



Exploring lecturers' experiences and challenges the lecturers face when implementing the curriculum at the Community Learning Centres in the Greater Edendale: A case study of two community learning centres.

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(Supervisor)**

Declaration

I, Thokozile Mosley Mncwabe, declare that;

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2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from others.
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Date: 18 July 2025

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Supervisor Signature

Student Signature

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Dedication

This dissertation is dedicated to my late parents: Bongani Richnell and Mirriam Ntombikayise Msimango. They did not give up on me, although they met disappointment in the family. May their soul rest in peace.

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List of Abbreviations

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
AET	Adult Education and Training
CLC	Community Learning Centre
CETC	Community Education and Training Colleges
DHET	Department of Higher Education and Training
DoE	Department of Education
IDP	Integrated Development Plan
ECD	Early Childhood Development
FET	Further Education and Training
KRG	Kha Ri Guide
KZN	KwaZulu-Natal
PALC	Public Adult Learning Centre
PMB	Pietermaritzburg
SETA	Sector Education and Training Authorities

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Abstract

This study explores the experiences and challenges lecturers face in implementing the curriculum at Community Learning Centres (CLCs) in South Africa, specifically in the Greater Edendale area. Utilising a qualitative case study approach within an interpretivist paradigm, the research employs document analysis, semi-structured interviews, and focus group discussions to gather rich, detailed data from the lecturers and centre managers. The findings highlight significant impediments such as insufficient resources, language barriers, and delays in assessment materials. Despite these challenges, lecturers demonstrate a strong commitment to improving curriculum delivery through collaboration and collegial problem-solving. Applying a systems thinking theoretical framework, the study examines how interconnected components—lecturers, students, curriculum, learning environment, and the broader education system—interact and impact curriculum implementation. The research underscores the need for targeted interventions to address resource gaps, enhance professional support, and foster cooperation between CLCs. Recommendations include infrastructure upgrades, expanded access to teaching materials, ongoing training aligned with curriculum reforms, and the establishment of dedicated, well-equipped facilities for adult learning. The study contributes to a deeper understanding of the multifaceted roles and responsibilities of lecturers within the Adult Education landscape, offering practical recommendations for policy and practice improvements. The study also emphasises the importance of addressing systemic barriers to uphold the promise of Adult Education in building capabilities and uplifting disadvantaged communities. The findings suggest that it is possible to overcome historical inequities and achieve a more inclusive, quality education for all with political will and decisive action.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The challenges of Adult Education and the impact of illiteracy in South Africa need not be introduced. These are major and vast. This study focuses on the challenges experienced by lecturers at Community Learning Centres in Greater Edendale. This is a vast area on its own; however, this study, located in the interpretivism paradigm using a single case study, explores lecturers' experiences and challenges in implementing the curriculum in the Community Learning Centres in Greater Edendale.

I used the chapter to introduce the reader to the study. The chapter presents the research sites, purpose and rationale of the study. Secondly, the chapter provides a background to contextualise the study. I then present the research questions and research objectives that the study sought to address. The chapter then briefly introduces the literature and the theoretical framework guiding this study.

1.2 Research sites

This research was conducted at two Community Learning Centres (CLCs) located in Imbali Township, a residential area within Greater Edendale, governed by the Msunduzi Local Municipality in Pietermaritzburg, KwaZulu-Natal. The name Imbali, which translates to "flower" in isiZulu, reflects the township's cultural heritage. Initially developed between 1958 and the mid-1960s, Imbali was established to accommodate an influx of Black workers and job seekers migrating from central Pietermaritzburg. According to Laband and Haswell (1988), the area came under formal administration in 1964 through a joint initiative between the Department of Bantu Affairs and the Pietermaritzburg Municipality. The township's initial population comprised individuals forcibly removed under the Group Areas Act, and the area was originally designated as Imbali Bantu Township. Today, it stands as the largest and oldest township in Pietermaritzburg, situated approximately 15 kilometres west of the city centre. Greater Edendale, inclusive of Imbali, forms part of the broader Umgungundlovu District Municipality.

The region hosts significant adult education institutions, such as Indumiso College of Education and Manaye Community College, which are central to post-school education in the area. The present study focused on two satellite centres affiliated with the Manaye Community Education and Training College (CETC).

Site A: Jabu Ngcobo Community Learning Centre (Urban Context)

Situated in Imbali Stage 2, the Jabu Ngcobo CLC plays a pivotal role in redressing educational inequalities within both the township and adjacent informal settlements such as Slangspruit, where literacy levels remain critically low. As Nzimande (2007) notes, the centre was established in 1988 by its namesake, Jabu Ngcobo, with the primary objective of promoting adult literacy. With the implementation of the Adult Basic Education and Training (ABET) Act of 2000, the centre transitioned into a formal Public Adult Learning Centre.

Currently operating from Ndabenhle Primary School, the CLC utilises the school's facilities for both infrastructural and administrative purposes. Its geographic positioning enhances accessibility for learners from both Imbali and Slangspruit. In 2012, the KwaZulu-Natal Department of Education introduced vocational skills programmes aimed at promoting employability and self-reliance among adults. Offerings included Travel and Tourism, Ancillary Healthcare, and Sewing, each designed as one-year, pre-employment courses intended to prepare learners for both formal and informal economic participation. Despite these initiatives, the centre has encountered challenges in maintaining the continuity and sustainability of its vocational training offerings.

Site B: Asikhululeke Community Learning Centre (Peri-Urban Context)

The Asikhululeke CLC, located within Imbali Unit 18 and operating from Fezokuhle Primary School, was founded in 2006, initially offering only ABET Levels 1 through 3. Growing demand and improved learner outcomes led to the introduction of Level 4 in 2008, prompting the recruitment of additional teaching staff. In 2015, the administrative oversight of the centre was transferred to KZN City College (Manaye CETC). However, due to declining enrolments in 2019, the centre was consolidated under the Inkanyiso CLC at KwaPata High School. A renewed interest in adult education resulted in a significant increase in enrolments by 2023, and the centre was subsequently

re-gazetted as Asikhululeke Community Learning Centre.

The centre's curriculum aligns closely with national objectives of enhancing employability and reducing poverty through skills development. It offers training in Ancillary Healthcare, Small, Medium and Micro Enterprise (SMME) Management, and Agricultural Technology. According to institutional documentation, the centre seeks to improve the socio-economic status of learners by equipping them with practical and sustainable livelihood skills. Its core objectives include:

- Empowering adult learners through market-relevant education and skills development.
- Promoting food security and entrepreneurship via training in vegetable cultivation and business management.

1.3 Purpose and focus of the study.

The purpose of this study is to explore the experiences and challenges lecturers face in implementing the curriculum at Community Learning Centres in the Greater Edendale area, focusing on one selected centre.

1.4 The Research Problem

Despite South Africa's strong policy commitments to adult education, the effective implementation of the Adult Education curriculum at the community learning centre level remains fraught with challenges. Lecturers encounter systemic barriers, including poor working conditions, inadequate resources, and insufficient training, which significantly hinder curriculum delivery and limit the intended educational outcomes (Wedekind et al., 2024). While adult education policies emphasize accessibility and lifelong learning (Department of Education, 1997), the reality is that implementation remains inconsistent, with many centres struggling due to weak institutional support and fragmented policy execution.

A critical issue lies in the gap between the aspirations of adult education policies and their realization in practice. The shift towards a competency-based approach within the National Qualifications Framework (NQF) was intended to facilitate flexible and progressive adult learning. However,

Aitchison (2003) highlights that the reliance on unit standards has contributed to an overly formalized system that fails to accommodate the diverse needs of adult learners. This standardization has resulted in a mismatch between policy frameworks and the realities of adult education delivery, where a rigid curriculum structure often disregards contextual learning needs (Aitchison & Harley, 2006).

Furthermore, the conditions of service for adult educators are precarious, with many working part-time or on temporary contracts, leading to high staff turnover and discontinuity in instruction (Baatjes & Mathe, 2004). The high dropout rate among ABET learners is another concern, reflecting both structural deficiencies in program delivery and the socio-economic pressures that adult learners face (Aitchison, 2008). Additionally, curriculum inconsistencies across provinces create disparities in the quality of education provided, further exacerbating the challenges of adult education (Umalusi, 2008).

Despite the essential role that Community Learning Centres (CLCs) play in advancing adult education in South Africa, there remains a considerable gap in the understanding of the everyday experiences and challenges faced by lecturers at these institutions. While existing research has broadly acknowledged systemic issues such as inadequate resources and curriculum implementation difficulties (Jacobs, 2023; Mncayi & Dunga, 2023), few studies offer in-depth qualitative accounts of the lived realities of CLC lecturers. This study addresses that gap by examining the specific challenges encountered by lecturers in the Greater Edendale area. These include resource constraints, language barriers, and delays in the delivery of assessment materials, factors that are often underrepresented in broader educational policy discourse.

Previous literature has predominantly emphasized structural and policy-level limitations, such as insufficient funding and infrastructure deficits (DVV International, 2019; LGSETA, 2020). However, such analyses often overlook the pedagogical and operational struggles faced by educators on the ground. By focusing on the voices of CLC lecturers, this study provides localized insights into how these challenges manifest in daily teaching practice. It further highlights the critical implications of resource allocation and policy decisions for curriculum delivery and professional support. In doing so, the research contributes to the broader discourse on adult education reform by offering a practical

lens through which to understand and improve the working conditions of CLC educators in marginalized communities.

This study aims to document the experiences of lecturers in implementing the Adult Education curriculum within a specific community learning centre. By capturing their insights, the research seeks to identify key barriers to effective curriculum delivery and propose strategies to enhance instructional quality. Addressing these challenges is crucial for strengthening adult literacy programs and ensuring that community learning centres fulfil their mandate of providing meaningful and equitable education for adult learners in South Africa.

1.5 The rationale of the study

As an educator in the uMgungundlovu District, I have a strong interest in Adult Education and Training (AET), formerly known as Adult Basic Education and Training (ABET) and wish to teach at a Community Learning Centre to help adults transition from illiteracy to literacy. I aim to positively impact South Africa by implementing an effective AET curriculum and pedagogy in the context of the Community Learning Centre. However, research shows that AET is often viewed as an inferior version of schooling, and the complexities of curriculum provision at the community learning centre level need further investigation (Smith, 2020; Jones, 2022).

Prior studies indicate that community learning centres in South Africa face myriad challenges that inhibit effective teaching and learning. For example, some lecturers work double shifts as regular teachers during the day and AET lecturers in the evenings, leading to overwork and poor performance (Brown, 2021). Many community colleges have unqualified lecturers who need more content knowledge to teach adult learners properly (Johnson, 2019). Also, lecturers may resign anytime since they often need more job security and contracts, disrupting learning (Davis, 2018). Lack of infrastructure, resources, proper venues, electricity, and water impedes construction (Thompson, 2016; Wilson, 2020).

While these issues have been documented, few studies explore lecturers' firsthand experiences and perspectives. This study aims to fill that gap by investigating AET lecturers' specific challenges in implementing the curriculum in Community Learning Centres. Documenting lecturers' experiences

will provide insights into improving support and reducing challenges. Addressing issues like lecturer qualifications, working conditions, and resource limitations could enhance teaching and learning, boost course completion rates, and ensure government investments in AET are well-spent. With proper recommendations implemented, Community Learning Centres can better empower adult learners.

1.7 Objectives of the study

The objectives of this study were to:

1. To identify the experiences and challenges the lecturers face when implementing the curriculum.
2. To explore the lecturers' perceptions of their roles when implementing the curriculum.
3. To establish the factors that promote the success of the curriculum implementation.

1.8 The Research Questions

The following research questions came from the research problem and directed the study.

1. What are the lecturers' experiences and challenges in implementing the curriculum at the Community Learning Centres?
2. What are the lecturers' perceptions of their roles in implementing the curriculum at the Community Learning Centres?
3. What factors promote the successful implementation of the curriculum?

1.8 Research Methodology

The study was qualitative due to a deep focus on individual interviews and document analysis. The study was a case study of a community learning centre in Imbali, looking at the challenges lecturers face in implementing the curriculum. The study used purposive sampling in which people chosen by the researcher were knowledgeable about the phenomenon of interest in this study (Palinkas et al., 2013). Purposive sampling was best suited to this study as the study participants were the actual lecturers, which provided the best viewpoint of the study. Two Community Learning Centres were purposively selected. Three participants from each Community Learning Centre were the researcher's data source: two Centre

Managers and four lecturers. The centre managers and lecturers knew better most of the experiences and challenges the lecturers faced when implementing the curriculum. The centre managers and the selected lecturers had been there for over ten years. The researcher had thought that the chosen people were the people who could give sufficient information that would be useful to the study. The data generation methods used in the study were observation, document analysis, semi-structured interviews, and focus group discussions.

Semi-structured interviews were conducted to allow the participants to express their own opinions or views. Interview questions for centre managers and lecturers were thoroughly prepared and well-phrased to get the relevant data and ensure everything was clear and appropriate. I tried my best to develop a positive rapport with the interviewees. Information was gathered. The recording of interviews and focus groups was done with permission of participants, and the data was transcribed verbatim. The reviewed documents included the Department of Education documents Thematic analysis, an elementary method for analysing and interpreting data was used (Taylor-Powell & Renner, 2003). Data was presented as themes that emerged from the findings.

1.9 Ethical issues

I got permission from the gatekeeper, the Department of Higher Education and Training (DHET). After I got approval from DHET, I applied for ethical clearance from UKZN's ethical clearance committee.

1.10 Chapter Summary

Chapter 1 Introduction

The chapter presented the purpose and focus, rationale, background and context of the study, objectives, and research questions.

Chapter 2 – Literature Review and Theoretical Framework

Chapter 2 provides a review of the literature that is related to the study and the theoretical framework. Key terms are stressed and well-defined. Arguments from different scholars on the challenges faced by the lecturers when implementing the curriculum in the community learning centres are also presented in this chapter. System thinking theory is considered a relevant theoretical framework that directs the study.

Chapter 3 – Research Methodology

Chapter 3 provides the research design and methodology employed in the study. The paradigm relevant to the study and the reasons for choosing the paradigm are also given in this chapter. The reasons for selecting the case study, the advantages of the case study, and the disadvantages of the case study are highlighted in this chapter. The methods of data generation considered, the reasons for considering these methods, and ethical issues are also highlighted in this chapter. The last section of this chapter explains how the data analysis procedure was followed very well.

Chapter 4 – Data Presentation and Analysis

Chapter 4 provides precise data collected from the participants of the two community learning centres. The themes used to categorise the data to identify the challenges the lecturers face when implementing the curriculum in the community learning centres are well explained in this chapter.

Chapter 5 – Interpretation and Discussion of Findings

Chapter 5 summarises findings using relevant literature as a reference discussed. Research questions and theoretical framework considered.

Chapter 6 Limitations, Recommendations and Conclusion

Chapter 6 summarises how the research unfolded, including the limitations, recommendations arising from the findings, and a conclusion.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Chapter Two reviews the literature and theoretical framework relevant to this study, focusing on the challenges of curriculum implementation in Community Learning Centres (CLCs). It examines key concepts, including adult education, curriculum theory, and systemic barriers, within the South African context. The chapter highlights historical developments in adult education, the intended, enacted, and experienced curricula, and the interplay of these factors in shaping lecturers' experiences. By identifying research gaps and drawing on systems thinking, the chapter establishes a foundation for understanding the complexities of curriculum delivery and its implications for this study.

2.2 Key concepts

This section explains key concepts that I used in this study:

2.3 Intended Curriculum

The intended curriculum refers to the officially documented and planned educational experiences and outcomes designed by educational authorities or institutions. This curriculum outlines the goals, content, and structure of educational programs, specifying what learners are expected to achieve and learn. In the context of Adult Education in South Africa, particularly within Community Learning Centres (CLCs), the intended curriculum serves as a blueprint for educational activities aimed at addressing the diverse needs of adult learners and aligning with national educational standards and goals.

