (The Pietermaritzburg and KwaZulu-Natal Midlands Community Education Forum - Constitution, 1992:3)

The Forum also plans to make information about non-formal education available to interested people, to establish links with other organizations in the same field

in other parts of the country, and assist affiliate organizations with the development of programmes.

3.2.8 Concluding suggestion

In Pietermaritzburg, as in South Africa generally, non-formal education and training should not be seen in isolation but the issue should be how to maximize positive relationships between formal and non-formal education, and positive relationships between non-governmental organizations, in order to minimize duplication, rivalry and competition amongst NGOs, and promote networking and coalition.

CHAPTER FOUR

RESEARCH METHODOLOGY AND PROCEDURES

4.1 INTRODUCTION

In Chapters Two and Three a description was given of the Provision for non-formal education in selected overseas countries, developing countries, African countries and in South Africa. This description forms part of the literature survey which is an important component of the research process. Turney and Robb (1971:49-50), Borg and Gale (1983:14), and Gay (1987:35) support this view. While on the issue of the importance of literature survey, Best (1977:36-37) states:

"A familiarity with the literature in any problem area helps the student to discover what is already known, what methods of attack have been promising or disappointing, and what problems remain to be solved".

This chapter entails choice of research design, locale, sampling procedures and construction of data collecting instruments. Data were collected using the interview schedule for managers and officials, a questionnaire for teachers or trainers and a questionnaire for learners or recipients of non-formal education programmes or courses. Observation also formed part of the research procedures.

4.2 RESEARCH DESIGN

The research methodology used in this study is Survey Research. According to Fraenkel and Wallen (1990: 330), survey research involves researchers asking a large group of people questions about a particular topic or issue. This asking of questions all related to the issue of interest, is called a survey, and it can be done in a number of ways, for example, face-to-face with individuals or groups, by mail or by telephone.

Fraenkel and Wallen (1990: 330) further state that each method has its advantages and disadvantages, but obtaining answers from a large group of people to a set of carefully designed and administered questions lies at the heart of survey research.

Survey research is concerned with the conditions and/or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is concerned with assessment of attitudes, opinions, demographic information, conditions and procedures.

This study is also evaluative, in the sense that it gathers data from a relatively large number of NFE agencies at a particular time. It is concerned with the generalization from statistics where data are processed for assessment or evaluation.

It was necessary for the writer to know something about the characteristics of his subjects, that is, managers, officials, principals, teachers and students. Human beings, the usual subjects in educational research are much more complex organisms than the subjects studied in some other sciences. The task of the educational researcher therefore, is greater.

Survey research employs questionnaires and interviews in order to determine the opinions, attitudes, preferences, perceptions, etc. of the respondents or subjects. It is also possible to describe the characteristics of a sample of individuals by making observations - observational research (Borg & Gall, 1983: 164). Direct observation is essentially a technique for gathering data about the subjects involved in the study. Observation played a minor role in this study.

4.3 CHOICE OF LOCALE

It was decided to restrict the study to what is commonly known as the Pietermaritzburg Metropolitan Region, which consists of Pietermaritzburg City, Howick, Hilton, Albert Falls, Plessislaer, Cramond, Foxhill, Sobantu, Ashdown, Imbali, Edendale, Willowfountain, Slangspruit Vulindlela, Kwa-Mevana and Mpophomeni (see map on p.xxxiv).

The Pietermaritzburg Metropolitan Region is an area of about 1 070 square kilometres. The study locale has a population of approximately a million.

In perceiving socio-economic and educational problems typical of large urban areas in South Africa, it was seen as an ideal locale for the present study.

4.4 SELECTION OF POPULATIONS AND SAMPLES

4.4.1 Introduction

The subjects to be surveyed should be selected randomly, if possible, from the population of interest. The researcher must ensure that the subjects he/she intends to question possess the necessary information and that they would be willing to answer these questions. It is, therefore, often a good idea, if not necessary for the researcher to conduct a pilot study among potential respondents to assess their receptivity, and also flaws in his/her instruments.

The present researcher defines his target populations and explains the selection of samples, and the instruments used in this study.

4.4.2 Target populations

Table 4.1 provides a summary of the target population. A description follows of NFE populations, provisions and programmes that formed the basis of this survey research.

Table 4.1: Summary of target populations

No.	Categories	No. of managers, officials and principals	No. of tutors	No. of learners
1.	Literacy, Adult Basic Education, Adult Education	43	521	8 237
2.	Agricultural training	8	29	540 + Public
3.	Art, craft & culture	5	23	544 + Public
4.	Skills training (vocational, in-house, sewing, garment making, commercial)	24	248	5 995
5.	Pre-school, early child education	7	30	754
6.	Human relations	5	27	100 + Public
7.	Environmental awareness, health education	8	37	139 + Public
8.	Youth development education	5	19	154 + Public
9.	Resource centre and Library	6	48	Public
10.	Political education	2	10	Public
11.	Career information	2	23	180 + Public
12.	Sponsorship	1	0	47 (recipients)

(a) *Categories of NFE provision in the Pietermaritzburg region*

A preliminary investigation by the present researcher who resides in the region, identified about 20 different categories of non-formal education activities provided in the region, namely, agricultural training; art, craft and culture; career information; commercial and office skills; environmental awareness; health education; human relations training; in-house training for

company employees; language courses; literacy interest and support; political education; pre-school resource facilities; resource centres and libraries; school syllabus; school syllabus enrichment; sewing and garment making; sponsorship; vocational training; and youth development.

(b) ***Sectors of community involved in NFE provision in the region***

It was discovered that the above-mentioned categories were operated by about 11 different sectors of society, namely: business initiatives; church-based organizations; centres of concern; municipal facilities; private training centres and institutions; service and welfare agencies; state departments; state education departments and facilities; trade unions and trade union projects; university-based initiatives; and other interested groups and organizations.

(c) ***Agencies that provide NFE in the region***

These different sections of society in turn involved about 90 agents or units in providing NFE in the region. All agencies providing the same or similar NFE programmes were grouped together. (See Table 4.1).

(d) *Programmes and/or courses*

It was necessary for the writer to select a sample of programmes or courses provided by the selected sample of agents because each agency provided more than one programme or course.

Similar or identical programmes or courses were grouped together. This grouping resulted in about 12 categories of NFE programmes or courses.

This was a sizeable sample of course-categories (see Table 4.1).

(e) *Trainers or tutors*

There were many teachers at each institution. The writer had to select a sample of teachers at each institution used for this study. The sample of teachers comprised two teachers per institution (see 4.4.3).

(f) *Trainees or learners*

Many institutions had many trainees or learners for each programme or course. Therefore, it was necessary for the writer to select a sample of trainees who would answer or complete the questionnaires. The sample of trainees consisted of four trainees per institution (see 4.4.3).

(g) *Time*

Having sampled agencies, trainers, trainees, programmes and courses, it was felt necessary to estimate the amount of time that was to be spent on the administration of the interview schedule.

Different centres offer different non-formal education programmes and tuition during different times. The investigator had to make arrangements with the management to make use of different and appropriate times for participatory observations.

4.4.3 Selection of populations and samples

To conduct the field study it was necessary for the writer to get the permission of the Regional Director of Education (ex-Department of Education and Training - Natal Region), Secretary of Education (ex-Department of Education and Culture - KwaZulu) and administrators of the NGOs. The researcher therefore, wrote to both departments and NGOs asking for their permission to conduct research in their respective NFE institutions or centres (see Appendix D and Appendix E).

The writer received favourable replies from both departments and 120 NGOs and agencies granted the requested permission. There were only five organizations and institutions that did not reply.

Some of the officials performed a 'gate keeping' role which did not allow outsiders into their organizations' initiatives. This is somehow expected since an outsider researcher presents a problem for the department, institution or agency. What was even more sensitive was the fact that the writer was to conduct an observational study in the institutions that provide NFE programmes.

It was emphasized several times that the writer was granted permission to carry out this research provided he did not research 'sensitive' issues of the two departments, NGOs and other agencies.

It was also necessary for the writer to give a brief account of the goals, purposes, methods of this study and its consequences to the providers and learners selected for participation. It has been stated earlier that the sample of this study comprised the officials from ex-DET and ex-DEC-KwaZulu, the managers and principals of the institutions, teachers and learners or recipients of NFE programmes or courses.

The writer used random sampling procedures to select the samples of managers, officials, principals, teachers and learners, in the study.

It was decided to approach all 120 NFE centres identified. The managers and principals of NFE centres were requested to supply members of all learners/trainees and all teachers/trainers in their centres.

A list of all 120 NFE centres was made, that is 001 to 120. To obtain a sample of 100 from a population of 120 managers, officials and principals, the writer used a table of random numbers (Best, 1981: 264; Fraenkel & Wallen, 1990: 29).

Each NFE centre provided the number of tutors in its service. The writer communicated with each institution to obtain a list of names of tutors. A random selection of two tutors per centre was made using a table of random numbers. The writer and his trained assistants visited the institutions selected to obtain lists of trainees. From those lists a random sample selection of four trainees per institution was made, again using tables of random numbers.

The provisional samples obtained were as follows:

- (a) 100 institutions or centres involved;
- (b) 100 officials, managers and principals participating in interviews;
- (c) 200 teachers or trainers to complete questionnaires;
- (d) 400 learners or trainees to complete questionnaires.

A total of 700 officials, managers, principals, teachers and learners involved in NFE was deemed sufficient for this investigation.

The writer was satisfied that he used samples which are large enough to serve as sufficient representations of the population about which he wished to generalize, and small enough to be chosen economically in terms of availability, experience and complexity of data analysis (see Table 4.1). Best (1981: 13), Levy (1984: 64) and Fraenkel and Wallen (1990: 70) support this view and say that the researcher must ensure that data resources are representative of the population, where sampling occurs.

4.5 INSTRUMENTS USED

It was decided to collect descriptive data through a survey involving two questionnaires, and an interview schedule. Participant observation was also employed as it was expected to provide complementary information to the main investigation.

4.5.1 Questionnaires

The main instruments used for data collection in the present study were questionnaires. A questionnaire is very efficient because (i) it requires less time; (ii) it is less expensive; (iii) it permits the collection of data from a large sample, to mention but a few advantages (Best, 1981:14).

4.5.1.1 Construction of questionnaires

Two sets of questionnaires were constructed; one for teachers/trainers and another for students or trainees. Both questionnaires were divided into sections, e.g. biographical details, evaluation of NFE programmes or courses, and open questions. This division was based on the grouping of different items which could be answered in the same or similar way. The items in the first section inquired into the personal particulars of the respondents, namely gender, age, marital status, educational qualifications, employment status, and work experience. Items in subsequent sections inquired into evaluation of NFE programmes or courses; urgently needed NFE programmes; problems facing NFE learners or trainees; and general comments or suggestions on NFE provision in the Pietermaritzburg region (see Appendix A).

Both questionnaires consisted of closed or restricted type and open and/or unrestricted types of items. This writer tried to construct short attractive and easy-to-respond-to questionnaires. It was also decided that each question should deal with a single concept and be worded as clearly as possible in order to avoid ambiguity and vagueness.

In constructing the questionnaires for teachers or trainers and learners or trainees, the writer used ratings, checklists, rankings and evaluative words. In the checklist type of question, a cross had to be made against one of several

possible answers. The format of both questionnaires was such that closed items relating to the central theme were answerable on a two-point scale as well as on a five-point scale (the Likert Scale): yes/no; strongly agree / agree / undecided / disagree / strongly disagree; very high / high / moderate / low / very low; plentiful / sufficient / a fair amount / little / none (see Appendix B and Appendix A).

The advantages cited by authors in favour of the closed form items is that they do not only facilitate response but make data analysis very easy, efficient and objective (Kornhauser, 1965:110; Good, 1972a:231; Borg & Gale, 1979:297; Borg & Gale, 1983:419; Gay, 1987:196).

The nature of this study required that both structured or restricted and unstructured or unrestricted items be included. According to Tuckman (1978:200-201), the unstructured response commonly called the open-ended question, allows the respondent to give his or her response in whatever form chosen. Thus, an unstructured response is a responsive form over which the researcher attempts to exert little control other than by virtue of questions asked and the amount of space or time provided. Best (1977:159) and Gay (1987:196-197) recommended open-ended times as valuable in the research process.

4.5.1.2 Content of questionnaires

It has been stated earlier that both questionnaires, one for teachers and another for students or learners, included items that inquired into personal particulars of the respondents, namely gender, age, educational qualifications, employment status, marital status; work experience, etc., and items in the subsequent sections inquired into the evaluation of NFE programmes or courses; urgently needed NFE programmes or courses; stumbling blocks facing NFE students; and general comments (Appendix B and Appendix A).

4.5.1.3 The pilot study

The pilot study is also referred to as pre-testing or a pilot testing. Both sets of questionnaires were tried out for possible mistakes or deficiencies. Berg *et al.* (1979:70) give the following purposes of the pilot testing:

- (a) It permits a preliminary testing of the hypotheses that leads to testing more precise hypotheses in the main study.
- (b) It often provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study.
- (c) It permits a thorough check of the planned statistical and analytical procedures thus allowing an appraisal of their adequacy in treating the data.

- (d) It greatly reduces the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.
- (e) It may save the research worker major expenditure of time and money on a research project that will yield less than expected.
- (f) In many pilot studies it is possible to get feedback from research objects and other persons involved that leads to important improvements in the main study.
- (g) In the pilot study, the research worker may try out a number of alternative measures and then select those that produce the best results for the main study.

It was decided to conduct a small scale pilot study with the express purpose of testing each questionnaire for vagueness and ambiguity; to test if some of the questions were not unwittingly structured in such a way as to evoke a specific response; and to determine if some of the questions did not ask for information of such a sensitive nature that respondents would give incorrect answers or even refuse to respond. Pre-test subjects were requested to make comments and suggestions concerning specific items, directions and recording procedures, i.e. weaknesses or shortfalls in the instrument. The writer used NFE teachers and students from 20 different institutions around Pietermaritzburg for pilot testing.

These 20 institutions were those excluded when selecting a sample of 100 institutions. They completed the questionnaires and made comments where they felt necessary. This pre-testing yielded data concerning questionnaire deficiencies as well as suggestions for improvements. This helped the writer in refining his questionnaires. The pilot studies were conducted in November 1992.

4.5.1.4 Administering the questionnaire

It was stated earlier that there were two types of questionnaires, one for trainers or teachers and the other for trainees or learners.

(a) Questionnaires for teachers or trainers

The writer posted to the Manager or principal of each agency or institution the requisite number of questionnaires requesting him or her to give the questionnaires to the tutors or teachers named.

It was decided that each respondent should receive, together with his or her questionnaire, a covering letter explaining the purpose of the questionnaire (Appendix F) and an addressed return envelope in which the completed questionnaire could be sealed before it was returned to the principal. This procedure was adopted in order to guarantee anonymity and confidentiality which are factors that positively influence response rates. The full procedure was as follows:

- (i) In June 1992, covering letters stating the main objective of the research, and the required distribution and collection procedures, were posted to principals or managers (Appendix E).
- (ii) Principals or managers were sent large stamped and addressed envelopes for return of questionnaires in February 1993.
- (iii) In February 1993, selected teachers or trainers were sent covering letters explaining the project and thus stimulating their interest (Appendix F).
- (iv) Teachers or trainers were assured of anonymity and confidentiality.
- (v) Reminder letters or cards were sent to the managers or principals four weeks after the letters of February 1993 (Appendix H).

In the case of the trainer or teacher who did not respond after a reminder letter or card, a final reminder letter or card was posted to him or her after a further delay of two weeks.

This procedure had its limitations. For example there was no guarantee that questionnaires would be completed by targeted clientele, namely trainers or teachers in this study. Secondly, if the managers or principals declined for any reason to cooperate, there was a probability that the response rate would be adversely affected.

(b) *Questionnaires for the trainees or learners*

It was initially decided that the procedure applied in administering the questionnaires for the teachers would be applied also to the students. However, it was later decided that this exercise would be futile as there were some centres of NFE where trainees had acquired a low level of academic education, e.g. semi-literate trainees who could not understand the questions in the questionnaires.

The researcher and his trained assistants had to deliver the questionnaires personally, and after the researcher had randomly selected the required number of respondents, the assistants distributed and explained the questionnaire question by question, while the selected respondents completed the questionnaires. Questions had to be interpreted and verbal responses written onto the questionnaires. As this was impracticable, if not impossible for one person, the researcher had to 'employ' and train people who could assist in carrying out all the duties concerning the completion, interpretation or translation of questions and the returning of questionnaires to the researcher.

There was no need for mailing questionnaires, reminders or follow-ups of non-respondents. The procedure adopted had a positive effect on the return rate of the completed questionnaires and resulted in a 100% response rate.

The field work regarding questionnaires and trainees commenced in May 1993 and continued for about six months.

4.5.1.5 Control of questionnaires' despatch and return

The record chart (Appendix I) was used to control every step. The following dates were entered on the record chart:

- (a) Date on which the questionnaire was posted to the respondent.
- (b) Date on which the first and second reminder letters or cards were posted.
- (c) Date on which the response was received.

All the returned questionnaires were checked by the researcher. All correctly completed forms were kept safely for data analysis.

(a) *Response rates*

Of the 200 questionnaires for teachers originally despatched, 198 were returned, all of which were found to be suitable for the purposes of analysis. This represented a response rate of 99%.

Returns were received by the researcher and his assistants from all 400 (100%) students or learners originally included in the sample. Of the 600 questionnaires for both teachers and students originally included in the sample, 598 (99,7%) were returned, and all of them were found to be suitable for the purposes of analysis.

(b) *Non-response rate*

The non-response rate in the present study was very low. However, in any project employing survey research techniques non-response may not be viewed simply as unfortunate reduction in sample numbers for, as Moser and Kalton (1971:167) and Tuckman (1978:237) observe, the missing part does not often differ materially from the rest, and certainly one should never assume that it will not do so.

The non-response rates for teachers and students or trainees varied with the rate for teachers being 0,3% and for students 0%. The summary is shown in Table 4.2.

Table 4.2: The breakdown of the returns

Sample	No. of questionnaires despatched	No. of returns	Percentage returns
Teachers/Trainers	200	198	99%
Students/trainees	400	400	100%
Grand Total	600	598	99,7%

4.5.2 The interview schedule

4.5.2.1 Introduction

The interview, as an oral questionnaire - where the interviewee or subject gives the required information verbally in a face-to-face relationship, is often seen as

superior to the other data-gathering devices. This is because of the following advantages:

- (a) People are usually more willing to talk than to write.
- (b) The interviewer is able to gain rapport or establish a friendly and secure relationship with the interviewee.
- (c) The interviewer can clarify certain issues during the interview.
- (d) The interviewee can give some confidential information.

An interview, however, is expensive, time consuming and mostly involves smaller samples. Writers such as Bailey (1978:157-158), Treece and Treece (1982:245) and Gay (1987:207) argue that an interview is a more flexible instrument.

In this study the interview was intended for managers and officials at centres and departments respectively that offer non-formal education programmes or courses in the Pietermaritzburg region.

4.5.2.2 Constructing the interview schedule

The present researcher used the structured interview since this is one of the most frequently used methods of eliciting information in educational research (Gay, 1987:150). The structured interview is one in which the content and procedures are organized beforehand.

When constructing the interview schedule, the writer used both fixed-alternative items and open-ended items. The fixed-alternative items allow the respondents to choose from two or more alternatives, while the open-ended items "supply a frame of reference for respondents' answers" (Kerlinger, 1970:40).

The writer chose to use open-ended questions because of the following advantages.

- (a) They are flexible.
- (b) They allow the interviewer to probe so that he may go into more depth if he chooses, or clear up any misunderstandings.
- (c) They enable the interviewer to test the limits of a respondent's knowledge.
- (d) They encourage cooperation and help establish rapport.
- (e) They allow the interviewer to make a truer assessment of what the respondent really believes.
- (f) They enable the interviewer to adapt the situation to each subject (Cohen and Manion, 1980:247; Freece & Freece, 1982:160).

It was decided that an interview would be a more appropriate instrument of delving for information from the providers of NFE programmes. The open-ended questions were also used (as mentioned earlier) during the discussions, informal interviews and semi-interviews with teachers or trainers and learners or trainees.

The items of the Interview Schedule enquired into the purposes and needs, clientele instructors, class organization, physical resources, assessment and recognition, finance, programme evaluation, and general comments (see Appendix C).

4.5.2.3. The target population and sampling for interview

The target population for the interviews was made up of education department officials, and managers and principals of NFE centres and institutions in the Pietermaritzburg region. The sampling procedures were discussed earlier in this chapter.

It was felt for purposes of this research that a sample of 100 managers and officials was adequate. This sample consisted of officials, managers and principals from the following 12 categories: Literacy, Adult Basic Education, Adult Education; Agricultural Training; Art, Craft and Culture; Skills Training; Pre-School/Early Child Education; Human Relations; Environmental Awareness; Youth Education; Resource Centres and Libraries; Political Education; Career Information; and Sponsorship.

4.5.2.4 Piloting the interview schedule

It was necessary for the researcher to test the interview schedule, before it was administered, using a small sample of NFE providers. A list of questions (Interview Schedule) for interviews was prepared and forwarded to the selected officials of both departments of education, i.e. ex-Department of Education and Training (DET) and ex-Department of Education and Culture-KwaZulu (DEC-KwaZulu), the 20 managers and principals of the NGOs not selected for the sample of the present study. The pilot study was conducted in March 1993.

Feedback from this pilot study was used to revise questions in the guide which were not clear, did not solicit the required information, or produced negative reactions in respondents. The pilot study or pre-testing also helped the writer realise whether the resulting data could be quantified and analyzed in the intended manner. The comments and recommendations received from the respondents were used in the final form of the Interview Schedule (Appendix C).

4.5.2.5 Administering the interview schedule

The researcher had to send the interview schedules to the officials, managers and principals before the interview. This was a costly exercise as there were many copies of interview schedules to be provided.

Appointments were made and honoured with the total of 100 officials, managers and principals. In some cases the investigator or researcher had to wait for the interviewee to be available because of work commitments or some other reasons.

In this research, arrangements for the interviews presented lots of problems. Some of the problems encountered were due to the large number of interviewees (100); the travelling expenses and problems; negative attitudes of certain managers; some respondents or interviewees were suspicious or hostile to the researcher, others indifferent or not willing to cooperate which in two instances resulted in setting up second appointments.

Generally, the interviewees were made to realise the importance of the research and ultimately cooperated very well and gave a totally dedicated effort and response of 100%. All 100 interviewees honoured either the first or second appointment. This exercise took eight months to complete, from June 1993 to February 1994. It was enjoyable, hard work and above all, an eye opener.

4.5.2.6 Recording interviews

The recommended methods for preserving the information gathered in an interview are tape recording and note taking. Recording interviews on the tape is convenient and inexpensive. It obviates the necessity of writing during the interview which may distract both the interviewer and interviewee.

The writer used both note taking and tape recording methods for preserving the information collected in the interview. The researcher provided enough spaces between questions on the Interview Schedule for the interviewer to add any necessary information, or for the interviewee to write down answers before the interview in order to facilitate or remind the interviewer of certain facts during the interview. The writer also had a surplus of duplicated interview schedules so as to supply the interviewees with copies before the interview took place.

In order to reduce the tendency of the interviewer to make an unconscious selection of data favouring his biases (Borg and Gall, 1983:445), the tape recorder was used to collect interview data so that it could be played back more than once. It could also be studied much more thoroughly than would be the case when data were limited to notes taken during the interview. It is possible with tape recorded data for a person other than the interviewer to evaluate and classify the responses.

It has been stated earlier that the writer tape recorded the responses during the interview and coded them later. He also took the precaution of summarizing the responses during interviews by writing a legible record of the actual responses of each respondent either during the interview or soon afterwards. It should be noted that the interviewer or researcher always asked for the permission of the interviewee before recording the interviews. Fortunately there was no respondent or interviewee who objected to the use of the tape recorder.

4.6 OBSERVATION

In the course of his survey, the present researcher had visited all NFE agencies or centres in the region. He made a second visit to 20 centres randomly selected from 50 of the largest centres to ascertain more of the structure of activities and problems. He attended classes in most of them in order to gather data and conduct studies on participant observation lines. Observations were conducted during the period the interview schedule was administered. The participant observation technique assisted the writer because:

- (a) Data was collected on non-verbal behaviour.
- (b) The researcher was able to discern on-going behaviour as it occurred and was able to make appropriate notes about its salient features.
- (c) The researcher could develop a more intimate and informal relationship with those he was observing, hence observations took place over an extended period of time, i.e. eight months for this study.
- (d) Observations were less reactive than other types of data-gathering methods used by the writer in this study.

The writer does not deny the fact that participant observation has its limitations. Cohen and Manion (1989:129) state: "... participant observations are often described as subjective, biased, impressionistic, idiosyncratic and lacking in the precise quantifiable measures that are the hallmark of survey research ...".

The researcher's role was mainly confined to observing events in natural situations. It was therefore decided that he should take on the very informal role of a visiting observer. He had to socialize with both teachers and learners and avoid being seen by both teachers and students as an official from the Education Department.

The writer could not use only participant observation in gathering data, because this technique has its limitations as mentioned earlier. It was necessary to use other techniques, namely questionnaires and interview schedules as stated earlier. Jenkins (1983:23) highlights the difficulty of using participant observation as an exclusive method of data collection in urban and industrial social settings as in the Pietermaritzburg Metropolitan Region:

"Interaction takes place over greater distances; not everything the researcher is interested in is as routinely available within the confines of manageable geographical areas. Furthermore, the time factor in most research usually precludes over-indulgence in participant observation which is both labour intensive and time consuming, on the scale which would be required to comprehend even a small slice of an urban industrial society, let alone a total view. Participant observation on its own is no longer enough."

Students or trainees were interviewed both formally and informally through discussions at regular intervals. This included interviews with groups and individual students. Open-ended questions were used to allow the students or tutors to talk freely about the aspects that were being researched.

Discussions were also conducted along similar lines with teachers and principals. These informal, semi-formal and formal interviews yielded much information for the researcher. The data collected through participant observation was used both to complement and interpret findings derived from the other sources. See Chapter 7 for behaviours observed and discussion.

Recording observations

The writer recorded notes as quickly as possible after each and every observation. In many instances a series of events occurred so quickly that he had time only to make cursory notes which he supplemented later with fuller accounts.

4.7 CONCLUSION

In view of the consistent violence in the KwaZulu-Natal Midlands, especially in and around Pietermaritzburg, when this research was conducted, the return rates of 99% for the questionnaires to teachers and 100% for questionnaires to students or learners were regarded as excellent. The fact that the researcher resides in the area also assisted.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND DISCUSSION OF RESPONSES FROM QUESTIONNAIRES TO LEARNERS/TRAINEES/RECIPIENTS OF NON-FORMAL EDUCATION PROGRAMMES

This study produced a mass of raw data from two questionnaires and an interview schedule. The collection and collation of responses from the questionnaires and interviews became very complex because open-ended items were included. However, the collected data had to be accurately collated, and systematically organized to facilitate analysis.

5.1 ANALYSIS OF RESPONSES IN QUESTIONNAIRES TO LEARNERS/ TRAINEES/RECIPIENTS OF NFE PROGRAMMES/COURSES

5.1.1 Biographical data

The writer wanted to explore relationships between the biographical data and NFE programmes/courses among Black workers and Black people in South Africa. The writer did this although interest in research participants' biographical characteristics has diminished in the western or industrialized world.

The results of the studies carried out by Joslin (1980) and Klem (1982) showed clear relationships among experience, sex or gender, and age on the one hand,

and gains from participating in in-service education and training (INSET) and in workshops, on the other.

In the present study, it was noticed that very few participants responded to question 1.1. "Name of Institution/Firm/Factory". The reason was fear of victimization as alleged by respondents. The following biographical characteristics received maximum response from the respondents.

5.1.1.1 Gender of learners/trainees

Table 5.1 shows the distribution of both learners and trainees according to gender.

Table 5.1: Distribution of learners and trainees according to gender

	MALE	FEMALE	TOTAL
Number	148	252	400
Percentage	37	63	100

The data shown in Table 5.1 indicate that the majority (63%) of the participants are female. There are more women learners and trainees (63%) in the sample, although industry-based learners are mostly male.

Gender has a significant effect on how education and training are perceived by working-class people. A common feeling among most Black working-class rural women in South Africa is that they never had a first chance because education was assumed not to matter to girls. As a result, many women who received only a basic education do not have a sense of personal failure so much as a feeling that they never found out their potential. However, the changing social consciousness and aspirations of women are encouraging these women not to take what chances are on offer to them.

The problem with many NFE programmes run by the state or state departments is that they are still not yet based on full recognition of women's conditions in society. These programmes seek to make women more informed mothers, more efficient family caretakers, and more effective home managers. The programmes rarely contain the provision of support services.

NFE should provide women with the mix of knowledge and skills that would emancipate them from unequal labour and social relations.

According to *The Convergence* (1988:19), women need the following types of NFE courses/programmes:

- (a) NFE programmes should provide women with skills and knowledge that would make the execution of the current reproductive tasks less demanding of time and energy.
- (b) NFE programmes should provide women with productive skills to enable them to enter the market economy in more advantageous conditions than before.
- (c) NFE programmes should provide women with a variety of knowledge and skills to make them as competent as their male counterparts.

In different parts of the world the development of second chance education provision (NFE) aimed at working-class women has begun to demonstrate the latent demand for educational opportunities that now exist amongst these women. The women coming on to second chance (NFE) courses are looking to education to assist them resolve the personal dilemmas they face. However, an important aim of this type of provision is to enable women to recognize the social dimension of problems that they may initially perceive as individuals, and to understand better how social factors often prevent individual needs from being satisfied.

NFE courses are therefore needed which in form and context, address individual needs and develop an understanding of the social context in which women's individual choices are made.

5.1.1.2 Ages of learners and trainees

The ages of learners and trainees are set out in the table below.

Table 5.2: Age distribution of learners and trainees

	Under 20	21-24	25-29	30-39	40-49	50-59	Over 60	Total
No.	64	172	116	40	8	0	0	400
%	16	43	29	10	2	0	0	100

The largest frequency in Table 5.2 is in the 21-24 year age range. Data show that 164 participants were more than 24 years old while 64 learners and trainees were under 21 years of age. The majority of the participants (59%) were the youth or marginalized youth. This is due to many factors, one of which is the violence which has prevailed in the Pietermaritzburg region for more than ten years.

The violence displaced many people, who left their homes and became refugees. Some managed to acquire new homes at other places far from their original residential places. They left with their children, who were forced to leave their respective schools. The displaced youth could not register at new schools to further their education, as most Black schools are overcrowded. Finding employment is virtually an impossible feat as the level of unemployment is very

high in this area. The stay-aways and class boycotts contributed to a high drop-out rate in this region.

Parental influence is a cause of early school leaving. If the child does not progress at school, parents directly encourage the child or pupil to leave school for work in order to supplement low family income and to give an educational chance to the younger brothers and sisters. This is a common phenomenon among Blacks in South Africa.

The political instability contributed to the disruption of teaching and learning in schools which, in turn, increased the number of drop-outs or pupils that left school early.

The factor of age (over 20 years) can be seen as a cause for early school leaving, or school drop-out where the child withdraws from school either because he/she is much older than his/her classmates, or he or she is too old to attend school.

The above factors and other similar influences and trends causing early school leaving have also been revealed in the studies of Douglas, Ross and Simpson (1968), Jackson and Marsden (1962), Floud, Hasley and Martin (1956) and

Mncwabe (1985). Bourdieu's (1974) explanation of these trends is in terms of the attitudes of parents and children towards school.

In South Africa, like in many developing countries, non-formal education falls heir to the mammoth 'unfinished business' of the primary and secondary schools (Coombs & Ahmed, 1973:26). It inherits a large clientele of children and youth who have never been to school or have dropped out before finishing, or have completed primary school, but not gone on to secondary school.

It is necessary to equip out-of-school youth with an understanding of their physical, social, economic and cultural environment; with the knowledge and skills required for employment, household management, family responsibilities and community participation. All these needs can be addressed only by appropriate NFE courses or programmes.

There is a demand from management today for young men and women who have had the training, and possess the qualifications for the responsibilities of an executive position. It is realised that more than mere technical efficiency in a particular job is required. The management is looking often in vain, for men and women who, in addition to their ability or skills, have personality, drive, and above all, a thorough knowledge and appreciation of the wider implications of the job in relation to the general organization of the firm and its planning and

production. In short, the personality and intellectual qualities of leadership are being sought in addition to pure technical ability.

5.1.1.3 Marital status

The position with the marital status of learners and trainees in this study was as follows:

Table 5.3: Marital status of learners and trainees

	Single	Married	Separated	Divorced	Widowed	Total
No.	336	48	4	8	4	400
%	84	12	1	2	1	100

The results show that a large majority (84%) of the participants were below 25 years. This, taken together with the earlier findings, suggests that many of the participants were young learners and trainees who either dropped out of school or passed Std. 10 and did not get either employment or places in tertiary institutions.

5.1.1.4 Formal education

5.1.1.4.1 Number of years spent at school

The number of years spent at school by the learners and trainees participating in this study are set out in Table 5.4 below.

Table 5.4: Number of years spent at school

	0-6 yrs	7-9 yrs	10-15 yrs	Other	Total
No.	36	36	325	8	400
%	9	9	82	0	100

The data in Table 5.4 show that the highest percentage of respondents (82%) fall in the 10-15 year range of years spent at school. This implies that the majority of learners and trainees used in this study had passed at least Std. 8.

The effectiveness of adult learning varies with learning ability, but it is also affected by the approach the adult takes to the learning activity. An adult's approach to a learning activity reflects previous experience including the extent and type of formal education, recent use of learning procedures, and current circumstances that give rise to the need for increased competence. Most adults approach learning activities with specific expectations about what they will gain from the experience.

One aspect of previous experience that affects adult learning is formal preparatory education (Class 1 to Std. 10) during childhood and adolescence. The preparatory education experience can both facilitate and inhibit adult learning.

According to writers such as Havighurst and Orr (1956) and Knox (1970), recent experiences and current circumstances influence an adult's interest in educative activity. Recent role changes that call for adaptation and optimism regarding a future job promotion, help increase awareness of needs for increased competence, and encourage educative activity. The typical result is greater motivation to engage and persist in learning activities.

5.1.1.4.2 Academic qualifications

The following table shows the highest standards passed at school by the learners and trainees used in this study.

Table 5.5: The highest standard passed at school

	Sub-standard		Standard										Total
	A	B	1	2	3	4	5	6	7	8	9	10	
No.	12	8	0	4	12	0	12	20	4	12	76	240	400
%	3	2	0	1	3	0	3	5	1	3	19	60	100

Table 5.5 indicates that 60% of the participants had Senior Certificates or Matriculation, 19% of the participants had passed Std. 9, and 3% had passed Std. 8. The data show that 18% had passed classes lower than Std. 8, i.e. Sub-Standard A to Std. 7.

The results imply that most participants had either failed to go to tertiary institutions due to many varied reasons, or failed to get jobs or employment after completing Std. 10 or high school education. High school education could not make them employable or help them create small business or self-employment.

It is maintained by many educationists that education for Blacks based on the ideology of apartheid signifies education for subservience and cultural domination by imposing outmoded tribal customs, language and government on unwilling Blacks. The main argument is that the curriculum does not efficiently prepare students to fulfil the roles which they will be expected to play in their work situations and in society.

Christie and Collins (in Kallaway, 1984:162), have described one method of comprehensive curriculum planning as the situation-centred curriculum which is based on the idea that schools should be concerned with preparing the young for the world as it will be when they leave school. They further argue that the conflict as to whether or not Black education is relevant can be seen as a clash between two ideologies, i.e. apartheid with its concomitant notions of dominance on the one side, and the liberal ideal of integration on the other.

The results also show a low percentage of the participants in literacy programmes. According to NEPI (1992:1), people who are marginalized or

displaced are further disadvantaged by their inability to participate in the dominant forms of literacy. They are disadvantaged in job seeking, they are sometimes unable to participate effectively in training or development programmes like NFE programmes. They might be unable to provide the support for their own children's learning and they might be unable to respond to the critical medical and environmental issues which pose direct threats to their lives or existence.

Adult literacy and basic education programmes have gained a greater economic importance. The state, employers and trade unions share some agreement that widespread provision of basic education is a crucial feature of any sustainable strategy for economic renewal.

5.1.1.5 Employment status

Information about the employment status of the learners and trainees participating in this study was obtained. Table 5.6 shows the distribution of learners and trainees according to employment status.

Table 5.6: The distribution of learners and trainees according to employment status

	Employed	Unemployed	Laid off	Retired	Other	Total
No.	108	292	0	0	0	400
%	27	73	0	0	0	100

The results shown in Table 5.6 indicate that the majority (73%) of the participants were unemployed. Only 27% of the participants were employed. This is a typical Third World phenomenon.

Unemployment is a major problem which revealed itself during the late 1970s and early 1980s when there were many school leavers for whom there was no permanent paid work immediately available (Payne, 1985; Willis, 1986).

It has been stated above that many of the participants in this study were unemployed youth. There are many factors that contribute to the increase of youth unemployment, for example: poor formal education, the low level of productivity of young workers, high costs of training young workers who may be highly mobile, increased number of women who are working, retrenchment and reduction of workers due to sanctions, technological changes that have minimized unskilled and semi-skilled jobs, and the demand for a more skilled and more educated labour force.

Osterman (1980:96) argues that high youth unemployment is due to the relationship of work patterns and schooling, and the hiring patterns of firms, for example, employers need experienced and mature employees.

Unemployment is a major issue in South Africa. High levels of unemployment have characterized all major capitalist economies since the mid-1970s. Some writers such as Ward and Taylor (1986:37) share the assumption that unemployment can be cured or at least reduced to a minimal level, by matching up through training and retraining courses, the needs of industry and commerce with the skills of the labour force.

Darkenwald and Merriam (1982:6) argue that the decline in jobs in the agricultural sector, for unskilled labour and for blue-collar workers in general, has been enormous, with demand shifting to clerical, service, and technical or professional sectors. Thus the jobs that require the least education and training are disappearing and much of the work that people perform today and will perform in the future requires an expanding base of knowledge and skills.

The changing status of women in South Africa also has important implications for the future of adult education or non-formal education. As women increasingly combine marriage and jobs, their needs to acquire work-related skills and credentials become ever greater.

Contradictory studies of such writers as MacDonald (1976) and Brah and Minhas (1986) have stressed that although many women realise that they can no longer rely on marriage to offer security for a lifetime, young girls generally still see their future primarily in terms of marriage. Therefore they are likely to leave school earlier than boys.

In many countries of the world including South Africa, young Blacks find it more difficult to obtain jobs. This is because they have to contend with racial prejudice or discrimination, as well as a shortage of jobs, despite having adequate qualifications or post-school education.

Lastly, it should be noted that unemployment is concentrated in the lower social class, and youth unemployment is high amongst the lower social class. The majority of unemployed youth who come from lower social class families experience other problems like conflict in family relationships, family abuse, lack of, or no money for board or rent, and so on, which lead to 'youth homelessness'.

5.1.1.6 Dependent children

It should be pointed out that the learners and trainees used in this study were asked to indicate the number of dependent children they had. The responses are set out in Table 5.7.

Table 5.7: Distribution of learners and trainees according to number of dependent children

	Number of children							Total
	0	1	2	3	4	5	Over	
No.	196	104	52	20	16	8	4	400
%	49	26	13	5	4	2	1	100

The data in Table 5.7 show that 51% of learners and trainees had dependent children. Earlier data in Table 5.1 show that 63% of the participants were female. The birth of children might have prevented some of them from continuing with formal school or education in the past.

There is a very small difference between the number of participants who had no dependent children (49%) and those who had dependent children (51%). This implies that there were some other reasons or factors for the participants' dropping out of school. In short, youth pregnancy is a significant problem amongst Black youth but it is not the only reason for school drop-outs.

5.1.1.7 Other dependants

The results in the following table indicate the number of dependants other than the biological children of learners and trainees.

Table 5.8: Number of dependants other than children of learners and trainees

Dependants	0	1	2	More than 2	Total
No.	276	20	40	64	400
%	69	5	10	16	100

A majority of responding learners and trainees (69%) had no dependants other than their children. This is because most participants were young and unemployed. Therefore they were still dependent on their parents. Traditionally, Blacks had extended families and this is still practised by most Black families. The breadwinner has to maintain the aged, the unemployed family members, the siblings, and everyone at home.

Thirty-one percent of the participants had either their biological dependant children or other children. The caring for other members of the family can prevent or form a possible barrier or problem to the learner or trainee.

Most learners and trainers in this study came from family types discussed by Ashton and Field (1976), Carter (1966) and Veness (1962) in British studies. Ashton and Field (1976:36) discuss the careerless family as a typical family of the lower working class. The other similar family types are the 'roughs', i.e. very strict and conservative, discussed by Carter (1966:56). Veness (1962:69) discusses the tradition-directed family.

Many researchers show that children from such families are the ones that leave school early with intention to take up semi-skilled and unskilled work. Their parents are usually in jobs with low levels of income. They have little or no formal education and generally lack knowledge and skills necessary to advise their children about education and career choices. The majority of school-leavers in this study, as stated earlier came from such family backgrounds.

Most learners and trainees came from families that lived in poor, overcrowded conditions, in matchbox houses, semidetached houses, outbuildings, garages or squatter settlements. It is well known that children reared in such families and in such environment are confined to day-to-day problems of existence and have few opportunities to consider the longer term consequences of their actions.

5.2 EVALUATION BY LEARNERS AND TRAINEES OF NFE PROGRAMMES AND COURSES

The questionnaires to learners and trainers consisted of closed and open-ended questions. Learners and trainees had to answer these questions concerning the evaluation or assessment of NFE programmes/courses provided in the Pietermaritzburg region.

5.2.1 NFE courses taken by learners and trainees

Learners and trainees were asked to give the names of NFE courses they were doing and the duration of these courses. The results are shown in Table 5.9 below.

Table 5.9: Non-formal education and courses taken by learners and trainees: frequency and duration

No.	Name of course	Duration	Enrolled	Percentage
1	Welding	6 months	4	1
2	Painting	3 months	12	3
3	Dressmaking	5 months	64	16
4	Stock control	1 year	4	1
5	N1 electrical course	3 months	12	3
6	N2 commercial course	1 year	16	4
7	Motor mechanics	2 years	8	2
8	N2 and N3 business study	2 years	48	12
9	Electrical course	18 weeks	32	8
10	Security	1 month	4	1
11	Commercial course	3 years	4	1
12	Secretarial course	2 years	12	3
13	Garment sewing	3 months	4	1
14	Cashier course	1 week	16	4
15	Carpentry	1 year	4	1
16	Sewing	3 months	16	4
17	Flower arrangement	3 months	4	1
18	Electrical B.	1 year	8	2
19	Electronics - Radio and TV	2 years	16	4
20	Typing	2 weeks	8	2
21	Electrical Course - home wiring	1 year	8	2
22	Computer programming	1 year	4	1
23	Bricklaying	3 years	8	2

Table 5.9 (Cont.)

No.	Name of course	Duration	Enrolled	Percentage
24	Multi-skills	3 months	8	2
25	Cooking and catering	3 months	4	1
26	Cleaning	3 months	4	1
27	Management	1 year	8	2
28	Police science	3 years	4	1
29	Dress designing	1 year	4	1
30	Literacy	1 year	20	5
31	Academic:			
	(a) Std. 5	Over 3 years	4	1
	(b) Std. 8	Over 3 years	8	2
	(c) Std 10.	Over 3 years	16	4
	TOTAL		400	100

The results in Table 5.9 show that the popular courses were dressmaking (16%), N2 and N3 business study (12%) and the electrical course (8%). The remaining 64% was shared almost evenly by the other NFE courses.

It was noted that there was an overlap of services or NFE programmes and courses offered by different non-formal education centres or institutions. It was also observed in this study, that every NFE agency or institution offered more than one type of NFE programme or course.

A wide variety of NFE programmes or courses offered by individual NFE centres or NFE institutions help a variety of learners and trainees in their different fields

of study or training. For example, Bell and Roderick (1982:19) maintain that NFE programmes or courses can help learners and trainees:

- (a) to train for a job;
- (b) to retrain for a new job;
- (c) to make up for lost educational opportunities;
- (d) to engage in leisure-time activities.

These writers go on to state that these courses may cater for just about everybody:

- (a) young people over 16 years wanting to go into industry, business, administration, the professions or higher education;
- (b) people of all ages already in employment, but wanting better qualifications;
and
- (c) adults in need of second-chance education and training who want to increase chances of getting a good job, or a place in a higher educational centre, or who merely want to improve their educational background for personal satisfaction.

Stephen (1990:49) supports this and further states that modern industry and commerce have an insatiable appetite for skilled and educated workers and those who have been trained and educated quickly find that their skills, whether

intellectual or manual, need updating. It is not just that technology is changing at an increased speed, but that society is becoming more complex.

5.2.2 Motivation for studying NFE programmes / courses

Learners and trainees were asked to re-arrange a given set of motivating factors in their order of priority. The first priority as indicated by respondents, is set out below.

Table 5.10: First priority motivating factor for learners and trainees to take NFE courses

	Salary	Promotion or status	Skills training	Academic development	Other (specify)	Total
No.	30	48	224	76	16	400
%	9	12	56	19	4	100

The major incentives are skills training (56%), followed by academic development (19%) and promotion or status (12%). These dominate over material rewards such as salary or money.

The courses, it seems, were not viewed by most learners and trainees as means of gaining employment. Even though 73% (Table 5.6) of the learners and trainees were looking for jobs immediately or in the near future, only 4% stated that they thought the courses might help them get 'employment'.

Knox (1977:410) is of the opinion that the adults' motivation and cooperation in the learning activity is more likely when the tasks are meaningful and of interest to the learner. Active interest and participation are more likely when the learner helps identify objectives, selects learning tasks and understands procedures.

It is clear, from Table 5.10, that motivation to learn varies greatly among learners and trainees. It is also evident that the same individual's motivation tends to increase with experience and maturity, and that motivated learners are the easiest to teach or train. NFE programmes are far more structured to the real interests and motivations of participants. Unfortunately, there are NFE providers who insist in giving the learners and trainees what they believe ought to be learned, not what the learners and trainees are really interested in and ready to learn.

Grainger (1986:25) mentions motivation as one of the ten endogenous factors affecting participation in NFE programmes, for example, literacy. He further gives four components of motivation, namely interest, attitude, enthusiasm and conviction.

Adults are characterized by a special orientation to life, living, education, and learning; a relatively rich experience base to draw from and cope with; development changes and tasks different from those for young ones, and their

own brand of anxiety and ambivalence. These characteristics motivate adults and generate some conditions conducive to adult learning. Many writers claim that no successful adult learning can take place without motivation on the part of learners.

Although this study acknowledges that adults would respond to some external motivators like a better job, a salary increase, etc., the andragogical model predicts that the more potent motivators are internal, for example, self-esteem, recognition, better quality of life, better self-confidence, self-actualization (Herzberg, 1966; Maslow, 1970).

5.2.3 The relevance of NFE courses to the needs of individual learners and trainees

Information concerning the relevance of NFE courses to the needs of individual learners and trainees was obtained. The following details show how relevant the learners and trainees felt the NFE courses were to their individual needs.

Table 5.11: Relevance of NFE courses to needs of individual learners and trainees

	Very high	High	Moderate	Low	Very low	Total
No.	184	132	64	8	12	400
%	46	33	16	2	3	100

The data in Table 5.11 show that the majority of respondents (46% very high, and 33% high) see NFE courses to be highly relevant to the individual learners' needs.

Most often, the term 'need' is used to designate individual want or desire. It is this interpretation of need that has led to the notion of 'felt needs' which is frequently invoked in adult education literature as a key operational definition. In this sense a felt need is regarded as an unmet need.

The 'felt needs' approach is workable in the sense that data become available for guiding decisions about what courses or types of programme options to offer. However, it encompasses some limitations, from an operational point of view that have been well covered in the needs assessment literature. Collins (1991:61) gets to the core of that particular problem by saying:

The want or felt need alone is an inadequate measure of real need in that it is limited by the perceptions of individuals, that is, their awareness and their willingness to depend on services."

There is an unexamined assumption that data on felt needs provided by participants in this study will in aggregate lead to appropriate educational programming for the group as a whole. The validity of this assumption needs to be addressed by future studies or research.

5.2.4 Reasons for felt relevance of NFE courses to needs of individual learners and trainees

When learners and trainees were asked to give the reasons for the felt relevance of NFE courses to needs of individual learners and trainees, the reasons shown in Table 5.12 emerged.

Table 5.12: Reasons given by learners and trainees for the relevance of NFE courses to the needs of individual learners and trainees

No.	Reasons	No. of respondents	Percentage
1	NFE courses increase knowledge and skills, and make people competent in their skills	140	35
2	They train/equip learners and trainees with different skills	72	18
3	They improve the learners' socio-economic standards	56	14
4	They enable people to establish their own small businesses	36	9
5	They enable people to be useful citizens	20	5
6	They promote one's academic standard or level	20	5
7	They enhance promotion opportunities	12	3
8	They enhance employment opportunities	12	3
9	They enhance chances of salary increases	12	3
10	They empower the poor, illiterate and marginalized people	2	2
		400	100

It is clear from the above data that the popular reasons among respondents were that NFE courses increase knowledge and skills; they train or equip learners and trainees with different skills; they improve the learners' socio-economic standard; and they enable people to establish their own small businesses. Whether the benefits and consequences are regarded as being primarily personal, functional, social, political or religious, non-formal education is regarded as potent.

The reasons stated earlier show that it is very important for NFE programmes or courses to be relevant to the needs of individual learners and trainees.

5.2.5 The relevance of NFE courses to the needs of all learners and trainees

The following table shows how relevant learners and trainees felt NFE courses were to the needs of all learners and trainees.

Table 5.13: NFE courses are relevant to needs of all learners and trainees

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
No.	160	212	28	0	0	400
%	40	53	7	0	0	100

The results indicate that a very large majority of the respondents agree that NFE programmes or courses were relevant to the needs of all learners and trainees.

The information about the relevance of NFE courses to the needs of all learners and trainees has a bearing on the following points. The course contents in NFE programmes include a number of categories, for example, agricultural training, administrative and secretarial courses, adult literacy and basic education, building skills, computer training, human relations training, organizational development, health education, environmental awareness, career information, and a variety of practical skills and technical training as mentioned later in this chapter.

It would be noted at this point that there are different types of categories of adult learners with different needs. It is therefore not easy for an individual NFE centre or institution to provide NFE courses that are able to meet the needs of all the adult learners.

All different categories of adult learners with different needs can only be accommodated and their needs be met by a wide variety of NFE centres or institutions with a wide variety of NFE courses.

5.2.6 The reasons for acknowledging the relevance of NFE courses to the needs of all learners and trainees

The learners and trainees were asked to give the reasons for acknowledging relevance of NFE courses to the needs of all learners and trainees. The main reasons given by the participants are set out in Table 5.14 below.

The reasons given above are similar to the reasons given earlier by learners and trainees (5.2.5). The popular reasons given were: NFE provides skills training to learners and trainees (25%); it increases learners' knowledge and skills; it equips Blacks with management skills. The remaining reasons are also important, as the percentages show.

Table 5.14: The reasons given for acknowledging the relevance of NFE courses to the needs of all learners and trainees

No.	Reasons	No. of respondents	Percentage
1	They provide skills training to learners and trainees	100	25
2	They increase learners' knowledge and skills	88	22
3	They equip Blacks with management skills	64	16
4	They enable learners to start their own businesses	60	15
5	They make students useful citizens	52	13
6	Literacy is said to bring with it bureaucratization, which in turn affects how groups and nations are organized.	36	9
		400	100

In the South African context, non-formal education is vitally necessary and important for Black employees for the following reasons:

- (a) Many Black employees want to turn their jobs into careers but do not have the level of education and skills to achieve their ambition.
- (b) Businesses or industries who wish to expand or prosper in the future need trained and competent employees.
- (c) Trade unions wish to see their members advance at work and believe that providing educational opportunities is one way employers can help to make this more likely.
- (d) Affirmative action is an incentive to many employees. It gives them zeal for further education and training in order to get high ranks at work.

5.2.7 Introduction at work of knowledge and skills received from NFE programmes and courses

Learners and trainees were asked whether they had attempted to introduce at work what they were learning or had gained from NFE programmes or courses. The results show that 108 (27%) learners and trainees who were employed had introduced knowledge and skills at work which were gained from NFE institutions. The majority of respondents (73%) did not introduce knowledge and skills because they were unemployed (See Table 5.6).

It is a fact that there are many obstacles in the factories or at the workplace that often hamper workers or employees from introducing and implementing new ideas obtained from non-formal education and training programmes. The results in this study imply that most workers try to overcome such obstacles.

5.2.8 Responses of colleagues at work to introduction of innovations by learners and trainees

It was established earlier that employed learners and trainees introduced innovations resulting from NFE courses at work or at their respective working places. The results (89% positive responses) show that the overall response from co-workers or colleagues was positive. The relatively low percentage of 'neutral' responses imply that some co-workers probably do not know what to do if there are new things introduced at work, either due to illiteracy or ignorance.

Concerning any implementation of innovations, Hopkins (1986:272) points out that implementation may or may not occur, depending on the pre-history, that is: whether the colleagues have had essentially positive or negative experiences with previous implementation attempts; whether there is a focus on role as well as content change' whether there is a process to develop clarity about the philosophy, goals and means of implementation; whether in-service training or NFE programmes are linked directly to implementation needs; whether materials are available and adapted to the local manageable amount of change and time

for carrying it out; and whether NFE administration and management facilitate a plan for supporting implementation.

5.2.9 Responses of superiors to the introduction of innovations by learners and trainees

The data from questionnaire responses show that the overall response from the superiors was very positive (74%). The relatively low percentages of 'neutral' responses (22%) and 'negative' responses (4%) shown by superiors imply that most superiors support their employees or workers in their attempts to introduce innovations and ensure that transfer of knowledge and skills takes place at their firms or industries.

It is a 'fact' that there are some employers and superiors who are conservative and scared of change at the workplace and/or in the society at large. These people do not accept innovations and changes. They know that any implementation or innovations assume that there will be changes *inter alia* in materials used, form of structural or grouping arrangements, knowledge and skills and in strategies used or necessary for achieving the objectives in question.

5.2.10 Employers' motivation or encouragement for their employees to study NFE courses

Learners and trainees were asked to indicate whether their employers encouraged or motivated their employees to study NFE courses. The results reveal that most employers (82%) motivated or encouraged their employees to study NFE courses in order to acquire knowledge and skills for the work they were doing. The relatively low percentage (18%) of the employers who did not motivate or encourage their employees to study NFE courses may correspond to the low percentage of the employers whose response to the introduction of innovation was either 'neutral' or 'negative'.

Some employers encourage their employees to study NFE programmes for affirmative action and/or empowerment purposes. According to Charlton and Van Niekerk (1994:102), the following specific competencies indicate the pressure of an empowered person: nurturing and developing strengths, with a realistic view of oneself; being committed to self-development and continual learning; having a clearly defined sense of responsibility for initiating change, independently processing information and initiating action; and competence in core job activities.

5.2.11 The extent to which NFE programmes or courses increased learners' knowledge

Learners' and trainees' indications of the extent to which NFE programmes or courses increased their knowledge are discussed below.

The data show that almost all the participants used in this study (94%) were of the opinion that non-formal education programmes/courses increased their knowledge. This supports the reasons stated earlier by learners and trainees for studying non-formal education courses or programmes.

There is no education without knowledge and *vice versa*. According to Hirst (1980:77),

"... to acquire knowledge is to become aware of experience as structured, organized, and made meaningful in some specific way, and the varieties of human knowledge constitute the highly developed forms in which man has found this possible."

5.2.12 The extent to which NFE programmes or courses increased trainees' skills

Learners' and trainees' indications of the extent to which NFE programmes or courses increased their work skills are presented in Table 5.15..

Table 5.15: Extent to which NFE courses increased trainees' skills

	Considerable	Moderate	Little	None	Total
No.	204	160	24	12	400
%	51	40	6	3	100

It is evident from Table 5.15 that most learners and trainees were of the opinion that non-formal education programmes or courses increased their work skills. The above results are not surprising because NFE does not only provide or increase specific work skills but also provides other forms of skills.

According to Millar and Walke (1980:60), non-formal education builds on the experience, knowledge and skills trainees already possess and provides a means for improving problem-solving skills while acquiring new life experiences, new life skills, and knowledge.

NFE is focused on the specific vocational, educational and personal problems experienced by the majority of the learners and trainees. It also provides learners and trainees with alternative strategies of perceiving and resolving life problems and encourages them to make a series of conscious but informed choices about their personal values and objectives.

NFE also provides learners and trainees with a variety of skills such as perceptual skills, for example, visual skills, auditory skills, comprehension skills,

content area skills, both general content skills and specific content skills, reference skills, and location skills.

5.2.13 The costs of the courses

Learners and trainees were requested to show the cost of the courses they were studying. The results are shown in Table 5.16 below..

Table 5.16: Cost of the course taken by learners and trainees (per month)

	'Free'	Less than R10.00	R10.00	R20.00	R30.00	R40.00	More than R40.00	Total
No.	60	28	8	0	8	4	292	400
%	15	7	2	0	2	13	73	100

Table 5.16 indicates that 73% of NFE programmes or courses cost more than R40.00 per month. This implies that most NFE programmes were relatively expensive and only a few NFE programmes (12%) were relatively cheap for an unemployed and poor learner or would-be learner. There were very few NFE courses (15%) which were 'free' of charge.

In some cases students had to pay 50% of the course expenses and the other 50% was paid by donors or NGOs.

The main issue concerning costs is how to keep them as low as possible while keeping NFE programmes' effectiveness' high.

The community-based organizations complain about the lack of funds and diminishing interest amongst the donors. The state funds have many problems, including accessibility and availability of such funds to the public; knowledge of such funds by the public, which in most cases does not know about such funds. Lastly, there is an unpleasant stigma attached to such funds. It is hoped that such problems would be alleviated by the takeover of the legitimate and democratically elected government.

5.2.14 Source of finance

Information about sources of finance for NFE courses was also obtained. The responses show that the major source of finance or funding for NFE programmes and courses (82%) comes from tuition fees paid by learners and trainees. NGOs and the donors contribute only 9% towards the course expenses and very few employers (6%) pay the fees for the tuition of their employees.

Funds for state NFE programmes come from the state budget. Industry-based NFE programmes are funded by the individual company involved. Some of the NGOs are completely funded by overseas donors. The rest of funding comes from private South African company trusts and local churches. Most students fund their own studies, though often the fees charged are so high that most people likely to benefit from them cannot afford them.

It should be noted that changes in the political climate in South Africa have affected funding for community organizations in a number of ways. For example, there has been a shift from funding anti-apartheid activities to funding development. As a result, there have been reports of funds 'drying up' for certain organizations.

Options for non-governmental organizations are either retrenchment of staff, closure of organizations or total reorientation of programmes. Organizations with a justifiable reason to exist, for example, primary health care, basic education, small business development, women in development, etc., have to reduce their dependency on foreign funding and generate internal funding.