The South African educational system has undergone significant transformations since the end of apartheid in 1994, with numerous reforms aimed at creating a more inclusive and effective education system. The intended curriculum for Adult Education is designed to support lifelong learning and provide opportunities for adults to acquire basic education and vocational skills (Ross, 2023). It emphasises an outcome-based approach, focusing on developing competencies relevant to the community's socio-economic needs (Nzimande, 2007). This approach is intended to empower adult

learners by equipping them with the skills and knowledge necessary to participate effectively in the workforce and contribute to their communities. A key component of the intended curriculum in South African CLCs is the integration of formal, non-formal, and informal learning. Formal education refers to structured programs that lead to recognised qualifications, such as the General Education and Training Certificate (GETC). Non-formal education includes vocational and occupational training that does not necessarily lead to formal qualifications but helps learners acquire practical skills (DHET, 2015). Informal education encompasses learning that occurs naturally through daily activities and experiences, contributing to personal and social development (Tight, 1996). The intended curriculum in CLCs aims to address the specific needs of adult learners by offering flexible and relevant programs. These programs are designed to be learner-centred, considering the unique backgrounds, experiences, and goals of adult learners. For instance, the curriculum includes literacy and numeracy courses for those who need foundational skills, as well as vocational training programs that prepare learners for specific trades or professions (DHET, 2015). This alignment with the needs of the community and the labour market is essential for ensuring that the education provided is both meaningful and practical.

One of the challenges in implementing the intended curriculum is ensuring that it is accessible and relevant to all adult learners, particularly those from disadvantaged backgrounds. The curriculum must be designed to overcome language, socio-economic status, and geographic location barriers. In South Africa, this involves providing resources and support for learners who may face difficulties in accessing education, such as those living in rural areas or those who have been out of the education system for a long time (Mkhwanazi, 2001).

The intended curriculum also incorporates principles of adult learning theory, which emphasise the importance of self-directed learning, experiential learning, and the practical application of knowledge. Andragogy, the theory of adult learning developed by Malcolm Knowles, highlights the need for Adult Education to be problem-centred and relevant to the learners' lives (Knowles, 1990). This approach ensures that adult learners are motivated and engaged as they see the direct benefits of their education in their personal and professional lives. Therefore, the intended curriculum for Adult Education in South African CLCs is a comprehensive framework designed to meet the diverse needs of adult learners. It integrates formal, non-formal, and informal education, emphasising

outcome-based learning and aligning with national educational goals. By focusing on relevance, accessibility, and the principles of adult learning theory, the intended curriculum aims to empower adult learners and contribute to their socio-economic development.

2.4 Enacted Curriculum

The enacted curriculum refers to the actual delivery and implementation of the intended curriculum by educators within the classroom or learning environment. It encompasses the methods, practices, and interactions that bring the planned curriculum to life, shaping the educational experiences of learners. In the context of South African Community Learning Centres (CLCs), the enacted curriculum is critical in determining how effectively the intended educational goals are achieved and how well the needs of adult learners are met. One of the primary challenges in enacting the curriculum in CLCs is the variability in the resources and training available to educators. The effectiveness of the enacted curriculum largely depends on the quality and preparedness of the instructors. In many cases, educators in CLCs may not have received adequate training in Adult Education methodologies or may lack the necessary materials and resources to deliver the curriculum effectively (Aitchison, 2004). This can lead to discrepancies between the intended and enacted curriculum, with learners not receiving the full benefits of the educational programs designed for them.

Moreover, the enacted curriculum in CLCs must be adaptable to the diverse backgrounds and needs of adult learners. Unlike traditional schooling environments, Adult Education settings often include learners with varied educational histories, socio-economic statuses, and learning objectives. Educators must employ flexible and inclusive teaching strategies to accommodate these differences, ensuring that all learners can engage with and benefit from the curriculum (DHET, 2015). This includes using learner-centred approaches, such as experiential learning, collaborative activities, and real-life problem-solving, which are essential for Adult Education.

The context in which the curriculum is enacted also plays a significant role in its effectiveness. In South Africa, many CLCs operate in under-resourced and challenging environments, where issues such as inadequate infrastructure, limited access to technology, and socio-economic barriers can impede the delivery of education (Mkhwanazi, 2001). Educators must navigate these challenges creatively, finding ways to deliver the curriculum despite these constraints. This often involves

leveraging community resources, utilising local knowledge and skills, and fostering a supportive learning environment that encourages learner participation and engagement.

The role of assessment in the enacted curriculum is another critical factor. Assessments must be designed to accurately measure the competencies and outcomes specified in the intended curriculum, providing meaningful feedback to learners and educators. In Adult Education, assessments should test knowledge and evaluate the practical application of skills in real-world contexts (DHET, 2015). This ensures that the education provided is relevant and directly beneficial to the learners' personal and professional lives. In practice, the enacted curriculum in CLCs often reflects a blend of formal instruction and informal learning experiences. While structured lessons and assessments are important, much of the learning in CLCs occurs through interactions, discussions, and collaborative activities that are not formally documented (Tight, 1996). Educators play a crucial role in facilitating these informal learning experiences, creating an environment where learners feel comfortable sharing their knowledge and experiences and learning from one another.

Systems thinking provides a useful framework for understanding the complexities of the enacted curriculum in CLCs. By viewing the education system as an interconnected network of components, we can better understand how various factors such as educator training, resource availability, learner diversity, and contextual challenges interact to influence the delivery of education (Czarnecki, 2012). This holistic perspective helps identify leverage points for improving the enacted curriculum, ensuring that it aligns more closely with the intended curriculum and meets the needs of adult learners. Hence, the enacted curriculum in South African CLCs is shaped by a variety of factors, including educator preparedness, resource availability, learner diversity, and contextual challenges. To effectively implement the intended curriculum, educators must employ flexible, inclusive, and learner-centred approaches, adapting their teaching strategies to meet the unique needs of adult learners. By understanding the complexities of the enacted curriculum through a systems thinking lens, we can identify ways to enhance the delivery of education and improve outcomes for adult learners.

2.5 Experienced Curriculum

The experienced curriculum refers to the actual learning experiences and outcomes of the learners, encompassing how they perceive, engage with, and benefit from the educational content and

activities. This concept captures the learners' perspectives and reflects the realities of how the curriculum is received and internalised. In the context of South African Community Learning Centres (CLCs), understanding the experienced curriculum is crucial for assessing the effectiveness of Adult Education programs and identifying areas for improvement.

Learners' experiences in CLCs are influenced by various factors, including the quality of instruction, the relevance of the curriculum to their personal and professional lives, and the overall learning environment. One of the primary goals of Adult Education is to provide meaningful and practical learning experiences that empower learners to improve their socio-economic status and contribute to their communities (DHET, 2015). Therefore, the experienced curriculum must align with the learners' needs and aspirations, providing them with the skills and knowledge necessary for personal and professional development. The diversity of adult learners in CLCs means that their experiences of the curriculum can vary widely. Adult learners come from different educational backgrounds, age groups, and socio-economic contexts, each bringing unique perspectives and learning needs. Effective curriculum implementation must account for these differences, ensuring that the educational experiences are inclusive and responsive to all learners (Aitchison, 2004). This requires a flexible and adaptive approach to teaching, where educators can tailor their methods to meet the specific needs of their learners.

Learner engagement is a critical aspect of the experienced curriculum. Adult learners are typically more motivated when they see the direct relevance of their education to their lives. Therefore, the curriculum should include real-world applications and practical activities that resonate with the learners' experiences and goals (Knowles, 1990). For example, vocational training programs that provide hands-on experience in relevant trades or professions can enhance learner engagement and improve educational outcomes. The support systems and resources available to learners also play a significant role in shaping their experiences. In many CLCs, learners face limited access to educational materials, inadequate infrastructure, and socio-economic barriers (Mkhwanazi, 2001). Providing adequate support, such as tutoring, counselling, and access to learning resources, can help mitigate these challenges and enhance the learners' educational experiences. Additionally, fostering a supportive and collaborative learning environment can encourage learners to participate actively and engage with the curriculum.

Assessment and feedback are essential components of the experienced curriculum. Learners benefit from assessments that not only measure their knowledge and skills but also provide constructive feedback to guide their learning (DHET, 2015). Formative assessments can help learners understand their progress and identify areas for improvement. By involving learners in the assessment process and encouraging self-reflection, educators can help them take ownership of their learning journey.

The experienced curriculum is also shaped by the broader socio-economic and cultural context. In South Africa, the legacy of apartheid and ongoing socio-economic inequalities continue to impact the education system. Adult learners in CLCs often face additional challenges related to poverty, unemployment, and limited access to education (Nzimande, 2007). Understanding these contextual factors is crucial for designing and implementing a curriculum that addresses the specific needs and challenges of adult learners in South Africa. Thus, the experienced curriculum in South African CLCs reflects the actual learning experiences and outcomes of adult learners. It is influenced by various factors, including the quality of instruction, the relevance of the curriculum, the support systems available, and the broader socio-economic context. By focusing on learner engagement, inclusivity, and practical applications, educators can enhance the educational experiences of adult learners and help them achieve their personal and professional goals. Understanding the complexities of the experienced curriculum is essential for improving Adult Education programs and ensuring that they meet the diverse needs of learners.

2.6 Institutional Education (Formal Education)

Institutional education primarily occurs within educational establishments such as schools, colleges, and universities. It involves structured, classroom-based learning conducted by qualified instructors with a specific goal in mind, whether it's to advance students' knowledge or skills. Elcock (2002) suggests that the educational programs used during exams play a crucial role in moving students forward in their learning journey. He also points out that the formal education system often overlooks the values, standards, and attitudes of learners that are important for the educational system and fails to meet the real needs of learners and the community. Dibs (2002) adds that formal education institutions are organised in terms of management, physical space, and curriculum, and

they require learners to attend classes regularly. The Continuing Education and Training Act of 2006 established a policy that created Community Education and Training Colleges as a new category within the Post-School Education and Training sector, which came into effect on April 1, 2015. This Act provides formal education and training for adults, aiming to offer relevant programs that meet the needs of adult learners and the community, thereby enhancing their educational levels.

2.7 Learning Outside the System (Non-Formal Education)

Learning that happens through everyday activities related to work, family, or hobbies is known as non-formal learning. It's a learner-focused approach that helps individuals acquire skills and qualifications on their own terms. This type of learning is structured but not bound by the formal education system, and it doesn't necessarily lead to certification or qualification achievement. Instead, it includes vocational and occupational training (DHET, 2015). Non-formal learning takes a comprehensive approach, focusing on developing skills and knowledge that can improve livelihoods and lifelong abilities, particularly for those who are not in employment, education, or training (NEETs).

2.8 Learning from Life (Informal Education)

Learning that occurs naturally from our daily experiences and the knowledge we gain from our surroundings is referred to as informal learning. It also includes a hidden curriculum that can lead to a loss of identity, but it also broadens our understanding of the world and can lead to positive changes. Informal education provides insights into the world around us, shaping our views on life, helping us form opinions, and offering different perspectives. Informal education, through coaching, fosters collaboration and commitment and changes the environment by developing skills. Informal training and development are based on learning from experience (Tight, 1996), emphasising a learner-centred approach.

2.9 Adult Learner

An adult learner is defined as an individual who has achieved self-directed independence. They can

make their own choices and are accountable for their actions (Mkhwanazi, 2001). Various scholars present different perspectives on adult learners. Liberals perceive an adult learner as someone who thoughtfully responds to prior experiences related to subjectivity and objectivity. They voluntarily engage in the learning process (Knowles, 1990). Behaviourists view an adult learner as an individual who actively participates and takes responsibility for learning to become proficient and demonstrate their knowledge through achievements. Progressives describe an adult learner as an individual who actively engages in learning experiences, with their needs and interests shaping the educational processes (Knowles, 1990). From a humanistic perspective, an adult learner is someone who focuses on what they deem to be important, essential, and meaningful, with a motivation to learn and take an active role in directing the learning process. The humanistic approach places significant importance on the concept of self-concept, which influences behaviour and plays a crucial role in the growth and development of the individual (Elias & Merriam, 2005). The foundation of the humanistic approach in education lies in meeting the needs of the learner. Thus, from a humanistic standpoint, lifelong learning for adults involves acquiring fundamental skills to participate in society actively, as well as developing certain values, knowledge, and attitudes (Aitchison, 2004).

2.10 Education for Adults

In the prior segment, we explored the concept of education for adults. The current segment delves into the theoretical frameworks underpinning Adult Education. These frameworks include Andragogy, Constructivism, and Experiential Learning. This section elaborates on Adult Education theories, as they are central to understanding approaches to Adult Education and instruction.

Andragogy was championed by Malcolm Knowles, who referred to it as the craft of science and knowledge that supports adult learning. This perspective sees the adult learner as individuals who are self-directed, armed with extensive experiences that enrich their learning journey, have needs aligned with their social roles, and are inherently motivated to learn, especially when the learning approach is problem-focused (Knowles, 1990).

The approach to teaching and learning is designed with the learner at the forefront. It emphasises the involvement of the learner in all aspects of their education, creating an environment conducive to their

success. A primary objective of Andragogy is to encourage and nurture independent learning. The humanistic perspective aligns with this goal, both in theory and practice. This approach fosters learners' abilities to become independent entities. It also supports transformative learning experiences (Knowles, 1990).

Rogers (1940) highlighted that the role of an adult educator is to support the learning process, allowing for natural learning, self-reliance, and the maximisation of learners' potential for societal benefit. Andragogy advocates for the development of independent learners, grounded in Malcolm Knowles' philosophy of humanistic psychology, where the learner is viewed as autonomous, evolving, and free. The teaching strategy emphasises learner-centred pedagogy, with a curriculum tailored to meet the needs of adult learners. It includes problem-solving group activities to foster self-actualisation and the development of well-rounded individuals. The educator's role is to create a supportive learning atmosphere that facilitates the learners' autonomy and full potential. (Tight, 1990). The importance of Andragogy lies in its recognition that adult learning is a resource for growth and that self-directed learning leads to a transition from dependent identities to autonomous learning environments (Ellias & Merriam, 2005).

A constructivist approach encourages learners to actively participate in constructing their understanding and interpretations of the content they are learning. It emphasises the role of the teacher in providing a nurturing environment for learning and guiding the learners in their inquiry. Tight (1996) argues that combining learners' existing knowledge with the activity enhances the learning process, leading to new experiences and further development of the learner. David Kolbs' theory of experiential learning supports this, asserting that adults learn more effectively through experience and that being engaged as a complete being aids in absorbing information.

Teaching and learning are collaborative activities that connect the process of developing problem-solving skills to real-life situations. They also stress the importance of an approach that values experience, encouraging students to actively participate. Educators play the role of facilitators, guides, and supports in this process. They embody both the roles of the teacher and the learner (Jarvis, 1990). This concept is relevant to the educational field because the comprehensive approach to

teaching and learning aims to offer a holistic educational experience that promotes a combined framework for personal growth, integration into the workforce, and support for both societal and individual needs (DHET, 2015).

2.11 Community Learning Centres

The (ABET) Act No. 52 of 2000 permitted the creation of Private and Public Adult Learning Centres (PALCs) as an alternative to the night schools that had operated under apartheid. These Adult Education centres were established to provide general education to adults, and they currently represent the sole state-funded institution dedicated to offering general education for adults (DHET, 2013). These centres offer a variety of educational opportunities ranging from basic literacy to twelfth-grade education. A community college is described as an educational institution that provides a broad selection of programs across its structure, serving a diverse group of learners with various abilities, prior educational achievements, and learning goals. These colleges are funded by the government of the relevant province (DHET, 2015).