Walters (1993:18) states that many funders fund short-term projects, not long-term programmes. They do not even allow investment of the funds by the NGOs in ways which enable sound financial management to take place. The short-term nature of the funding affects staffing, programming and many other aspects of the organization's functioning.

5.3 RESPONSES TO OPEN QUESTIONS

When the learners and trainees were asked for additional comments and suggestions about NFE courses or programmes in general, the following 'facts' emerged.

5.3.1 Urgently needed NFE programmes or courses in the Pietermaritzburg region

When learners and trainees were asked to point out urgently needed NFE programmes or courses in the Pietermaritzburg region, the following list emerged:

- (a) Skills-training programmes which include various skills in one package;
- (b) Management courses.
- (c) NFE programmes in technical skills;
- (d) Vocational training courses;
- (e) Business studies;
- (f) On-job training courses;
- (g) INSET programmes or courses to be provided for employees timeously and continually.
- (h) Computer literacy and computer education.

Computer literacy is very important nowadays. Most adults want to become familiar with the technology that is a part of society. Some people want to become confident in approaching new 'tools' in their work environments, some wish to have a better understanding of what their children are doing with computers in schools, and some are simply curious about the 'new machines'.

According to Strickland and Genishi (1990:80), adults seek an introductory computer course that will assist them to:

- (a) understand the terminology;
- (b) feel comfortable and confident with technology; and
- (c) know the capabilities of computers.

Specific understanding and skills are needed to use a computer competently and confidently. Hence a training programme in which the emphasis is on a rather formal presentation of information and rote practice of operational steps seems necessary.

5.3.2 Problems preventing the workers from enrolling for NFE courses

When learners and trainees were asked to point out the biggest stumbling blocks or problems preventing the workers from enrolling for NFE courses or programmes, the following 'facts' emerged:

- (a) The majority of learners and trainees stated that financial problems were the major stumbling block. Most participants were of the opinion that any financial assistance that can help reduce the amount paid by learners towards their tuition fees would encourage the workers to enrol in bigger numbers for NFE programmes.

- (b) Some employers do not give time or allow their employees to enrol for NFE courses.
- (c) Some learners and trainees pointed out illiteracy as one of the problems that prevent workers from enrolling for NFE courses.
- (d) Learners and trainees also mentioned that entry requirements in some NFE institutions or centres are very high. Most workers could not meet such requirements.
- (e) Physical fitness is a stumbling block to courses such as security courses.
- (f) The nature of work makes it difficult for the worker to learn or enrol for non-formal education courses, e.g. shifts or the worker become so exhausted that all he or she wants after work is rest and sleep.
- (g) Lack of motivation and encouragement from employers, colleagues, friends, relatives and society at large is a factor.
- (h) Some workers are ignorant and do not know where to enrol for NFE programmes or courses.
- (i) Some workers, e.g. farm workers, experience problems such as long hours of work, lack of infrastructure, no access to NFE courses, etc.

- (j) Attitudinal barriers within the workers stop them from taking action - what Rogers (1990:169) calls the "It's-all-right-for-them-but-it's-not-for-me" attitude.

5.3.3 Problems facing enrolled learners and trainees of NFE courses

When learners and trainees were further asked to give the problems facing enrolled learners and trainees of NFE courses, the following 'facts' came up:

- (a) Financial problems were once again mentioned by most learners and trainees.
- (b) The majority of learners and trainees mentioned transport problems:
 - (i) Transport which is very expensive;
 - (ii) Public transport in Black areas like townships is very poor and unreliable;
 - (iii) Taxis which run along specific routes and stop functioning at 19h00 in the evening in the Pietermaritzburg area;
 - (iv) Transport that is very dangerous in a violence-torn area like Pietermaritzburg.
- (c) Some learners felt that the workers should be provided with study leave with pay as they had families to look after.

- (d) Language problems: most NFE courses were carried out through English as the medium of instruction. This posed a problem to those learners who had only basic education and could not understand English. Most materials are also written in English.
- (e) Some learners claimed that they learned only theory without the practical application of their gained knowledge.
- (f) Lack of learning and training facilities at some NFE centres or institutions.
- (g) Poor communication skills between teachers and learners or trainees, which usually led to conflicts. It was also noted that the majority of people with skills to train were not Zulu speakers, and were from outside KwaZulu-Natal.
- (h) Poor school education that forms a poor background to NFE courses.
- (i) Many learners and trainees had to walk long distances to attend non-formal education programmes or courses and this was very tiring and dangerous, especially in the evening.
- (j) Shortage of material: most participants complained that sometimes they had to buy some materials, e.g. machines, to use in learning or training.
- (k) Some participants complained that the duration of some NFE courses was very short.

- (l) Most students did not get jobs or employment after completion of NFE programmes or courses. Very few NFE centres provided opportunities for employment after completion of training. This demotivated current and future learners and trainees.
- (m) Some respondents felt that the contents of some NFE courses were difficult for the students or some of the students. This increased the failure rate and drop-out rate.
- (n) Some learners and trainees alleged that some teachers or trainers neglected learners and trainees. They did not teach but did their own things during teaching and training time.
- (o) Other handicaps were: failure to budget time for studies after work; inadequate libraries and resource centres in the learners' neighbourhoods, and poor postal services.
- (p) Another problem was the use of teachers and trainers who were not properly trained for the courses they taught, i.e. use of ill-qualified teachers and trainers.
- (g) Ignorance of NFE courses available and lack of guidance were mentioned by some learners and trainees as problems for enrolled learners and trainees.

There are a number of young men and women who have reached the top of their grade in a particular skilled category, and who are ambitious and keen to improve their positions in the future. These men and women realise the need for wider training, but do not know how to set about acquiring it. Without direction and guidance in private study or NFE courses, these men and women feel completely lost. They see a vast field in front of them, but they do not know how to start or how to find their way about.

- (r) Lack of NFE resources was also pointed out as one of the problems.

Rogers (1992:1970) points out that lack of resources does not necessarily or solely mean shortage or lack of money or equipment. There are other resources. He states that the most valuable resource is people, that is, their indigenous knowledge and existing skills, their willingness, their aspirations and intentions, their desires and their goals. Unfortunately, NFE planners seldom look closely enough at the resources available which can be mobilized, enhanced and harnessed to NFE courses or programmes.

- (s) Educational background, especially school experiences, is often thought to affect attitudes to adult education. Negative feelings about school or lack of academic success can provide barriers to learning later in life.

In addition to the above-mentioned problems of adult learners and trainees, Apps (1982:6-30) gives the following problems which South African NFE learners and trainees should take note of:

- (a) Attitude about the ability to learn: One's attitude about why one is studying, one's ability to study, one's self-concept as an adult student greatly influence how well one will learn.
- (b) Learners' family's attitude: The support of the immediate family, especially one's spouse, is essential to success for an adult student.
- (c) Attitude towards the process of learning: Adults returning to formal study after many years away from school often bring unpleasant memories with them. These memories have a great effect or influence of the learner's attitude toward learning.
- (d) Problems of adjusting: Persons who have been out of formal education for several years and are returning often experience an assortment of problems associated with becoming a student or learner again.
- (e) Time constraints: In most cases adult students are working full time while they study part-time. Most of them have family responsibilities, and often community responsibilities in addition to their work schedule. Therefore, the problem of finding study time often seems insurmountable by adult learners and trainees.

- (f) Inability to concentrate: Many returning adult students are not able to concentrate because they cannot keep their minds from roaming widely, from ill children to problems at work.
- (g) Inability to see wholes: Seeing the whole picture means seeing how the facts you are studying relate to some larger whole, how the books you are reading contribute to the course you are studying, how the various topics presented by the instructor fit together into a whole, and even more important, how all the courses you are taking fit into your life.

Searching for wholes is searching for meaning, and search for meaning is an important part of learning.

It is, however, interesting to note that most or almost all these problems can be solved with appropriate assistance from properly trained adult educators. They should have specific methods to solve each of the above problems.

5.3.4 Other comments

The following responses or 'facts' emerged when learners and trainees were asked to give additional comments regarding NFE programmes or courses:

- (a) Most learners and trainees stated that the government or state should pay at least 50% of NFE costs.

- (b) Some respondents repeated a point made earlier, that is, to increase the number of NFE institutions, facilities, libraries, and resource centres; and to increase the learning or training duration of some NFE courses.
- (c) Some respondents recommended the use of suitably qualified teachers and trainers for specific courses.
- (d) Most participants suggested that the government/state should supply NFE centres or institutions with materials and equipment to address the shortages in most NFE institutions.
- (e) NFE institutions or centres should reduce their tuition fees as most would-be students could not afford high fees.
- (f) Most participants stated that employers should pay for their employees' skills training.
- (g) All factories, industries and businesses (small or large) should have in-house training programmes and literacy courses for their employees.
- (h) Some learners and trainees stated that NFE centres should be within reach of their clientele.
- (i) NFE centres or institutions should provide child-care facilities within their premises so that women with children under five years of age can attend NFE courses easily.

- (j) Learners and trainees realised that NFE should not be the responsibility of the state and NGOs only, but more sponsors and donations from private sectors and individuals are required to finance NFE courses.

This point is very interesting because it cannot be assumed that under a new dispensation the state will, should or can, assume complete responsibility for the provision of NFE. It is highly unlikely that the new South African state will have the resources to take control of all NFE programmes.

CHAPTER SIX

TEACHERS' AND TRAINERS' QUESTIONNAIRE: ANALYSIS AND DISCUSSION

6.1 PART ONE: BIOGRAPHICAL DETAILS OF TEACHERS AND TRAINERS

6.1.1 Name of institution

Most respondents did not give the names of the institutions, firms or factories where they worked or attended NFE programmes. Only 6% gave the names of their institutions. The majority of those who did not give names stated that they feared victimization at work or from the NFE institutions.

The respondents gave the names of the following NFE providers namely: Baynesfield Training Centre; African Enterprise; Association for Training and Resources in Early Education (KwaZulu-Natal); Midlands Community College; Midlands Arts and Crafts Society; The Rehab Trust; Tembaletu Community Education Centre; Umgeni Valley Project; Small Business Development Corporation; The South African Association for Early Childhood Care; Edendale Lay Ecumenical Centre; Manyana Adult Centre; St. Theresa Adult Centre; and African Cooperative Action Trust - KwaZulu-Natal.

6.1.2 Name of programme/course

This received a very poor response from the participants. Fortunately the data in Table 6.9 give the details of the information required for clarification.

The popular subjects/courses or programmes (Table 6.9) taken by many students were also popular subjects/courses or programmes taught by many teachers and trainers and were offered by many NFE institutions.

6.1.3 Nature/type of programme or course

This item received very good response from the participants (89%). It appeared from the available data that the nature or types of the main programmes or courses taught by teachers and trainers were as follows: adult basic education and training; community education; continuing education; career information; commercial and office skills; environmental and ecology awareness; health education; human relations training; in-house training; language courses; literacy programmes; political education; sewing and garment making; youth development programme; child-rearing skills; agricultural training; etc.

6.1.4 Gender of teachers and trainers

In the table below details about the gender of teachers and trainers who participated in this study are presented.

The data in Table 6.1 show that a majority (68%) of the participants were female.

Table 6.1: Distribution of teachers and trainers according to gender

	Male	Female	Total
No.	64	136	200
%	32	68	100

Recently there has been criticism from many quarters of society and academics that the teaching profession and the nursing profession have been feminized because there are so many women in them.

Females' access to secondary and tertiary or university training influences their opportunities for employment as professional and technical workers.

If one is to examine why improvements in women's access to schooling has not significantly increased females' levels of employment and broadened their occupational participation one has to look into the traditional cultural values, levels of economic development, patterns of social stratification, educational system(s) and geographical location of peoples studied for answers.

It is evident, from literature, that sex disparities in educational opportunities tend to be greater in less developed countries than in industrialized nations. Male

illiteracy is relatively lower than female illiteracy in most countries, including South Africa.

Various studies (Knowles, 1960; Wilensky, 1970; Hallak, 1990) have shown that women's inclusion and ability to work outside of the home correlate with their educational attainment, that is, their occupational placement and mobility in most societies largely depend on the completion of specified levels of formal education.

From available studies, including this study, it appears that uneducated and less educated females in South Africa continue to pursue women's traditional types of work in agriculture, food processing, handiwork and petty trading, for example, hawking. Most uneducated or primary school educated men occupy jobs in the modern sector as unskilled, semi-skilled or skilled labourers.

Both men and women, with better education tend to seek employment within the modern sector because education is perceived by most people as a passport to the higher incomes and prestige associated with salary or wage employment.

It also appears from available data, that educated women have similar aspirations for employment as educated males. However, the nature of the educational training women receive, their family responsibilities, traditional and

cultural values and norms, gender stereotyping, their late entry into the salary or wage sector, etc., place them at a disadvantage in competing with males for vacancies in the modern sector. As a result males continue to dominate modern sector employment.

The situation is also aggravated by the fact that employers prefer to recruit males, whom they consider to be reliable, committed to work, and less costly. A surplus of male job seekers makes females less competitive.

The old apartheid education system(s) encouraged sex differences in educational opportunities through sex-or-gender-stereotyped subjects, segregated channelling in vocational training, etc.

Females are under-represented in economic sectors and industrial branches, that is in heavy industries and construction with high wage levels and greater wage differentials. They are only well-represented in light industries which have low wage levels and narrow differentials.

It is hoped that the Government of National Unity (GNU) has set an example or a trend by having a substantial number of women in Parliament as well as having women in the ranks of ministries.

The majority of women have realised that in order to attain the above-mentioned positions, knowledge and skills, they need to study NFE programmes or courses.

The data in Table 6.1 support this notion.

6.1.5 Age of teachers and trainers

The following table shows details of teachers and trainers regarding their age.

Table 6.2 Age distribution of teachers and trainers

	Under 20	21-24	25-29	30-39	40-49	50-59	Over 60	Total
No.	0	12	30	64	76	18	0	200
%	0	6	15	32	38	9	0	100

The largest frequencies 38% and 32% in Table 6.2, are in the 40-49 age range and 30-39 age range, respectively. The results show that 21% of teachers and trainers were less than 30 years old, while only 9% of teachers and trainers were more than 50 years old. It was clear that over half teachers and trainers employed by NFE providers, were relatively young, i.e. 53% of teachers were under 40 years.

6.1.6 Previous teaching experience of teachers and trainers

The result in the following table show the teaching experience of teachers and trainers.

Table 6.3: Previous teaching experience of teachers and trainers

	Yes	No	Total
No.	174	26	200
%	87	13	100

A relatively high percentage (87%) of teachers and trainers had teaching experience. This implies that the majority of teachers and trainers used in this study were relatively young and had taught or were teaching somewhere else on a full-time basis.

It was noted that most teachers and trainers were employed full-time at formal education institutions like schools, technikons, colleges and universities. They were employed as part-time teachers and trainers by NFE institutions. Even those who were employed full-time at NFE centres, had been teachers in formal education systems.

It was noted that most full-time teachers and trainers at NFE centres had no professional qualifications as data in Table 6.5 will show.

6.1.7 Place and number of years relating to previous experience

It was stated earlier that most teachers and trainers at NFE centres were employed as full-time teachers at other formal education institutions. They were teachers at ex-Department of Education and Training (DET); ex-Department of Education and Culture - KwaZulu (DEC); and, a few teachers were from technikons, colleges and universities.

The majority of teachers and trainers had between 5 and 20 years' experience in the teaching profession. This made them experienced in their subjects.

6.1.8 Years of experience as teachers or trainers at the present centre

The years of teaching experience of teachers and trainers participating in this study are set out in the table below.

Table 6.4 Years of experience as teachers or trainers at the present centre

	0 - 5 yrs	6 - 10 yrs	11 - 20 yrs	Over 20 yrs	Total
No.	139	61	0	0	200
%	69,5	30,5	0	0	100

The results show that most of the teachers and trainers (69,5%) had either no teaching experience or had a few years of teaching experience at the NFE centres where they were presently teaching or employed. It was regrettable that only a small number of the participants (30,5%) had more than five years teaching experience at the present NFE centres.

6.1.9 Professional qualifications

The present study revealed that most teachers and trainers at NFE centres had professional qualifications for the formal education system. They had no professional qualifications as adult educators for their part-time work.

Literature shows that even the industrialized European countries once experienced a shortage of qualified adult educators. Houle (1960:68) pointed out that the majority of adult educators in America, before and by early sixties, were either volunteers for part-timers with only a few being full-time. Yet Wilensky (1970:487) claimed that the first stage in professionalization is "to start doing full time the thing that needs doing." If this is the first stage of professionalization, it might be claimed that non-formal education has not begun to professionalize in South Africa.

Needless to say teachers and trainers of adults should be well-trained as they are faced with a difficult task from the start. Their student participants consist of a wide, variety of people all bringing their own advantages and disadvantages to the learning situation, for example:

- (a) Some are more adult than others; some are still searching in education for dependency, others for autonomy.
- (b) All are growing and developing, but in different directions and at different paces.
- (c) Some bring a good deal of experience and knowledge, others bring less; and there are different degrees of willingness to use this material to assist the learning process.
- (d) They have a wide range of intentions and needs, some specific, some more general and related to the subject matter under study and others unknown even to themselves.
- (e) They are all at varying points in the spectrum between those who need to be taught everything and those who wish to find out everything for themselves.
- (f) They all have competing interests. Some of greater importance than their learning.

- (g) They have all acquired their own ways of learning which differ considerably, the one from the other.

Although part-time adult teachers form the largest group in NFE centres, they are rarely offered training and retraining courses.

6.1.9.1 Professional qualifications of teachers and trainers

The following table shows the number of teachers and trainers who possessed professional qualifications.

Table 6.5 Number of teachers and trainers who possess professional qualifications

	Yes	No	Total
No.	156	44	200
%	78	22	100

The results show the number of teachers and trainers who possessed teachers's professional qualifications such as Primary Teachers' Certificate (PTC); Primary Teachers' Diploma (PTD); Secondary Teachers' Diploma (STD); Higher Education Diploma (HED); Bachelor of Paedagogics (B.Paed), etc., but not the

qualifications for teaching adults. These qualifications were also not meant for teaching NFE programmes or courses.

South African seems to be lagging behind European and other first World countries in training teachers for adult education, non-formal education, and other forms of adult learning.

Most of the adult educators only attended short courses of a few weeks' duration. These courses were just the orientation to would-be trainers or tutors. In most cases there was no accreditation for such courses.

The Colleges of Education, Universities and other institutions that offered initial training to teachers did not offer training of adult educators. The institutions that organized and offered INSET courses mainly focused and catered for teachers of young students or pupils at school(s).

It was regrettable to note that 22% of the teachers and trainers had no professional certificates. Some of them had only the knowledge gained from the short courses arranged and conducted by non-governmental organizations or NFE providers.

In the past adult educators, many volunteers and semi-volunteers have been involved in NFE. However, quite a few had received training which is more or less suited to this work, for example at teacher training colleges in primary and secondary education at higher, vocational institutes for mainly social, cultural and community work etc. Other adult educators have had only practical experience in the situations in which they have worked.

Before 1980 and during the early 1980's there was a lack of evidence that training made any difference to adult educators. As a result Griffin (1983:120) observed and stated that:

"We have over 2,038 people with doctorates in the field of adult education, scattered all over the world. The cold, hard facts are that we don't have any empirical evidence that people who have been trained academically in the field of adult education, do any better in carrying out of roles of adult educators than those who have not been professionally trained."

The issue is how to recruit and train personnel and avoid the undesirable aspects of professionalism. According to Darhenwald and Meriam (1983:16) in order for adult education or NFE to be visible as an emerging profession or as an "occupation in the process of becoming more professionalized" those in the field must share common knowledge and possess a "certain minimal vision" (Griffin, 1983:92)

Cervero (1982:35) identified three goals that an occupational group such as adult educators and trainers could seek in becoming more professional:

- (a) Develop a common understanding of the function, values, and philosophies of the field and continually discuss and view these.
- (b) Develop an understanding and ability to use the knowledge base of adult education to solve the practical problems in their work.
- (c) Develop a collective identity with other adult educators.

It is evident that these three goals could be met through pre-service and in-service training of adult educators. Achieving these goals would bring some coherence to the field while regulating and including aspects of professionalism.

In 1993 the University of South Africa Unit for Adult Basic Education made plans for providing a practitioner training course for Adult Basic Education and Training. It was announced that by the end of the year, 1993, the Adult Basic Education and Training Institute would offer a certificate course for adult basic educators and trainers in 1995.

It is hoped that the course would help adult educators to be more effective in their work as adult educators by enhancing their skills or their theoretical understanding of the field and their practical teaching abilities.

The clientele of this course is anyone who is an educator or prospective educator of adults in a variety of fields, such as adult literacy and numeracy, industry training, health care education, community development programmes, and public works programmes.

According to UNISA pamphlet (1993:1-2) the course consists of four modules, as set out below:

MODULE 1: Continental Studies

This module includes the socioeconomic context of the learner:

- ▶ Human resource(s) development and the Reconstruction and Development Programme.
- ▶ Women, youth, health, working life and Adult Basic Education and Training (ABET).
- ▶ Current policy pertaining to ABET.

MODULE 2: Adult Learners

This module consists of characteristics of adult learners:

- ▶ Assessing learners' needs.
- ▶ Information gathering skills
- ▶ Motivation.

MODULE 3: Facilitating Learning.

This Module looks at:

- ▶ Facilitating individual and group learning.
- ▶ Designing and managing learning programmes.
- ▶ Selecting teaching materials.
- ▶ Communication skills
- ▶ Assessment and evaluation.

MODULE 4: A general adult basic education and training options course

This module presents a generic course which can be applied to any area of specialisation, such as:

- ▶ Health education.
- ▶ Community education.
- ▶ Literacy and numeracy.
- ▶ Training in industry.
- ▶ Environmental education.

The course is presented using the methods of distance education, that is, correspondence. The students study independently and learner support is offered in various areas except in Western and Northern Cape. Students are expected

to do practice teaching of approximately 40 hours in an approved NFE organization or institution.

It is a one-year course, starting from 1995. The admission requirement is a senior certificate or its equivalent. The cost of the course is R750.00 including tutorial materials, tuition and examination fees. It excludes any travel costs involved in attending discussion classes.

The student's performance is assessed and evaluated by means of assignments, practical teaching and final examination. A certificate is awarded to the successful candidate or student. This is a recognized accreditation throughout South Africa, that is, nationally.

6.1.9.2 Professional certificates and diplomas held by teachers and trainers

The following table shows the different types of professional qualifications held by teachers and trainers of adults at the various NFE institutions or centres in this study.

Table 6.6: Professional certificates and diplomas held by teachers and trainers

No.	Professional certificates and diplomas	Number of respondents	Percentage
1	Primary Teachers' Certificate	68	34
2	Primary teachers' Diploma	46	23
3	Secondary Teachers' Diploma	24	12
4	Higher Education Diploma or Higher Diploma in Education	12	6
5	Bachelor of Paedagogics (B.Paed)	6	3
6	Without professional certificates or diplomas	44	22
		200	100

It was stated earlier that most teachers and trainers who participated in this study had professional qualifications for teaching at formal schools, not at NFE centres.

They were not trained to teach adult learners.

The fact that most participants were not qualified or trained as adult educators is/was detrimental to NFE programmes. Hilliard (1971:33) states that the distinguishing characteristics of the professional person is that he is properly qualified to practice. He is not merely a learned person, but one whose learning has been directed towards the acquisition of certain skills, the practice of which calls for application of appropriate knowledge.

In the case of teachers and trainers who were trained to teach young pupils, they had no skills or appropriate knowledge of teaching and training adult students. Therefore, they were not professionally qualified as adult educators.

As the review of literature has shown, if the quality of non-formal education is to be improved these teachers and trainers should be given further training. The aims should be both to provide teaching guides and techniques for the untrained teachers and trainers and to provide further education for trained but unqualified or under-qualified teachers with a view to upgrading their teaching or professional qualifications.

6.1.10 Academic qualifications of teachers and trainers

The academic qualifications of teachers and trainers are set out in Table 6.7.

The majority of teachers and trainers (46%) had matric or Senior Certificates and a substantial number of teachers and trainers (31%) were undergraduates. It was also noted that 12% of teachers and trainers had academic qualifications less than Matric or Senior Certificate. The majority of such teachers and trainers were mostly found at NFE centres offering programmes or skills like sewing, knitting, cookery, baking, etc.

Table 6.7: Academic qualification held by teachers and trainers

No.	Academic qualification	Number of respondents	Percentage
1	Senior/Matric Certificate	92	46
2	Undergraduate	62	31
3	Bachelor of Arts	14	7
4	Bachelor of Commerce	Nil	Nil
5	Bachelor of Education	2	1
6	Other Bachelors' Degree	6	3
7	Masters' Degree	Nil	Nil
8	Doctors' Degree	Nil	Nil
9	Other: Less than Std. 10	24	12
	TOTAL	200	100

It is true that people learn mainly by doing. Improvement of teaching competence depends largely on self-knowledge and the desire to improve. Personal development can best be achieved by group experiences in which the individual plays an active part. However, professional and academic qualifications are always a prerequisite for all professional people, e.g. teachers and adult educators.

6.1.11 Employment status

It should be pointed out that teachers and trainers used in this study were asked to indicate the type of posts or employment they held. The results are set out in the following table.

Table 6.8: Distribution of teachers and trainers according to employment status

	Part-time	Full-time	Total
No.	153	47	200
%	76,5	23,5	100

According to the results in the above table, the majority of teachers and trainers (76,5%) were employed on part-time bases and only 23,5% of teachers and trainers were employed full-time. This high incidence of part-time employment was detrimental to NFE as a whole because teachers are tired by the time they teach adults in the evening.

6.2 PART TWO: EVALUATION OF NFE COURSES OR PROGRAMMES BY TEACHERS AND TRAINERS

The writer suggests that there should be evaluation at all levels and at all times. A teacher or trainer should be constantly evaluating the impact of his or her work. The learners should be encouraged to articulate on the successes and failures of NFE enterprises. NFE administrators should be observant and objective. In short, realistic evaluation of NFE activities, e.g. courses should lead to planning of more appropriate and valuable NFE programmes in the future.

6.2.1 Description of courses taught by teachers

Below is a breakdown of the types of courses which were currently being taught by teachers and trainers at NFE institutions or centres in the greater Pietermaritzburg region.

- (a) ***Entrepreneurial courses:*** garment making; cooking and catering; office routine; typing and computers; pre-school and child-minding; technical such as welding, bricklaying, basic motor car maintenance, tractor maintenance, etc.
- (b) ***Agriculture:*** tractor operators and implement maintenance; broiler and egg production; vegetable production; dry land crop production; cattle and stockman; shepherding; induna training; sheep shearing; etc.
- (c) ***Home skills courses:*** sewing and dressmaking; child-caring skills; canteen cooking; Zulu and English literacy and numeracy; basic training for domestic workers, etc.
- (d) ***Community courses:*** management and labour relations; basic bookkeeping; dog training; flower arranging; gardening, garden vegetable growing; horse grooming, etc.

- (e) *Environmental awareness*: soil conservation, donga reclamation, wetland management; grazing rotation; pest control; water resource development and management; etc.
- (f) *Arts, crafts and culture*: drawing; painting; silkscreen printing; creative oil painting; landscape painting; sculpture; etc.
- (g) *Adult basic education and adult education courses*

The writer's general observation was that provision of NFE programmes or courses was 'sufficiently' diversified yet the participation was not. There were courses that had little or no students attending, while some had large numbers of students participating or attending.

It was discovered that there was little or no evaluation of NFE programmes and courses by teachers and students in almost all NFE institutions or centres. This area needs to be addressed by all stakeholders of NFE in South Africa.

6.2.2 Number of students taking different courses

The details in the following table show the names of courses, number of respondents whether male or female, and the percentages.

Table 6.9: Number of students taking different courses

No.	Name of Course	Total	Number of Respondents		Number of Respondents	
			Male	%	Female	%
1.	Literacy and Numeracy	1690	180	107	1510	89,3
2.	Adult Education	4380	190	4,4	4190	95,6
3.	Technical Courses:					
	<i>Bricklaying</i>	430	350	81,4	80	18,6
	<i>Welding</i>	160	160	100	Nil	Nil
	<i>Painting</i>	120	120	100	Nil	Nil
	<i>Carpentry</i>	130	130	100	Nil	Nil
	<i>Plumbing</i>	180	180	100	Nil	Nil
	<i>Electrical</i>	202	190	94,1	12	5,9
	<i>Motor mechanics</i>	264	260	98,5	4	1,5
4.	Home skills					
	<i>Sewing & Dressmaking</i>	1850	Nil	Nil	1850	100
	<i>Child care</i>	670	Nil	Nil	870	100
	<i>Basic cooking</i>	870	Nil	Nil	870	100
5.	Agriculture					
	<i>Tractor repairman</i>	210	210	100	Nil	Nil
	<i>Tractor operators</i>	130	130	100	Nil	Nil
	<i>Fencing</i>	360	360	100	Nil	Nil
	<i>Irrigation</i>	420	390	92,9	30	7,1
	<i>Chainsaw operators</i>	50	50	100	Nil	Nil
	<i>Vegetable production</i>	510	150	29,5	360	70,5
	<i>Broiler & egg production</i>	700	220	31,4	480	68,6
6.	Entrepreneurial courses					
	<i>Garment making</i>	610	58	9,5	552	90,5
	<i>Office routine</i>	690	20	2,9	670	97,1
	<i>Typing and computers</i>	610	190	31,1	420	68,9
7.	Arts & Crafts	530	160	30,2	370	69,8
8.	Environmental awareness	408	230	56,4	178	43,6
	TOTAL	16 174	4 938	30,5	11 236	69,5

Data show that gender stereotypes prevailed in different types of non-formal education programmes or courses. All the courses that were historically male-dominated had only male students attending or taking them and the vice versa is true.

A few non-formal education agricultural courses were studied by women. This was encouraging. Non-formal education programmes such as literacy and numeracy courses, and adult education had greater numbers of female students than male students.

It is high time we did away with all gender stereotypes and ensure NFE programmes or courses are structured in a manner that allows any student irrespective of gender, to study freely.

6.2.3 The age range of the students

Teachers and trainers were asked to give information about the age range of their students. The following details show the distribution of students according to the age range.

Table 6.10: Age range of the students

	Under 20	21-24	25-29	30-39	40-49	50-59	Over 60	Total
No.	0	164	148	64	24	0	0	400
%	0	41	37	16	6	0	0	100

The results show that the largest frequencies (41% and 37%) are in 21-24 year range and 25-29 year range respectively. The results also show that 88 students were older than 29 years and no student was younger than 21 years.

The relatively large number of students (41% + 37% = 78%), who were in the 21-29 year range, is explained by the fact that Black NFE students are generally young.

In South Africa unemployment is presently one of the greatest problems we face.

Some of the facts are:

- ▶ about half of the people in the working category in South Africa are presently unemployed.
- ▶ most unemployed people are below the age of 30 years which echoes the results in Table 6.10
- ▶ more women than men are unemployed.

- ▶ school leavers who have not worked before, i.e. with no work experience, find it very hard to get work or employment.
- ▶ the highest rate of unemployment is amongst the Black youth with Std. 10 or less education.

The majority of these Std 10 and Std 8 unemployed youth take up NFE programmes or courses with the hope of getting jobs after completion of such courses. Non-formal education is perceived as an empowering process.

According to Townsend-Coles (1977:177) adult education or NFE programmes for youth need to be given the highest priority because in most parts of the world the youth form an extremely large segment of society and their education is of the greatest importance for political, economic, social and cultural development of the society in which they live.

6.2.4 Rural/urban setting of participants' residences

Teachers and trainers were asked to indicate the rural or urban setting of their residences. The details are set out below.

Table 6.11 Rural/urban setting of participants' residences

	Urban	Rural	Urban-rural fringe	Total
No.	88	78	34	200
%	44	39	17	100

The results show that 44% of the participants lived in urban areas and 39% of the participants lived in the rural areas. The slight difference between the two may imply that people from rural areas like the ones from urban areas need skills, training, adult education, literacy and numeracy and adult basic education. In short they need all forms of NFE.

Most NFE students from rural areas attend NFE centres that are situated in the urban areas of Pietermaritzburg. This is because there are many problems that prevail in non-formal education in rural areas.

Most rural areas do not have adult education centres. The population in rural areas is spread over a wide area, making it difficult for adult learners to attend regularly at any central NFE point. Teachers, whether in the formal system or in adult education are reluctant to live in remote or rural areas. The drop-out rate in adult education centres is very high. These are a few of the many problems.

Most NFE programmes or courses are set up with one major aim, that is to train people in skill areas needed by urban employers. This in itself is not bad, but it is not a useful model for rural areas. Rural people cannot use such skills since there is virtually no skilled salaried employment in the rural areas.

There were very few participants (17%) from urban rural fringes. This may imply that there are few places in and around Pietermaritzburg that are urban fringes, or that there are very few people from urban-rural fringe areas who are interested in or could afford to attend NFE programmes or courses or classes.

6.2.5 The curriculum development of non-formal education courses

A cursory look through current literature provides us with an idea of the rapid growth of the information or knowledge explosion and its effect on traditional concepts of permanence and obsolescence. This implies that the need for innovation or updating of curriculum content should not be minimized since in technically rapidly developing societies, knowledge tends to become outdated quickly.

The curriculum developers of Adult Basic Education and adult education were the departments of education for example ex-Department of Education and Training (DET) and ex-Department of Education and Culture (DEC) - KwaZulu. The

curricula of various other forms of non-formal education were developed by authorities or administrators of various NFE institutions or centres.

There is a premise that the NFE curriculum planners should be guided in their work by the following factors, namely: the individual adult learner or trainee and his or her needs; community and its needs; society and its needs. The psychology of learning and development; the common value system; the structure of the subject matter; aims and objectives, and methods; and the processes of curriculum planning (Rogers 1989:160).

Curriculum is all the planned experiences which the learner may be exposed to in order to achieve the learning goals. Rogers (1989:131-133) gives the five elements that make up the curriculum.

- (a) ***Philosophical framework***: part of the curriculum which the learners learn consists of those attitudes which underlie all of the teaching.
- (b) ***Context***: the learners also learn much from the way in which the course is organized. There are two aspects to this:
 - (i) **the setting**: the room, the furniture, the lighting and heating, the levels of noise and other distractions in the immediate learning environment. The amount of attention the teacher gives to these, forms part of the curriculum experiences.

- (ii) the climate: the atmosphere created in the class session by two sets of relationships, those between teacher and learner and those between learner and learner. The climate may be warm, informal and open, or it may be cold formal and closed.

- (c) **Content**: the material to be covered clearly forms part of the curriculum. But in addition there is the sequence in which it is handled and the conditions attached to the learning. The sequence is planned to facilitate learning.

- (d) **Events**: such activities which the teacher plans and the learners experience and the sequence in which they occur are all part of the curriculum.

- (e) **Processes of evaluation**: among the experiences of the learners are those planned processes of evaluation, that is, examinations and tests, activities for feedback, criticism and assessment, ways in which the learners can express their satisfactions and so on. These form part of the total planned curriculum.

It is hoped that the Department of Education under the government of National Unity, will make an effort, as it has done with the curricula and core syllabi of subjects in the traditional school system to develop the curricula for NFE programmes and courses that will meet the needs of various population groups in the new South Africa. All other stakeholders of NFE programmes are faced

with the main task of developing appropriate curricula for South African citizens, with their various expectations and ambitions.

6.2.6 Manner in which curriculum was developed

The participants stated that they did not know the manner in which their curriculum was developed, as they were not part of management of NFE providers. It also emerged that the providers of NFE developed the curriculum on their own and only offered it to the students in course or module form.

In most cases teachers and trainers as well as students had no say in the development of the curriculum as well as the formation of NFE programmes and courses. There was no ground created for teachers, trainers and students' suggestions, comments, opinions, contributions or inputs towards the development of the curriculum.

According to Rogers (1989:25) NFE providers should establish the parameters to the learning opportunity, that is, the framework, including the rest of the programme within which the course is set. The subject matter of the course; the format (location number of lessons, time and duration of each lesson and course); modes of publicity, and so on.

They may do all of this on their own later, in association with the teachers and trainers and lastly after discussion with a prospective student group or targeted clientele. But all too often such opportunities, even where they clearly exist, are not taken. The NFE providers determine by themselves or sometimes in discussions with their teachers (very seldom) what they think the potential student participants should learn and how.

Rogers (1989:186) further argues that adult learners can join in the planning of the course, the stages of learning, the steps by which the skills and knowledge are built up, areas that most teachers keep carefully to themselves. They (students) can contribute to setting the goals, for they have their own intentions in joining the learning groups, and it is best, if we wish to encourage autonomy and independence to start from these intentions rather than to impose our own.

The students can help in constructing the learner schedule, the methods, the content part of the course, and the sequence of events and activities, for they all have their own learning skills. They can also share in the process of evaluation; they will often watch more closely than the teacher what is happening in the group. Adult learners can then contribute to all parts of the teaching-learning process.

6.2.7 Teachers' estimation of the extent to which the curriculum is relevant to the students' needs

Teachers and trainers were asked to indicate the extent to which the curriculum was relevant to the students' needs. The following details show how relevant teachers and trainers feel NFE courses were to the needs of students.

Table 6.12: Teachers's estimation of the extent to which the curriculum is relevant to the students' needs

	Very high	High	Moderate	Low	Very Low	Total
No.	9,0	122,0	62,0	7	0	200
%	4,5	61,0	34,5	0	0	100

The majority of respondents (61% + 4,5% = 65.5%) saw the curriculum to be highly relevant to the needs of the students. However, 34,5% of the respondents saw the curriculum to be partly relevant to the needs of the students.

According to Mkhize (1989:114) recent studies revealed that education systems and their curricula are traditionally past-oriented. Naisbit (1986:40) goes further and states: "We have essentially the same education as we had in the industrial society and we are trying to use it to equip us for the information age."

What emerges clearly is that the range and variety of non-formal education needs are predictably very wide and numerous. They derive from the adult learner's age, socio-political and economic standards, his personality and temperament, and further needs within the context of a functional group of which he forms part in the community as well as in the society.

It must be added that the areas of common cultural education, and artistic aesthetic education, as well as an education in arts and crafts, in music and in the study of customs and folklore, play an important role in the development of curriculum. Furthermore, the study of religion, political and social aspects, and civil rights and duties are all integrated in non-formal education.

According to Rogers (1992:147) a great deal has been written about needs and differing lists of needs have been compiled. Some are based on planners' perceptions, some on internationally accepted definitions, some on academic conceptualisations without any local survey. They have been arranged in hierarchies, some having higher priority than others. Rogers argues that the problem is how to adapt centrally determined and provided NFE programmes to groups which are each different in their background and in their response to the programme.

It is vital for South African NFE providers to look into the different kinds of needs surveyed by Rogers (1992:148):

- (a) 'Satellite observation', where the expert sitting at a distance from the community or region draws up a needs list from an overall superior position. This is the way most central planning authorities and academics do it.
- (b) The 'space invaders approach' where field inspections are made by groups of experts but no real communication is held with the target group.
- (c) The 'Explorers approach' where the visiting experts meet local residents and listen politely to the comments of local spokespersons before going away to write up their report.
- (d) More rarely there is the 'Surveyor-in-residence approach' where the visiting expert spends time in the local community, listening and talking with them, sharing insights, before the list of needs is drawn up.

According to Small (1979:58) the role of adult education is uncertain. It is part of the educational system but it has no single role and function within that system. An educational administrator could argue that whatever NFE/Adult education does, is a duplication of what other parts of the system offer. He could therefore, argue that any type of curriculum provided for NFE programme meets the needs of some target group or clientele.

6.2.8 Teachers' estimation of the extent to which students benefit from NFE programmes/courses

The details of how students benefit from NFE programmes or courses are indicated in the table below.

Table 6.13: Teachers's estimation of the extent to which students benefit from NFE programmes or courses

	Very high	High	Moderate	Low	Very Low	Total
No.	55,0	78	56	11,0	0	200
%	27,5	39	28	5,5	0	100

It is clear that teachers felt that students drew considerable benefit from NFE programmes or courses. Only a few (5.5%) participants saw NFE programmes as of little value to the students.

It should be mentioned at this point that NFE programmes must provide and increase skills which are flexible so that they can serve several purposes: skills which are applicable in unexpected situations; skills capable of being redeployed and updated to suit new work areas; and skills which do not become obsolete. However, to promote these skills calls for more advanced teaching and study methods, which include the unlocking of creative imagination, improvisation and positive attitudes to innovation.

According to Shaw and Trott (1984:184) it is important for the teachers and trainers of adults to know and appreciate that knowledge is not the preserve of the few, the educated, to be doled out in small parcels to their student participants. It is something all of us can share in creating and discovering, which we will all view from our own particular perspective.

It was stated earlier that adults benefit a lot from NFE programmes. Adult learners acquired different types of skills from NFE, for example adult basic education activities are directed towards the acquisition of skills such as:

- (a) ***Language skills***: a basic ability to use the language in both personal and social life in both its oral and written forms.
- (b) ***Numerical skills***: the ability to use the basic principles of arithmetic in personal and social life.
- (c) ***Social skills***: the ability to use knowledge and insight in personal and social life, to name but a few.

Todaro (1985) suggests that the public sector should adopt a policy of maximum rather than minimum educational qualifications for jobs. Every employee should be better qualified for his or her job.

6.2.9 Influence of NFE on promotion opportunities

Information about the influence of NFE on promotion opportunities was also obtained. The following details indicate how influential teachers and trainers felt NFE courses were on promotion opportunities.

Table 6.14: Influence of NFE on promotion opportunities

	To a great extent	To some extent	Little	Very little	Total
No.	136	64	0	0	200
%	68	32	0	0	100

All the teachers and trainers who participated in this study felt that NFE had considerable influence on promotion opportunities. It is clear that better skilled workers stood better chances of promotion.

It is generally accepted that a high economic growth rate is the basic requirement for sustained employment creation in South Africa.

The economic growth would make three specific contributions to the creation of employment.

- (a) Generate skills which are needed to find jobs in the private sector.
- (b) Generate skills and infrastructure to optimize income earning opportunities in the informal economy.
- (c) Given the imperfect mobility of labour it can take employment opportunities to areas which had to be missed out by conventional economic growth especially the remote rural areas.

The employment generating capacity and promotion opportunities largely depend on the state (of the rest) of the economy. Employment and social mobility are related to NFE course attainment.

6.2.10 Reasons for influence of NFE on promotion opportunities

Among South African Blacks education has traditionally been very important to the realisation of individual expectations. It has been the ladder leading to more highly regarded occupations and professions and, to higher economic and social positions. According to most Blacks no other means is seen as equalling education in its effectiveness in advancing social mobility and equality. The collective expectations of NFE have been equally high. With the newly gained political freedom and independence in the country, expectations at both national and individual levels have received a real boost.

Non-formal education gives the person horizontal and vertical vocational mobility which becomes more and more vital in the course of an increasing national economic interdependence and an increased proneness to crises. NFE enables highly motivated individuals/adults to acquire higher qualifications and to make their way to higher posts. This is because most NFE courses especially at Universities and Colleges are social advancement courses that lead to external examinations and academic qualifications.

The diversification of skills should follow economic development as work processes become increasingly complex and specialized. Accordingly training for these skills should be diversified and specialized.

This diversification is useful in rapidly growing economies which require increasingly specialized knowledge and skills. It does not only reduce unemployment and promote economic growth but it also enriches the worker with knowledge and skills and makes him/her readily available for promotion.

6.2.11 Influence of NFE on employment opportunities

Information concerning the influence of NFE on employment opportunities was obtained. The following details show how influential teachers and trainers felt NFE courses were on employment opportunities.

Table 6.15: Influence of NFE on employment opportunities

	To a great extent	To some extent	Little	Very little	Total
No.	162	32	6	0	200
%	81	16	3	0	100

The majority of teachers and trainers (81%) felt that NFE had a considerable influence on employment opportunities.

Much has been said to suggest that the employment problem in less developed countries like South Africa is really a series of overlapping problems related to: visible unemployment; invisible unemployment; under employment; school leaver unemployment; youth employment; and the working poor.

It must be noted at this juncture that education, whether formal or non-formal on its own, may not create the overall surplus of labour. A variation of this argument is the view that education in developing countries promotes the flight from rural farming to urban centres and in this way tends to convert disguised rural unemployment and under employment into open urban unemployment. In other words, education may not cause unemployment but it certainly brings it to the surface.

On the other hand, education, especially NFE and trading, equips people and employees with necessary knowledge and skills required in the modern economic world.

6.2.12 Reasons for influence of NFE on employment opportunities

Non-formal education does not only reduce the constraints to which students are subject but also provides them with the opportunity to use in their work, the knowledge, qualifications, attitudes and skills gained from NFE programmes.

Nowadays employers prefer skilled workers for employment. In short, qualifications and skills acquired through NFE are taken into account in determining the employment category and in establishing the level of remuneration of employees.

In places like England the aims of providing NFE programmes by the Manpower Services Commission, as Small (1979:51) states, include:

- (a) to contribute to the effort to raise employment and reduce unemployment;
- (b) to assist manpower resources to be developed and contribute fully to economic well-being;

- (c) to help secure for each worker the opportunities and services he or she needs in order to lead a satisfying working life;
- (d) to improve the quality of decisions affecting manpower.

It would appear that the influence of NFE on employment opportunities in South Africa is similar to that overseas. Many adults who seek opportunities for education and training through NFE may have varied motives, such as getting a job, being promoted, developing an interest in a subject, to mention but a few.

6.2.13 The demand amongst Blacks for NFE in the Pietermaritzburg region

The responses of teachers and trainers relating to the demand for NFE amongst Blacks in the Pietermaritzburg region are shown in the following table.

Table 6.16: The demand amongst Blacks for NFE in the Pietermaritzburg region

	Very high	High	Moderate	Low	Very Low	Total
No.	128	62	10	0	0	200
%	64	31	5	0	0	100

Almost all the participants, i.e. teachers and trainer who participated in this study (95%) indicated that there was a high or very high demand for NFE amongst Blacks in the Pietermaritzburg region.

The demand for the further education of educationally deprived adults can hardly be expressed more clearly and it is interesting to note that the same demands were made and formulated in the history of South African education and had never been brought to fruition. It was only the new challenges of our century which led to a more effective pursuit of this old educational idea.

Non-formal education is growing very rapidly and the demand is still far from being satisfied. NFE does not, however, make up for the failure of the formal education system to fully attain one of its major objectives, that is, to provide equal education opportunities. Nor does it offer a valid alternative access to knowledge, aptitudes, and professional success, particularly as much of it consists of non-degree courses and/or uncertified courses.

The Pietermaritzburg region is situated in KwaZulu-Natal, which is one of the under-developed and poor provinces in South Africa. There is a high demand for NFE in order to meet the need to implement clear affirmative action policies as part of a package of instruments to empower the Black population in the new South Africa.

During the apartheid era, inferior education distorted the supply of management and entrepreneurial skills amongst Blacks. The effect of these distortions call for the intervention and full involvement of the Government of National Unity. (GNU) in the provision of NFE in order to redress inequalities and equip Blacks with necessary qualifications and skills.

6.2.14 The need to increase the number of NFE centres in the Pietermaritzburg region

All teachers and trainers who participated in this study emphasized the urgent need to increase the number of NFE centres or institutions in the Pietermaritzburg region, particularly in the rural areas. This echoed what was stressed earlier by learners and trainees in the previous chapter (Chapter Five).

6.2.15 Reasons for the need to increase the number of NFE centres in the Pietermaritzburg region

When teachers and trainers were asked to give reasons for the need to increase the number of NFE centres in the Pietermaritzburg region, the following reasons emerged:

- (a) There were too many Black workers who were unskilled or semi-skilled in the Pietermaritzburg region. They needed to acquire skills or to be equipped with necessary theory and work skills, etc.

The establishment of more NFE institutions would eliminate problems encountered by workers and students who wanted to attend or who attended NFE programmes facing transport problems, problems of distance and finance.

- (b) Non-formal education has a technical function, that is, to promote a trained labour force, to promote the skills and knowledge required by a modern industrialized society to acquire greater prosperity. This is very appropriate in Pietermaritzburg where there are thousands of school drop-outs.
- (c) Non-formal education is a voluntary force for both individual and society. It enables adult learners to reflect critically on the reality around them, and to cooperate with others to change that reality.
- (d) It provides the students with an advanced technical and vocational education and helps develop the ability to create new material goods and new spiritual or aesthetic values.
- (e) NFE develops the necessary discernment in using mass communication media and interpreting different messages addressed to modern society.
- (f) It develops the aptitude for learning to learn. This helps revive and develop the culture of learning among the Black adults.

- (g) NFE provides students with the acquisition of skills, for example: language skills, numerical skills, social skills etc.

The teacher and farmers also reiterated other reasons named by the students in the previous chapter (see Chapter Five).

6.2.16 The need to increase the variety of NFE programmes in the Pietermaritzburg region

All participants responded positively to this question. It was clear that all teachers and trainers felt the need for greater variety. These findings supported the previous findings documented in the literature and those of this study which were stated earlier in Chapter Five.

6.2.17 Reasons for the need to increase the variety of NFE programmes in the Pietermaritzburg region

The participants gave the following reasons for the need to increase the variety of NFE programmes in the Pietermaritzburg region:

- (a) The increase in the variety of NFE programmes could minimize duplication of services by NFE centres or institutions that provided NFE in the Pietermaritzburg region.

The duplication of services and resources of NFE providers was a waste of money, of human, fiscal and material resources, and of time, for both the providers and the students.

- (b) A large variety of NFE programmes or courses offers better chances for the students to acquire different jobs due to different acquired knowledge and skills.
- (c) Non-formal education students have different individual needs, group needs, community and societal needs that should be met by providing a variety of non-formal education programmes.
- (d) The provision of a variety of NFE programmes or courses may influence and motivate teachers with high qualifications to involve themselves in NFE either as administrators or as teachers, trainers and tutors.
- (e) Tertiary institutions like universities, should take an initiative in the provision of various forms of non-formal education that are accredited so that most learned people can have knowledge and skills in various fields of NFE.

The diversification of NFE programmes also has a negative aspect. It hinders occupational mobility. It accounts for the observed persistent shortages of certain skills side by side with surpluses of others.

6.2.18 NFE centres' procurement of employment opportunities for students who had completed NFE programmes/courses

The results showed that a majority of NFE institutions or centres (84%) did not procure employment opportunities for the students who had completed NFE courses. Only a few (3%) like the Security firms, went out of their way to get jobs for the students who had completed training at their centres.

The procurement of employment opportunities for students was not the responsibility of NFE institutions that offered courses such as literacy and numeracy, adult basic education, and adult education.

6.2.19 The need for networking amongst the providers of NFE programmes in the Pietermaritzburg region

All teachers and trainers who took part in this study stressed the importance of networking amongst the providers of NFE programmes in the Pietermaritzburg region, as well as in the whole of South Africa.

A network as a method or mode of generating and running programmes must have three characteristics, namely:

- (a) non-bureaucratic and non-institutionalized;
- (b) flexible; and

- (c) democratic and participatory.

Networking can enable NFE providers to be self-reliant in terms of maximizing the use of limited resources. It also facilitates information sharing and provides access to information.

6.2.20 Reasons for the need for networking amongst the providers of NFE programmes in the Pietermaritzburg region

When the teachers and trainers were asked to give reasons for the need for networking amongst the providers of NFE programmes in the Pietermaritzburg region, the following reasons emerged:

- (a) Networking provides ground for NFE providers to share information and experiences, to learn and express solidarity. This sharing can be done through conferences, workshops, meetings and exhibitions of learning materials and equipment.
- (b) Networking helps NFE providers to explore the desirability and practicability of cooperation mechanisms for non-governmental organizations and other agencies or institutions active in NFE in the Pietermaritzburg region as well as in South Africa.

The respondents also stated reasons mentioned earlier by the learners and trainees in Chapter Five.

6.2.21 Sufficiency of resources available for the provision of NFE programmes in the Pietermaritzburg region

The data showed that the majority of the participants (73%) felt that there was a need to increase the number of NFE centres and other resources as they were insufficient.

Only 27% of the participants, mostly those living in the city of Pietermaritzburg felt that the resources available were sufficient. This was because most non-formal education centres were situated in the city of Pietermaritzburg. However, there were very few non-formal education resources in the city outskirts and in the rural areas and farms around Pietermaritzburg.

6.3 PART THREE: OPEN QUESTIONS

6.3.1 The main factors that motivate Black employees and Blacks in general to take NFE courses

When teachers and trainers were asked to point out the main factors that motivated Black employees and Blacks in general to take NFE course, a variety of factors emerged, all of which had been stated by the learners and trainees in the previous chapter (see Chapter Five).

6.3.2 The major problems encountered by Black employees who went to attend NFE programmes/courses

The trainers and teachers were asked to point out the major problems encountered by Black employees who wanted to attend NFE courses and the following facts emerged, namely:

- (a) The majority of teachers and trainers stated that there were relatively few NFE centres and NFE programmes or courses in the Pietermaritzburg region. This, in turn, made it difficult for large numbers of unskilled and semi-skilled workers and unemployed people to enrol for these or desired courses.
- (b) The majority of teachers and trainers stated that most people who have to work for a living and to care for a family cannot leave their working places and their homes for long periods to attend NFE courses.

- (c) Many teachers and trainers reiterated the facts mentioned earlier by NFE students in Chapter Five.

6.3.3 Major problems facing Black employees who are engaged in NFE programmes

When the teachers and trainers were asked to name or give the biggest stumbling blocks in the way of Black employees who were engaged in NFE programmes, the following facts emerged, namely:

- (a) the majority of teachers and trainers reiterated the facts pointed out by the learners and trainees in the previous chapter, such as problems presented by the learner's family:
- (i) a spouse is not supportive of a learner's return to school.
 - (ii) The learner's children succeed in making him or her feel guilty about being a student again at his or her age.
 - (iii) A learner is forced to drop out of NFE to maintain a marriage.
 - (iv) Divorce or separation may affect adult learner.
- (b) There is a negative image of adult education or NFE. Many people view non-formal education as something men and women do to keep themselves

occupied. Some, educators view adult education as superficial, unimportant and sometimes simply silly.

- (c) There is a lack of understanding of non-formal education. This is directly related to the poor image of non-formal education. Unfortunately those who do not understand it include prospective learners, traditional faculty members, administrators and even many who call themselves adult educators.
- (d) Teachers and trainers also pointed out the poor economic situation and knowledge explosion as problems facing adult learners and trainees.
- (e) They also pointed out major obstacles such as transport problems; distance problems; financial problems; lack of support from family and friends; the students' failure to budget time properly for studies after work; deficiency in study skills; lack of determination and self-discipline; and learning problems.

6.3.4 Other comments

- (a) Most teachers and trainers pointed out that some learners and trainees of NFE needed motivation in order to take or continue with NFE courses. According to Child (1986:21) incentives in the form of reward immediate

knowledge of satisfying results cooperation and self-competition or competition with others are potent sources of motivation.

- (b) The majority of teachers and trainers stated that most learners, trainers and would be NFE students needed some guidance in choosing appropriate NFE courses. They even went further and pointed out that adult students also needed counselling in all problems related to NFE.

CHAPTER SEVEN

ANALYSIS OF RESPONSES OF MANAGERS AND (OTHER) OFFICIALS OF NON-FORMAL EDUCATION INSTITUTIONS OR CENTRES IN THE GREATER PIETERMARITZBURG REGION

7.1 INTRODUCTION

The interviews and discussions which took place between the writer and different managers and officials of various NFE institutions or centres revolved around the following aspects of NFE: purpose and needs; clientele; instructors; class organization; physical resources; assessment and recognition; finance; programme evaluation; and general information concerning non-formal education.

The questions which were posed centred around the particular circumstances of each NFE centre or institution. The central issues outlined above were the main topics of discussion and a set of relevant, in-depth and open-ended questions, were used by the researcher.

7.2 ANALYSIS OF MANAGERS' AND OFFICIALS' RESPONSES: INTERVIEW SCHEDULE

It was mentioned in Chapter Four that the present researcher included interviews with managers and officials of NFE institutions and centres, and senior officials of departments of education.

The main issues raised in response to the questions enumerated in the Interview Schedule follow:

7.2.1 NFE Programmes

7.2.1.1 'Name of programme offered'

Non-formal education is heterogeneous in that it applies to many fields, many activities, many audiences, etc. It is financed by a variety of agents, public and private; and offered in different forms.

The participants gave a considerable number of names of programmes they offered at their NFE centres. The types of programmes that are offered in the Pietermaritzburg region were named earlier in this study (see Chapter Six)

7.2.1.2 'Nature of programme offered'

There are four broad areas of NFE that emerge parallel to the formal school systems, namely: paraformal education; popular education; education for personal improvement; and professional training (in South Africa as well as overseas).

According to Hallak (1990:239) these are so classified because they:

- (a) respond to different needs;
- (b) serve different clientele;
- (c) are organized by different agents; and
- (d) have different relationships with formal education systems.

It is important to point out that para-formal education refers to programmes that provide a substitute for formal education, for example, evening classes, distance education; Saturday classes, etc. Popular education serves marginal groups and it includes NFE programmes such as adult literacy, cooperative training, political mobilization, community development, etc. Education for personal improvement such as music, languages, sports, etc. is provided to NFE cultural institutions, clubs associations, and is usually paid for by the client. Professional or vocational NFE training is usually provided by firms, private sector/agency trade unions and education departments.

Recently some other areas which have gained prominence are environmental issues, AIDS education, anti-drug abuse, and anti-child abuse.

The respondents gave a variety of types of NFE programmes they offered. These programmes were mentioned formerly by teachers and trainers (see Chapter Six, Table 6.9).

7.2.1.3 'What are the decision making structures?'

The Management of all NFE providers for example education departments, NGO's and other agencies, are the decision making structures according to the data in this research.

7.2.1.4 'Do you have a written constitution?'

Almost all NFE institutions or agencies (98%) had written constitutions with all necessary information. The few (2%) that had no written constitutions, were either busy drafting and writing the constitution or intended to draw one up in the near future.

7.2.1.5 National or regional organizations

(a) 'Are you a regional organization?'

Most NFE organizations used in this study were regional in nature (84%).

They were regional in the sense that some had one centre in the Pietermaritzburg region while others had branches in other parts of KwaZulu-Natal.

Regional organizations have difficult tasks in that they have to perform such functions as:

- (i) assess regional needs and institutional capacities;
- (ii) establish regional information systems;
- (iii) contribute to national policy (if there is any) through the opportunities and obligations created by them within the region (through media);
- (iv) implement national standards where applicable;
- (v) Help set up and maintain local centres;
- (vi) stimulate local participation; and
- (vii) commission regional NFE agencies to carry out specific functions, such as literacy programmes.

(b) ***'Are you a national organization?'***

There were very few (16%) organizations that were national in nature, for example: South African Committee for Higher Education (SACHED); South African Association for Literacy and Adult Education (SAALAE); South African Institute for Distance Education (SAIDE); South African Association for Research and Development in Higher Education (SAARDHE). The former Department of Education and Training (DET) has been by far the main state provider of non-formal education and training and also one of the few national providers of NFE.