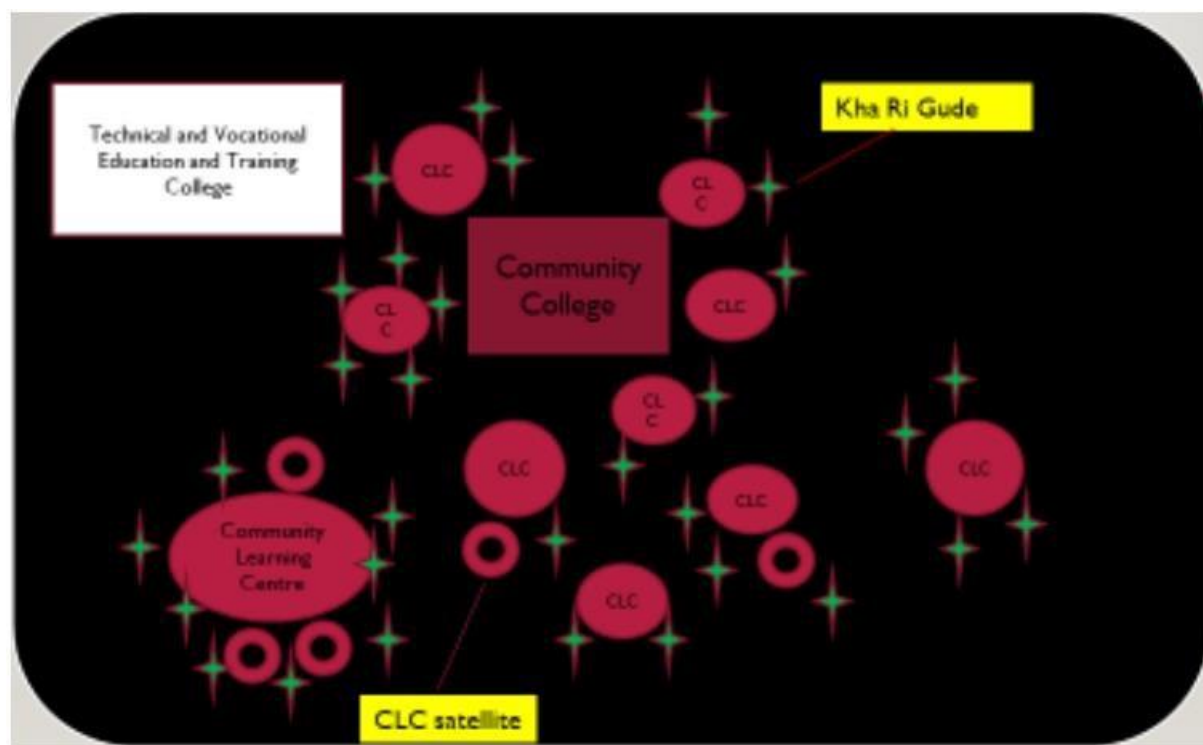


Figure 1: The Interplay Between a Community College and a Community Learning Centre

Various scholars present diverse views on the concept of education. DET (2006) views education as an organised learning process, the result of which is the acquisition of knowledge and development through the education process. Tight (1996) defines education as the growth of knowledge, understanding, and both narrow and broad learning activities. He suggests that education is a process aimed at changing the behavioural patterns of individuals and plays a key role in achieving change through knowledge increase, skill development, or change in behaviour and attitude. Education is seen as a structured and continuous process aimed at communicating a mix of knowledge, skills, and understanding deemed valuable for everyday life activities (Jarvis, 1990). He further states that educational programs should have clear, distinct purposes with specific goals to guide the learning process. Harrison (1992) believes education significantly contributes to the developmental process by affecting not just knowledge and skills but also character, culture, aspirations, and achievements. Jarvis (1990) further argues that education is an institutionalised and organised system of education that spans from primary school to upper levels of university, distinguishing it from non-formal, informal, and general education. This points us to formal education.

2.12 Formal education

The term formal education refers to the distinct roles played by students and educators and primarily occurs within educational establishments (Tight, 1996). This type of education is usually conducted in classrooms and is led by certified instructors to achieve certifications at the school, college, or university level (Elcock, 2002). He also points out that the educational programs designed for both teachers and students during the evaluation stages contribute to advancing students to the next educational phase. Formal education institutions are structured both in terms of curriculum and in their physical and administrative management, and they require students to attend classes regularly. There is a schedule that both teachers and students are expected to follow, including evaluation periods, to guide students towards higher levels of learning (Dibs, 1998).

During the early 1840s, there was a prevalent belief in natural inequality, which was rooted in a more humanistic and universal tradition from the Enlightenment era. Education at this time was closely

associated with colonisation, as seen in the works of Swartz (2015). This approach to education played a crucial role in the assimilation of different races to make them subservient to the colonisers. In 1849, the opening of a public or governmental elementary school in Pietermaritzburg signified the start of European education in the area. This education model included teachings of Christianity and industrial skills. The idea was that education and religion would civilise the locals, and they were led to believe that their aim was to be controlled by the settlers.

In 1853, Allison experienced the struggles of being a missionary, as he faced a loss of trust from the African converts due to a lack of personal property documentation. The concept of education included aspects such as Christian teachings and industrial training, with the belief that through education and religion, the locals would be tamed (Meintjies, 2020). The Edendale Kholwa community faced challenges in terms of land ownership and societal norms, as it was mainly controlled by the colonists, leading to scepticism about Allison's missionary role. By 1859, Sir Grey, the governor of the Cape, aimed to govern and civilise the local population. This effort led to an increase in skilled trades such as trading, carpentry, bricklaying, and artisan work, which, in turn, boosted the local economy (Meintjies, 2020).

In 1860, the Edendale Kholwa community adopted a strategic approach to selling their produce, only doing so when the prices were high in the market. This community also took up carpentry, construction, bricklaying, and artisan work, which they used to invest in their agricultural ventures by purchasing property titles (Meintjies, 2020). The Edendale Kholwa gained valuable skills and found ways to use them for profit. By 1870, educational programs were specifically designed to meet the intellectual needs of various ethnic groups. Education served as a means for both humanitarian and colonial control and played a role in shaping the settlers' influence in both areas (Swartz, 2015). In 1888, the Georgetown community established a Funamalungelo society aiming for municipal status, though their efforts were not successful. In 1891, Enoch Msimang took over as leader of the Funamalungelo after Stephanus Mini, who initially resigned but later changed his mind. This leadership change led to the Edendale community reclaiming its sense of identity (Natalia 35, 2005).

In 1892, Enoch Msimang was appointed to a position on the Edendale Trustees, where he took on

roles as a wheelwright, carpenter, and farmer, eventually becoming one of the region's most prosperous landowners (Natalia 35,2005). By 1895, he had also taken up additional responsibilities at St. Alban's College, Inkanyiso YaseNatali, where he edited the curriculum. This institution became fully black-owned and advocated for the rights of Africans known as (Ononhlevu), marking a significant moment in South Africa's history (Reflections on the Rainbow Nation, December 12, 2017).

In 1906, the Edendale community organised a gathering at Edendale camp. Among those present were two of Enoch's nephews, Richard and Henry Selby, who went on to found the South African National Congress in 1906 (Natalia 35,2005). The Edendale Vocational College was started in 1956, initially as a boys-only school, but it transitioned to a co-educational institution in 1996. The Satyagrahi Manaye Hall is notable for being the location where Nelson Mandela delivered his final public address before his arrest in 1962 at Howick. This hall now serves as an Adult Community Centre and is recognised as an essential educational facility in Greater Edendale. Additionally, the Manaye Hall is recognised as a heritage site (Eppreht, 2017; Harley; Aitchison & Butler, 1993). Consequently, this study is a part of the Edendale Historical Project. In 2013, the Minister of Higher Education and Training called for a task team to explore the feasibility of creating an integrated education area within the Imbali – Edendale – Vulindlela area, which is part of the Greater Edendale peri-urban context (Members of the steering committee).

2.13 Related Studies

Significant research has explored systemic challenges in adult education in South Africa, yet critical gaps persist in understanding the role of lecturers in navigating these challenges. The existing literature predominantly highlights structural barriers such as policy-practice disconnections, resource shortages, and inadequate facilities in Community Learning Centres (CLCs) (Aitchison, 2012; Rule et al., 2015). While these studies provide valuable insights into systemic issues, they fall short in examining the adaptive strategies employed by lecturers to ensure effective curriculum implementation amid these constraints. This omission leaves a substantial gap in understanding how lecturers mitigate challenges to foster conducive learning environments.

One of the primary challenges in adult education is the fragmented and underdeveloped curriculum

framework. Research indicates that the lack of a clearly defined intended curriculum, inconsistencies in unit standards interpretation, and an overemphasis on formalized assessments hinder the effectiveness of adult education delivery (Umalusi, 2008; Department of Education, 1997). The National Curriculum for Adult Basic Education and Training (ABET) has been criticized for its failure to integrate practical and workplace-relevant skills, leaving educators to navigate a misalignment between curriculum design and the lived realities of adult learners (Baatjes & Mathe, 2004). This disconnects places an additional burden on lecturers who must develop supplementary instructional strategies to ensure meaningful learning experiences.

Moreover, the socio-economic barriers affecting adult learners also have direct implications for lecturers' pedagogical approaches. Many adult learners face issues such as unemployment, poverty, and lack of access to educational resources, which significantly impact attendance and engagement (Rule, 2006). Research highlights that lecturers often assume the role of facilitators beyond traditional instruction, providing emotional and motivational support to learners navigating these hardships (Baatjes & Mathe, 2004). However, studies seldom explore how lecturers balance these additional responsibilities with their core instructional duties.

A further layer of complexity is introduced by the precarious employment conditions of adult education lecturers. Unlike educators in formal schooling, many ABET lecturers work on a part-time basis, leading to high turnover rates and inconsistent teaching quality (Umalusi, 2008). This instability in staffing disrupts continuity in curriculum delivery, necessitating constant adaptation on the part of lecturers who remain in the system (Aitchison & Harley, 2006). The absence of a professionalized field for adult education practitioners further exacerbates these challenges, as lecturers lack formal support structures and opportunities for professional development (Cretchley & Castle, 2001).

Despite these barriers, lecturers employ various strategies to enhance curriculum implementation. The concept of 'dialogic space,' as discussed by Rule (2004), provides a theoretical lens for understanding how lecturers create interactive and participatory learning environments despite systemic constraints. By fostering dialogue between learners, institutions, and broader societal structures, lecturers facilitate critical engagement with educational content and promote transformative learning experiences. However, research suggests that these dialogic methods are often implemented informally, without

institutional recognition or support, limiting their scalability and sustainability (Gravett, 2001).

Another critical approach involves the adaptation of instructional materials to align with learners' needs. Research indicates that many lecturers modify curriculum content to include contextually relevant examples, practical applications, and workplace-oriented skills (Department of Education, 1997). This aligns with the broader critique of the National Qualifications Framework (NQF), which, despite its aim to provide flexible learning pathways, has been criticized for its rigid assessment structures that do not adequately accommodate the diverse needs of adult learners (Baatjes & Mathe, 2004).

In light of these findings, this study contributes to the discourse by documenting lecturers' firsthand experiences, strategies, and challenges in curriculum implementation. By examining how lecturers navigate policy constraints, resource limitations, and socio-economic barriers, the study enriches the understanding of the enacted curriculum in adult education. Furthermore, it offers practical insights for improving the training, support, and retention of lecturers in Community Learning Centres, thereby strengthening adult education in South Africa.

2.14 Historical background of Adult Basic Education in South Africa before 1994

Exploring the historical context of Adult Basic Education in South Africa before 1994 is crucial for understanding the investigation's purpose. Following the conclusion of World War II in 1945, there was a pressing need for vocational skills and literacy among workers to meet the demands of the industrial sector, a period known as South Africa's industrialisation era (Mkhwanazi, 2001). With the National Party's ascendancy in 1948, there was a strategic move to promote Adult Basic Education among the local populace. The education policies and laws enacted in the 1960s imposed legal barriers and limitations on non-governmental literacy initiatives (Nzimande, 2007). The support for literacy by the Communist Party, which was seen as a platform for promoting communist ideologies, influenced the Nationalist government's perspective on Adult Basic Education. Additionally, there was a concern that the introduction of Adult Basic Education could reignite the consciousness of the black movement (Mkhwanazi, 2001). The banning of the African National Congress and the Pan African Congress in the 1960s eliminated key sources of organised support for community-based projects. The economic expansion of the 1960s also led to a demand for a more skilled workforce, and

the launch of International Literacy Year campaigns, along with pressure from trade unions, encouraged companies to initiate literacy programs in their workplaces.

By the mid-1980s, Adult Basic Education for black individuals was directly integrated with the Department of Education following the findings of the De Lange inquiry in 1981 in the aftermath of the 1976 Soweto Uprisings. The primary goal of providing Adult Basic Education programs was to address the shortage of skilled labour and enhance company productivity. The Department of Education took over the operation of night schools in South Africa and developed and implemented literacy courses (Mkhwanazi, 2001). A significant portion of non-formal adult basic education in South Africa during the 1970s and 1980s was facilitated by non-governmental organisations. International entities like the UNESCO Institute of Education in Germany and the Swedish International Development Authority (SIDA) played a crucial role in supporting literacy initiatives globally, including in South Africa. This type of Adult Education, which is aligned with Freire's (1970) theory of education emphasising liberation and transformation through political engagement, social change, consciousness, and shared experiences, is also connected to the needs of the community and seen as a vital tool in the fight for democracy and participatory citizenship. The focus was on practical literacy, English, and numeracy. Non-formal Adult Basic Education was viewed as genuine, revolutionary, inclusive, and a means for social transformation (Baatjies & Mathe, 2004). In the 1980s, the state initiated the establishment of night schools due to economic pressures stemming from the need for a skilled workforce and an international push to eradicate illiteracy (Nzimande, 2007).

In the 1980s, the function of night schools began to fluctuate. Initially, the Nationalist Party government restricted the number of night schools by closing numerous ones and compelled these institutions to prioritise the training of workers due to a shortage of skilled labour in the country (Nzimande, 2007). The Department of Education and Training introduced courses in IsiZulu, Xhosa, Sotho, Tswana, Venda, Tsonga, English, and Ndebele in 1986. Night schools operated by Anglo-American corporations, churches, and prisons followed the guidelines of the Department of Education and Training (Mkhwanazi, 2001). Presently, there are three main categories of Adult Basic Education programs in the nation: Non-Governmental Organizations, Adult Basic Education programs, private sector Adult Basic Education programs, and state Adult Basic Education programs. However, a new approach to Adult Basic Education has emerged, leading us to discuss the

subsequent topic: Adult Basic Education in South Africa after 1994.

2.15 Adult Basic Education in South Africa after 1994

The legislation and policies that have shaped the South African education system since 1994 include:

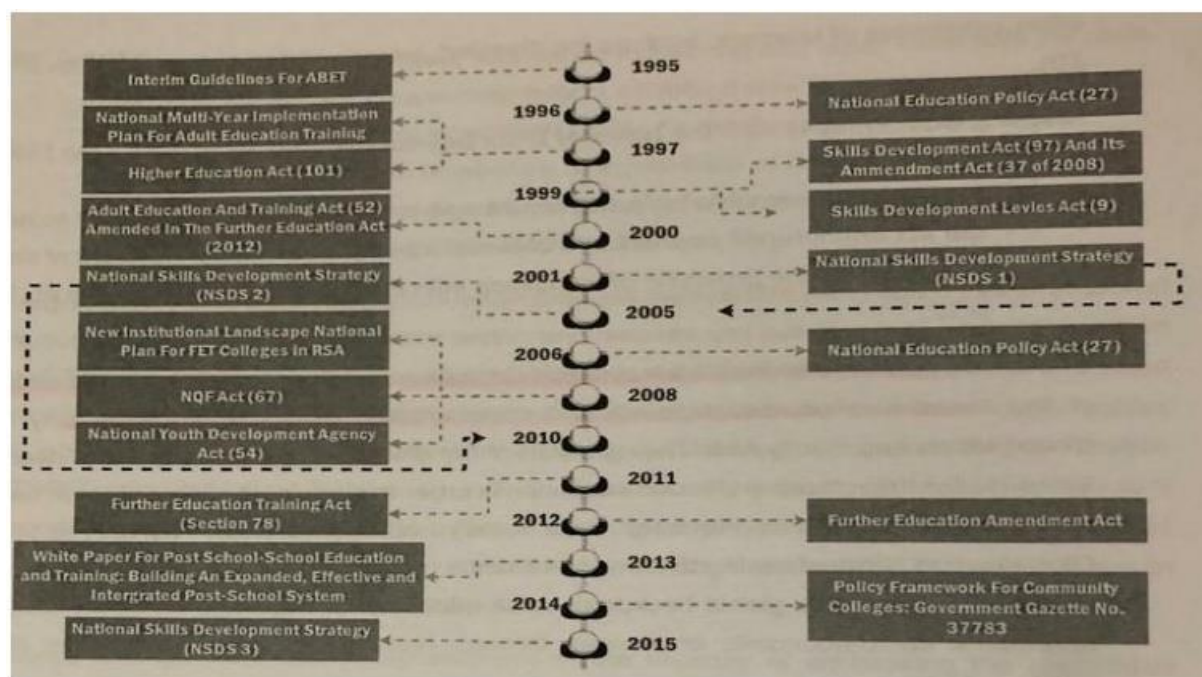


Figure 2: Timeline of ABET Policies and Act

In 1995, the Department of Education established the National Adult Basic Education and Training Interim Guidelines framework, marking the inception of the first Adult Basic Education policy in South Africa. This framework emphasised an outcome-based approach to the curriculum (Nzimande, 2007). Subsequently, the Department of Education created subdirectories for Adult Basic Education across the nine provinces and launched the Ithutheng 'Ready to Learn Campaign' in 1996. By 1997, the Interim Guidelines were replaced by a comprehensive policy on Adult Basic Education and Training, Multi-year Implementation Plans, and a regulatory framework aimed at transforming night schools into PALCs. The Higher Education Act of 1997 (Act 101 of 1997) and the National Qualifications Framework Act of 2008. The Umalusi Council is responsible for setting standards for Vocational and Technical Education and Training (VET) in South Africa through the National Qualifications Framework Act and the General Further Education and Training Quality Assurance Act of 2001. The FET Colleges Amendment Act, 2013 (Act I of 2013) introduced a new category of institutions, Community Education and Training Colleges (CETCs), which would absorb PALCs,

enhance facilities and staff, and expand the range of programs offered, including vocational and community-oriented courses. In April 2016, nine CET colleges were established to facilitate the integration across all provinces. These community colleges are designed to serve populations that are not fully integrated into the post-schooling system. Additionally, AET centres and TVET colleges were transferred to the Department of Higher Education and Training (History of Education in S.A., Yearbook, 2015/16).

The latest iteration of Adult Basic Education in South Africa aligns with the needs of the National Qualifications Framework (NQF) and focuses on outcome-driven learning. This approach signifies that learners are expected to exhibit mastery of specific skills or knowledge. Additionally, it merges with regular school education, ensuring that ABE is part of the comprehensive educational system. The Integrated National Qualifications Framework (NQF) is set to facilitate connections across various components of the unified education framework.

This strategy guarantees that Adult Basic Education is incorporated within the broader educational landscape, avoiding being overlooked. The newly designed Adult Basic Education programs are committed to the comprehensive growth of adult students. By standardising Adult Basic Education, all qualifications issued will be nationally recognised. These education programs are crafted to meet the unique needs of adult learners, prioritising their learning journey's sensitivity and responsiveness. This approach is in line with Adult Basic Education's primary goal: to meet the comprehensive needs of learners.

Moreover, Adult Basic Education programs will be housed within community colleges. These community colleges are educational institutions that provide a wide variety of courses in a unified setting, accommodating learners of various backgrounds, levels, and educational aspirations. The provincial governments will cover the costs of these colleges. Adult educators and tutors will not only have subject matter expertise but will also possess the skills in managing educational institutions, have extensive training, and acquire the necessary skills to create, evaluate, and enhance learning materials and methods, ensuring learning is meaningful and relevant.

The recognition of previous (experiential) learning (Recognition of Prior Learning or RPL) is also

anticipated, enabling learners to showcase their competencies before receiving course credits. The KwaZulu-Natal Department of Education has established a permanent administrative staff to oversee the payment of tutors under the newly established Sub-Sub-Directorate of Adult Education.



Figure 3: A Sub-Directorate of an Adult Education Centre

The updated Adult Basic Education program in South Africa caters to three key demographics of adult learners: those who are employed, unemployed, or pre-employed, along with special attention given to those with disabilities. The initial demographic group, comprising employed learners, seeks to enhance their existing competencies to better adapt to advancements in technology and to secure their positions against potential job losses by expanding their skill sets. The second group, consisting of unemployed adult learners, is made up of individuals living in underprivileged rural regions, like farmers, mothers, and artisans, who face significant barriers to accessing educational training and resources, with more than half of this group facing poverty. The third demographic is pre-employed adult learners, primarily young people with skills that are not recognised in the job market but still need fundamental education to improve their life circumstances. Employment and poverty are major challenges for these youth, who need skills that are in demand by the job market. The National Qualifications Framework (NQF) of South Africa, which underpins this new education program, is designed to address previous inequalities in Adult Education delivery, ensuring that a variety of target

groups receive substantial benefits. The curriculum developed under this program aligns with the requirements of the NQF and is structured around outcomes-based learning, allowing learners to showcase their competencies and learning achievements. Regarding educational programs, the NQF identifies unit standards that detail the specific learning outcomes along with their associated criteria for performance and assessment. These outcomes are shaped by a mix of knowledge, skills, attitudes, and values. Level 4 of Adult Basic Education is equivalent to the final phase of compulsory education, known as the General Education and Training Certificate (GETC), the initial level on the National Qualifications Framework. The goal of this new educational system is to foster significant development and elevate the status of Adult Basic Education students, which is expected to have a positive impact on the socio-economic status of numerous South Africans.

The recent implementation of the Adult Basic Education program in South Africa encompasses three main categories of adult students: those who are employed, those who are unemployed, and those who are unemployed but have started working. Additionally, the program focuses on learners with disabilities. The initial category, employed learners, seeks to enhance their skills to advance in their current jobs or to adapt to the demands of emerging technology. Upgrading skills is crucial for individuals at risk of job loss, allowing them to transition into new employment opportunities. The second category, unemployed adult learners, primarily includes individuals living in impoverished, rural areas, such as farmers, mothers, and homeworkers, who have limited access to educational and training resources. They represent more than half of the unemployed community, highlighting the issue of poverty. The third category, pre-employed learners, mainly involves young people lacking employable skills and needing foundational education. Youth face significant challenges in finding employment and escaping poverty, making it essential for them to acquire skills that are in demand in the job market.

The new Adult Basic Education framework, established under the National Qualifications Framework, is aimed at addressing historical inequalities in the provision of Adult Basic Education to ensure that various target groups benefit significantly. The curriculum developed under this framework aligns with the requirements of the National Qualifications Framework, adopting an outcomes-based approach. This means that students are encouraged to demonstrate their ability to achieve the set learning outcomes. The curriculum's goals, which include knowledge, skills, attitudes,

and values, are designed to promote meaningful development and to elevate the status of Adult Basic Education learners, positively impacting the socio-economic status of many South Africans (Aitchison, 2004).

2.15 Contextual Relevance of Historical Background to the Study

The historical background provided in Chapter Two serves as a foundation for understanding the systemic and structural factors that continue to shape adult education in South Africa. The evolution of Adult Basic Education (ABE) before and after 1994 illustrates how colonial and apartheid-era policies created inequities in access, resources, and educational priorities. These historical disparities persist, manifesting as resource shortages, inadequate infrastructure, and policy-practice gaps in Community Learning Centres (CLCs) today. Recognizing this context is essential to situating the experiences of lecturers within a broader socio-political and historical framework.

The historical account also underscores the recurring issue of policy aspirations falling short of practical implementation. For example, the post-1994 emphasis on outcomes-based education aimed to redress past inequalities but did not adequately consider the systemic challenges that lecturers face in delivering the curriculum. This study builds on this historical narrative by exploring how these unresolved issues continue to affect curriculum implementation, highlighting the disconnect between policy intentions and classroom realities.

Furthermore, the historical background informs the research by identifying enduring gaps, such as the lack of specialized training for adult education lecturers and limited alignment between curricula and learners' socio-economic contexts. These gaps underscore the need for targeted interventions, which this study seeks to address by focusing on lecturers' adaptive strategies and lived experiences. Thus, the historical context provided in this chapter is not merely a "bedtime story" but a critical lens through which to understand the systemic barriers to effective adult education. By linking past policies to present challenges, the study demonstrates the importance of examining lecturers' roles as agents navigating these constraints. This approach not only enriches the analysis but also provides a nuanced understanding of the implications for policy and practice.

2.16 Systems Thinking as a Theoretical Framework

This study adopted the systems thinking as its theoretical framework to examine the complex relationships and interdependencies involved in implementing the curriculum in Community Learning Centres (CLCs) in South Africa. Systems thinking provides a holistic lens through which to analyse the multifaceted challenges faced by lecturers in this context. As Waring (1996) notes, systems exist everywhere, and the education system - particularly Adult Education - can be viewed as an intricate system with many interacting components.

Systems thinking is defined by Kay and Foster (1999, p. 168) as "the study of objects as wholes and synthesising all the relevant information regarding an object to have a sense of the whole." This aligns closely with the aims of this study, which is to synthesise information from lecturers to gain a comprehensive understanding of curriculum implementation challenges. Czarnecki (2012, p.22) further elucidates that "systems thinking is the process of understanding how a group of interacting, interrelating, interdependent components influence each other within a whole." In the context of CLCs, this involves examining how lecturers, centre managers, students, curriculum, resources, and broader socioeconomic factors interact to shape the implementation of the curriculum.

A key strength of systems thinking for this study is that it "enables viewing the world from a broad perspective that includes structures, patterns and events, instead of just focusing on the events themselves" (McNamara, 1999, p. 5). This allows us to look beyond surface-level challenges to uncover deeper systemic issues affecting curriculum implementation. As Watson and Watson (2011, p. 65) articulate, the "core concept of a system is one of relationship between components, which together comprise a whole." By mapping out these relationships between different components of the Adult Education system in South Africa, we can gain crucial insights into where bottlenecks and barriers emerge.

Systems thinking involves three key processes that are highly relevant to this study: 1) identifying the components that make up the system, 2) understanding relationships between the components, and 3) understanding how the components impact the larger system (Watson & Watson, 2011). In the context of CLCs, this entails identifying key stakeholders and elements (e.g. lecturers, curriculum, resources), mapping out how they interact, and analysing how these interactions shape the overall

curriculum implementation. Ziegler and Phillipson (2012) argue that it is possible to understand the whole when the discrete components are understood. This supports our methodological approach of interviewing individual lecturers to build up a picture of system-wide challenges.

Key components of the Systems Theory

In order to contextualise the systems theory, this section explains the following key components: System, Subsystems, Boundaries, Environment, Inputs, Throughput (Process), Outputs, Feedback, Homeostasis (Equilibrium), Equifinality, Hierarchy and Holism.

System

Within the context of this study on exploring lecturers' experiences and challenges the lecturers face when implementing the curriculum at a community learning centre, a system is defined as a regularly interacting and interdependent group of items forming a unified whole. Jordan (2024) emphasizes the interconnectedness and interdependence of components that collectively constitute a whole, which is often greater than the sum of its individual parts. Jordan (2024) further states that the utility of applying a systems lens lies in its ability to embrace and understand the complexity of factors in various domains, moving beyond arbitrary disciplinary boundaries. Essentially, Jordan (2024) highlights that a system is more than just the sum of its parts. It displays emergence, where the combined effect of all the elements creates outcomes that individual components couldn't achieve on their own. There's also interdependence, meaning a change in one part can influence the rest. Lastly, systems are dynamic, able to adapt and learn from unpredictable changes through feedback loops.

Subsystem

In addition, related to the system, it is important to explain subsystem. Briggs and Morgan (2017) argue that subsystems are integral components of a larger system, essentially functioning as systems within systems. Hence, given the nature of all subsystems, the development of subsystems is an inevitable aspect of systemic organisation. Briggs and Morgan (2017) give an example within a family system, parental, sibling, and parent-child relationships can each be considered a subsystem, governed by unique interaction patterns. Therefore, these subsystems, while distinct, remain interrelated and contribute to the overall functioning and goals of the larger system.

The concept of subsystems has taken particular significance in contemporary organizational research, where Schneider et al. (2017) describe how organizations create inner complexity with the help of subsystem differentiation as an answer to environmental uncertainty. Their account demonstrates how efficient organizations create specialized subsystems that take care of specific environmental demands and integrate the subsystems with the help of integration mechanisms. This upends the prevailing notions of organizational efficiency based on streamlining and standardizing.

Boundaries

The other important key concept is boundaries. In the systems theory, according to Kislov, Harvey and Jones (2021) boundaries in the systems theory show the perimeters of a system, distinguishing it from its environment and from other systems or subsystems. Boundaries are very important for the identity and integrity of a system, regulating the flow of information, energy, and resources into and out of it (Durkin, 1982; Kislov et al., 2021). Boundaries can also be viewed as a dynamic process of establishing and maintaining these distinctions, which plays a vital role in the management of individual and group relationships (Kislov et al, 2021).

In addition, system boundaries are the limits and demarcations of systems and delineate which elements are brought in or shut out during the process of analysis. Durkin's (2019) systematic systems theory analysis of boundaries reveals how, far from being demarcations that remain fixed, boundaries are fluid interfaces that regulate information, energy, and material flows between systems and their environments. This perception challenges the traditional beliefs about the hard barrier nature of boundaries and instead sees them as semi-permeable membranes that can be regulated or modified as the need arises and based on environmental factors.

Inputs

Inputs are the energy, information, and resources that systems receive from their environments in order to maintain their operations and achieve goals. Traditional views stressed the energy and material inputs, but current systems thinking recognizes the crucial importance of information inputs in complex adaptive systems. Palaima and Skaržauskienė (2010) show how information inputs offer systems thinking competencies in leadership contexts, in which the leaders must process the complex environmental information in order to reach feasible decisions.

The computerization of modern systems has changed the very nature of the inputs, with information

being the most common type of input in most systems. Malik et al. (2022) explain how the application of artificial intelligence and machine learning technology changes the possibilities of input processing, so systems may process exponentially greater volumes of information and still recognize patterns and associations that would be beyond the reach of processing by pure humans. This is a qualitative change in systems performance.

Throughput (Process)

Throughput processes are the internal processes in which systems transform inputs into outputs (Stacey et al., 2000). The processes are the value-creating processes that distinguish the different kinds of systems and that determine the efficiency of systems. Present literature emphatically holds that the throughput processes are not physical conversions, but they are complex relations between the parts of systems that might generate emergent properties and undesired results.

Organizational research has helped to significantly enhance the understanding of processes of throughput, particularly with innovation and knowledge work. Stacey et al. (2000) demonstrate how organizational processes of throughput involve complex interdependencies between cultural patterns, informal networks, and structures that can generate innovative and creative outcomes. They indicate that optimal processes of throughput achieve an effective balance between structure and fluidity to accommodate efficiency and adaptiveness.

The introduction of digital technology has transformed processes of throughput in multiple areas. By enabling the automation of repetitive processing, digital systems still allow new kinds of man-computer collaboration on challenging tasks. This change requires new considerations of processes of throughput that account for the complementary strengths of man and computer systems.

Feedback

Feedback systems are one of the most significant Systems Theory concepts, as they enable systems to monitor performance and adjust behaviour in response. Cybernetics work has established that there are two types of feedback: negative feedback that assists systems in continuing to stable states and positive feedback that can result in systems shifting or being destabilized. Contemporary work emphasizes that effective systems need balanced systems of feedback that maintain stability but

foster adaptability and learning. Umpleby and Dent (1998) conduct an in-depth exploration of assumptions about feedback from various systems theory traditions, showing that the concepts of feedback differ markedly between fields and applications. Their work shows that cybernetic views prioritize regulation and control and that views based on complexity emphasize self-organization and emergence. This range of concepts of feedback mirrors the wealth of systems thinking and the importance of application-specific design of feedback.

Organizational learning research has generated important insights into processes of feedback and adaptivity of systems. Keaten (1995) contrasts decision groups' possible chaotic feedback loops that discourage competent decision-making with the conditions that promote constructive feedback and learning. This work concludes that the structure of feedback is vital to systems' effectiveness and must be approached with extreme sensitivity to feedback timing, contents, and processing abilities. The digital systems brought with them novel possibilities of feedback mechanisms that allow real-time observation and an adjustment facility unavailable earlier. Such technological possibilities necessitate novel theoretical concepts capable of reflecting the swiftness and the level of digital feedback process complexities along with the availability of human monitoring and regulating control.

Homeostasis

Homeostasis is the ability of the system to maintain stability and balance internally despite environmental fluctuations (Rzevski, 2014). This has evolved from equilibrium models to dynamic models of stability that consider the processes that are essential to attain and maintain organizational coherence of the system. Contemporary work still insists that homeostasis is an ongoing process, and not static, and that it is contingent upon continuous adjustment and adaptability. Anderson et al. (2018) demonstrate how health systems achieve homeostasis through elaborate regulatory processes that maintain in equilibrium trade-offs between quality, efficiency, and accessibility. Their work demonstrates that effective health systems achieve multiple homeostatic processes that might respond to multiple types of disturbances but maintain critical system operations. Their multi-level homeostasis allows adaptability and resilience in systems.