7.2.2 Purpose and needs

7.2.2.1 'Organization's work: Is it mainly rural? Mainly urban? Or both?'

The majority of organizations (76%) catered for both rural and urban community needs. The skills they provided met the needs of both urban and rural people. However, most non-formal education agencies or centres were found in urban areas and very few NFE centres were found in the rural areas.

It is appropriate to note that in many instances there was evidence that the development gap between urban and rural populations is growing rather than lessening. Therefore, it is important to guard against oversimplifying this matter of dualism, that is, catering for both urban and rural community needs.

It is also difficult to provide NFE programmes that cater for rural community needs as the rural areas are not all alike. The rural areas in proximity to metropolitan areas, and with a high development potential and ready access to urban markets, modernize fairly quickly and share in urban progress, and the opposite is true for far and remote rural areas.

The social and economic differences among rural areas even within the same province and/or community, call for different educational and developmental prescriptions. It is difficult if not impossible, to have one formula for all.

7.2.2.2 'Why is the programmes needed at this time and place?'

It has become well-accepted practice by many companies that if a company offers NFE programmes or courses to its employees it does so in work time, not after work.

Non-formal education during work time means that the company has to donate time to workers. However, the tendency is for employers to donate very little time or enter into some sort of bargaining process with workers or workers' unions in which the workers are expected to give up tea and parts of lunch breaks.

Some companies prefer to conduct NFE classes after work. This has failed in many companies, because of many reasons, for example, fatigue, other commitments on the part of employee-students, distance to travel home, etc.

The majority of the participants, or interviewees felt that the provision of NFE programmes were appropriate at that time and place due to the needs of Black people in the Pietermaritzburg region. Affirmative action, the Reconstruction and Development Programme (RDP), newly attained freedom, the Government of National Unity (GNU), and new prospects in South Africa, all inspired the need for NFE amongst many Blacks in South Africa.

7.2.2.3 'What is the main goal of your organization?'

The broad aims and purposes which had given rise to the emergence of the majority of non-governmental organizations in South Africa, were mainly concerned with empowerment of the poor and oppressed.

The value of education and training provided to adult learners is assessed in terms of how much more effective they become as a consequence of education and training. That effectiveness is linked to the goals of NFE. The number of NFE providers' goals (models) recorded in this research during interviews, is large. Of many goal statements emanating from various NFE providers the most representative are perhaps the following:

- (a) To provide the opportunity for self-fulfilment of all students, and to provide the basis for the growth of a person as an individual.
- (b) To provide a learning base for each individual to be able to succeed and to continually develop in a selected career or vocation.
- (c) To make the individual, adult learner feel responsible in a realistic way for the condition of the society in which he finds himself.
- (d) To develop communication skills for both interpersonal and multimedia approaches.

- (e) To guide educationally deprived and underprivileged unemployed youth who are recent school leavers with minimum standards of education, e.g. Std 8, Std 10 etc.
- (f) To offer School Leavers opportunity for Training (SLOT) in order to be a positive force in education and training, and thwarting unemployment in Black youth.
- (g) To provide support services and assistance at grassroots level to produce activities for fieldwork and resource materials for environmental education.
- (h) To supplement schooling by providing pre-vocational training for early drop-outs or on-the-job training to provide school leavers with the practical skills necessary in industry.
- (i) To provide viable alternatives to schooling in certain specific fields or areas like literacy education.
- (j) To provide interaction between arts and crafts people of different disciplines, including the performing arts.

A variety of organizations had different, main goals according to the different types and nature of their functions. What was interesting was that each organization's main goal was to try and satisfy the interests and needs of the individual adult students.

7.2.2.4 'What are the overall aims of NFE programmes you provide?'

The respondents from different NFE institutions and centres gave many similar as well as different overall aims of their NFE programmes. The aims were related to the nature and type of NFE programmes they provided to the employees and students or trainees.

The respondents gave, among others, the following overall aims of NFE programmes they provided:

- (a) To provide education which will facilitate individual growth.
- (b) To serve the needs of the community and, in turn, to utilize its resources and talents.
- (c) To provide open access to its facilities and a sharing of expertise.
- (d) To promote upliftment in the communities as a whole through better agricultural performance and the establishment of well-supplied local markets in rural areas.
- (e) To enable committed male and female farmers to operate and sustain a profitable enterprise far beyond subsistence farming.
- (f) To stimulate greater public awareness, appreciation of, and participation in the arts.

- (g) To provide different skills training to adult learners in order to empower them.

According to Kreitlow and Associates (1981:187) the results of 'good' goal setting in NFE are new knowledge, attitudes, skills, ways of doing things, and benefits from applying the learning. The relevant NFE programmes provide learning opportunities related to participants' lives, problems and concerns. The learning is appropriate and useful for the participant's own current situations and future concerns.

The local involvement in deciding NFE programme goals is more likely to affect programme success than new local input. This belief is based on the following reasons supported by philosophy, research and experiences of adult educators, (i) democratic ideas; (ii) more inclusive identification of needs and decision alternatives; (iii) programme acceptance and support (iv) learning benefits, and (v) nature of reality.

It is very important for the educators or planners to realise that educational goal setting occurs at different levels from local to national. However, the origin of those goals and the persons who finally 'set' them are local. Local levels must initiate and clarify goals.

In short, local NFE participants, that is, planners, officials, tutors or trainers and students, should be involved in the entire process of goal setting, (i) identifying and clarifying the basic problem situation, (ii) identifying alternative goals, (iii) identifying selection criteria, and (iv) making choice(s).

7.2.2.5 'What are the specific purposes of the NFE programme(s) you provide?'

This question was asked in order to get clarity about purpose. The main aim was to get clarity about why each NFE agency or NFE providers thought that NFE was important. In order to find clarity about purpose one has to ask oneself the following questions, namely: is NFE being provided or done primarily to link up with basic skills training? For social responsibility reasons? For personal empowerment? To develop the workforce from within? Or is it being done in the belief that NFE goes a long way to improve productivity?

It was observed in this study, that there were many different opinions about what was actually happening and why. This resulted in many different specific purposes, varying according to types and nature of NFE provided by different NFE agencies. The following purposes are examples:

- (a) To promote and encourage literacy and adult education.
- (b) To promote quality early education and care of the pre-school child.

- (c) To provide training in different cultural spheres, for example, music, drama and media skills; to broaden students' experience, and to provide greater opportunities for artists.
- (d) To provide skills in hotel and restaurant cooking, basic manual bookkeeping, bricklaying, plumbing, garment making, handyman skills, woodwork skills, etc.

7.2.2.6 'What outputs are anticipated?'

This question posed a problem to some respondents as they gave 'outputs' and vice versa. The respondents agreed that the following outputs were anticipated by the majority of them:

- (a) Almost all learners and trainees pass at the end of the course, i.e. NFE course(s).
- (b) All successful students attain certificates and/or awards on completion of non-formal education programmes or courses, that is, accreditation for all non-formal education courses or programmes.

7.2.2.7 'What outcomes are expected?'

It has been stated that some respondents gave 'outputs' in the place of 'outcomes'. The following outcomes were expected by the respondents:

- (a) Learners and trainees who had gained knowledge and skills.
- (b) Employees or workers with better skills that is, skilled labour in large quantities or numbers in South African industries, companies and firms.
- (c) NFE students get employment easily or have access to employment opportunities.
- (d) Learners and trainees implement their knowledge, information, skills and innovations at work, i.e. in workplaces.
- (e) Have better qualified human resources for affirmative action.

7.2.2.8 Need served?

- (a) *'How does your NFE programme serve the needs of organization?'*

There were different ways in which NFE serves the needs of the particular organizations, for example, training programmes were designed in response to the companies' performance appraisal and need analyses. The firms trained employees in skills that were useful in better production and business successes.

(b) *'How does it serve the needs of the community?'*

Different NFE programmes served the needs of the community in different ways. Tembaletu Community Education Centre, for example, provides a centre where nonracial informal, and non-formal education activities can take place which address the needs of the community in the greater Pietermaritzburg area and where contracts and understanding between people from different groups and communities can be developed.

Training and Resources for Early Education (TREE) involves parents in the community in decision making on the provision and running of Educare centres. This is done by regular meetings, workshops and visits by facilitators, field coordinators and field directors. The community needs are voiced and hence addressed.

It is a fact that non-formal education really is community education in that it addresses the needs of the community, but is also the responsibility of the community. The days of 'handouts' are now over. The Black communities must do things for themselves and be accountable for their actions.

(c) *'How does it serve the needs of the society at large?'*

Non-formal education courses served the needs of individual adult learners, which in turn served the needs of the community. As NFE serves the needs

of people and community, it, therefore, serves the needs of the society at large. Some non-formal education providers such as the Bison Group had started a nationwide literacy project called 'Learning for Empowerment and Progress' (LEAP)

7.2.2.9 'Who formulates policy in your organization?'

It was discovered that in most cases the policy was formulated by a few managers or policy makers in the company, firm or NFE agency. The policy makers did not consult with all other stakeholders in the provision of NFE courses/programmes, such as the learners, teachers and trainers, trade unions, top and line management.

In fact all interest groups need to be involved or consulted in an on-going process, because it makes the programme work better, and every stakeholder has a very important role to play. It is also important to note that line managers and superiors, teachers and learners are often not consulted yet when it comes to the implementation of NFE programmes, they can easily sabotage the process.

7.2.2.10 'How closely do you work with national organizations?'

The majority of the participants (84%) stated that their NFE agencies or institutions did not work closely with national organizations as there was almost

total lack of networking between and amongst NFE agencies or institutions in the Pietermaritzburg region as well as in South Africa.

A minority (16%) indicated that they worked closely with national organizations. The present research revealed that the ones that worked closely in the national organizations were either the branches or subsidiaries of national organizations.

Non-governmental organizations such as SAALAE try to facilitate exchanges within the African continent by providing opportunities for grassroots workers to meet and share knowledge and, experiences and to establish links with other national and international non-governmental organizations, and development organizations.

(a) *'How closely do you work with regional organizations?'*

A considerable number of NFE agencies (58%) worked closely with regional organizations. This had recently been encouraged and facilitated by the establishment of the two forums in KwaZulu-Natal, namely, Forum for Adult and Continuing Education - Natal (FACE - KwaZulu-Natal) and The Pietermaritzburg and Natal Midlands Community Education Forum.

The collaborative structures are being set up between and among projects and organizations at local regional and national levels. There are also

organizations that function through all three levels, for example, Wildlife Society of Southern Africa. Southern Africa Nature Foundation, Natal Parks Board, Environmental Education Association of Southern Africa.

(b) *'How closely do you work with local organizations?'*

There was also a substantial number of NFE agencies (67%) that worked closely with other local organizations. This too was the result of the efforts of the two forums, which tried to encourage the formation of, and cooperation with other non-formal education organizations, as well as to link and network organizations working in similar fields to share ideas, experiences and resources.

Some NFE institutions formed partnerships with other NFE agencies, for example Tembaletu Community Education Centre entered into partnership with, and acted as a 'host facilitator' for the following organizations who operated within the centre:

- (a) CELEP - Citizens' Elementary Legal Education Project.
- (b) CRC - Careers Resource Centre.
- (c) MASMOVE - Matric Study Improvement Project.
- (d) NTP - Natal Tuition Programme.
- (e) PCAP - Pietermaritzburg Community Arts Project.

- (f) PPHCN - Progressive Primary Health Care Network.
- (g) PROTEC - Programme for Technological Careers.
- (h) READ - Read, Educate and Develop.
- (i) TREE - Training and Resources for Early Education.

The Midlands Community College, in the Balgowan area, worked together with School Leavers Opportunity Training (SLOT). Partnership or working together is gradually becoming popular among NFE providers.

The remaining 42% among regional organizations, and 33% among local organizations, show that networking was still lacking in both regional and local organizations.

7.2.3 Clientele

7.2.3.1 'What is the target group for your programme?'

The participants gave different types of target groups according to different NFE programmes or courses they provided. The summary of target groups given were the marginalized youth, illiterate people; unskilled and semiskilled workers and people; marginalized, poor rural men and women; school drop-outs; pre-school children; farm workers, domestic workers; unemployed young and old.

It should be pointed out that educational responses must be as diversified as the target groups themselves. However, it is not easy to design, plan and implement NFE activities suitable for target groups(s). According to Hallak (1990:243) there are difficulties peculiar to NFE that include:

- (a) identifying the unreserved populations, understanding their attitudes;
- (b) analysing the specific educational and general conditions in their areas;
- (c) selecting key partners with whom to set up educational projects: representatives of the formal education systems, development officials, political and economic advisers, community representatives, etc.; and
- (d) isolating the educational needs; finding and estimating resources; defining aims, means and an evaluation system.

It is now time to offer proper NFE programmes/courses to appropriate target group(s) or clientele(s). This is a challenge and task for all NFE providers in the new South Africa.

7.2.3.2 'What are the entrance requirements for the programme?'

The present investigation shows that selection and entry level requirements have not been established for most non-formal courses. The learners found themselves dealing with course content for which they were educationally

unprepared and really could not cope with. Hence there was a high drop-out rate at many NFE institutions.

There were very few NFE agencies that required minimum entrance standards of education, for example, a minimum literacy, minimum formal or school education, minimum skills, etc.

One NFE institution - Midlands Community College - states that for the three month courses, the applicant:

- (a) Must have achieved at least Std. 8 (but preferably Senior Certificate or Std. 10);
- (b) Must be proficient in spoken and written English;
- (c) Must be between 17 and 25 years of age; and
- (d) Must undergo and pass a suitability assessment before admission to the course.

Adult education centres required that the student should have passed the previous standard or class in order to be admitted into the following standard. Non-formal education courses such as computer Courses had a minimum requirement of Std. 8 or higher.

7.2.3.3 'How is the target group reached and participants recruited?'

The majority of respondents (94%) agreed that there was a lack of information about existing NFE facilities. The NFE agencies and institutions had failed in the past, to advertise themselves and their services well, as well as to reach their target groups and recruit the participants. This was one of the barriers to participation.

The word of mouth was often the source of information. *Learn with Echo*, a supplement to *Witness Echo*, was the main source of information through which Adult Education centres and a few NFE centres were advertised. *Learn with Echo* is a joint *Echo*, Centre for Adult Education, Tembaletu Community Education Centre project.

The NFE institutions like Midlands Community College, Baynesfield Training Centre, Association for Training and Resources in Early Education; Umgeni Valley Project; Midlands Arts and Crafts Society. Africa Enterprise and others produce, distribute and circulate newsletters, pamphlets, course programmes, workshop programmes, and time-tables. They also post these to existing education institutions such as schools, technikons, colleges and universities.

Very few NFE providers disseminate information and advertise their services and agencies through electronic media like radio and television. The radio is a very

powerful information medium among Blacks, therefore NFE providers should make use of it in order to increase NFE participation by Black people.

7.2.3.4 'How much interest is there among those eligible?'

All the participants stated that there was considerable interest for their NFE courses or programmes among those eligible, that is, their target groups.

Interest for attending NFE classes was remarkable if one considers all the physical financial and social barriers to the participation, the marginal provision of many of the non-formal education initiatives, and poor recruiting mechanisms.

7.2.3.5 'What percentage of your trainees are African/Indian/Coloured/White?'

All centres that were used in this study had only African teachers and learners. There were many factors that created such a situation. One of them was the school education system.

in Pietermaritzburg, besides the lack of facilities in Black schools, overcrowded classrooms, under-qualified and unqualified teachers and shortage or absence of books and materials, there was a shortage of schools for Blacks, and many

Black children in the region had never attended school. Unemployment was, and is severe among Black youth and women.

The harsh reality was that at least 50% of economically active Black population in KwaZulu-Natal were unemployed because they were among other reasons, unskilled. Those who would find work would need to be highly skilled and computer literate.

In this context the need for skill training of Blacks in great numbers was necessary. Black teachers were always willing to participate in helping as part-time teachers and trainers at non-formal education institutions.

7.2.3.6 'What percentage (approximately) of your trainees are male?'

Data show that there were few male learners and trainees in most NFE agencies. The overall average percentage of male learners and trainees given by the respondents was 36%. Only industry-based NFE centres had bigger numbers of male students.

7.2.3.7 'What percentage of your trainees are female?'

Data show that in most NFE centres, female learners and trainees were much more than male learners and trainees, with the exception of a few industry-based

centres, which had either all male learners or male learners in greater numbers than female learners. In most instances, centres had only female learners. The overall percentage of female learners was 64%.

7.2.4 Instructors

7.2.4.1 'How many instructors are there on your staff?'

The number of instructors or teachers on the staff varied from 1-26. There were very few institutions that had more than 15 members on the staff. Most NFE agencies or institutions had employed fewer full-time teachers and trainers, than part-time teachers and trainers. The parastatal organizations and state departments had a larger number of teachers than do non-governmental organizations.

(a) 'How many men?'

The number and gender of teachers and trainers were controlled and influenced by gender stereotypes and by the type of NFE institutions and NFE courses. For example, a variety of courses offered by the corporate sector, business education and commercial correspondence colleges, were male-dominated, while courses related to health, Adult Basic Education and Literacy were female dominated.

(b) *'How many women?'*

The present research shows that gender inequalities of a serious kind existed in the staff establishments of NFE institutions. It is also clear from this study as well as from literature that in the academic area, women are in the majority only in junior ranks. Very few women reach the higher academic ranks or higher administrative ranks in post-secondary education institutions.

Most teachers were female in NFE institutions that offered courses such as Adult literacy, adult basic education etc. Very few female teachers taught at correspondence colleges, technikons and universities that offered NFE programmes or courses.

The nature of NFE courses or programmes influenced the gender of teachers in one way or the other, e.g. courses like sewing, garment making, baking, cookery, etc.

7.2.4.2 'Are all instructors members of your staff' (Yes or No)

It was stated earlier that most NFE agencies have very few full-time teachers and trainers, but many who were part-time and fully employed mostly in school education system.

All the respondents stated that it was difficult to have full-time teachers and trainers because of many problems such as: financial constraints; lack of or shortage of professionally trained adult educators; shortage of professionally trained teachers in general; meagre wages or salaries paid to teachers and trainers, by many NFE providers; lack of employment benefits, for example, medical aid, housing subsidy schemes etc., that can attract teachers; and uncertainty and fear of discontinuation or closure of courses.

Most teachers and trainers involved in NFE programmes came from formal or school education systems and worked as part-time teachers at NFE centres, mostly during the evening, after school. In fact, in recent years, there has been a rapid increase in the number of people who teach adults on a part-time basis.

Many school teachers, librarians, group workers, health educators, personnel directors, labour union officials, and others have been drawn into non-formal education activities.

Staff training and mobilisation are crucial to the success of NFE programmes. Well-trained teachers and skilled trainers can be recruited from formal education systems; rural developers and the communities. These people are usually paid for their services, but volunteers can also be attracted.

7.2.4.3 'What qualifications do they have?'

The quality of teachers on NFE programme is probably one of the most important factors in the success or failure of NFE programmes or courses.

Teachers of adults do not only need professional qualifications for teaching adults, but they also need particular qualities. In short, qualities of teachers are not only about formal qualifications but also about personality and appropriate attitudes toward adult learning.

Cole (in Brown & Tomori 1979:107) summarizes the desirable qualities which seem to be suggested by various studies of teacher behaviour. According to Cole a successful teacher of adults:

- (a) Understands and takes into account the motivational and participation patterns of adult learners.
- (b) Understands and provides for the needs of adults in learning.
- (c) Is versed in the theory and experienced in the practice of adult education.
- (d) Knows the community and its needs.
- (e) Knows how to use the various methods and techniques of institutions.

- (f) Possesses communication skills, including listening.
- (g) Knows where to locate and how to use educational materials.
- (h) Has an open mind and provides an atmosphere that allows adults to pursue their needs and interests.
- (i) Continues his own education.
- (j) Is able to appraise and evaluate programmes.

In short, research results and well-considered advice encourage the adult educator to behave in a way which will lead adult learners to participate in the identification of learning needs and in the planning of adult learning activities and to be totally involved in the learning process.

It was stated earlier that teachers and trainers of adults had qualifications for teaching at schools or formal education systems namely PTD, STD, B.Paed. Such teachers were employed to teach at NFE centres. There were also teachers who had undergone short(time) courses which enable them to teach at NFE centres. There were no teachers who had been properly trained to teach adults as adult educators with proper certificates, diplomas or degrees.

Calling adult education, "a come-and-go profession" Hartman (1984:16) observed that most practising adult educators were largely untrained for the field in which they were working.

7.2.4.4 'Do your instructors have qualifications for the work they do? If 'yes', what are these'

Teachers at adult education centres had PTC, PTD, STD, HED diplomas and B.Paed degrees that were relevant to teaching school subjects to your students or pupils. Some NFE teachers had short initial training of one or two weeks offered by NFE agencies. These short training courses or qualifications were relevant to NFE courses taught, but they were inadequate for teachers to be adult educators. In most cases these training courses had no accreditation.

7.2.4.5 'How often do your instructors participate in INSET programmes?'

Almost all the participants stated that their instructors or teachers had never attended In-service training courses or programmes as there were no INSET courses available or known to them.

The South African Committee for Higher Education (SACHED - Durban) provides educational programmes and resources to educators of adults in non-formal education. The Urban Foundation provided and conducted workshops on various

topics that can help adult educators or teachers involved in adult education. However, very few teachers from Pietermaritzburg attended such programmes and workshops due to lack of information. Even those who attended them did so without the knowledge of the officials of NFE agencies/institutions, at which they worked.

The stakeholders of NFE in South Africa need to develop INSET strategies according to the particular needs of NFE teachers and as the teachers/adult educators perceive these needs.

The importance of INSET in education can never be underestimated. According to Mkhize (1989:37) INSET has the following benefits which make it essential and necessary for all teachers or educators to have attended some form of INSET.

- (a) To update skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge.
- (b) To keep abreast of societal demands. Our society is continually changing. This has presented the teacher with a need to understand and interpret, the new demands society is placing on all its institutions and on the school in particular.
- (c) To become acquainted with research on the instructional process and on new methods of teaching. Like other professionals, teachers or educators

generally have good intentions of keeping up with the advances that are being made in their field.

- (d) To become acquainted with the advances in instructional materials and equipment. Educational TV, computer-assisted instruction and other methods are a few of the many innovations that have potential for improving the quality of classroom instruction.

The educators of adults in Pietermaritzburg, like in the rest of South Africa, need INSET courses in order to benefit from it as stated above.

7.2.4.6 'What plans are there for in-service education activities to update the instructors?'

A large majority of the respondents had no plans in the near future for INSET activities to update instructors or teachers and trainers. A few (34%) showed interest and plans for the development of INSET courses within their centres. They also highlighted the urgent need for the provision of INSET courses at local, provincial and national levels.

Tembaletu Community Education Centre and the Centre for Adult Education organized and carried out INSET courses in 1993 for local Pietermaritzburg teachers of literacy. They held a series of workshops at Tembaletu. These

workshops were spread over a period between February 1993 to November 1993. Courses of value to literacy teachers in the region, were offered.

According to the Centre of Adult Education (University of Natal-Pietermaritzburg) and Tembaletu Community Education Centre Project organizers, the main objectives of the INSET programme were:

- (a) to find out about the needs of literacy teachers in the area;
- (b) to try to address those needs in workshops;
- (c) to show teachers different ways of teaching;
- (d) to inform literacy teachers about resources available; and
- (e) to establish communication among literacy teachers so that they can share ideas information and materials.

Part-time NFE teachers or instructors play, and will continue to play an important role in the NFE scene in South Africa. Many of them, though highly motivated, have little or no previous training or experience in training adults.

To help all these teachers throughout the country to acquire the necessary educational knowledge and skills, the Department of Education and NFE providers have to develop an in-service training system for adult educators.

In developing such an INSET system or courses the basic principles and ideas which must determine the decisions on aims, methods and materials should include:

- (a) participation of the teachers involved from the developmental stage of the course curriculum so that their needs will in fact be met;
- (b) observation of adult courses and interviews with adult learners identifying objectively training shortcomings of adult educators;
- (c) consideration of part-time teachers' educational backgrounds and avoiding overstressing them by a too academic and highly abstract curriculum; and
- (d) respect for part-time teachers' limited availability of time.

7.2.4.7 'What problems are experienced with INSET?'

The major problem was that there were no INSET courses organized for tutors or trainers of adults. Concerning the workshops organized by SACHED (Durban) and the Urban Foundation, the respondents agreed that there were problems encountered by teachers and trainers, namely, financial problems as they had to travel from Pietermaritzburg to Durban to attend such workshops. They also mentioned the fact that these workshops were conducted during working hours

which made it very difficult, if not impossible, for teachers and trainers to attend such workshops.

They stated that such workshops were of a general nature and did not address specific or individual needs and problems of individual teachers of subject matter.

The respondents claimed that the workshops and seminars organized and conducted by the Centre for Adult Education University of Natal, Pietermaritzburg were very informative and useful to the teachers of adults. Unfortunately they were conducted during working hours which resulted in poor attendance.

In conclusion the education Department(s) and NFE agencies have a task to educate both young and old people of our country. To do so successfully, education institutions need well-qualified teachers and trainers, administrators and support personnel. No employee will remain properly qualified in the face of accelerating change without some form of on-going education and training. This is the impetus behind the recent emphasis of INSET and staff development programmes.

7.2.5 Class organization

7.2.5.1 'When is the instruction or training offered?'

In many companies NFE was offered during work time as mentioned earlier in Chapter Six. The workers had to give up tea and parts of lunch breaks in order to make up time for NFE programmes learning. This had its problems, but it succeeded in some companies.

in other companies, NFE programmes or courses were offered after work and this had many problems (see Chapter Six). In many companies it failed dismally.

In most cases literacy and numeracy programmes, adult basic education courses, adult education courses and coaching lessons took place in the afternoons, evenings, and Saturdays. The skills-training programmes were offered during the day to full-time students, i.e. from morning till afternoon from Monday to Friday.

7.2.5.2 'Where is the instruction/training offered?'

The companies that had in-house training offered instruction or training to their workers in the halls or in any type of accommodation within the company premises.

Many NFE agencies or institutions and NGO's have separate classrooms where instruction and training are placed under the supervision of the appointed officials. In most instances the instruction and training took place in a formal way as in schools or in traditional education systems. There were few NFE institutions that carried out instruction and training in informal ways.

The instruction on literacy and numeracy, adult basic education and adult education, usually took place in the classrooms at schools, which were used during the day by pupils. The teachers from the school education system were used to offer instruction during the evening to adult learners.

The NGO's that provided literacy and numeracy, adult basic education and adult education used their own tutors and/or part-time teachers from school education systems.

The agricultural courses like broiler and egg production, vegetable production, tractor repairmen, tractor operators, tractor and machinery maintenance, induna training etc. were carried out in the farming situation wherever possible. The training was practical rather than theoretical. It should be pointed out at this juncture that the agricultural NFE courses were offered mostly by Zulu speaking agricultural instructors. Instruction was offered in Zulu and/or English as necessary.

7.2.5.3 'What is the duration of the programme of instruction or training offered?' (e.g. 3 months, 6 months, 1 year, etc.)

The course duration depended on the type and nature of the course(s) offered. Some courses were divided into certain numbers of modules and each module lasted a certain period of time, for example, one week or two weeks. The trainees had to complete full courses of certain numbers of modules, stipulated for particular courses.

The following agricultural courses were divided into modules: the broiler and egg production course was divided into three modules, each taking two weeks, which amounted to six weeks duration. The vegetable production course was divided into three modules of one week per month, plus a fourth module of two weeks in the final month. The dry land crop production course was divided into four modules each lasting two weeks. Most agricultural courses had three to four modules, with the exception of tractor repairman course, which was divided into five modules and the trainees had to complete the full course of five modules.

Most community courses such as Public Relations for businesses, Basic Manual bookkeeping, computer literacy, etc. were divided into three modules, each lasting one week. Home skills courses, such as basic cooking, basic training for domestic workers, sewing, child caring skills for domestic workers, etc. were of six weeks duration.

Some NFE institutions offered three months residential courses. These courses were mostly attended by young and unmarried students. Favourite three months residential courses were pre-school child minder's course, dressmaking; cooking and catering; office reception; typing and computers; agricultural courses.

There were also three months, six months and one year non-residential courses offered by NFE centres, for example in painting, carpentry, plumbing, bricklaying, welding, garment making, electrical courses, etc.

It emerged from this study that a large majority of adult learners liked or preferred NFE courses of shorter duration to the ones of longer duration.

7.2.5.4 'What is the average duration of each training or instruction session?' (e.g. 30 mins; 1 hr; 2 hrs; etc.)

The majority of theoretical training or instruction sessions ranged between 30 to 45 minutes. The average duration of practical training sessions was between one hour and two hours depending on the type and nature of the NFE programme as well as the situation in which the training was carried out.

According to some writers like Knox (1977:446), Gelpi (1985:173) and Squires (1987:177) older adults especially, learn most effectively when they set their own

pace, when they take a break periodically, and when the distribution of learning episodes is fitted to the content. This is why the average duration of each training or instruction session was between 30 minutes and 45 minutes for most of NFE institutions. In short older learners should not be kept at a task too long.

7.2.5.5 'Is instruction/training given to individuals or to groups or both?'

Responses show that instruction or training was offered mostly to groups, although it was necessary to assist individual learners or trainees when they had problems with certain aspects of their courses.