The study of social systems has developed our knowledge of homeostatic processes in large-scale,

complex social systems. Rzevski (2014) examines the self-organization of social systems based on homeostatic processes that integrate individual freedom with common coordination. This work shows that social homeostasis is based on both the formal regulatory processes and the informal processes of society that result from interaction patterns. The principle of dynamic equilibrium has become of special significance in sustainability studies, in which systems need to be stable yet able to respond to the environmental fluctuations. This view acknowledges the fact that sustainable systems need homeostatic processes capable of responding to both predictable and unpredictable environmental fluctuations.

Equifinality

Equifinality represents the principle that different initial conditions and pathways can lead to similar system outcomes. This concept challenges linear causation models and emphasizes the importance of system structure and processes rather than specific starting conditions. Katz and Kahn's (1978) classical analysis demonstrates how organizational systems can achieve similar outcomes through different organizational arrangements and processes.

Contemporary research has significantly expanded our understanding of equifinality in complex adaptive systems. The principle suggests that system outcomes depend more on system dynamics and feedback processes than on specific initial conditions or input characteristics. This insight has important implications for system design and intervention strategies.

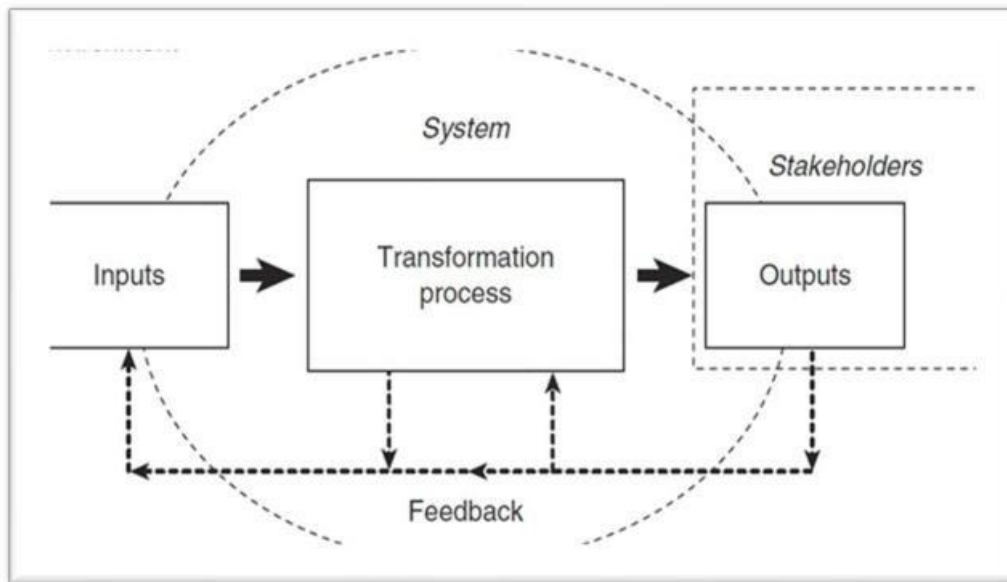


Figure 4: System Thinking Theory Application of Systems Thinking in the Study

Some key characteristics of systems thinking that are particularly salient for this study include context dependency, interconnectedness, interdependence, and environment (Czarnecki, 2012). Each of these provides a useful lens through which to examine curriculum implementation challenges:

i. Context dependency: Systems thinking emphasises that components of a system show different responses in different environments (Shaked & Schechter, 2019). This aligns with our findings from the literature review that curriculum implementation faces unique challenges in contexts in developing countries like South Africa compared to developed countries. It highlights the importance of considering the specific socioeconomic and cultural context of Greater Edendale in interpreting our results.

ii. Interconnectedness: Systems thinking posits that all systems comprise interconnected, interacting elements. Changes in one part will affect other parts (Shaked & Schechter, 2019). This interconnectedness is evident in how challenges faced by lecturers ripple out to affect students, centre management, and the broader goals of Adult Education. By mapping these connections, we can identify leverage points for intervention.

iii. Interdependence: Related to interconnectedness, interdependence implies that changes affecting

individual components will always affect the larger system (Ziegler & Phillipson, 2012). In CLCs, challenges faced by individual lecturers or students ultimately impact the effectiveness of the entire Adult Education system. This underscores the importance of addressing challenges holistically rather than in isolation.

iv. Environment: Shaked and Schechter (2019) highlight that the environment is a major characteristic of any system and must be considered as an influencing factor. For CLCs, this involves examining how broader socioeconomic conditions, education policies, and community contexts shape curriculum implementation. As Ziegler and Philipson (2012, p. 18) note, "Systemic approaches assume that individuals and their (social) action contexts cannot be meaningfully examined in isolation from one another."

Applying these systems thinking principles to this study of curriculum implementation challenges in CLCs offers several benefits. Firstly, it allows us to situate the experiences of individual lecturers within the broader context of the South African Adult Education system. Rather than viewing challenges in isolation, we can trace how they emerge from and contribute to system-wide issues. As Czarnecki (2012, p. 22) explains using the analogy of the human body: "Systems like the human body have parts, and the parts affect the performance of the whole." All parts are interdependent but can be studied individually.

Secondly, systems thinking pushes us to look beyond surface-level symptoms to identify root causes of implementation challenges. By mapping out relationships between different system components, we can trace how issues in one area (e.g. lack of resources) cascade to create challenges in other areas (e.g. curriculum delivery). This aligns with findings from our literature review on the multifaceted nature of implementation challenges in developing country contexts (Dambudzo, 2015; Kudakwashe & Richard, 2011). Thirdly, the emphasis on context in systems thinking resonates strongly with our focus on the unique circumstances of CLCs in Greater Edendale. As the literature review revealed, Adult Education faces distinct challenges in developing country contexts related to resources, infrastructure, and socioeconomic conditions (Eke, 2010). Systems thinking provides a framework for examining how these contextual factors interact with curriculum implementation.

Fourthly, systems thinking's focus on interdependence aligns with the researcher's interest in exploring relationships between different stakeholders in CLCs. As highlighted in our discussion of the South African context, effective curriculum implementation requires coordination between lecturers, centre managers, policymakers, and students. Systems thinking allows mapping out these interdependencies and identify where breakdowns occur.

Finally, the holistic perspective offered by systems thinking helps us bridge the gap between policy and practice in Adult Education. As Martin (2003) notes, there often needs to be more connection between high-level policy goals and on-the-ground implementation realities in the context of Spanish Adult Education policy. Systems thinking provides a framework for tracing how policy decisions at the macro level cascade down to affect lecturer experiences at the micro level.

Thus, systems thinking offers a robust theoretical framework for examining the complex challenges involved in implementing the curriculum in South African CLCs. Its emphasis on holistic analysis, context, interdependence, and environment aligns closely with the goals of this study and the realities of Adult Education in developing countries. By applying systems thinking principles, we can move beyond simplistic explanations to uncover the deeper systemic issues affecting curriculum implementation. This, in turn, can inform more effective interventions and policy responses to support adult learners and educators in South Africa.

2.17 Chapter Summary

In conclusion, this chapter has provided a thorough examination of the various facets of Adult Education in South Africa, from its historical roots to its current implementation challenges. By exploring institutional, non-formal, and informal education, as well as the specific context of Community Learning Centres, we gain a nuanced understanding of the complexities involved in adult learning. The introduction of systems thinking as a theoretical framework offers a powerful tool for analysing the interdependencies and contextual factors that influence curriculum implementation in CLCs. This holistic approach highlights the need for coordinated efforts among stakeholders, policy alignment, and context-sensitive solutions to address the unique challenges faced by adult learners and educators in South Africa. As the country continues to strive for inclusive and effective Adult

Education, the insights provided in this chapter can inform future policy decisions and practical interventions in the field.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology, a systematic process that outlines how this study was conducted to explore lecturers' experiences with curriculum implementation in South African Community Learning Centres. The research methodology encompasses the overall strategy, methods, and procedures used to achieve the research objectives and answer the research questions. It begins by detailing the research approach, which is qualitative approach, research paradigm, specifically the interpretivist paradigm. Next is the research style which includes the case study approach, population and sampling issues, data collection methods, including semi-structured interviews and document analysis; followed by trustworthiness and ethical considerations, and lastly, the study limitations.

3.2 Research paradigm

A research paradigm consists of a collectively accepted framework of beliefs and understandings that guide scientists in interpreting and addressing problems (Kuhn, 1962; Creswell & Poth, 2018). According to Patton (1990), a paradigm shapes one's perspective on the world, offering a structured approach to making sense of its complexities. Similarly, Creswell (2007) describes paradigms as foundational sets of assumptions, values, and beliefs that influence how reality is perceived and understood. These paradigms act as guiding principles or lenses through which researchers analyse and interpret their observations, shaping their worldview. A research paradigm is more than just a theoretical framework; it is the intellectual compass that shapes how researchers explore and make sense of the world around them. The paradigm provides a shared foundation of beliefs, values, and assumptions that guide scholars within a field, influencing the questions they ask, the methods they choose, and the way they interpret their findings. By working within a particular paradigm, researchers align themselves with a broader community that shares common perspectives on knowledge production and validation. This collective adherence to established principles not only fosters consistency in inquiry but also facilitates meaningful discourse and the accumulation of knowledge. In this way, paradigms serve as both a lens for understanding

complex issues and a bridge that connects scholars, ensuring that research efforts build upon one another in a coherent and structured manner.

To situate this study within an appropriate research paradigm, it is essential to outline the ontological and epistemological assumptions underpinning different worldviews. This discussion contrasts positivism, critical theory, and interpretivism, before justifying the study's adoption of an interpretivist paradigm.

Positivism assumes that one reality and truth exist independently of humans. Realism is the ontological position of positivism. The epistemology is that there needs to be a focus on tools for obtaining reliable information, as reality is measurable (Rehman & Khalid, 2016). The critical theory assumes that reality exists through social construction and is constantly influenced internally by culture, religion, gender, and politics (Rehman & Khalid, 2016).

Interpretivist theory assumes multiple realities are constructed socially by different individuals and groups. The epistemology is that reality needs to be interpreted, and methodologically, reality needs to be understood through the lens of the participants rather than through the lenses of the researcher (Rehman & Khalid, 2016). According to Bertram and Christiansen (2014), the interpretive paradigm is where the researcher interprets and understands how people make sense of their world. The understanding of this paradigm is that there is no single truth or one reality but "a set of realities" or truths that come from people's backgrounds and life experiences (Bertram & Christiansen, 2014). These scholars argue that events and situations are interpreted differently depending on the context. This study adopts an interpretivist paradigm, which is fundamentally concerned with understanding the subjective meanings and lived experiences of individuals within their specific social contexts (McLeod, 2023; Wani, 2022).

Interpretivism is closely aligned with qualitative research approaches that prioritize rich, in-depth insights into participants' beliefs, motivations, and reasoning, rather than seeking measurable variables or generalizable patterns (Wani, 2022). Central to the interpretivist worldview is the notion that reality is socially constructed and inherently subjective, emphasizing that truth emerges through

dialogue and individual interpretation (Trochim, 2023). While this paradigm enables nuanced understanding of complex human phenomena, it also presents challenges such as the potential for researcher bias and limited generalizability due to small sample sizes and the subjective nature of data (Wani, 2022; Quizlet, 2023). Despite these limitations, interpretivism offers a valuable framework for investigating multifaceted experiences such as those of lecturers in Community Learning Centres (CLCs) by facilitating context-sensitive, practice-relevant insights (Greenhalgh et al., 2009).

3.3 Research Approach

This study utilised a qualitative research approach to understand the lived experiences of lecturers and centre managers regarding the challenges they face with curriculum implementation. The qualitative method enabled the uncovering of how these participants view and experience curriculum issues from their perspectives, providing a rich blend of theoretical insights and practical experiences. For instance, lecturers shared real-world examples of resource shortages and their improvisation strategies, highlighting the practical challenges and solutions in curriculum implementation.

Qualitative research foregrounds subjective meanings and multiple realities that should be considered when investigating a phenomenon (Ellingson & Brysiewicz, 2013). Using various forms of qualitative data from interviews and documents provided an in-depth understanding of curriculum challenges from participants' standpoints (Mik-Meyer, 2020). The aim was to achieve an insider's view of the situation by extracting lecturers' and managers' feelings, motivations, perceptions, attitudes and experiences related to curriculum implementation (Abawi, 2008). As the primary instrument, the researcher conducted the inquiry in the natural work setting of participants to unpack issues in context (Creswell, 2003).

3.4 Research design: The case study

A case study design, as outlined by Ridder (2017), Creswell and Poth (2018), and others, is particularly suited to exploring real-life, in-depth phenomena within their natural environment. Since the study focuses on the lived experiences of lecturers and the challenges they face in curriculum implementation, the case study method allowed for a comprehensive exploration of these issues in their authentic setting. Moreover, Thompson (2010) underscores the value of case studies in

deepening understanding of people and programs, making it an appropriate methodological choice for investigating how lecturers navigate curriculum implementation challenges in Imbali in the Greater Edendale. The qualitative nature of this approach ensures that the study captures the nuanced perspectives and contextual factors influencing lecturers' experiences.

The main objective of adopting the case study design was to thoroughly understand lecturers' perceptions, experiences, and challenges as they implement the curriculum in a specific Community Learning Centre within Imbali. Participants were selected through purposive sampling to ensure a range of perspectives while maintaining thematic coherence. This approach allowed for an in-depth exploration of both differences and similarities in experiences. While Cohen et al. (2018) emphasize the value of a single case for depth, this study ensures depth by focusing on a carefully selected, thematically linked set of participants. The strengths of the case study method lie in its ability to conduct an in-depth, detailed, and holistic investigation within a real-world context (Creswell & Poth, 2018; Yin, 2014). This aligns with the study's aim to explore lecturers' experiences and challenges in a specific community learning centre. The approach facilitated a comprehensive understanding of lecturers' perspectives, behaviours, and interactions through interviews, and document analysis.

While the case study method provided depth and context to our research, we addressed its inherent limitations, particularly the challenge of generalizability (Yin, 2014). To address concerns about the generalizability of case study findings, Yin (2018) recommends analytical generalization, wherein findings are compared to established theoretical propositions rather than generalized to a broader population. In this study, I apply this approach by linking our results to the systems thinking theory, allowing for broader conceptual insights beyond the specific cases examined.

In this study, I also employed thick descriptions, detailed, contextualized accounts of participant experiences, to enhance transferability, as recommended by Eisenhardt and Graebner (2007). By providing rich narratives and in-depth contextual details, this approach allows readers to assess the applicability of the findings to their own setting. To manage the time-consuming nature of case studies and enhance objectivity, I utilised project management tools (Microsoft Excel for interview schedules and progress logs and Microsoft Outlook for scheduling interviews and focus group

discussions), employed triangulation of data sources (Patton, 2015), and conducted member checking (Lincoln & Guba, 1985). These strategies aimed to maximise the validity and potential generalizability of the findings while maintaining the rich, contextual insights that case studies provide, allowing me to contribute meaningful, theoretically grounded insights to the field of curriculum implementation research while acknowledging the specific contexts of our cases.

Creswell and Poth (2018) define triangulation as the use of multiple data generation methods to strengthen qualitative research. In this study, triangulation was achieved through interviews, focus groups, and document analysis, allowing for cross-verification of findings and a more comprehensive understanding of the research phenomenon. Transferability refers to the extent to which the findings of a qualitative study can be applied to other contexts (Lincoln & Guba, 1985). While each case is unique, transferability is facilitated by providing rich contextual details. To support this, the researcher thoroughly described the research sites, participant characteristics, and relevant contextual factors, enabling readers to assess the applicability of the findings to their own settings.

3.5 Population and Sample

A sample is an element or small group of people within the population you use to collect data from (Datta, 2018). The population is all the group members that you want to conclude about. All the members meet a specific requirement that makes them part of the population (Bowen, 2009). The population for this study consisted of all centre managers and lecturers working at the Community Learning Centres (CLCs) in the Imbali region. This population includes individuals involved in the implementation and management of the Imbali curriculum, from which a purposive sample of participants was selected for in-depth study. Bless and Higson-Smith (2010, p. 85) define “a sample as a subset of the whole population which is investigated by a researcher, and whose characteristics are generalised to the entire population.” Cardwell (1999, p. 202) explains the need for a sample of the population and argues, “as an entire population tends to be too large to work with, a smaller group of participants must act as a representative sample.” Some types of sampling which could be mentioned in the study are random sampling and purposive sampling. Random sampling is a type of sampling known as probability sampling, where elements of the population are chosen at random. All elements have an equal chance to be selected as part of the sample (Datta, 2018), while purposive sampling is a type of sampling known as non-probability sampling, which depends on the judgment of the researcher to select the unit that reflects the characteristics of interest that are to be studied

(Datta, 2018). The researcher used purposive sampling to identify and choose information-rich participants who met the criteria of being centre managers or lecturers at the target community learning centres.

Purposive sampling was employed in this study as it helped the researcher select participants who were relevant to the study. The criteria for selection included participants who had extensive experience in implementing the curriculum at the Community Learning Centres, specifically those who had been working at the centres for over ten years, ensuring they had a deep understanding of the challenges and experiences involved. Additionally, participants were selected based on their roles as either centre managers or lecturers, as these positions provided critical insights into the curriculum implementation process and the systemic issues faced. Fraenkel, Wallen and Hyun (2012:100) state “that qualitative researchers prefer purposive sampling since it allows them to use their judgments to select participants that they believe will provide the data they need.” Patton (1990, p. 478) adds that “purposive sampling seeks information-rich cases which can be studied in-depth.” Essentially, in this study, the researcher identified and used information-rich cases. Bertram and Christiansen (2014) cite that purposive sampling happens when a researcher chooses participants for sampling for a specific purpose, as listed below.

In this study, I opted to use purposive sampling because the study required insights from participants with extensive and sustained experience in curriculum implementation within the CLCs in South Africa. Therefore, the criteria that I used included:

- i. Centre managers who served in their roles between 2000 and 2022, providing a longitudinal institutional perspective.
- ii. Lecturers who had taught at the CLCs for more than ten years, segmented into two teaching periods (2005 – 2015 and 2015 – 2022), to capture evolving pedagogical experiences and institutional transitions.

This approach enabled the researcher to focus on information-rich cases (Patton, 1990) that could provide deep, context-specific insights into curriculum implementation challenges and successes. The chosen sample thus ensured relevance, experience, and perspective diversity within a

manageable participant group.

The following individuals in the sample were targeted for a particular purpose:

Table 1: Sample for the study

Participants	Site A	Site B	Total
Centre Managers	1	1	2
Lecturers	2	2	4
Total	3	3	6

Centre managers

For each centre, the researcher needs one manager who managed the centre between 2000 and 2022. The centre managers were chosen because they were the heads of the institutions, and they had been at the centre for a long time. They have more than ten years of experience heading the centres. As the heads of the centres, they also represented the institutional experience.

Lecturers

The researcher needed two lecturers: one lecturer lecturing at the centre between 2005 and 2015, and one lecturer lecturing at the centre between 2015 and 2022. Lecturers were chosen because they had taught at the Community Learning Centres for over ten years. They represented the academic and social system of the CLC. They also had experience teaching at the CLC.

3.6 Data Generation

The data collection methods used by the researcher included document analysis, semi-structured interviews, and focus groups. The order of data collection was intentional to allow for a comprehensive understanding of the research topic. Starting with document analysis provided a foundation of existing knowledge, offering insights into the context and background before engaging with participants. Following with semi-structured interviews allowed for a deeper exploration of individual perspectives, and the use of focus groups afterward helped to refine and validate these perspectives through group discussion and interaction.

3.6.1 Document Analysis

Document analysis was the first stage of the data-generating process. Document analysis was used in this study as a qualitative method to analyse text and visual sources that contain information related to the research questions about curriculum implementation challenges. According to Bowen (2009, p. 27), document analysis is “a systematic procedure for reviewing or evaluating documents, either printed or electronic material”. Like other qualitative research methods, document analysis requires the data to be examined and interpreted to gain understanding and empirical knowledge (Corbin & Strauss, 2008). The researcher examined and interpreted records at the centres to understand the experiences and challenges faced by lecturers. This method is commonly used with other qualitative research methods for triangulation, and it involves the combination of methodologies in studying the same phenomenon to uncover more profound meaning and revelation (Bowen, 2009).

In qualitative research, document selection is a foundational component that significantly influences the depth, relevance, and contextual richness of the study. This research employed a purposive sampling strategy to identify documents that were most pertinent to the research objectives, specifically those that illuminate the experiences and challenges faced by lecturers within Community Learning Centres (CLCs) in the Greater Edendale area (ATLAS.ti, n.d.). The process began with the identification of relevant materials, including official records, curriculum policy documents, training manuals, and internal communications from the CLCs. These documents were evaluated based on their relevance to curriculum implementation, lecturer experiences, and the broader operational context.

The inclusion criteria focused on four core principles of qualitative document selection: authenticity, credibility, representativeness, and meaning (Bowen, 2009). Authenticity ensured that documents were genuine and reliable; credibility assessed their accuracy and trustworthiness; representativeness examined whether the documents reflected a typical scenario within the CLC context; and meaning evaluated the richness of insights provided. This iterative, criteria-driven approach enabled the collection of diverse and informative texts that offered both surface-level and nuanced understandings of the issues under investigation (Hofstee, 2022). Consequently, the document

selection process contributed significantly to the study's methodological rigour and analytical depth.

The specific documents analysed in this study were Operational Guidelines for Community Learning Centres (CLC), draft Policy on Community Colleges, policy and Procedure for Community Learning Centres, Community Education and Training CET College Sector Overview and staff registration at the CLC related to curriculum implementation to further shed some light on the problem being investigated. The documents are explained in detail below:

- i. Operational Guidelines for Community Learning Centres (CLC): This document details the standard operating procedures, roles, and responsibilities of lecturers and centre managers, as well as protocols for resource allocation and maintenance.
- ii. Policy on Community Colleges: This document outlines the broader policy framework guiding the operations of community colleges, including curriculum standards, lecturer qualifications, and student support services.
- iii. Community Education and Training (CET) College Sector Overview: This provides a comprehensive overview of the sector, including statistical data on student demographics, success rates, and resource distribution.
- iv. Staff Registration and Attendance Records: Essential for tracking lecturer engagement and identifying patterns in absenteeism or turnover, these records help address the findings related to lecturer commitment and workload challenges.
- v. Minutes of Staff and Management Meetings: These documents capture discussions on curriculum implementation, resource challenges, and strategies for professional development, reflecting the collaborative efforts noted in the findings.
- vi. Professional Development Plans: Documents outlining ongoing training and development programs for lecturers aligned with curriculum reforms and the need for enhanced pedagogical skills, as highlighted in the findings.

These are considered “ready-made sources of data easily accessible to the imaginative and resourceful investigator” (Merriam & Tisdell, 2016, p. 162). Documents prove an objective resource to support the research because they exist independently of the research agenda (Bowen, 2009). The centres kept the enrolment registers and staff meeting minutes as records and not for research purposes. Therefore, it can be considered independent of the research agenda compared to the other

data generation tools used in this study, like semi-structured interviews and focus group discussions.

Document analysis is a structured method within qualitative research used to interpret and extract meaning from both physical and digital texts. It enables researchers to uncover implicit meanings, identify patterns, and generate insights grounded in empirical evidence (Indeed Editorial Team, 2023). In this study, document analysis functioned as a primary data collection method, supplementing interviews and focus group discussions to strengthen data triangulation and enhance the trustworthiness of findings (Bowen, 2009).

3.5.2 Rationale for Using Document Analysis

Several advantages associated with document analysis as a qualitative research method make it an appropriate choice for this study. According to O’Leary (2014), documents provide background information and historical insight that allow the researcher to contextualise the study within the framework of the investigated problem. They also offer coverage of the context being studied over a broad timespan, often many years, as opposed to interviews and observations that represent participant perspectives in the present (O’Leary, 2014). Lastly, documents provide behind-the-scenes insights into the phenomenon being studied that other methods cannot offer (Merriam & Tisdell, 2016).

Document analysis was selected for this study since it aligned with the other chosen data generation methods of semi-structured interviews and focus group discussions by contributing additional data that could corroborate those findings using triangulation as a validation strategy (Guion et al., 2011). This method also offsets some of the limitations associated with the other techniques, such as observer bias during observation and leading questions or limited perspectives during interviews. Document analysis provided objective data that added context and understanding to the phenomenon being investigated.

Document analysis provided a means to triangulate data from interviews. The study analysed meeting minutes, curriculum guides, and assessment reports. Gaining access to some of these documents required navigating bureaucratic processes, which delayed the data collection phase. For

example, "Accessing the most recent assessment reports took longer than expected due to administrative approval requirements," remarked a centre manager.

3.5.3 Strengths and Weaknesses

Several advantages are associated with using documents as a data source in qualitative research. Documents provide a rich source of empirical data that can be reviewed repeatedly as new concepts and themes emerge in the study (O'Leary, 2014). They are also considered "stable" data sources because they exist independently of the research study (Merriam & Tisdell, 2016). Unlike interviews or observation, document analysis is an unobtrusive data source that does not interfere with or alter the documents being analysed. It also represents a cost-effective method requiring data selection rather than collection (Merriam & Tisdell, 2016). Lastly, documents provide broad coverage of events, settings, and people over an extensive period (O'Leary, 2014).

Despite the many strengths of document analysis, some notable weaknesses should be considered when using this qualitative method. A significant limitation is the potential for biased selectivity, where incomplete documentation or document collections may yield selective perspectives or inaccurate coverage of the researched phenomenon (Bowen, 2009). Documents may also lack sufficient detail or depth required to fully answer the intended research questions (O'Leary, 2014). There are irretrievability issues since relevant documents may be utterly inaccessible to the researcher or protected by institutional gatekeepers, rendering them unusable even if they are potentially valuable sources (Merriam & Tisdell, 2016). Lastly, all documents -- whether public or private -- raise concerns regarding their authenticity and the extent to which they portray genuine, accurate accounts versus distorted or falsified information (O'Leary, 2014). However, even in light of these limitations, Bowen (2009, p. 31) argues that "an imaginative and flexible approach to documentary research...can yield interesting and valuable results". Given the advantages of documents in providing insightful contextual and historical data for case studies, document analysis was determined to be an optimal choice for methodological triangulation in exploring the critical research questions for this study on curriculum implementation challenges.

3.7 The semi-structured interview method

The semi-structured interviews were the second stage of the data generation in this study. This was because the researcher wanted to seek clarification on the findings from the document analysis. The data from the enrolment registers and staff minutes needed further explanation to relate them to the research agenda. In addition, as indicated above, the documents analysed in this study were general and, therefore, required an explanation from people familiar with them.

Bertram and Christiansen (2014) define an interview as when a researcher and respondent are engaged in a conversation. The interview is “an exchange of views between two or more people on a topic of common interest, which sees the centrality of individual interaction for knowledge production” (Cohen et al., 2007, p. 349).

Essentially, in this study, the interview was an exchange of views between the researcher and the participants at the two CLCs. Seidman (2006, p. 10) argues, “The primary way a researcher can investigate an educational organisation, institution, or process is through the experience of the individual people, the others who make up the organisation or carry out the process, is by interviewing.” Since CLCs are educational institutions, the researcher included semi-structured interviews to investigate lecturers' experiences.

In qualitative research, interviews are an essential tool for collecting data. Interview guides allow participants to respond to specific research questions (Sturkey, 2013). In the semi-structured interview, questions are prepared to provoke information. The questions are set, but they are expanded upon or varied depending on the direction the interview is going (Sturkey, 2013). The researcher used semi-structured interviews in this study. Three semi-structured interviews were conducted at one CLC. The participants interviewed were one centre manager and two lecturers.

Three semi-structured interviews were conducted at one CLC. The participants included one centre manager and two lecturers. Each participant was interviewed once, and the interviews lasted approximately one hour. These interviews were held at the participants' respective CLCs, in private spaces to ensure confidentiality. Due to scheduling conflicts and the need to maintain privacy, interviews were arranged at mutually convenient times and held in designated meeting rooms within

the CLCs. The researcher made use of a semi-structured interview schedule. Two different schedules were developed to guide each research interview. Each schedule foregrounded the three main parts of the systems theory that inform this study, which are (1) the input to the system, (2) the transformation process within the system, and (3) the output. Although the researchers used an interview schedule, there was room for probing since they used semi-structured interviews. Thomas (1998, p. 81) states that semi-structured interviews have the “advantage of lending themselves to rephrasing of questions if the need arises.” Thus, “this flexibility in question formulation makes interviews reliable and effective meaning-making occasions for the interviewer as he can probe horizontally and vertically” (Miller & Glassner, 1998, p. 103).

Semi-structured interviews, grounded in the interpretivist paradigm, were chosen for their ability to elicit in-depth responses. These interviews were conducted with six participants over a two-week period at their respective CLCs, each lasting approximately one hour. Practical challenges included scheduling conflicts and ensuring confidentiality in communal spaces.

3.6.1 Strengths and Weaknesses of a semi-structured interview

Semi-structured interviews have both advantages and disadvantages. One key strength is the flexibility to ask follow-up questions to elicit more participant details (Bertram & Christiansen, 2014). The open-ended nature of the questions allows participants to respond freely in their own words, providing richer qualitative data than closed-ended questions (Adams, 2015). However, semi-structured interviews can be time-consuming to conduct and analyse. The sample size is often small since extensive interviews require more effort per participant.

Another strength is that the interviewer can clarify questions if the participant seems confused. This helps ensure that the responses accurately reflect the intended meaning. However, the interviewer's involvement also risks introducing subjectivity and bias if they lead the participant towards specific responses (Cohen & Manion, 1994). Care must be taken to maintain neutrality and avoid influencing the participant.

Overall, semi-structured interviews provide an in-depth exploration of participants' perspectives through open-ended dialogue. However, the flexibility comes at the cost of more limited sample sizes

and potential subjectivity. Researchers must weigh these trade-offs carefully when designing qualitative studies. Awareness of these strengths and limitations can help maximise benefits while minimising pitfalls.

3.8 Focus Group

The focus group discussions were conducted last because the researcher wanted to triangulate what was stated in semi-structured interviews and document analysis. Krugger and Casey (2014, p. 5) define focus group discussions as a “carefully planned series of discussions designed to obtain perceptions in a permissive, non-threatening environment.” Furthermore, Johnson and Christensen (2004, p. 185) aver, “a focus group is a type of group interview in which a moderator leads a discussion with a small group of individuals to examine in detail, how the group members think and feel about a topic.”

The questions posed to help answer research question one were:

- What teaching methods are used?
- What technology is available for use by lecturers?
- How do students participate in learning?

The focus group discussions were conducted last to triangulate the data gathered from the semi-structured interviews and document analysis. One focus group discussion was held at a single Community Learning Centre (CLC), which included three participants: the centre manager and two lecturers. Each participant contributed to the discussion, which lasted approximately two hours. The session was held in a private room at the CLC during the examination period when students were not writing exams, allowing for uninterrupted participation. The discussions provided in-depth insights into the challenges and experiences of implementing the Imbali curriculum.

MacMillan and Schumacher (2014) define a focus group as a small group of participants selected to provide insights into a problem, concern, or idea. For this study, one focus group discussion was conducted at one Community Learning Centre, involving the centre manager and two lecturers from that specific centre. The focus group consisted of three participants. These discussions provided in-depth insights into the challenges and experiences of implementing the Imbali curriculum. Various recommendations have been made in

the literature on the size of focus group discussions, ranging from six (6) to nine (9) participants (Leedy, 2010; Morgan, 2010; Sandelowski, 2007), as well as six (6) to twelve (12) participants (Cohen et al., 2011). However, Krueger (1994, p. 17) recommended very small focus groups, which he termed “mini-focus groups”, which consist of three or four participants when participants are experts in a particular area. A smaller focus group can be viewed as enabling participants to express their views freely. The researcher followed the guiding principles suggested by Morgan and Krueger (1998, p. 4): "being interested in the participants and showing positive regard; being a facilitator, not a participant; and being ready to hear unpleasant views.”