The individual instruction was, usually offered to students doing certain NFE programmes such as literacy, induna training, etc. The practical NFE courses were mostly offered to individual learners or trainees, for example, tractor operator course, tractor repairmen course, etc. Although these courses could be offered to groups, for effective and efficient learning and training each individual had to receive the tutor's or trainer's personal attention. In order to master the recently learnt skill the trainee had to practise it under the supervision or observation of the instructor or trainer.

7.2.5.6 'If instruction is offered to groups, what size groups do you work with?'

The sizes of groups varies depending on the number of students enrolled for that particular course. These numbers varied also according to the interest and need amongst the students. The particular course varied from group to group.

The size of groups were also influenced by the type and nature of the course, as well as the accommodation available at that particular NFE centre.

Adult basic education, and adult education courses usually had very big numbers ranging from 25-40 in one classroom or 30-100 per standard, mostly in Std. 8 and Std. 10. The other forms of NFE had group sizes varying from 5-60 students.

7.2.6 Physical resources

7.2.6.1 'What physical facilities are required for the course?' (e.g. buildings, equipments etc.)

All NFE courses required buildings, that is classrooms, laboratories, libraries, offices, etc. to accommodate both learners and teachers or trainees and trainers.

The administrators, officials and principals required offices.

NFE courses, like school subjects need equipment in order to be taught effectively and efficiently. The respondents agreed that they required all

necessary equipment relevant to the courses they offered or provided for the learners and trainees. Some respondents required computers for computer literacy, typing machines for typing courses, tractors for tractor repairman courses and tractor operators's courses, desks and chairs, sewing machines for sewing and garment or dressmaking, garden implements for agricultural courses, firearms for security guard training courses, welding equipment for welding courses as well as the equipment for all practical courses, e.g. bricklaying, carpentry, painting, plumbing, and electrical courses.

7.2.6.2 'What materials (for teaching and learning) are required?'

The participants in this study gave a variety of materials that were required at their centres. The following were some of the materials mentioned. Stationery, overhead projectors, cooking and baking ingredients and utensils for homes skills courses, materials for child-caring skills, computer courses, welding and metalwork courses, arts and crafts, etc.

The list of materials varied according to the type and nature of the course offered by each particular NFE institution.

7.2.6.3 Adequacy of physical facilities, materials and equipment

7.2.6.3.1 'To what extent are physical facilities available at the centre adequate?'

The state departments and parastatal organizations had sufficient physical facilities. For instance the schools under former Department of Education and Training that offered adult education had well-built classrooms, libraries and some even had good laboratories.

The few big and well-established NGO's had sufficient physical facilities. However, the majority of NFE agencies or small NGO's had insufficient physical facilities due to financial constraints.

Most industry-based NFE providers were similar to the state departments in having sufficient physical facilities. Unfortunately the industry-based providers of NFE programmes or courses did not provide big buildings or large accommodation for such courses, therefore, they could not have large intakes of workers doing NFE courses, like state schools.

It was noted earlier on that some students explained that there was a shortage of equipment and materials and that at some NFE centres students were required to buy their own equipment and materials or share limited equipment and materials provided by the centre (see Chapter Five)

7.2.6.3.2 'To what extent are materials, e.g. stationery, available at this centre adequate?'

The sufficiency of physical facilities goes together with the adequacy of materials. The responses show that materials were adequate at some centres and not adequate at others. The institutions that had sufficient physical facilities also had sufficient materials, and the opposite is also true.

7.2.6.3.3 'To what extent are equipment, e.g. machines, available at this centre adequate?'

The respondents from different NFE institutions gave lists of different equipment they had at each centre. The following were some of the equipment available at NFE centres: tractors, typing machines, computers, stoves for baking and cooking courses, sewing machines, garden tools, welding equipment, dairy equipment, chainsaws, brushes for painting courses, science equipment, duplicators, photocopy machines.

7.2.6.4 'Do other organizations have access to your resources/facilities?'

A large number of respondents stated that other organizations had no access to their resources or facilities, and they themselves did not have access to the resources, or facilities of other organizations.

It was stated earlier that a few organizations had formed partnerships with other local organizations, as in the case of Tembaletu Community Education Centre with other organizations. The organizations that were in partnership with Tembaletu shared their resources and facilities. In fact they shared even the physical facilities of Tembaletu as they were housed at Tembaletu Community Education Centre's buildings (1992-1995)

There were also a few organizations that shared physical facilities and equipment on a very small scale. This happened either intentionally or unintentionally.

There was hope among the participants that the two forums, namely The Forum of Adult and Continuing Education - Natal, and The Pietermaritzburg and Natal Midlands Community Education Forum would facilitate the notion and culture of sharing physical facilities and materials or resources amongst the NFE providers or organizations.

According to Coombs and Ahmed (1973:74) the absence of organic linkages (networking) running in three directions: with other non-formal education programmes, with formal and informal education, and with non-educational development activities and needs in the same area, is a great problem or obstacle in the development of NFE.

There are heavy wastes involved when NFE programmes fail to exploit opportunities to share facilities, staff and to consolidate their effort in other respects when this would clearly enhance their collective effectiveness.

7.2.6.5 'Do you make (good) use of resources or facilities of other organizations?'

It was noted that the majority of respondents did not make good use of resources or facilities of other organizations due to the fact that there was no networking and sharing of resources among organizations in the Pietermaritzburg region, with the exception of a few organizations that shared their resources.

7.2.7 Assessment and recognition

7.2.7.1 'How is the proficiency of the learner measured at the end of the course?'

It was common practice for almost all NFE institutions to use tests and examinations to measure the proficiency of the learner at the end of the course.

Oral testing and short written tests were used to measure the proficiency of the learners at the end of the literacy and numeracy courses. Written examinations were used to measure proficiency of the learners at the end of adult basic education, adult education, and many other forms of NFE programmes and courses. Practical tests were used to test the proficiency of the trainees at the

end of practical NFE programmes of courses, e.g. tractor repairman courses, learners licence, broiler and egg production course, vegetable production course, basic cooking and baking courses, and courses in bricklaying, plumbing, carpentry, welding and metalwork, etc.

Some NFE courses had both written tests and examinations, and practical tests as means of evaluation of students' proficiency at the end of the courses.

7.2.7.2 'What kinds of recognition and awards are given (e.g. certificates, salary, etc.)?'

Almost all NFE institutions gave certificates as awards to adult learners on completion of NFE programmes. These were either the certificates after passing the course or certificates for attendance. Very few NFE agencies, especially those within the factories or industries, provide salary increases as part of the recognition or awards to worker-learners after completion of NFE programmes.

The South African Certification Council Act SASCERT (No. 85 of 1986) has to provide for control over the norms and standards of subject matter and examination, and for issuing certificates. It has to do this at different points of exit, for example, school technical education and non-formal education. However, SASCERT only started to exercise its function in 1992.

There is little worthwhile certification and accreditation of NFE courses except by education departments, certain correspondence colleges and certain industries. There are very few nationally recognized NFE certificates because of the lack of set standards and accreditation for non-formal education. There are no national standards on which to base certification. As a result there are many suspect certificates offered by various NFE institutions or centres.

There are certain types of NFE programmes that currently have no nationally recognized certification for example, literacy and adult basic education. Only attendance certificates are issued to literacy and ABE learners.

However, recently there was a breakthrough when the Independent Examination Board (IEB) developed a set of pilot examinations for ABE level three, which is roughly equivalent to Std. 5. These examinations were piloted in a number of literacy classes during August 1994.

It is hoped that the IEB, examinations will have links with the school system which means that ABE learners could write Level Three examinations (equal to Std. 5) and then proceed to High School or Secondary School if they so wish.

The Independent Examination Board also planned to introduce an Adult Basic Education Level Four examination which will equate with Std. 7 School Leaving Certificate.

Recognition and awards given to students on completion of NFE programmes could be in many forms, e.g. certificates of attendance, certificates of completion, expanded job opportunities, potential for salary increases, potential for promotion, potential for social mobility etc.

7.2.8 Finance

7.2.8.1 'What percentage of financial requirements for your programme comes from your organization?'

It was discovered that industry-based NFE, e.g. literacy and numeracy, adult basic education, skills training, etc., were funded by the individual companies involved. Many NFE agencies or organizations did not provide funding for the tuition of adult learners. The exceptions were a very few organizations that assisted very poor students with finance. Many NFE providers complained about the shortage of funds.

7.2.8.2 'What percentage of financial requirements for your programme comes from government?'

The present study shows that state NFE programmes were funded by the state from the state budget. The state provided and paid for material, equipment and teachers.

The Independent Development Trust (IDT) for example, was established with funds from the state in order to fund such programmes. However, the state or parastatal departments or NFE providers did not finance individual students.

However, there were many problems pertaining to government funds. Some of them were:

- (a) The government funds were not easily accessible. Many NGO's NFE agencies and individual persons found no access to such funds.
- (b) Government funds were not easily available due to red tape of the apartheid regime.
- (c) Many NGO's, NFE agencies and individual persons had no knowledge of such funds.
- (d) There were stigmas attached to such funds, therefore, people were very sceptical about such funds.

There were very few NFE institutions and agencies that received government or state funds due to the above reasons.

7.2.2.8.3 'What percentage of financial requirements for your programme comes from non-governmental organizations? And what are their names?'

It was stated earlier that since 1990 international funding agencies which had previously not funded projects in South Africa began to reassess their policies.

Funders like the World Bank, the International Monetary Fund, the United States Agency for International Development (USAID) had made their facilities available, opened offices in South Africa, and are very actively involved at many levels.

The respondents pointed out that they also received financial assistance from other local and international NGO's or agencies that wanted to remain anonymous. They could not disclose their names to the writer.

7.2.8.4 'What percentage of financial requirements for your programme comes from International organizations and what are their names?'

It was discovered that very few NFE agencies were being helped by international funding agencies such as the World Bank, the International Monetary Fund, United Nations Agencies and others.

It was also revealed that most members of NGO's were ignorant about the workings of the large international funding agencies. The present writer has identified the need to educate and inform NGO members about funding agencies.

The recent revelations, received from International funders, of misappropriation of funds by South Africans in management positions of South African NGO's has jeopardized and dampened the interest of international funders to donate or provide financial assistance.

7.2.8.5 'Is there any financial involvement for the learners or trainees in this programme?'

It was clear from the results of this study that almost 90% of the tuition fee was paid by the participating students, i.e. learners and trainees. The funds received by NFE institutions in the form of subsidies, loans, donations and sponsorship only helped with the provision of physical facilities and materials. In some cases,

the learners and trainees had to pay for or buy materials and equipment such as sewing machines, typing machines, etc.

All participants responded positively to this issue and stated that the onus for the payment of learning fees was on the learners and trainees. They suggested that the state, private sector and industries that provide NFE should pay for the students' tuition fees.

7.2.8.6 '(If 'yes' to 7.2.8.5) what cost are participants expected to pay for?'

It has been stated that tuition fees were paid by learners and trainees. The amount paid by the students depended on the amount due for each type of NFE course. The tuition fees ranged from R10.00 to R2 500.00 per course. The students had to pay the full amount required for each course.

The following courses and fees are a sample of what students had to pay towards tuition. The art and crafts workshops: drawing - R80.00; painting - R80.00; silk screen painting - R120.00; children's paper fantasy - R12.00; and creative oil painting - R15.00. Agricultural courses were: tractor repairmen - R550.00; tractor operators' course - R99.00; tractor and machinery maintenance course - R88.00; chainsaw operators's course - R198.00. The domestic courses were basic cooking, basic training for domestic workers, intermediate cooking

course, costing R198.00 per course. The courses that involved high intellectual acumen and technical skills cost 'a fortune' ranging between ± R1 000.00 and ± R2 000.00.

7.2.8.6.1 'Material costs?'

The majority of the participants maintained that NFE centres provided materials for teaching and learning while some students had indicated that they were sometimes asked to buy their own materials because of the shortages of material at some NFE centres (see Chapter Five).

7.2.8.6.2 'Other costs?'

It was stated earlier in this chapter that there were residential courses that were offered by some NFE institutions. The students had to pay for boarding and lodging. The fees were usually high for such courses.

The students who studied courses that were divided into modules had to seek accommodation at the centres. They had to pay extra for accommodation for example, R22.00 per night for domestic and agricultural courses at Midlands Community College.

The students who attended workshops on NFE had to pay transport fares and also pay for the 'eats' (tea and lunch). Their NFE institutions or agencies did not pay for or subsidize students, with the exception of very few institutions (5%) that paid for their students when they (students) had attended such workshops.

There were books and pamphlets that were sold at the workshops and seminars on NFE. The students and tutors who were interested in such books and pamphlets usually bought them with their own money and were not reimbursed by their NFE institutions. Yet they used the information for the improvement and the good/benefit of their institutions.

The non-residential learners and trainees had to pay for lunch and tea. The payment varied according to the type of food provided by the centre. This payment ranged between R7.50 and R15.00 per person per day.

The non-residential students had to pay for weekend accommodation when they had to attend weekend courses. This payment ranged between R15.00 and R25.00 per person per weekend.

7.2.9 Programme evaluation

7.2.9.1 'How was the programme developed?'

A large majority of respondents (98%) stated that the programmes were developed by NFE institutions, management after they had investigated the

needs of the community and society of the place or country. They then formulated the aims and objectives, the curriculum, the syllabus, the subject content, means of assessment and evaluation and forms of reward on completion of the programme or course.

The respondents could not divulge the details of how each programme was developed as:

- (a) most of them were not the actual founders of NFE programmes or institution;
- (b) it would take a lot of time to do it, i.e. it would be a time-consuming exercise;
- (c) company regulations did not allow its employees to disclose such information.

The officials from state departments and other parastatal organizations or departments, could not give details of how the programmes were developed as such information was not available to them.

7.2.9.2 'How often are your programmes revised?'

The results showed that most non-formal education courses or programmes had not been revised since they were founded some years before. Very few (12%) were revised after every three or five years. Adult basic education, and adult education courses were mostly offered by departments of education. They were revised by the departments of education after three or five years as the onus was on the state education departments to revise the syllabi.

A few NGO's and industry-based agencies only revised NFE programmes and courses when the need arose.

7.2.9.3 'How is the programme evaluated?'

It is important to assess a programme's performance and determine how it might be improved or whether it is worth maintaining. Assessment or evaluation and research are important. It is essential to create ways and means to evaluate NFE programmes continuously to detect and rectify problems or flaws as quickly as possible. A good information base or system can furnish indicators to assess internal efficiency, methods, content or curriculum, follow-up activities, etc.

It was discovered that the few NFE programmes that were evaluated used different methods. Some NFE institutions/agencies used tests, rating scales,

questionnaires and other instruments to serve this purpose. Other institutions worked out some schemes of first-hand observation, some methods of collecting anecdotes, and some ways of pooling judgments. This required summarising and integrating a variety of evidence. It also required considering the degree of confidence they could place in that evidence. In short, it was the task of making the best possible judgement concerning the meaning and importance of the data.

One would ask: Why should NFE programmes be evaluated? One very clear reason is in order to judge the effectiveness of the educational programme. By knowing its strengths or weaknesses NFE planners or providers are enabled to plan more intelligently for its improvement.

Similarly, NFE providers might evaluate the progress of an individual adult learner in order to advance his progress and attain greater success. Likewise, an evaluation of NFE providers' status and progress helped them to improve that status and to make further progress. By analysing their experience, resources and programmes NFE providers and planners help to clarify them and to bring the providers' efforts more directly in line with their purposes. In other words, evaluation is a technique that can and should lead to the continuous improvement of education.

If the evaluation of a course or part of a course is done during the time it is under development, it is called formative evaluation. According to Popham (1981: 420), formative evaluation assesses merits of a course/programme in order to ameliorate its deficits. It is mainly concerned with on-going improvement of a course/programme. Results from formative tests have clear implications for decision-making..

Another type of course evaluation is summative evaluation, which according to Westmeyer (1987:161) involves two major elements namely:

- (a) determining the extent to which the curriculum meets the stated objectives,
and
- (b) determining the effectiveness of the curriculum in comparison with others that are intended to meet the same objectives..

The summative evaluation is done after a course has been put into operation and is for the purpose of determining the extent to which the course does what it was intended to do. The learners are tested at the end of the course and a percent of success for each list item is calculated. Those items for which the percent of success is low either need to be deleted from the list of expectations or else need to be worked on because they are not meeting their objectives. The majority of the respondents stated that their NFE programmes had never been evaluated and it was not in the plans of their institutions to evaluate the programmes or courses in the near future. Some respondents had no knowledge of such evaluation.

7.2.9.4 'Does your evaluation determine the following, and if 'yes', how?'**7.2.9.4.1 'The needs of the individuals are being met?'**

A large majority of those who evaluated their programmes responded positively to this issue. They stated that the methods used by their NFE institutions saw to it that the ends/needs of the individual students were met. The majority could not reveal or explain actually how they determined that the students' needs were met or satisfied.

NFE centres or institutions sometimes conduct research on the needs of local industry in planning their NFE courses, but they do not assess the needs of learners and trainees who subsequently attend these courses or programmes.

Adult learners require instruction that is directed at specific needs that are seen as potentially useful, and fit in with their own experiences.

Non-formal education provision should be based on an analysis of the education needs of learners. Brookfield (1988:30) supports this idea when he states that historically, NFE has been:

- (a) creative in meeting the needs of its clientele;
- (b) pragmatic in that most adult learners or trainees participate for some specific reason and wish to immediately apply new knowledge or skills;

- (c) voluntary, that is directly dependent upon an adult's free choice to enrol and continue in a learning experience;
- (d) pluralistic in the audiences served, in the delivery system of adult education, and in the philosophical orientations; and
- (e) dynamic, for adult education responds to change by developing innovative practices.

7.2.9.4.2 'The needs of the community are being met?'

It was easy for the majority of the participants to state that their evaluation of the current NFE programmes determined that the needs of the community were being met. However, it was difficult and sometimes impossible for them to explain how this was done.

7.2.9.4.3 'The needs of the organization are being met?'

The participants agreed that their evaluation of NFE programmes determined that the needs of the organization were being met. The organizations had aims and objectives. The programmes and courses that met the requirements of the aims and objectives of the organization had, in most cases, met the needs of the organization.

7.2.9.5 'What future do you predict for your organization's/education department's work?'

It emerged from the majority of the respondents' answers that they believed their organizations and education departments had bright futures in the provision of NFE programmes and courses due to the high demand of such courses among Black people in South Africa.

The respondents stated that NFE was equally important and as necessary as traditional or school education. They also maintained that there was a high demand for non-formal education institutions and programmes. To meet this demand the number of NFE institutions had to increase and the variety of NFE courses had to be increased in the Pietermaritzburg region as well as in the province of KwaZulu-Natal and throughout South Africa.

It should be borne in mind that even if it were possible for all children to receive full primary schooling, non-formal education would still be left the great task of following up and continuing their educational growth. This enhances the demand for the provision of NFE in South Africa.

Non-formal education programmes are necessary and important in the sense that according to Coombs and Ahmed (1973:61), they can add important learning experiences to what the schools offer; they can help with the unfinished business

of hard pressed school systems; they can pick up where schooling leaves and provide continuing education; they can meet essential learning needs and serve important clienteles beyond the reach of the schools; and they can test out significant innovations which, if successful, may then be applied to the renovation and improvement of formal education.

7.2.10 General

The remaining four questions in the Interview Schedule were similar to those in the Students' and Teachers' questionnaires. The responses to all four questions were similar to those of the students and teachers (see Chapters Five and Six). Only new responses to these questions have been given below.

7.2.10.1 'What in your opinion are the factors hindering NFE in the Pietermaritzburg region?'

The administrators, officials and principals of NFE agencies and institutions who participated in this study pointed out the following as the main obstacles facing or hindering NFE in the Pietermaritzburg region. Some of these factors overlapped with the ones given by the learners and trainees, and the teachers and trainers in the previous chapters.

(a) *Transport*

- (i) most NFE learners did not have cars, therefore they depended on unreliable and/or unsafe public transport like taxis, buses and trains.
- (ii) The taxis run along specific routes and did not operate after 19h00 in Pietermaritzburg for safety reasons.
- (iii) Most NFE learners walked long distances to attend classes and this was tiring and dangerous.

(b) *High wages*

Many NFE learners hoped that by attending NFE courses they would immediately find employment or find better employment, receive promotion in their present employment or make money in the informal sector through newly obtained skills, for example, dressmaking, etc. When this did not happen, it demotivated even the would be or prospective NFE learners. That was why most NGO's had relatively small numbers of learners.

The relatively small numbers of learners at NFE centres could be attributed also to political unrest in South Africa, particularly in the greater Pietermaritzburg area; poorly trained teachers; budgetary constraints; non-functional NFE courses, etc.

(c) *Adult learners' fears*

Adult learners' fears are likely to fall into one or more of these categories, namely:

- (i) Fear of competition, especially fear to compete with younger learners in the same class.
- (ii) Fear of being thought 'stupid' if they are slower to catch on than others.
- (iii) Fear that they will not be able to learn or acquire the skills taught.
- (iv) Fear that their background of knowledge and skills might not be enough to do what will be necessary or needed.
- (v) Fear that NFE course requirements added to home requirements and perhaps job needs will be too much/heavy to handle.
- (vi) Fear of the NFE instructor as a person in command and an authority figure; and
- (vii) Fear of disappointing the persons who motivated or encouraged them to take up NFE courses.

7.2.10.2 'What in your opinion are the factors promoting NFE in the Pietermaritzburg region?'

The administrators, officials and principals of NFE institutions agreed that the following factors encouraged adult learners and providers of NFE to continue with NFE. These factors are:

- (a) The need for training and retraining of workers in large numbers and the growing awareness, in South Africa of the relationship between levels of skills, training and productivity and economic growth.
- (b) The failure of the school system, during the apartheid era in South Africa to provide adequate initial education is one of the factors that encourage NFE in the Pietermaritzburg region.
- (c) There are quick social, political (socio-political) and economic changes that necessitate the development of informal citizenry, skilled employees, etc.
- (d) In Pietermaritzburg as well as in South Africa, there is growing awareness among large numbers of poor people who live in misery, e.g. squatter settlements or informal settlements, refugees, displaced families, far remote rural areas, that NFE is necessary and important in empowering them.

- (e) There is a dire need to redress apartheid's wrongs and inequalities, past and present discrimination against poor and marginalized people, rural people, women, disadvantaged people, etc.
- (f) There is the expectation that the new South Africa will bring about new opportunities and challenges to all its peoples/citizens. Therefore, NFE is seen as appropriate and vital in equipping people with required skills or knowledge necessary for new challenges and opportunities. Affirmative action is also seen as a redressing factor.

7.2.10.3 'What are your views in general on NFE provision in the greater Pietermaritzburg area?' and 'Give any other comments or suggestions with regard to NFE programmes or courses'

The responses of the administrators, officials and principals to these two questions were similar to those given by the learners and trainees, and teachers and trainers (see Chapters five and six).

7.3 OBSERVATION

7.3.1 Introduction

The present researcher first obtained the required permission to conduct observations and interviews at NFE institutions and agencies in the greater Pietermaritzburg region. The managers, directors, administrators and principals

of institutions were very cooperative, and some even explained to their teachers, tutors and trainers the purposes and importance of the study. They also requested the teachers, tutors, and trainers to assist the writer where necessary.

The administrators and officials provided the writer with times for NFE teaching and learning. It was decided to make observational visits during teaching and learning or training times. The visits to each NFE centre had to be arranged so that they were spread over approximately one or two weeks, depending on the size of the centre, in order to sample a good range of learning and training activities.

7.3.2 Collection of data

Data were collected by means of observations in the NFE institutions or centres, interviews and discussions with NFE officials, teachers and trainers, and the learners and trainees themselves.

Table 7.1 gives an indication of the amount of data collected from the various sources.

Table 7.1 Sources and amounts of data collected

	Source	Number of officials, teachers, learners and trainees	Approximate number of observations & recording sessions per official, teacher, learner or trainee	Approximate time per session in minutes	Total observations and recording time in hours
1	Observations at NFE centres recorded in field notes.	30 officials 80 teachers 140 learners	30 80 140	5 - 15 mins 15 - 30 mins 15 - 30 mins	8 hrs 40 hrs 70 hrs
2	Recordings of incidents at NFE centres.	12 officials 20 teachers 90 learners	12 20 90	5 - 15 mins 15 - 20 mins 15 - 20 mins	3 hrs 7 hrs 30 hrs
3.	Recordings of short interviews with officials.	16	16	10 - 20 mins	5 hrs 30 mins
4	Recordings of discussions with teachers and trainers	36	36	15 - 30 mins	18 hrs
5	Recordings of discussions and behaviours of learners and trainees.	110	110	20 - 35 mins	64 hrs
		534	534		245 hrs 30 mins

A total time of approximately 245 hours was devoted to observation and the collection of data from these different sources.

It should be stated that during the visits to NFE institutions or centres, certain general observations were made about the presentation of the subject matter; participation of learners and trainees; the physical environment; racial and gender divisions; the nature of NFE programmes or courses; the interaction between learners and teachers, and amongst learners or trainees themselves; adjustments

to the learning situation; the nature of learning activities and the sufficiency of materials and resources.

The discussions with learners and trainees included issues such as the reasons for choosing such NFE courses, their feeling about these choices; sufficiency of materials and resources; their relationships with colleagues, teachers and superiors; the nature of learning and training; the relevance of courses to their needs; and their future occupational prospects or plans.

It must be pointed out that although the questions which were posed to the learners and trainees centred around the above-mentioned issues, a uniform set of questions could not be used in these discussions.

7.3.3 Data analysis

Data from the observations echoed the results obtained from the questionnaires to the learners and trainees, the teachers and trainers, as well as the results from the interviews to officials; administrators and principals of NFE institutions and centres.

Furthermore the participant observation technique helped the writer because:

- (a) During class visits observations were made on non-verbal behaviour. The writer was able to discern on-going behaviour as it occurred and was able to make appropriate notes. A behaviour which put forward new concepts, suggestions and course of action, e.g. yawning, sleepiness, etc. to show that students were tired.
- (b) The discussion and conversations kept the writer informed about teachers' and students' problems, future plans, teacher-student relationships, and new jobs for which they had applied.
- (c) Observations assisted the writer to ascertain student's attitudes and expectations about NFE, job choices, available NFE resources, and to develop an intimate and informal relationship with officials, principals, teachers and students.

7.3.4 Some problems encountered with data collection

The writer encountered the following problems, namely:

- (a) There were some workers or employees who believed or thought the writer was a trade union representative and that he was going to 'improve things' at the firm or workplace.

- (b) There were some employers or officials at workplaces who feared that the writer would 'pass on information' to the workers' trade unions.
- (c) It was also difficult to conduct observations at some workplaces because some officials were sceptical and had a negative attitude towards the writer as they regarded him as an intruder.
- (d) It was difficult to conduct observations at some NFE centres as it was the firm's policy not to allow strangers or visitors on the floor.
- (e) The writer encountered problems related to differences in political affiliations, racial difference, and different mind sets. These differences were so prominent in some cases that the writer was not allowed to make observations at certain centres that were very 'White'.

7.3.5 Concluding note

It was noted that there were repetitions and overlapping of responses given by both learners and trainees and teachers and trainers.

CHAPTER EIGHT

SUMMARY, CONCLUSIONS AND A PROVISION MODEL

8.1 INTRODUCTION

During the last ten years there has been an accelerated development of science and technology in most countries including South Africa. This development has created material and social conditions for the development of NFE, for broadening its forms and content, for a selective choice of contents, and for the flexible formation of curricula, facilitating adaptation of the educational programmes to changing conditions.

NFE appears as an important factor in the development of society and the individual. It offers possibilities for acquiring qualifications and skills, for re-qualifying, and for educating people to participate in the social and political life of a country, e.g. South Africa. Summary, conclusions and a provision model follow.

8.2 SUMMARY

8.2.1 Summary of issues relating to the problem investigated, the literature review, the research design and fieldwork

It has been noted earlier in this study that numerous conferences, forums, public addresses, press reports, media reports, newsletter articles, and research studies have in recent years, highlighted the alarming facts about the numbers of unemployed Black people. This is due to economic conditions such as recessions, sanctions and depreciation of the rand in South Africa. High school drop-out rates and the acute shortage of skilled workers are other causes. The provision of NFE is therefore crucial to solve some of these problems, not only in the Pietermaritzburg region, but throughout South Africa.

The present study reviewed the provision of NFE in selected overseas and African countries such as the United Kingdom, United States of America, Sweden, Norway, Iceland, Belgium, Cuba, Indonesia, Sri Lanka, Kenya, Tanzania, Botswana, Morocco and Malawi.

The similarities and differences between South African and first world non-formal education and training provisions were also considered.

The present investigation entailed collecting data from the learners and trainees, teachers and trainers, administrators, officials and principals involved in the

provision of NFE in the Pietermaritzburg region. Data were collected through questionnaires, interviews and observation.

The writer used two different questionnaires, one applied to learners and trainees currently engaged in NFE programmes or courses, and one to teachers and trainers currently teaching and training learners and trainees at NFE institutions and centres. In addition, the writer conducted interviews with selected NFE institutions and centres (see Chapters Five, Six and Seven).

8.2.2 Summary of findings

The writer wishes to state that on the basis of the review of literature, analyses of responses to questionnaires and interviews, observations and personal observations and personal visits to some NFE centres and institutions in the Pietermaritzburg region, the following findings emerged.

8.2.2.1 Biographical features

The study revealed that the number of female participants was significantly greater than males in both groups, that is, amongst both students and teachers. Conversely, the number of male participants was greater than females in management, that is, administrators, officials and principals.

Non-formal education students and teachers were relatively young as 72% and 70% of the participants were in the age ranges of 21-29 years and 30-49 years respectively. It was also noted that the majority (84%) of students were unmarried.