Questions were asked in an interactive setting, and the researcher recorded the participants' responses. Questions were posed to a group, and the participants indicated by a show of hands that they wanted to respond. Listening to other group members' responses encouraged participants to express their feelings and opinions. A wealth of information was generated from the participants' responses. The researcher recorded verbal as well as non-verbal responses from participants. Kitzinger (1995) and Andrews (2007) state the following as the strength of focus group discussions. A focus group method allows participants to explore and clarify their views in ways that would be less easily accessible in a one-on-one interview.

The group discussion is appropriate when the interview has open-ended questions and encourages research participants to elaborate and explore the issues they think are essential to their understanding and vocabulary. This kind of discussion can provide a lot of information for analysis and interpretation. However, focus group discussions have some weaknesses in that some participants may dominate the group while some shy away from the group, hiding behind those who are active participants (McMillan & Schumacher, 2014). Everyone was motivated to respond and say whatever they thought about the questions to avoid other participants dominating. Bowen (2009) argued that time is saved when the focus group is conducted. More people can be obtained and interviewed as a group. Focus groups have fewer expenses since they can consist of more than two people.

3.9 Thematic Analysis Process

The researcher used thematic analysis in this study. The thematic analysis followed Braun and Clarke's (2006) six-phase framework, ensuring a systematic and rigorous approach:

- i. **Familiarisation with the Data:** I immersed myself in the data by repeatedly reading the transcripts and documents and noting initial ideas. This phase involved transcribing the audio recordings from semi-structured interviews and focus groups and thoroughly reviewing the documents from the enrolment registers and staff minutes. For example, during the familiarisation process, initial observations were made about recurring references to challenges in implementing the Imbali curriculum, which were noted for further exploration.
- ii. **Generating Initial Codes:** The data were systematically coded using NVivo software, which facilitated the organization and retrieval of data segments. Codes were generated to capture interesting data features that were relevant to the research questions. For example, in the interviews with lecturers, codes such as "curriculum barriers," "student engagement," and "technology use" were generated. These codes were applied to relevant data segments to capture key issues related to the research focus.
- iii. **Searching for Themes:** Codes were then collated into potential themes. This phase involved sorting different codes into themes and collating all the relevant coded data extracts within the identified themes. For example, codes related to "curriculum barriers," "lack of resources," and "teacher training" were grouped into a broader theme called "Challenges in Curriculum Implementation." This helped capture the overarching issues that lecturers faced in applying the curriculum.
- iv. **Reviewing Themes:** The themes were reviewed and refined to ensure they accurately represented the data. This involved two levels of review: checking if the themes worked in relation to the coded extracts and the entire data set. For example, after reviewing the theme "Challenges in Curriculum Implementation," it became clear that a sub-theme of "Lack of Training" emerged as a separate, more specific challenge. A thematic map was generated to visualize how these sub-themes related to each other.
- v. **Defining and Naming Themes:** Themes were defined and further refined to ensure clarity and specificity. Each theme was named, and detailed descriptions were developed. For

example, the theme “Student Engagement” was defined as the lecturers’ perceptions of how students interact with the curriculum and the strategies used to enhance engagement. Each theme was named to capture the essence of the lecturers' experiences and the contextual factors influencing curriculum implementation.

- vi. **Producing the Report:** The final phase involved weaving the themes into a coherent narrative that addressed the research questions. This phase included selecting vivid, compelling extract examples and relating the analysis back to the research questions and the existing literature. For example, one extract from a focus group discussion highlighted how lecturers felt unsupported by the lack of resources, which was used to illustrate the theme “Resource Limitations.” This was then connected to the literature on curriculum challenges to provide context and depth to the findings.

3.10 Ethical issues

Ethics issues are essential to observe when conducting a research project. Ethics are codes that shed light on what is wrong or right when interacting with human participants in your research project. They prevent gross misconduct and abuse of vulnerable people (Sims, 2010). Qualitative research has much interactive engagement between researchers and participants. Therefore, the researcher must be sensitive to ethical issues. Cohen, Manion and Morrison (2007, p. 49) state that the “development in social science research in recent years has emphasised moral issues where researchers must respect and protect those involved or affected by their studies.” The researcher adhered to the following ethical issues with the participants: autonomy, non-maleficence, beneficence, and confidentiality, which were necessary.

3.10.1 Autonomy

Autonomy emphasises that participants must be able to make their own informed decisions by having all information and factors relevant to the study provided to them, including the risks and benefits of partaking in the study (Sims, 2010). Permission to conduct the research was applied

for and obtained from the gatekeeper, the Department of Higher Education (DHET), in the office related to Higher Education. Ethical clearance approval was obtained from the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal. I started by explaining the purpose of the study. I informed the participants that their participation in the study was voluntary; they would have the right to withdraw at any time during the study should the need arise. I then asked

the willing participants to sign the consent forms, allowing them to be part of the study. Signed consent forms were obtained from all participants before data collection. The signed consent form protected and respected the right to self-determination. It also placed some responsibility on the participants, should anything go wrong during the research process. Another aspect of the right to self-determination is that it allows the participants to refuse to participate or withdraw at any given time (Sims, 2010).

3.10.2 Non-maleficence

Non-maleficence emphasises that participants must be protected against exploitation and harm (Johansen et al., 2008). I also explained that she would ensure anonymity and confidentiality; information collected from them would never be shared with anyone except his supervisor. It would remain confidential at all times, and the researcher would not expose them and the Community Learning Centre, where research would be conducted in any form of physical, emotional, or psychological harm, not even situations that might embarrass, shame, or instil fear in them and should not give misleading or deceiving information either. I also explained to the participants that she would use pseudonyms instead of their real names to protect them and help keep their identities anonymous (Johansen et al., 2008). After the research, the researcher would give feedback to his participants.

3.10.3 Beneficence

Beneficence addresses maximising benefits while promoting your participants' welfare and protection (Beauchamp,1990). After the completion of my studies, I will provide feedback to the centre on the findings of my study. Fernandez et al. (2003, p. 12) state that “offering results acknowledges the ethical principle of respect for persons, avoids treating research participants as a means to an end and may have direct positive consequences for the participant and indirect benefits to research as a whole.”

3.10.4 Confidentiality

The researcher also observed confidentiality in this study. O’Leary (2004, p. 54) contends, “Confidentiality involves protecting the identity of those providing data.” The researcher discussed the confidentiality guarantee with the participants before they participated in the study. O’Leary (2004, p. 54) states that “protection of confidentiality may involve secure storage of data; restricting access to raw data; obtaining permission for subsequent use of data; publication of research findings in a manner that does not allow for ready identification of subjects; and eventual destruction of raw data.” The researcher ensured confidentiality by not identifying the participants' names and the CLC selected for this study.

3.11 Trustworthiness of the study

To ensure the trustworthiness of the study, the researcher applied the key principles of credibility, dependability, confirmability, and transferability throughout the research process.

Credibility was established through prolonged engagement with the participants, which allowed for a deeper understanding of their experiences and perspectives. The researcher spent significant time conducting interviews, focus groups, and reviewing documents to gather rich, detailed data. Triangulation was employed by using multiple data sources, interviews, document analysis, and focus groups, to verify the findings and enhance their credibility.

Dependability was ensured by maintaining an audit trail that meticulously documented the research design, data collection, and data analysis processes. This transparency allowed for an examination of the consistency of the results over time. The use of different instruments, such as interviews, document analysis, and focus groups, further strengthened the dependability of the findings by allowing cross-verification of the data.

Confirmability was addressed by maintaining detailed records of the entire research process, ensuring that the interpretations were grounded in the data collected rather than influenced by the researcher's personal biases. Reflexivity was practised by regularly reflecting on potential biases and their impact on the research process, thus ensuring that the findings were a true representation of the participants' perspectives.

Transferability was supported by providing a thick description of the research context, participants, and findings. This detailed contextual information enabled others to assess whether the findings could be applicable to similar settings or populations.

By integrating these strategies throughout the study, the researcher ensured that the findings were reliable, accurate, and reflective of the participants' real experiences, establishing the overall trustworthiness of the study.

3.12 Limitations of the Study

I conducted the study with six participants, all of whom completed their participation without withdrawing. While the sample size is small, this was a purposeful choice to ensure an in-depth exploration of the participants' experiences. Given the qualitative nature of the study, the focus was on gathering rich, detailed data from a small group of participants rather than aiming for broad

generalizability. I engaged with the participants over a series of interviews, focus groups, and document analyses, allowing for a deeper understanding of their perspectives on curriculum implementation. Each participant was given ample time and space to share their views, with follow-up questions and opportunities for clarification, ensuring that the data collected was both comprehensive and reflective of their experiences.

It is common for research to encounter limitations, and recognising these limitations is crucial for contextualising the findings and reflecting on their credibility (Ioannidis, 2007). In this study, financial constraints were a significant limitation. I personally funded all travel, accommodation, and data generation expenses, which limited the scope and scale of the study. These financial constraints impacted the ability to expand the sample size, but the researcher felt that a smaller, more focused sample would still yield valuable insights into the research questions. Despite the small sample, the study's design and depth of engagement with participants ensured that the findings were meaningful and contextually relevant.

3.13 Chapter Summary

This chapter detailed the research methodology, employing a qualitative approach within the interpretivist paradigm to explore lecturers' experiences with curriculum implementation in at one Community Learning Centre (CLCs) in Imbali. Using a case study design, the study engaged six participants selected through purposive sampling for their extensive experience. Data collection involved document analysis, semi-structured interviews, and focus group discussions, enabling triangulation and enhancing credibility. Document analysis provided background context, while interviews and focus groups offered in-depth insights into participants' perspectives on challenges such as resource limitations and training needs. Ethical considerations ensured autonomy, non-maleficence, beneficence, and confidentiality, protecting participant identities and promoting welfare. Trustworthiness was ensured through prolonged engagement, triangulation, reflexivity, and thick descriptions for transferability. Despite limitations like financial constraints and a small sample size, the study achieved rich, detailed data reflecting real-world experiences. The next chapter presents the findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the data generated from document analysis, semi-structured interviews, and focus group discussions at Community Learning Centres (CLCs) in the Greater Edendale area. The chapter is structured around the themes of input, process, and output to systematically explore the lecturers' experiences and challenges in implementing the curriculum. Additionally, it includes a new integrated section that synthesises findings from various data sources, highlighting agreements and disagreements. The chapter aims to answer the following research questions:

1. What are the lecturers' perceptions of their roles in implementing the curriculum at Community Learning Centres?
2. What are the lecturers' experiences and challenges in implementing the curriculum at Community Learning Centres?
3. What factors promote the successful implementation of the curriculum?

By examining these questions through a detailed analysis of documents, interviews, and focus groups, this chapter provides a comprehensive understanding of the dynamics at Community Learning Centres and offers insights into potential improvements.

4.2 Presentation of Participants' Demographics

This section provides demographic details about the participants involved in the study.

4.2.1 Gender

Female participants were 83% and only 17% are men, reflecting the gender distribution in Adult Education. This gender distribution has implications for the teaching and learning dynamics at the centres. Table 2 below shows the gender distribution of the participants.

Table 2: Gender distribution of the participants

Female	5
Male	1
Total	6

One lecturer mentioned:

"Having a majority of female lecturers creates a supportive and nurturing environment for the learners, many of whom are women themselves. It helps them feel more comfortable and supported" (Mary).

The quote highlights the perceived impact of gender representation among lecturers on the learning environment, suggesting that a predominantly female faculty fosters a supportive and nurturing space. This environment may enhance students' sense of belonging and comfort, particularly for female learners who might relate more easily to female lecturers. It implies that representation in academia extends beyond content delivery to shaping the emotional and psychological well-being of students. This perspective aligns with Acker (1994), who argues that gendered interactions in educational settings influence student experiences, with female lecturers often embodying nurturing roles that contribute to inclusive learning spaces.

However, the gender distribution also presents challenges:

"There is a need for more male lecturers to provide diverse role models for male learners. The lack of male lecturers can sometimes make it difficult to engage male learners fully" (Hana).

The quote emphasises the importance of gender diversity among lecturers in fostering inclusive learning environments, particularly in providing role models for male students. It suggests that a lack of male lecturers may lead to engagement challenges for male learners, who might benefit from seeing themselves represented in academic leadership. This perspective underscores the broader discussion on the role of diverse faculty representation in addressing the varied needs of students. This aligns with Skelton (2002), who argues that gender representation in teaching influences student engagement and identity formation, with male lecturers serving as important role models for male learners.

4.2.2 Age

Participants: age ranges from 25 to over 40 years old, with most falling between 30 and 45 years. The average age of the participants is 38, rendering the participants a mature and experienced teaching cohort, which can be beneficial in understanding and addressing the needs of adult learners. One lecturer shared:

"Being in my mid-thirties, I find it easier to relate to my learners as many of them are around my age or older, which helps create a comfortable learning environment" (Hana).

The quote highlights the role of age similarity between lecturers and learners in fostering a comfortable and relatable learning environment. It suggests that when lecturers are closer in age to their students, they may share similar life experiences, communication styles, and perspectives, leading to stronger rapport and engagement. This dynamic can contribute to a more inclusive and supportive educational experience, particularly in adult or higher education settings. This perspective aligns with Kasworm (2005), who emphasises that adult learners often connect better with educators who understand their lived experiences, enhancing motivation and participation in learning.

Table 3: The age distribution of the participants.

20 - 24	0
25 - 30	1
31 - 35	1
36 - 40	2
41 - 45	2
46 - 50	0
Over 51	0

The age range of the lecturers contributes to their ability to connect with adult learners on a personal level:

"Our age and life experiences help us understand the challenges that our learners face. We can relate to them and provide support that goes beyond just academic instruction" (Mary).

The quote emphasises the significance of lecturers' age and life experiences in fostering meaningful connections with adult learners. It suggests that shared experiences enable lecturers to empathise with students' challenges, creating a supportive environment that extends beyond academics. This highlights the broader role of educators as mentors who provide both intellectual and emotional guidance. This perspective aligns with Knowles (1980), who asserts that adult learners benefit from instructors who understand their lived experiences, as this fosters engagement and deeper learning. However, there are also challenges associated with the age distribution of the lecturers:

"As we get older, balancing teaching with other life responsibilities becomes more challenging. Many of us have families and other commitments, which can affect our availability and energy levels" (Hana).

The quote highlights the difficulties lecturers face in balancing professional responsibilities with personal commitments as they grow older. It suggests that factors such as family obligations and other life demands can impact their availability and energy levels, potentially influencing their teaching effectiveness. This challenge underscores the need for institutional support systems that accommodate work-life balance for educators. This perspective aligns with Gumus et al. (2018), who argue that work-life balance is a critical factor affecting teacher performance and well-being, particularly as personal and professional responsibilities increase with age.

4.2.3 Lecturer Qualifications and Experience

This section presents the qualifications and experience of the lecturers who participated in this study.

Table 4: Lecturer qualifications and experience

Pseudonyms	Formal Schooling	Qualifications	Years in the sector
Rebecca	Matric Certificate	ABET Certificate	More than ten years
Boaz	Matric Certificate	Matric	Less than ten years

Ruth	Matric Certificate	ABET Certificate, ABET Diploma	More than ten years
Esther	Matric Certificate	ABET Certificate	More than ten years
Mary	Matric Certificate	B, ED	Less than ten years
Hana	Matric Certificate	PTD, ABET Certificate, FDE	More than ten years

The table above indicates a clear picture of the sample. The participants were selected because they are knowledgeable, experienced and have expertise in teaching adult learners.

The lecturers should have taught adult learners for five years or more.

Rebecca is a single African female lecturer who resides in the township of Imbali, and she has been teaching at the centre for more than ten years. She is also the centre manager at the Jabu Ngcobo CLC. Her qualifications are Matric and an ABET Certificate from UNISA. She teaches Level 4 English, Early Childhood Development and Ancillary Health Care at the centre.

Boaz is a young African male lecturer who is single and also resides in Imbali Township. He is currently teaching Mathematical Literacy and Mathematical Sciences and Natural Sciences Level 4 at Jabu Ngcobo CLC. His qualifications are Matric and an ABET Certificate from UNISA. He has been teaching at the centre for eight years.

Ruth is an African female lecturer at Jabu Ngcobo CLC. She is married and resides in the Imbali Township as well. She has been at the centre for more than ten years, and her teaching subject is: Life Orientation. and IsiZulu Level 4. Her qualifications are Matric plus ABET Certificate and ABET Diploma from UNISA.