Analyses of samples also revealed that most adult educators or teachers and all trainers were not qualified as adult educators, while 22% of the teachers had no professional qualifications. The majority of teachers were part-time teachers and 78% had qualified as teachers of children in the formal school system.

Academically, a large number of teachers and trainers (46%) had Senior Certificate (Std. 10), 31% had undergraduate degree courses and 11% had junior degrees. No-one had postgraduate degrees.

The following facts also emerged under biographical findings, namely:

- (a) There are regional differences, including population density, differences in the extent of interest in adult learning.
- (b) The participation of Black men and women in part-time adult education or NFE appeared to have decreased during the years when violence was rife before South Africa's elections.

- (c) Drop-out rates from adult education or NFE courses were especially high for Black males and for adults with low educational attainment.
- (d) Educationally and economically deprived adults were especially interested in job-related learning.
- (e) Data on learning interests support traditional male-female roles or stereotypes, for example, males were more interested in predominantly male-dominated jobs, and the *vice versa* is true.

Non-formal education programmes and courses were meant to redress inequalities created by apartheid, racial discrimination, and gender stereotyping. It would be very difficult to create and sustain or maintain equal opportunities when there are so many NFE centres and institutions that have gender stereotyped management, staff-in-charge, and stereotyped NFE courses and programmes.

8.2.2.2 Evaluation of resources

8.2.2.2.1 Motivation for studying NFE programmes or courses

It was evident from the present research that motivation for participation in non-formal education and training or learning activities was, and is, usually due to perceptions of extrinsic rewards such as finding employment, finding better employment, receiving promotion in their present employment or making money

in the informal sector through newly acquired skills (see Chapter Seven). Data show that the majority of adult learners and trainees involved in this study were highly motivated.

8.2.2.2.2 Non-formal education courses/programmes

According to the responses of the participants and the analysed results, NFE courses that were very popular were those of short duration, and those that enabled the learners to easily establish or start small businesses after completion.

8.2.2.2.3 Relevance of NFE courses to the students' needs

Non-formal education and training providers usually conducted surveys on the needs of local industries in planning their courses, but did not really assess the needs of learners and trainees who were to attend and therefore, in many instances, little course provision was based on analysis of the education and training needs of learners and trainees (see Chapter Seven).

It is however, very encouraging to note that many respondents thought most NFE courses and programmes were relevant to the needs of the students. One can argue that it is well known that most people are unemployed and the moment you

offer them training for any job, they grasp such an opportunity regardless of whether such training will meet their needs or not.

The present study, like previous researches, revealed that the basic education needs of workers in commercial agriculture were totally neglected. Farm workers had been completely excluded from both formal and non-formal education processes. There were very few literacy and numeracy programmes or courses offered after working hours. Many other forms of NFE did not exist.

8.2.2.2.4 Positive influence of NFE courses on employment and promotion opportunities

The research results show that NFE programmes and courses had a positive influence on both employment and promotion opportunities. It is a well-known fact that employers need highly skilled workers for good production and economic prosperity.

The term 'affirmative action' has become one of the buzzwords in South Africa's transition from apartheid to democracy. South African companies or firms that want to move quickly to implement affirmative action programmes to avoid having these imposed on them by the new government, that is, Government of National Unity (GNU), will welcome NFE as a facilitator.

Business should be supportive of NFE programmes in this country, and companies or firms should realise that such programmes make economic sense for them also.

The present writer's general observation was that despite much talk about the need for affirmative action in South African companies, firms and industries spurred on by the collapse of statutory apartheid and the establishment of democratic government, progress in implementing affirmative action has been remarkably slow.

Negative reactions to NFE came from some managers. For example, line management was least committed to such programmes because some line managers generally did not believe Black employees had what it takes to do a good job. However, chief executives were, on average, the most committed to their companies' affirmative action and hence employment and promotion. The other problems in implementing affirmative action were resistance from White employees and inflated expectations from Black employees.

While NFE will focus on the point of entry into the workplace or position, there should be a focus on sustained development. This should be followed by an emphasis on developing pools of skilled people, motivating employees and upholding competitive values, to enable members of the workforce to perform to

the best of their ability. This will stop the contention by its opponents that affirmative action allows entry into work position but sets candidates up for later failure by not addressing the barriers placed in their career paths.

8.2.2.2.5 Need to increase the number and variety of NFE programmes or courses in the Pietermaritzburg region

It was evident from data collected that there was an urgent need to increase the number and the variety of NFE programmes and courses in the Pietermaritzburg region. There was great demand for more NFE institutions and a greater variety of NFE courses in order to alleviate the problem of duplication of services and resources.

8.2.2.2.6 Innovations at the workplace arising from the NFE study

The data show that all the participants who are employed, responded very positively about innovations at the workplace arising from NFE programmes. However, it was noted that the majority of students were not employed, and therefore were unable to apply and implement the innovative skills they had gained from NFE programmes.

8.2.2.2.7 Sufficiency of NFE institutions in the region

At the time of writing, levels of non-formal education and training were inadequate in the Pietermaritzburg region. The current kinds of NFE provision, mostly by non-governmental and community-based organizations, were localized and isolated. The non-governmental organizations' infrastructure did not lend itself easily to coping with large-scale non-formal education and training. They were also vulnerable regarding their funding sources and local political and socio-economic climates.

The participants' responses to the issue of sufficiency of NFE institutions in the region were the following: 12% of students and 27% of teachers stated that NFE institutions were sufficient; 3% of students and 0% of teachers stated that the number of NFE institutions was fair, and 85% of students and 83% of teachers stated that NFE institutions were scarce or insufficient.

8.2.2.2.8 Need for networking amongst the providers of NFE programmes in the Pietermaritzburg region

The students and teachers in this study, agreed that there was a need for networking amongst the providers of non-formal education in the Pietermaritzburg region. They stated that cooperation across and within the various institutional

sectors such as state, industry and non-governmental organizations, had been almost nonexistent in the past.

It was also agreed that networking, that is, communication, information-sharing and an exchange of ideas among the state departments, the corporate sector and the education NGOs which have had more experience experimenting in non-formal education and training, would assist individual programmes.

8.2.2.2.9 Source of finance

It was evident that tuition fees were paid by students in many cases. In only a few cases were tuition fees paid by sponsors and/or NFE centres, private companies or state departments. Departments involved were the Department of Education, Department of Health, Pietermaritzburg Prison, Department of Manpower-Training, Department of National Health and Population Development, and others.

The funding or financial assistance from international funders has decreased considerably lately and more especially after the revelations of misappropriation of international funds by certain South African organizations' management.

8.2.2.3 Main factors that motivate Black employees and Blacks to take NFE courses

According to learners and trainees, teachers and trainers, administrators, officials and principals of NFE institutions, the main factors that motivated Black employees, and Blacks in general, to take NFE courses were the following:

- (a) The acquisition of work skills and knowledge..
- (b) Anticipated or expected promotion and status opportunities..
- (c) Academic development and socio-economic mobility..
- (d) Employment opportunities and establishment of small businesses..
- (e) Material rewards such as better salaries.

8.2.2.4 Major problems encountered by Black employees or Blacks who want to attend NFE programmes

This study has shown that there were many advantages and benefits of NFE. These benefits were hindered or undermined by many different factors or problems. One of the major obstacles emphasized by the respondents was the lack of available information.

Some non-formal education and training institutions and agencies did not make information about their programmes or educational activities available to the public. The providers of NFE programmes should advertise their activities through

different types of media in order to disseminate information to many would-be students. Other problems were elucidated in Chapters Five and Six.

8.2.2.5 Major problems facing Blacks and Black employees who are engaged in NFE programmes

The following problems or barriers emerged as the main factors that inhibited adult learning or participation in non-formal education and training.

(a) *Transport*

Transport seemed to be one of the most important factors affecting the attendance of adults at non-formal education and training centres. Many Black adults had no cars and depended on taxis, which ran along specific routes and which did not operate after 19h00 due to violence in the Pietermaritzburg region.

Some learners travelled long distances to attend classes and this is tiring and dangerous at night. Most adults complained that transport was very expensive and unreliable.

(b) *Financial problems*

Cost was cited as a major barrier to participation in NFE as most Black adults were unemployed, poor or employed but earning meagre wages. They had little money to spend on transport and to pay for NFE courses.

(c) *Political unrest and violence*

The political unrest and violence that prevailed throughout South Africa, and more especially in the Natal Midlands where Pietermaritzburg is situated, hindered the smooth running of learning processes in both the school system, and in adult education or NFE.

Non-formal education and training programmes were hard hit by violence as most of these programmes were run in the evenings. There were many dangers in being out at night.

(d) *Limited free time to attend NFE classes*

In most cases the learners or workers were usually expected to attend NFE programmes or courses in their own free time. Most Black adults work very hard during the day and when the time comes for them to attend, they are very tired. As a result they would either dodge classes, snooze during lessons, and then finally give up learning.

(e) *Humiliation*

Adults who 'return to school' are often mocked and laughed at by the youth, neighbours, colleagues and some members of the community. This contributes to the high drop-out rate of NFE students.

Most adult learners often have problems adjusting to NFE institution life, for example, university life, including learning academic procedures, revising rusty study skills, inability to concentrate, and adjusting to problems associated with unlearning.

They also had other problems such as unrealistic goals, poor self-image, socio-familial problems, and sometimes an excessive practical orientation.

(f) *Obstacles in rural areas*

Major obstacles in rural areas were:

- (i) The location of a NFE centre is often remote, far from any source of educational supply.
- (ii) The participants are often people with little or no formal education, whose deprived learning situation leads to a lack of self-confidence.

- (iii) The programme budget is almost always slim, with personnel and material resources overextended. Even if the budget is sufficient, there is little to buy in the way of relevant learning materials.
- (iv) There is a lack of visual aids in NFE centres in rural areas. It is amazing to note that in the urban areas those NFE students, who have easy access to television, radio, newspaper, magazines and periodicals, libraries and museums, and community resource centres, are also those with the most elaborate visual aids in their NFE centres, namely: videotapes, overhead projectors, films, film slides, film strips, etc.

The students in the rural areas, without ready access to media resources, often learn in NFE centres or learning situations where a rough chalkboard is the only instrument for visual reinforcement.

- (v) In many instances the staff in charge at NFE centres were out of touch with students and/or the community within which the centre was operating.

(g) ***Lack of vocational guidance to NFE students***

It has been noted in the previous chapters that the majority of NFE students were the youth. It is generally accepted that every student is entitled to career education, i.e. guidance and counselling, which play an important role

in preparation for adult life. A career does not refer only to employment (paid or unpaid), and unemployment, but is a way through life.

It is with this in mind that NFE tutors need to offer advice and guidance to their students. Adult counselling and information services should be expanded to allow for the users' limited time, unique needs, and special interests.

(h) ***Lack of child-care facilities***

The present study shows that most learners and trainees were women. Female learners, in general, find it very difficult to leave their homes and children unattended, as they do not have money to employ baby sitters who can attend to their homes and children while they are attending such courses or programmes. Places of NFE or adult learning should address this issue by providing child-care facilities within NFE centres.

(i) ***Lack of formal training for adult educators***

The lack of properly trained adult educators was due to the lack of systematic training of adult educators at graduate levels, and inadequate institutional arrangements for this training in South Africa. Postgraduate training is provided by some South African universities on a very small scale.

It is generally recognized that there is no compulsory NFE component in formal or initial teacher training at colleges of education or at universities.

(j) *Language problems*

There are many spoken and written languages in South Africa, and this makes it difficult to plan and develop the necessary course books for non-formal education and training programmes. For instance, literacy materials would need to be available in all nine African official languages, as well as English and Afrikaans. This would be an extensive and expensive undertaking.

There were other obstacles stated by learners and trainees, teachers and trainers, and officials of NFE (see Chapters Five, Six and Seven).

8.3 A PROVISION MODEL

8.3.1 The basis of the provision model

The basis for this model is important findings and conclusions emerging from this study. Also complementing the basis are implications that come to mind about future trends in the provision of non-formal education and training for the workers and Blacks in general. These are:

- (a) The need for NFE and training amongst Blacks, both employed and unemployed, was as important as the need for formal education in the formal school system.
- (b) The rural NFE providers will have to take note of rural organizational constraints where they exist, adapt to them as far as possible, and also allow for the specific needs and wishes of marginalized rural women.
- (c) Non-formal education and training will have to be a joint responsibility of the state, the private sector and the community through non-governmental organizations and community-based organizations.
- (d) NFE will have to include all workers and be continuous for all workers.
- (e) NFE will have to be linked to industry and be based on industry's standards.
- (f) NFE must ensure employment security, lay the basis for career paths, and be modular- and competency-based.
- (g) Non-formal education and training will play a major role in meeting the still widely unsatisfied basic educational needs and essential skills' requirements for development, namely:
 - (i) sufficient administrative and management capacities;

- (ii) experimentation before expansion of NFE schemes;
 - (iii) continuous cost-effectiveness control;
 - (iv) careful choice development and delivery of adequate instrumental materials;
 - (v) flexible organization, adapted to the specific needs and constraints of the learners, and which often goes alongside a certain decentralization of management;
 - (vi) integration of non-formal education and training services with other development activities; and
 - (vii) linkage between NFE and the educational and social institutions at local level and, ultimately, at provincial and national levels.
- (h) The stakeholders in the provision of NFE will have to think deeply and come up with appropriate plans concerning the following conclusions and implications:
- (i) the development of appropriate NFE curricula with special reference to adults living in rural areas;
 - (ii) development of a new primary school curriculum with a rural bias giving greater emphasis to practical activities and community participation;

- (iii) conversion of some of the existing primary schools in rural areas into multipurpose community education centres providing education and skills' training and a formal and natural environment to young people and adults.
- (iv) development of new teacher training curricula and training materials that prepare teachers to teach both formal and non-formal education courses.

The providers of NFE have also a major task of addressing most of the said barriers facing Blacks and Black employees who both desire to be, and who are, engaged in NFE programmes.

8.3.2 A proposed provision model

A model proposed by the researcher for NFE is presented in Figure 1. The model has five major components, and each component consists of a number of elements (see Figure 1 on p.388).

A description of the components and elements of the proposed model follows:

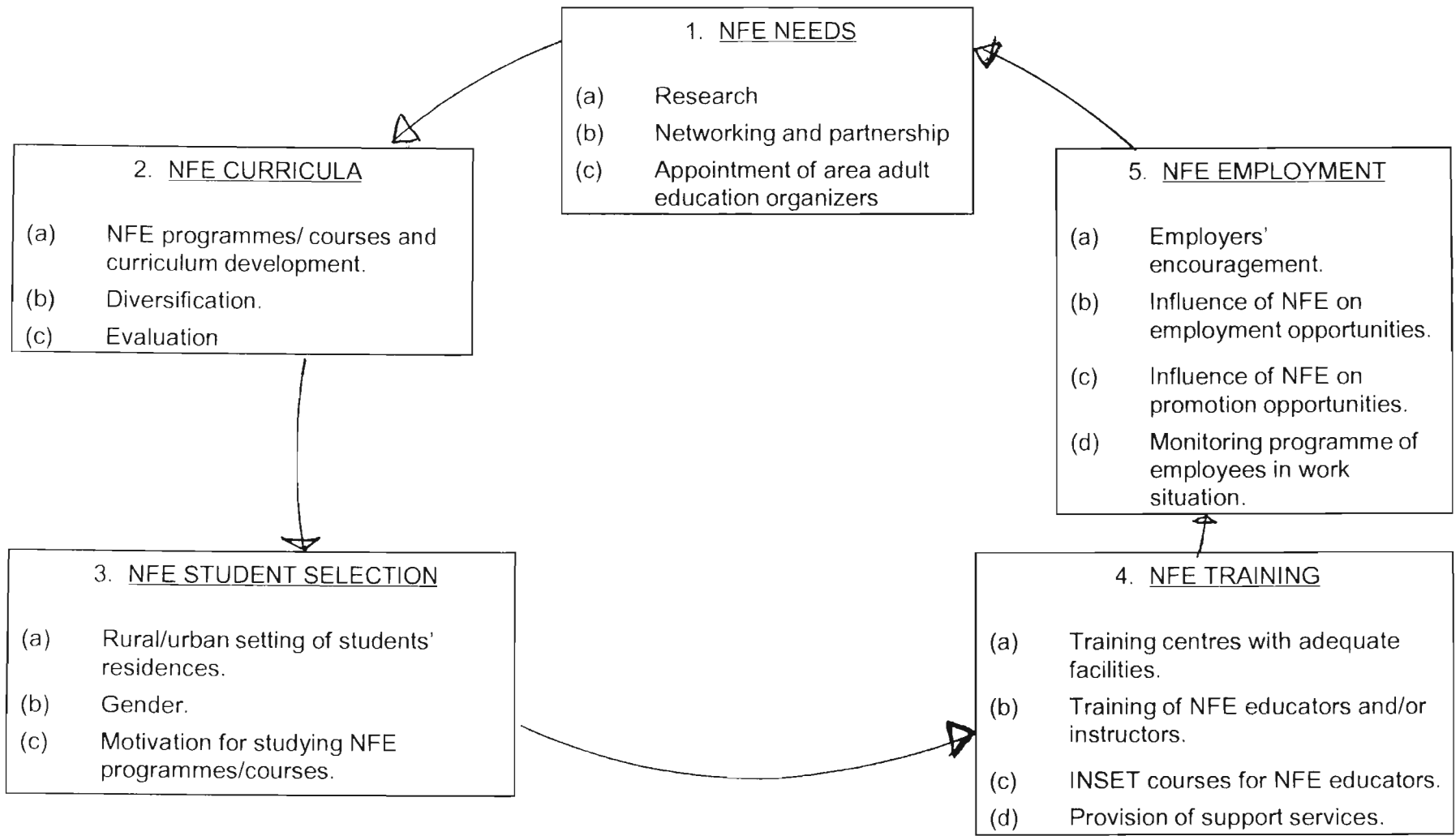


FIGURE 1: NON-FORMAL EDUCATION PROVISION MODEL

8.3.2.1 Non-formal education needs

(a) *Research*

In South Africa research in non-formal education is of recent origin and very limited. Accordingly, this field needs to be explored with greater commitment. All administrators and tutors or trainers involved in non-formal education and training should pay attention to on-going quantitative and qualitative research and assessment of courses, needs and suggested plans for expansion. Some recommendations for research are made later in this chapter.

(b) *Networking and partnership*

The advantages of networking in NFE were discussed in Chapter 3. A network, as a mode of generating and running a programme, has the following characteristics: it is non-bureaucratic and non-institutionalized, flexible, democratic and participatory. It facilitates the sharing of information and provides access to information, especially of regional needs.

The local regional, national and international NFE providers can promote their principles and objectives by sharing ideas, experiences, strategies and methodologies on a variety of issues. This sharing can be done through meetings, workshops, conferences, and by the exchange of learning

materials. Networking can be used as an expression of solidarity and support in the region and on the African continent. At the global level, it can contribute to eliminating the problems which have emerged.

Networking symbolizes unity of purposes, i.e. the pooling of resources and uniting efforts in the interest of a common aim. In unity there is always greater strength as, for example, greater strength of vision, in strategies and objectives, and in results.

It was earlier stated that in countries such as the Philippines, there is much experience of networking and coalition-building nationally and internationally. It is also interesting to note that there are South African NFE providers who are actively involved in networking, coalition, and partnership (e.g. Tembaletu Community Education Centre and Midlands Community College in the Pietermaritzburg region).

There are also forums that encourage and facilitate networking. However, NFE stakeholders must form organic linkages that run in three directions: with other non-formal education programmes, with formal and informal education, and with non-formal education development activities.

(c) *Appointment of area adult education organizers*

Provincial departments of education and culture should appoint Area Adult Education Organizers. The role of these organizers would, in general, be to promote NFE and training throughout their areas, as their specific functions indicate. These functions, amongst others, could be:

- (i) to identify the educational needs of adults in the area;
- (ii) to examine the existing provision of non-formal education, training courses and facilities;
- (iii) to suggest possible areas of co-operation between agencies and services engaged in the provision of NFE in the area;
- (iv) to prepare a draft annual programme of non-formal education and training activities at the beginning of every year;
- (iv) to prepare an annual report on non-formal education and training programmes and facilities for the Minister of Education and the providers of non-formal education;
- (vii) to liaise with the local private sectors in relation to the organization of courses for the provision of skills needed for local development, in response to the Reconstruction and Development Programme (RDP).

The above are some of the important functions that could be performed by such Area Adult Education Organizers.

8.3.2.2 NFE curricula

(a) *NFE programmes/courses and curriculum development*

NFE programmes/courses offered by NFE institutions in the greater Pietermaritzburg region include entrepreneurial courses, home skills courses, community courses, environmental awareness courses, arts, crafts and culture courses, and adult basic education and adult education courses.

The research has revealed that NFE providers need to construct curricula based on current practice and experience, and knowledge of clients' needs, rather than ones based on theory alone. The curricula must provide education for national development, education for personal goals and education for self-sufficiency, e.g. a mastery of the skills needed to maintain personal and economic independence.

It is clear from the research that the participation or involvement of the line management, teachers and trainers, learners and trainees, in the development of non-formal education curricula, is very important.

(b) *Diversification*

It has been acknowledged earlier that cultural diversity, along with differences of environment, age, gender, interest needs, etc. necessitate the diversification of NFE programme/course provisions (see Chapters Five, Six and Seven).

(c) *Evaluation*

Research shows that it is vital to assess a programme's performance continuously to determine how it is functioning and how it could be improved. Evaluation enables the NFE providers to detect and rectify problems or flaws as soon as possible (see Chapter Seven).

8.3.2.3 NFE student selection

(a) *Rural/urban setting of students' residences*

Research shows that learners from both settings, i.e. rural and urban, need non-formal education and training programmes/courses (see section 6.2.4).

(b) ***Gender***

NFE institutions do not select and admit learners/trainees using gender as a criterion but research shows that there are more women learners and trainees in most NFE centres. However, NFE courses are needed which, in form and context, address individual needs and choices (see section 5.1.1.1).

(c) ***Motivation for studying NFE programmes/courses***

Motivation is the key issue in the study of NFE programmes/courses. It is necessary to point out that motivation on its own is not sufficient, but conditions and situations conducive to adult learning, should be created. According to Rugumayo and Ibukunle-Johnson (1987) and other writers on NFE, some important factors and conditions to consider in the provision of effective learning may include:

- (i) the interest of the adults must be stirred in order to motivate them to learn;
- (ii) learning must be centred on experience;
- (iii) learning must be focused on problems;

- (iv) the adult learner must be adequately motivated to change his or her behaviour;
- (v) he or she must be aware of the inadequacy in his or her present knowledge, skill or behaviour;
- (vi) the adult learner must have a clear picture of what gains in knowledge or skill, or what changes in behaviour, he or she will achieve.
- (vii) The adult learner must have opportunities to put his/her new knowledge, skill or behaviour, into practice;
- (viii) the adult learner must have reinforcement of newly learned behaviour;
- (ix) The adult learner needs the support of a sequence of relevant and appropriate study materials;
- (x) a clear perception of the problem must be stimulated;
- (xi) an appropriate setting and suitable method must be chosen..
- (xii) Paid education leave would be a good incentive.

It is clear that adult teaching and learning need professionally qualified adult educators, who are well versed in all the skill and methods of teaching educating adult learners.

8.3.2.4 NFE training

(a) *Training centres*

The greater Pietermaritzburg region should have training centres with adequate facilities in order to cope with the great demand for non-formal education.

(b) *Training of NFE educators and/or instructors*

The research revealed that most instructors were not qualified to teach NFE. Adult educators and/or instructors need to be professionally trained in order to know correct methods of teaching adult learners.

The Department of Education and Culture under the Government of National Unity and future governments, will need to address this issue. The training of adult educators can take place at various institutions and by different organisations or agencies, for example, teacher training colleges, technikons, universities, NFE centres or institutions, and non-governmental organizations. Training can be part-time or full-time.

According to Hallak (1990: 150), there are three priority areas that need to be considered by planners and practitioners of NFE concerning the supply and demand of adult educators, namely:

(i) Finance

From informal discussions with trainers, it became clear that NFE teachers received low salaries.

There is a need for improving the salary and income conditions of the teachers of adults, and making teaching adults more attractive. At present, teaching of adults is looked down upon by many learned people in South Africa. The private sector and the state should jointly assume responsibility for improved salaries and work conditions.

(ii) Training

The present study shows that there were many untrained teachers employed by NFE institutions or agencies. This necessitates the demand for training of teachers of NFE. There is a need for establishing training strategies to meet adult educational objectives and society's needs, that is, where to train, how long to train, and what to study.

(iii) Administrative and instructional supports

There should be an improvement of everyday conditions under which teachers of adults operate. This can be provided through:

- ▶ the creation of flexibility in procedures for supply and distribution of services; and
- ▶ the creation of effective channels of communication between administration and teachers.

A concerted attempt should be made towards professionalization in the field of non-formal education and training, as well as the formation of professional associations for adult educators, and associations for non-formal education and training in South Africa.

(c) *INSET course for NFE educators*

According to Mkhize (1989: 84), in-service training is a crucial concern in effective teaching. Continuity in training is needed for confidence and enhanced performance of teachers.

It was stated earlier in this chapter and previous chapters that most teachers were unqualified and had only received brief pre-service training. Such short initial training requires to be followed by continuous or continual in-service training which can be in the form of supervisory visits, refresher courses, and provision of written material. The providers of NFE could use one or both modes of training, namely, face-to-face training and distance training. Distance in-service training is also very appropriate for providing continuous

training through correspondence NFE courses, and electronic and print media.

Literature reviews show that even in the first- and second-world countries, the issue of INSET courses for adult educators is either poorly addressed or neglected. According to Hallak (1990: 165), some evidence suggests that in-service training of unqualified teachers has been inadequate, because:

- (i) programmes are poorly designed and their content lacks relevance to the courses the teachers are expected to learn;
- (ii) curricula are overly theoretical and inapplicable to the work-day needs of the teacher;
- (iii) the tutors who dispense them are not themselves familiar with pedagogical innovations;
- (iv) INSET courses impose too heavy a workload on already hard-working teachers, who are thus discouraged to take on the courses;
- (v) INSET schedules are irregular and fail to consolidate beginners' knowledge or appreciably upgrade their skills and competence;
- (vi) INSET courses benefit too few teachers and do not reach beyond the tip of the iceberg of untrained teachers in the profession; and

(vii) INSET courses do not materially affect performance because of the poor conditions under which the teachers are labouring in the NFE centres. Inadequate facilities, lack of teaching materials, and absence of pedagogical support, persist.

(d) *Provision of support services*

The research has revealed a dearth of support services for NFE. The state, private sector and the community should undertake to provide some of the following support services:

- (i) NFE centres should have well-equipped libraries. These libraries should be open in the evenings and at weekends so that part-time students who are also working full-time have an opportunity to use these facilities.
- (ii) Non-formal education centres should develop or establish counselling services for adult students (as stated earlier), to help them with programme selection, to assist them in adjusting to the NFE centre setting, and to provide assistance with sharpening study skills that often have not been used for many years.
- (iii) NFE centres, or institutions should provide remedial workshops and courses for students who have deficiencies in areas that are prerequisites to other learning opportunities.

(iv) It was stated earlier in this chapter that child-care is one of the problem areas for adult educators and learners. NFE centres should organize day-care centres. They should also organize drop-in child-care centres for the mother who wants to spend a couple of hours at the centre and cannot find a baby-sitter for short periods and at short notice. The mother could leave her child at a drop-in child-care centre while she studies.

8.3.2.5 NFE employment

(a) *Employers' encouragement*

Employers need to encourage or motivate their employees to study NFE courses because skilled labourers or workers produce better results (see Chapter Five).

(b) *Influence of NFE on employment opportunities*

It was said earlier that NFE empowers people with skills, i.e. different types of skills which enhance the chances of employment (see Chapter Six).

(c) *Influence of NFE on promotion*

NFE is regarded by most Blacks as a ladder leading to more highly regarded occupations and professions, and to higher economic and social positions.

Non-formal education gives the person horizontal and vertical vocational mobility (see Chapter Six).

(d) ***Monitoring progress of employees***

The monitoring of the progress of employees in the work situation should be done after completion of NFE programmes or courses. This is beneficial to employers, employees and NFE training centres.

8.4 SUGGESTIONS FOR FURTHER RESEARCH

In this study, an attempt was made to investigate NFE in the Pietermaritzburg region. However, continued research and study with regard to NFE is still needed in the following areas or topics:

(a) ***Mother-tongue or second language instruction***

The question of whether NFE programmes/courses and medium of instruction should be in mother-tongue or second language (e.g. English), is open to debate in this country. Research is necessary in this regard.

(b) ***Home background***

The effect of home circumstances on NFE students' academic achievement requires further investigation. The instruments used in this study showed

some relationship between NFE achievement and home background, but this was not fully explored.

(c) ***Gender stereotyping***

The whole question of whether gender stereotypes have an influence on the choice of NFE programmes/courses by adult learners is open to debate and further research.

(d) ***Suggestions for other studies.***

- (i) A comparative study should be undertaken of NFE programmes or courses in South Africa and overseas countries, for proper structuring, complementing and evaluating of our own programmes..
- (ii) A study of wastage and drop-out among NFE learners and trainers in NFE institutions/programmes is recommended. The nature, causes and consequences of drop-out needs investigation..
- (iii) The writer recommends a study of the motivational factors relating to NFE. This study ought to yield interesting results. The present study handled a limited number of motivational factors as this issue was not one of its main objectives..
- (iv) A comparative study needs to be conducted on the nature of NFE programmes of all race groups in South Africa to help in the reform of existing NFE programmes of the Black population.

8.5 CONCLUDING NOTE

The totality of South African society is affected by an alarming number of illiterate adults. The full potential of South Africa's human resources is lost due to the inability of uneducated persons to make a positive contribution to society.

The uneducated person has a limited amount of earning power because few jobs are available to him/her. This is accompanied by very low wages and equally low prestige. He/she also does not possess basic communication skills and work skills, with the result that some resort to crime as a mode of life. Non-formal education should, therefore, be concerned primarily with the eradication of the problems of illiteracy and unskilled labour.

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APPENDIX A:
QUESTIONNAIRE TO LEARNERS/TRAINEES OF NON-FORMAL
EDUCATION

16 May 1993

**QUESTIONNAIRE TO LEARNERS/TRAINEES/RECIPIENTS
OF NON-FORMAL TRAINING AND EDUCATION PROGRAMMES**

You are kindly requested to complete this questionnaire as accurately as possible. The information you and others provide will be used in a research study on non-formal training and education.

Your assistance in completing and returning the questionnaire will be greatly appreciated, and you are assured that the information you provide will be treated in strictest confidence.

Please indicate your answer to each item by means of a cross (X) in the appropriate block where applicable. Elsewhere, please use the space provided for your answer.

THANK YOU.

PART ONE1. BIOGRAPHICAL DETAILS1.1 Name of Institution / Firm / Factory

1.2 Name of Programme / Course

1.3 Nature / Type of Programme / Course

1.4 Sex

MALE	FEMALE

1.5 Age in Years

Under 20	21-24	25-29	30-39	40-49	50-59	Over 60

1.6 Marital Status

SINGLE	MARRIED	SEPARATED	DIVORCED	WIDOWED

1.7 Formal Education

How many years did you spend at school?

0 - 6 yrs	7 - 9 yrs	10 - 19 yrs	Other (specify)

1.8 Name the highest standard you passed at school (e.g. SS.A, SS.B, Std. 1, etc.)

1.9 Employment Status

EMPLOYED	UNEMPLOYED	LAI D OFF	RETIRED	OTHER (specify)

1.10 Number of Dependent Children

0	1	2	3	4	5	OVER 5

1.11 Number of dependents other than children

0	1	2	MORE THAN 2

PART TWO2. EVALUATION2.1 What course are you doing and how long is the course?

NAME OF COURSE	DURATION IN YEARS

2.2 What motivated you to take this course? Put 1, 2, 3, 4, 5 in order of priority

SALARY	PROMOTION OR STATUS	SKILLS TRAINING	ACADEMIC DEVELOPMENT	OTHER (SPECIFY)

2.3 How relevant is the course to your needs?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW

2.4 Please explain your answer to 2.3

- 2.5 Do you agree that the course is relevant to the needs of some of your fellow students / trainees?

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

- 2.6 Please explain your answer

- 2.7 Are you able to use at your work what you are learning / have learned from non-formal training and education courses?

YES	NO

- 2.8 If 'NO' to 2.7, please explain your answer

- 2.9 If 'YES' to 2.7, how did your co-workers react to your use of what you had learnt?

POSITIVELY	NEUTRAL	NEGATIVELY

2.10 How did your superiors react to your use of what you had learnt?

POSITIVELY	NEUTRAL	NEGATIVELY

2.11 Do your employers encourage the employees to take non-formal training and education courses?

YES	NO

2.12 To what extent has this course increased your knowledge?

CONSIDERABLE	MODERATELY	LITTLE	NONE

2.13 To what extent has this course increased your work skills?

CONSIDERABLE	MODERATELY	LITTLE	NONE

2.14 What is the cost of the course?

66 FREE	LESS THAN R5.00	R10-00	R20-00	R30.0	R40.00	OTHER (SPECIFY)

2.15 Who actually pays?

GOVERNMENT	EMPLOYER	STUDENT	OTHER (SPECIFY)

PART THREE

3. OPEN QUESTIONS

3.1 What do you think are the most urgently needed non-formal training and education programmes among Blacks in South Africa?

3.2 What are the problems facing the workers who want to enrol for non-formal training and education programmes / courses?

3.3 What are the problems facing the learners / trainees who have enrolled for non-formal training and education courses?

3.4 Any other comments / suggestions you wish to make regarding non-formal training and education programmes, courses, facilities, finances and institutions.

Thank you for your co-operation and for sacrificing your valuable time.

P.S. This questionnaire will be translated into Zulu or interpreted / explained / simplified by research helpers if need arises.

APPENDIX B:
QUESTIONNAIRE TO TRAINERS/TEACHERS OF NON-FORMAL
EDUCATION

10 February 1993

**QUESTIONNAIRE TO TRAINERS/TEACHERS OF NON-FORMAL
TRAINING AND EDUCATION PROGRAMMES**

You are kindly requested to complete this questionnaire as accurately as possible. The information you and others provide will be used in a research study on non-formal training and education.

Your assistance in completing and returning the questionnaire will be greatly appreciated, and you are assured that the information you provide will be treated in strictest confidence.

Please indicate your answer to each item by means of a cross (X) in the appropriate block where applicable. Elsewhere, please use the space provided for your answer.

THANK YOU.

PART ONE1. BIOGRAPHICAL DETAILS1.1 Name of Institution / Firm / Factory

1.2 Name of Programme / Course

1.3 Nature / Type of Programme / Course

1.4 Sex

MALE	FEMALE

1.5 Age in Years

Under 20	21-24	25-29	30-39	40-49	50-59	Over 60

1.6 Have you taught this course / programme elsewhere?

YES	NO

1.7 If 'YES' to 1.6, where and for how long?

(a) Place _____

(b) Number of years? _____

1.8 Years of experience as a trainer or tutor at this centre

0 - 5 yrs	6 -10 yrs	11 - 20 yrs	Over 20 yrs

1.9 PROFESSIONAL QUALIFICATIONS

1.9.1 Do you possess professional qualifications for the tuition or instruction you are giving?

YES	NO

1.9.2 If 'YES' to 1.9.1, list the professional certificates you have

(a) _____

(b) _____

(c) _____

1.10 List the academic qualifications you hold, e.g. Matric, B.A., etc.

(a) _____

(b) _____

(c) _____

(d) _____

1.11 Employment Status

PART-TIME?	FULL TIME?

PART TWO

2. EVALUATION

2.1 Briefly describe the course(s) your teach

2.2 How many students take this course?

FEMALE	MALE	TOTAL

2.3 What is the age range of the students?

Under 20	21-24	25-29	30-39	40-49	50-59	Over 60

2.4 Where do most participants come from?

URBAN	RURAL	URBAN-FRINGE

2.5 who developed the curriculum for this course?

2.6 How was this curriculum developed?

2.7 To what extent do you think the curriculum of this course is relevant to the students' needs?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW

2.8 To what extent do your students, in your opinion, benefit from this programme?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW

2.9 In your opinion, does the course have a positive influence on promotion opportunities at the workplace?

TO A GREAT EXTENT	TO SOME EXTENT	LITTLE	VERY LITTLE

2.10 Please explain your answer

2.11 Does the course have a positive influence on employment opportunities?

TO A GREAT EXTENT	TO SOME EXTENT	LITTLE	VERY LITTLE

2.12 Please explain your answer

2.13 How high is the demand for non-formal training and education amongst blacks in the Pietermaritzburg region?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW

2.14 Do you think there is a need to increase the number of non-formal training and education centres in the Pietermaritzburg region?

YES	NO

2.15 Please explain your response to 2.14

2.16 Do you think there is a need to increase the variety of non-formal training and education programmes in the region?

YES	NO

2.17 Please explain your response to 2.16

2.18 Does your centre / institution provide employment opportunities to students who have completed your non-formal training and education programmes / courses?

YES	NO	NOT APPLICABLE

2.19 Do you think there is a need for networking amongst the providers of non-formal training and education programmes in the Pietermaritzburg region?

YES	NO

2.20 Please explain your response to 2.19

2.21 Are there sufficient resources (facilities, trainers, funds, etc.) available for the provision of non-formal training and education programmes in the Pietermaritzburg region?

PLENTIFUL	SUFFICIENT	A FAIR AMOUNT	LITTLE	NONE

PART THREE

3. OPEN QUESTIONS

3.1 What do you think are the main factors that motivate black employees and blacks in general to take non-formal training and education courses?

3.2 what do you think are the major problems encountered by black employees who want to attend non-formal training and education programmes?

3.3 What do you think are the major problems facing black employees who are engaged in non-formal training and education programmes?

3.4 Any further comments in regard to non-formal training and education programmes?

Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX C:
THE INTERVIEW SCHEDULE

BY

M.G. MKHIZE

B.A. (UNISA), B.ED. (U.D-W), M.ED. (U.D-W) P.T.C. (E.C.E.)

1. GENERAL DETAILS

1.1 What is the name of the programme you offer?

1.2 Describe the nature of the programme offered.

1.3 What decision-making structures have you in place?

1.4 Do you have a written constitution?

1.5 Are you: (a) a regional organization?

(b) a national organization?

2. PURPOSE AND NEEDS

2.1 Organization's work: Is it mainly rural? Urban? Both?

2.2 Why is the programme needed at this time and place?

- 2.3 What is the main goal of your organization?

- 2.4 What are the overall aims of the non-formal education (NFE) programme(s) you provide?

- 2.5 What are the specific purposes of NFE programme(s) you provide?

- 2.6 What outputs are expected or anticipated?

- 2.7 What outcomes are expected or anticipated?

- 2.8 How does the programme serve the needs of:
 - 2.8.1 the organization?

 - 2.8.2 the community?

 - 2.8.3 the society at large?

2.9 Who formulates policy in your organization?

2.10 How closely do you work with:

2.10.1 national organizations?

2.10.2 regional organizations?

2.10.3 local organizations?

3. CLIENTELE

3.1 What is the target group for your programme?

3.2 What are the entrance requirements for the programme?

3.3 How is the target group reached and participants recruited?

3.4 How much interest is there among those eligible?

3.5 What percentage of your trainers are:

AFRICAN		INDIAN		COLOURED		WHITE	
MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE

3.6 What percentage (approximately) of your trainees are male?

What percentage of your trainees are female?

4. INSTRUCTORS

4.1 How many instructors are there on your staff?

4.1.1 How many men?

4.1.2 How many women?

4.2 Are all instructors members of your staff?

4.2.1 If 'NO', where are they from?

4.3 What qualifications do the instructors have?

4.4 Do your instructors have qualifications for the work they do?

If 'YES', what are these?

4.5 How often do your instructors participate in INSET programmes?

4.6 What plans are there for in-service activities to update the instructors?

4.7 What problems are experienced with INSET?

5. CLASS ORGANIZATION

5.1 When is the instruction/training offered?

5.2 Where is the instruction/training offered?

5.3 For how long is the programme of instruction or training offered? (e.g. 3 months, 6 months, 1 year, etc.)

5.4 What is the average duration of each training or instruction session? (e.g. 30 min., 1 hr., 2 hrs, etc.)

5.5 Is instruction/training offered to individuals or to groups or both?

5.6 If groups, what size groups do you work with?

6. PHYSICAL RESOURCES

6.1 What physical facilities are required for the course? (buildings and equipment).

6.2 What materials (teaching/learning) are required?

6.3 To what extent (adequacy) are:

6.3.1 Physical facilities available at this centre?

6.3.2 Materials, e.g. stationery, available at this centre?

6.3.3 Equipment, e.g. machines, available at this centre?

6.4 Do other organizations have access to your resources/facilities?

6.5 Do you make good use of resources or facilities of other organizations?

7. ASSESSMENT AND RECOGNITION

7.1 How is the proficiency of the learner measured at the end of the course?

7.2 What kinds of recognition and awards are given, e.g. certificates, salary, etc.?

8. FINANCE

8.1 What percentage of financial assistance for your programme comes from:

8.1.1 Your organization?

8.1.2 Government?

8.1.3 Non-government organizations

Names:

8.1.4 International organizations?

Names:

8.2 Is there any financial involvement for the learners/trainees in this programme?

8.3 If 'YES', to 8.2, what costs are participants expected to pay for?

8.3.1 Tuition?

8.3.2 Materials?

8.3.3 Other costs?

Specify:

.....

9. PROGRAMME EVALUATION

9.1 How was the programme developed?

9.2 How often are your programmes revised?

9.3 Does your evaluation determine the following, and if 'YES', how?

9.3.1 the needs of the individuals are being met?

9.3.2 the needs of the community are being met?

9.3.3 the needs of the organization are being met?

9.4 What future do you predict for your organization's work?

10. GENERAL

10.1 What, in your opinion, are main factors:

10.1.1 hindering NFE in the Pietermaritzburg region?

10.1.2 encouraging NFE in the Pietermaritzburg region?

10.2 What are your views in general on NFE provision in the Greater Pietermaritzburg area?

10.3 Please give any other comments or suggestions with regard to NFE programmes/courses.

**THANK YOU FOR YOUR COOPERATION
AND FOR SACRIFICING YOUR VALUABLE TIME**

**APPENDIX D:
LETTER FROM PROF. P.K. GOUNDEN,
PROMOTER OF THIS RESEARCH**

UNIVERSITY OF DURBAN-WESTVILLE



UNIVERSITEIT VAN DURBAN-WESTVILLE

Private Bag X54001 Durban
 4000 South Africa
 Telephone (031) 820-9111
 Telegrams 'Udwest' Telex 6-23228 SA

Privaatsak X54001 Durban
 4000 Suid-Afrika
 Telefoon (031) 820-9111
 Telegramme 'Udwest' Teleks 6-23228 SA

15 June 1992

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Mr M G MKIZE is a registered D.Ed student in the Department of Foundations of Education at the University of Durban-Westville (Reg. No. 25176).

His research topic is "Non-Formal Education: Assessment of Need and Development of a Provision Model". His research will be conducted in the greater Pietermaritzburg area.

Any assistance you can give him will be highly appreciated.

P. K. Gounden

.....
 P K GOUNDEN (PROF)
 HEAD OF DEPARTMENT AND PROMOTER
 FOUNDATIONS OF EDUCATION

**APPENDIX E:
LETTERS TO THE MANAGERS/OFFICIALS**

FIRST LETTER TO THE MANAGER OR OFFICIAL IN CHARGE
OF NON-FORMAL EDUCATION CENTRE OR INSTITUTION

17 Loop Street
Pietermaritzburg
3201

30 March 1992

**RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-
WESTVILLE: FACULTY OF EDUCATION**

TO THE MANAGER

Dear Sir/Madam,

I am writing to ask for your kind cooperation with regard to research being undertaken by me into non-formal education. I am attempting an assessment of need in the greater Pietermaritzburg area and the development of a provision model.

The present debate over strategies to construct a non-racial democratic education system for South Africa prioritizes non-formal education (NFE). Formal education alone is not enough to develop the human resources of marginalized Black people whose capacity to participate and perform has been neglected over the centuries. Massive deficits in literacy, numeracy, vocational and technical skills among adults, school leavers and school drop-outs are clear problems to be tackled by non-formal education.

It is hoped/expected that a scientific investigation of appropriate NFE samples over a range of NFE activities in a large metropolitan region like Pietermaritzburg will reveal the relevance, importance, scope and potential of such activities to address the problems facing both the greater Pietermaritzburg area and similar industrial regions in South Africa.

In the light of this, I kindly ask your permission to conduct research in your institution/centre. This will entail the administration of questionnaires to tutors and learners/trainees and interviews with managers/office bearers.

Should you allow your centre to participate, then kindly provide me with the following information:

- (a) the number of tutors in your centre, and
- (b) the number of learners/trainees in your centre who participate in the non-formal education programme provided.

I wish to thank you in anticipation. Awaiting an early reply, I remain,

Yours sincerely,

MANDLA GILTON MKHIZE
HEADMASTER AT MATOMELA HIGH SCHOOL

LETTER TO THE MANAGER OR OFFICIAL

**SECOND FIRST LETTER TO THE MANAGER OR OFFICIAL IN CHARGE
OF NON-FORMAL EDUCATION CENTRE OR INSTITUTION**

17 Loop Street
Pietermaritzburg
3201

10 February 1993

**RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-
WESTVILLE: FACULTY OF EDUCATION: NON-FORMAL EDUCATION:
ASSESSMENT OF NEED AND DEVELOPMENT OF A PROVISION MODEL**

TO THE MANAGER

Dear Sir/Madam,

Thank you for granting me permission to use your NFE Centre in my sample and for providing me with numbers of tutors and learners/trainees who are participating in NFE programme(s) you offer.

It would be highly appreciated if you would be kind enough to arrange for the tutors named to receive the enclosed questionnaires, covering letters and return envelope.

I kindly ask you to return the completed questionnaires to me in the large stamped, addressed envelope enclosed for this purpose.

Yours sincerely,

**MANDLA GILTON MKHIZE
HEADMASTER AT MATOMELA HIGH SCHOOL**

APPENDIX F: LETTER TO TEACHERS/TRAINERS

LETTER TO TUTOR OF NON-FORMAL EDUCATION PROGRAMMES/COURSES

17 Loop Street
Pietermaritzburg
3201

10 February 1993

Dear Colleague,

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-WESTVILLE: FACULTY OF EDUCATION

I am writing to ask for your help with some research I am undertaking, into non-formal education. I am attempting an assessment of need in the greater Pietermaritzburg area and the development of a provision model.

The shortage of skills is the single most crucial obstacle which will strongly inhibit South Africa in its attempts to achieve an acceptable growth rate. South Africa wrestles with the dilemma of an acute shortage of skilled people on the one hand, and unemployment of unskilled people on the other. The acquisition of skills by the Black people can play an important role in compensating for deficiencies in formal schooling. Non-formal education is accepted as an indispensable complement of formal education especially in developing countries.

The views and opinions you and others provide, will be used to make inferences and to substantiate conclusions drawn. Please spare a little of your time and complete the enclosed questionnaire. Your name is not required, so please feel free to answer questions to the best of your ability.

Please use the envelope provided to seal your questionnaire and hand it to the Manager/Principal who will post/hand it to me.

Yours sincerely,

MANDLA GILTON MKHIZE
HEADMASTER AT MATOMELA HIGH SCHOOL

APPENDIX G: LETTER TO LEARNERS/TRAINEES

17 Loop Street
Pietermaritzburg
3201

16 May 1993

Dear Student,

**RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-
WESTVILLE: FACULTY OF EDUCATION**

I am asking for your help with some research I am undertaking, into non-formal education. I am attempting an assessment of need in the greater Pietermaritzburg area and the development of a provision model.

The shortage of skills is the single most crucial obstacle which will strongly inhibit South Africa in its attempts to achieve an acceptable growth rate. South Africa wrestles with the dilemma of an acute shortage of skilled people on the one hand, and unemployment of unskilled people on the other. The acquisition of skills by the Black people can play an important role in compensating for deficiencies in formal schooling. Non-formal education is accepted as an indispensable complement of formal education especially in developing countries.

The views and opinions you and others provide, will be used to make inferences and to substantiate conclusions drawn. Please spare a little of your time and complete the enclosed questionnaire. Your name is not required, so please feel free to answer questions to the best of your ability.

Yours sincerely,

**MANDLA GILTON MKHIZE
HEADMASTER AT MATOMELA HIGH SCHOOL**

APPENDIX H: REMINDER

17 Loop Street
Pietermaritzburg
3201

10 March 1993

TO THE MANAGER

Dear Sir/Madam,

**RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-
WESTVILLE: FACULTY OF EDUCATION**

I am aware that most of us are very busy these days trying to keep abreast of the obligations which are important and required. Most of us have little or no time to fulfil all our intentions. However, I implore you to spare me a little time!

I posted questionnaires to your tutors which should have reached you a month ago, but I have had no reply. You probably meant to respond but may have misplaced them or maybe you never received them.

I am enclosing more copies of the questionnaire and I am sure you will try to find time somewhere in your busy schedule to have them completed it and sent back to me in the enclosed, stamped and addressed envelope.

If you have already responded, please disregard/ignore this reminder. Thank you for your cooperation.

Yours sincerely,

**MANDLA GILTON MKHIZE
HEADMASTER AT MATOMELA HIGH SCHOOL**

APPENDIX I: CONTROL CARD

CONTROL CARD

NUMBER:

NAME OF RESPONDENT:

ADDRESS OF RESPONDENT:

.....

DATE CARD POSTED:

DATE QUESTIONNAIRE POSTED

REMINDER 1. DATE:

REMINDER 2. DATE:

REPLY: DATE RECEIVED:

NO RESPONSE: COMMENTS:

.....

.....

CONTROL CARD

NUMBER:

NAME OF RESPONDENT:

ADDRESS OF RESPONDENT:

.....

DATE CARD POSTED:

DATE QUESTIONNAIRE POSTED

REMINDER 1. DATE:

REMINDER 2. DATE:

REPLY: DATE RECEIVED:

NO RESPONSE: COMMENTS:

.....

.....

APPENDIX J:

**SOME OF THE LETTERS RECEIVED FROM NFE INSTITUTIONS AND
AGENCIES**



PIETERMARITZBURG TECHNICAL COLLEGE
PIETERMARITZBURGSE TEGNIESE KOLLEGE

STATE AIDED

STAATONDERSTEUND

church street / kerkstraat

private bag } 9032
privaatsak }

telephone } 940235
telefoon }

REFERENCE K2
ERWYSING

21 July 1992

Mr M G Mkhize
17 Loop Street
Pietermaritzburg
3201

Dear Mr Mkhize

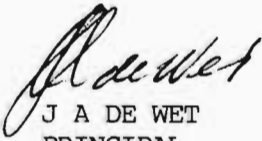
POST GRADUATE RESEARCH

I refer to your letter dated 30 March 1992, Concerning your doctoral research and accompanied by a letter of introduction from your promoter.

We have no objection to offering reasonable assistance to you in this regard. This College caters for approximately 200 students taking non-formal courses at any one time, with about 16 lecturers for these courses.

Kindly address further correspondence in this regard to the Principal.

Yours faithfully


J A DE WET
PRINCIPAL

gdp/dgs



All correspondence to be addressed to the Principal
Alle korrespondensie moet aan die Prinsipaal gerig word

NATAL MUSEUM

Private Bag } 9070
Privaatsak }
PIETERMARITZBURG 3200
SOUTH AFRICA SUID-AFRIKA
Loopstraat 237 Loop Street
~~Tel: (0331) 51404~~ Tel: (0331) 451404



29th June 1992

Mr M.G. Mkhize
c/o Department of Foundations
of Education
University of Durban-Westville
Private Bag X54001
DURBAN
4000

Dear Mr Mkhize:

Your research into non-formal education


Your circular dated 30 March 1992 arrived in the mail last week while I was at a conference in Durban, so this is the first chance I have of writing an answer,

Your proposed investigation will surely be of great interest and importance, so I shall be glad to offer the Natal Museum as a facility for inclusion in your sample of NFE institutions.

We employ three Educations Officers who are extensively involved in a wide variety of programmes. Certain of our Gallery Staff also have responsibilities for interacting with visitors to improve the quality of their experience of the museum. There are no learners or trainees of the sort you enquire about.

I suggest that you contact Miss Iris Bornman in the first instance, as she is the Head of our Education Department.

Yours sincerely,


DR B.R. STUCKENBERG
DIRECTOR



KLEINSAKE-ONTWIKKELINGSKORPORASIE BEPERK
SMALL BUSINESS DEVELOPMENT CORPORATION LIMITED

(Reg. No. 81/00918/06)

PIETERMARITZBURG BRANCH

39 Willowton Road, Pietermaritzburg 3201
☒ 11522, Dorpspruit 3206
☎ (0331) 7-1572
Fax: (0331) 97-9070

2 July 1992

Ons verw. nr./Our ref. No.

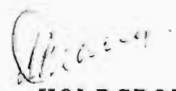
Mr M G Mkhize
Headmaster
Matomela High School
17 Loop Street
PIETERMARITZBURG
3201

Dear Mr Mkhize,

Your letter of 30 March 1992 herein refers. Due to recent staff changes we currently have fewer than our usual three to four tutors at our centre. Courses offered by SBDC vary from a one afternoon course to a six day course. It is estimated that we process about one hundred participants per annum through our various courses. All our tutors are otherwise employed, and conduct courses only as and when required.

Should you wish to conduct research at our offices, we would require further details of the nature and duration of such research.

Yours sincerely,


R. HOLDCROFT
BRANCH MANAGER

Tembaletu Community Education Centre

Director: Gordon H. Stobie

Phone: 0331-947807/821/827

Fax: 0331-947841

206 Burger Street
Pietermaritzburg
3201

9 July 1992

Mr Mkhize
70 Loop Street
PIETERMARITZBURG
3201

Dear Mr Mkhize,

I am writing to respond to your letter dated 30 March 1992, which I received on 30 June 1992.

I enclose a brochure which will give you background information about Tembaletu.

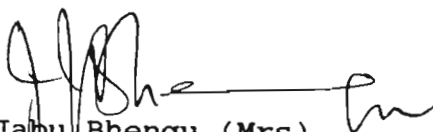
Tembaletu acts as a "host facilitator" for the following organisations who operate within the Centre: -
CELEP - Citizens' Elementary Legal Education Project
C.I.C - Careers Resource Centre
MASMOVE - Matric Study Improvement Project
NTP - Natal Tuition Programme
P.C.A.P - Pmburg Community Arts Project
PPHCN - Progressive Primary Health Care Network
PROTEC - Programme for Technological Careers
READ - Read Educate and Develop
T.R.E.E - Training and Resources for Early Education

You will have to write to the various organisations to get information about their programmes.

At Tembaletu we run literacy classes and train people in building skills. To date 1 500 people have participated in the building skills training programme.

If you **require** any further information about Tembaletu, please do not **hesitate** to contact me.

Yours Sincerely


Jabu Bhengu (Mrs)
EDUCATION CO-ORDINATOR



BAYNESFIELD TRAINING CENTRE
(JOSEPH BAYNES ESTATE BOARD OF ADMINISTRATION)

Fax: 0332 / 51004

Telephone: 0332 /

510094

P.O. BAYNESFIELD
NATAL
3770

24 June 1992

Mr M G Mkhize
17 Loop Street
PIETERMARITZBURG
3201

Dear Mr Mkhize

In response to your letter dated 30 March 1992, (only received today) we wish to advise as follows:

- a) We employ 4 permanent Training Instructors. Our Training Officer and Training Manager also conduct training courses.
- b) The number of trainees being trained by our Centre obviously continually changes. We therefore enclose for your information copies of extracts from our last 6 Monthly Reports, detailing trainee numbers.

We wish you success in your venture.

Yours faithfully

K P SMALL
TRAINING MANAGER

KPS:ms

**UMGENI VALLEY
PROJECT**



Mr. Mkize
17 Loop St.
Pmb
3201

July 12, 1992

Dear Mr. Mkize,

RESEARCH INTO NON-FORMAL EDUCATION INSTITUTIONS IN THE PMB. REGION

I have just received your letter enquiring about research opportunities into institutions in the Pmb. region and would be delighted to help in anyway I can.

We run a teachers support centre at Howick and also provide a low cost printing and publishing facility. Also at our centre is a low cost conference facility where people can stay overnight should they wish to participate in workshops etc..

The centre is situated in a nature reserve which facilitates outdoor studies. We employ 14 staff on "education" and over 15 000 pupils of all races visit our centre each year. Sharing workshops, involving in the region of 2 000 plus teachers each year, are also conducted. We also provide a mail-order service in support of teachers in formal education.

I feel sure that it would be fruitful for you to look at our centre in your research although it is not a conventional facility. Most of what we do has been published locally and internationally making your research work a lot easier. I also keep a comprehensive filing system of references that you would be most welcome to use.

I look forward to hearing from you,

Yours sincerely,

Jim Taylor (Wildlife Society, Extension Service).



P.O. BOX 647
PIETERMARITZBURG 3200
SOUTH AFRICA
TELEPHONE (0331) 471911
FAX (0331) 471915



Serving the Church in Africa

30 June 1992

Mr M G Mkhize
17 Loop Street
PIETERMARITZBURG
3201

Dear Mr Mkhize

QUESTIONNAIRE FOR DOCTORAL STUDIES

With reference to your request for access to the AE Centre for research into non-formal education, I have pleasure in inviting you to make an appointment at your earliest convenience.

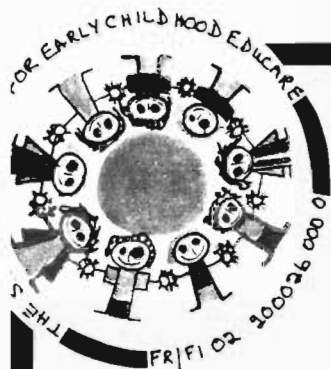
We conduct two non-formal programmes here at Africa Enterprise: a *Diploma in Missiology* and a *Diploma in Development and Social Empowerment*. The contact persons are (respectively): Mrs Maria Turnbull and Dr Marylee James at the number 471911.

We have two resident tutors here at the Centre, but a number of outside lecturers/tutors are used for various courses. The number of students varies from 4 to 10 for the theological diploma and from 10 to 20 for the development diploma.

For further details you are welcome to visit us here at the Centre.

Yours sincerely

IVAN MOORHOUSE
Chairman: Centre Ministries



Pietmontzlung assc for early
childhood educate.

PO Box 11067.

Daypoint 3206

22/7/92

re: research into non-formal ed.

Dear Mr Mkiye,

I have discussed your request
with my committee and I am happy
to inform you that we will assist
you as much as we are able. However
there are a few problems, as we have
no tutors, as such, ~~so~~ we are a small
group of teachers doing practical work-
shops with our members. We have
a total of 186 members. Mainly
female 'teachers', with little or no teaching
theory/training, but we are willing
to help you.

Yours sincerely
(Mrs) Queen Basch
(Chairman)