Esther is a widowed African female who lives at Imbali in Unit BB. She teaches IsiZulu, English and Life Orientation at Asikhululeke CLC. She has been at the centre for more than ten years, and she is also the centre manager. Her qualifications are Matric and an ABET Certificate.

Mary is a young, married African female who is a lecturer at Asikhululeke CLC. She has been teaching at the centre for seven years and is currently residing at Snathing, a semi-urban area. Her

teaching subjects are English, Maths Literacy and IsiZulu. She has a B.Ed qualification.

Hana is a married African female who lives in the Panorama area. She is a lecturer at Asikhululeke CLC and has been teaching at the centre for more than ten years. Her qualifications are PTD, ABET Certificate, FED and B. ED (honours). Her teaching subjects are Maths Literacy and Early Childhood Development.

The analysis of lecturers' qualifications and experience reveals a nuanced picture of the teaching staff at the Community Learning Centres. In terms of qualifications, all lecturers (100%) have completed their Matric Certificate, providing a consistent baseline of formal education. Notably, 83.3% of the lecturers have pursued further education related to Adult Education, with 66.7% holding ABET Certificates or Diplomas. This high percentage of specialised qualifications indicates a strong focus on Adult Education methodologies, which is crucial for effectively addressing the unique needs of adult learners in these centres.

The diversity in qualifications is noteworthy, with 16.7% of lecturers holding a B.Ed degree and another 16.7% possessing a combination of Primary Teachers' Diploma (PTD), Adult Basic Education and Training (ABET) Certificate, and Further Diploma in Education (FDE). This mix of academic and vocational training suggests a wide variety of pedagogical approaches within the team. However, it also highlights that only 33.4% of the lecturers have formal teacher training qualifications (B.Ed. and PTD), indicating a potential area for professional development to enhance formal teaching methodologies alongside their strong Adult Education backgrounds.

Experience levels among the lecturers are particularly impressive, with 66.7% having more than ten years of experience in the sector. This high percentage of veteran educators suggests a wealth of practical knowledge and skills within the group. The extensive expertise likely contributes to a deep understanding of the challenges and effective strategies in Adult Education. The remaining 33.3% with less than ten years of experience bring fresh perspectives to the team, creating a balanced mix of seasoned expertise and newer approaches. The combination of highly experienced lecturers and those with less tenure presents valuable opportunities for mentorship and knowledge sharing within

the team. This internal capacity for professional development could be particularly beneficial given the specialised nature of Adult Education and the unique challenges faced in Community Learning Centres.

The data also reveals the lecturers' strong commitment to continuous professional development. With 83.3% of them pursuing additional qualifications beyond their Matric Certificate, there is clear evidence of a drive for self-improvement and staying current in their field. This commitment is crucial in the ever-evolving landscape of education, particularly in the adult learning sector, where teaching methodologies and learner needs can change rapidly.

The lecturers in this study represent a well-qualified and highly experienced team with a strong foundation in Adult Education. The combination of specialised qualifications (83.3% with Adult Education-specific credentials) and significant experience (66.7% with over a decade in the sector) suggests they are well-equipped to handle the unique challenges of teaching in Community Learning Centres. However, the relatively lower percentage of formal teaching qualifications (33.4%) indicates an opportunity for further professional development in this area. Leveraging the team's diverse qualifications and extensive experience could create a robust internal system for continuous improvement and adaptation to the evolving needs of adult learners in community settings.

Conclusion

The findings indicate that the majority of lecturers at Community Learning Centres (83.3% female and 16.7% male) are mature, with most falling in the age groups of above 50 (50%) and 30-39 (33.3%). All lecturers (100%) have completed their Matric Certificate, with 83.3% holding additional qualifications specifically in Adult Education, including ABET Certificates, ABET Diplomas, and other relevant degrees. This specialised educational background equips them with the necessary pedagogical knowledge to address the unique needs of adult learners.

The lecturers demonstrate a wealth of experience in the sector, with 66.7% having more than ten years of experience and 33.3% with less than ten years. This experienced teaching cohort brings a deep understanding of Adult Education's unique challenges and opportunities. The combination of extensive experience and specialised qualifications suggests that they are well-prepared to provide

high-quality, relevant, and supportive education tailored to the needs of adult learners. However, it is noteworthy that only 33.4% of the lecturers have formal teacher training qualifications (B.Ed. and PTD), indicating a potential area for professional development. Despite this, the strong foundation in Adult Education methodologies, coupled with their significant experience, positions these lecturers to effectively navigate the complexities of teaching in Community Learning Centres. The diversity in qualifications and experience levels within the team creates opportunities for mentorship and knowledge sharing, potentially enhancing the overall effectiveness of the Community Learning Centres. This mix of seasoned expertise and newer perspectives can contribute to a dynamic and adaptive learning environment, which is crucial for meeting the evolving needs of adult learners in community settings.

4.3 Presentation of Findings from Document Analysis

Manaye Community Learning Centre: Admission Book 2019 2021,2022,2023

Table 5: AET level 4	2019	2021	2022	2023
Female	60	105	144	40
Male	6	3	24	22
Total	66	108	168	62

More females were admitted in all years. Enrolment increased from 2019 to 2022 but decreased from 2022 to 2023. The learners were demotivated because of the restructuring in DHET.

Table 6: Location of AET level 4 learners at Manaye CETC

Location/ Places	2019	2021	2022	2023
Greater Edendale (Imbali, Edendale. Elandskop and Sweetwaters)			76	26
Pietermatitzburg Central			39	13
Northdale, Swayimane, and Wartburg			31	16
Inhlazuka, Midlovo. Mkhambathini and Richmond			07	4
Other			15	3
Total			168	62

The research findings revealed that 76 out of 168 AET Level 4 admitted in 2022 were from Greater Edendale. In 2023, a similar case, 26 out of 62 AET Level 4 learners were from Greater Edendale. Some learners are within walking distance; they do not pay for transport, so it is easy for them to attend classes. We were unable to obtain the 2019 and 2021 documents, which is why the spaces are blank.

Table 7: Age groups of AET Level 4 learners at Manaye CETC

Years	2019	2021	2022	2023
1950 - 1959	2	-	-	1
1960 - 1969	1	1	01	2
1970 – 1979	11	8	05	5
1980 - 1989	19	23	25	7
1990 - 1999	28	58	85	20
2000 - 2009	5	18	52	27
Total	66	108	168	62

From 2019 to 2023, AET Level 4 learners who were born between 1950 to 1979 are few who are attending classes. From 2019 to 2023, AET Level 4 learners who were born between 1980 and 2009 are more likely to be attending classes. AET Level 4 learners who were born between 1980 and 2009, the number dropped from 2022 to 2023 due to the new legislation, which has moved away from PALC to CETCs to accommodate all the learners, even those who have

dropped out of the main streams.

Table 8: Learning Areas for AET Level 4 learners at Manaye CETC

Learning Areas	2019	2021	2022	2023
ANHC4	-	4	44	
ECDV4	26	96	58	
WHRT4	17	39	34	
AET/AET	-	-	27	
AET/ NQ1	-	-	03	
MLMS4	14	25	03	
AET/FP	-	-	15	
LCEN4	6	27	02	
LIFO4	3	24	02	
AAAT4	-	1	-	
Total	66	216	188	

More AET Level 4 learners were interested in doing ECD, followed by Ancillary Health Care, in 2022. In 2021 and 2022, AET Level 4 also showed an interest in WHRT. More learners require skills to be employed in creches and home-based care. Some learners also want to be employed in shops. Learners have shown less interest in AAAT because of the lack of resources. Learning Areas in 2023 were not provided, so the space is blank.

Findings from the document analysis

The researcher conducted a comprehensive document analysis to gain insights into lecturers' experiences and challenges in implementing the curriculum in Community Learning Centres (CLCs) in South Africa. This analysis encompassed five key documents that provide a holistic view of the Community Education and Training (CET) sector:

1. Operational Guidelines for Community Learning Centres (CLC)
2. Draft Policy on Community Colleges
3. Policy and Procedure for Community Learning Centres
4. Community Education and Training CET College Sector Overview
5. Staff registration at the CLC

These documents, ranging from operational guidelines to strategic policies and sector overviews,

offer a multifaceted perspective on the CET landscape. They shed light on the institutional framework, operational challenges, policy directions, and the complex environment in which lecturers operate. The analysis aims to identify key themes and challenges that emerge across these documents, particularly focusing on aspects that directly impact lecturers' ability to implement the curriculum effectively. By examining these official documents, the researcher seeks to understand the broader context of CET colleges and CLCs, the expectations placed on lecturers, and the systemic factors that influence their experiences.

This document analysis forms a crucial part of the broader study on lecturers' experiences and challenges in implementing the curriculum in community learning centres. It provides a foundation for understanding the policy landscape and institutional context, which will inform subsequent stages of the research, such as interviews with lecturers or surveys. The following sections provide a detailed analysis of each document, highlighting key points relevant to lecturers' experiences and the challenges they face in curriculum implementation. The analysis concludes with a synthesis of the findings, identifying common themes and implications for lecturers in the CET sector.

4.3.1 Operational Guidelines for Community Learning Centres (CLC)

This is a government policy or guideline focusing on the operational framework and support systems for Community Education and Training (CET) colleges in South Africa. It covers aspects such as student and community support services, learning, training, and development support, inclusive education, and staff training. From the analysis of the operational guidelines for Community Learning Centres, the researcher identified the following challenges faced by lecturers.

Challenges Faced by Lecturers:

1. **Inclusive Education:** Lecturers need to upgrade their skills to facilitate learning for diverse and intergenerational groups, incorporating gender mainstreaming and utilising inclusive teaching methodologies like NOLS and OERs (Department of Higher Education and Training, 2020).
2. **Training Requirements:** Continuous professional development is essential, including workshops and formal qualifications to keep up with educational needs (Department of Higher Education and Training, 2020).

3. Student and Community Support: Lecturers are required to take on additional roles, such as planning and managing support functions, coordinating entry support, learning and development interventions, and providing information on services to students and the community (Department of Higher Education and Training, 2020).

4. Learning Support Materials: There is a need for timely and appropriate learning, teaching, and support materials to meet curricular needs, including access to internet connectivity and digital and online learning materials (Department of Higher Education and Training, 2020).

5. Challenges in Student Retention: Financial constraints, mental health issues, and lack of self-management among students pose challenges, necessitating strong support and intervention programs within the colleges (Department of Higher Education and Training, 2020).

Curriculum Insights:

The guidelines emphasise a curriculum that supports inclusive education and caters to diverse, intergenerational groups. It includes the use of innovative teaching methodologies and access to digital resources to enhance learning outcomes. The curriculum is designed to be flexible, accommodating the varied educational needs of the community (Department of Higher Education and Training, 2020).

4.3.2 Draft Policy on Community Colleges

This draft policy outlines the strategic planning and implementation framework for Community Colleges in South Africa, highlighting the need for new operational models and differentiated educational pathways to cater to varied provincial contexts.

Challenges Faced by Lecturers

1. Differentiated Educational Pathways: The policy aims to address diverse provincial, district, and municipal contexts, which may pose challenges for lecturers in adapting curricula and teaching methodologies to local needs (Department of Higher Education and Training, 2020).

2. Pilot Centre Implementation: It mentions the establishment of pilot centres with a detailed implementation plan, which may include challenges related to new operational models and the integration of formal, non-formal, and skills programs (Department of Higher Education and Training, 2020).

Curriculum Insights:

The draft policy proposes a curriculum that is adaptable to local contexts, emphasising the need for differentiated educational pathways. It supports the integration of formal, non-formal, and skills programs to provide a comprehensive educational experience that addresses local needs and contexts (Department of Higher Education and Training, 2020).

4.3.3 Policy and Procedure for Community Learning Centres

This document outlines specific policies and procedures for Community Learning Centres or related educational institutions, focusing on operational guidelines, support mechanisms, and governance structures. It is part of the government's initiative to improve post-school education and training, specifically targeting adult and youth education in community settings.

Challenges Faced by Lecturers:

1. **Inconsistent and Inadequate Support:** Lecturers face challenges due to inconsistent and inadequate support for both students and themselves.
2. **Flexible Teaching Methods:** Lecturers need to adapt to flexible and blended teaching methods to effectively deliver the curriculum.
3. **Supportive Learning Environment:** Creating a supportive learning environment that addresses the diverse needs of students, including academic, psycho-social, and career guidance, is essential.
4. **Ongoing Professional Development:** Continuous professional development and training are necessary for lecturers to deliver quality education and support services effectively (Department of Higher Education and Training, 2020).

Curriculum Insights:

The policy outlines a curriculum framework aimed at improving post-school education and training for adults and youth. It emphasises the importance of flexible and blended teaching methods tailored to meet diverse student needs and includes comprehensive support services to enhance the learning experience (Department of Higher Education and Training, 2020).

4.3.4 Community Education and Training CET College Sector Overview

This document provides a comprehensive overview of the Community Education and Training (CET) College sector in South Africa, outlining its background, vision, legislative framework,

institutional landscape, infrastructure, programme offerings, funding, and partnerships. The document highlights several aspects relevant to lecturers' experiences and challenges in implementing the curriculum:

- i) **Institutional Landscape and Infrastructure:** The CET system comprises nine colleges, one in each province, with 200 main Community Learning Centres (CLCs) and 1591 satellite learning centres. This widespread network challenges lecturers regarding resource allocation and infrastructure access (Department of Higher Education and Training, 2024).
- ii) **Programme Qualification Mix (PQM):** Lecturers are required to deliver a diverse range of programmes, including basic literacy, GETC: ABET, Senior Certificate, occupational skills programmes, and non-formal programmes. This diversity demands adaptability, and a broad skill set from lecturers (Department of Higher Education and Training, 2024).
- iii) **Partnerships:** The document emphasises numerous partnerships with various organisations and institutions. While beneficial, these partnerships may present challenges for lecturers in adapting to different organisational cultures and expectations (Department of Higher Education and Training, 2024).
- iv) **Funding and Resource Allocation:** The budget allocation for the CET sector, while showing growth, may still pose challenges for lecturers in terms of resource availability and support for curriculum implementation (Department of Higher Education and Training, 2024).
- v) **Infrastructure Challenges:** The document highlights the reliance on shared facilities, particularly with schools and other institutions. This sharing arrangement may present logistical challenges for lecturers in terms of access to appropriate teaching spaces and resources (Department of Higher Education and Training, 2024).
- vi) **Professional Development:** The partnerships with higher education institutions for capacity building and lecturer development indicate a recognition of the need for ongoing professional development, which aligns with the challenges identified in other documents (Department of Higher Education and Training, 2024).

The CET College Sector Overview provides insight into the complex institutional landscape within which lecturers operate. It highlights the diverse programme offerings that lecturers must navigate,

ranging from basic literacy to occupational skills programmes (Department of Higher Education and Training, 2024). The document also underscores the importance of partnerships in addressing resource constraints and providing professional development opportunities for lecturers (Department of Higher Education and Training, 2024). However, the reliance on shared infrastructure and the widespread distribution of learning centres across provinces suggest potential challenges in terms of resource access and consistency in curriculum implementation (Department of Higher Education and Training, 2024).

Conclusion

The researcher reviewed four key documents relevant to lecturers' experiences and challenges in implementing the curriculum in Community Learning Centres (CLCs). The Operational Guidelines for Community Learning Centres (CLC) highlight the need for continuous professional development, inclusive education, and adequate learning support materials. Lecturers face challenges in adapting to diverse student needs, managing additional support roles, and addressing student retention issues due to financial and psycho-social factors (Department of Higher Education and Training, 2020). The Draft Policy on Community Colleges focuses on strategic planning and differentiated educational pathways, presenting challenges in adapting curricula to local contexts and implementing pilot centres with new operational models (Department of Higher Education and Training, 2020).

The Policy and Procedure for Community Learning Centres outlines the framework for establishing and operating CET Colleges, addressing inconsistent support, the necessity for flexible teaching methods, and the importance of professional development for lecturers to deliver effective education and support services (Department of Higher Education and Training, 2020). The Community Education and Training CET, College Sector Overview provides a comprehensive picture of the institutional landscape, highlighting the widespread network of learning centres and the diverse Programme Qualification Mix (PQM) that lecturers must navigate. This document underscores the complexity of the CET system, with its reliance on partnerships, shared infrastructure, and the need for lecturers to adapt to a wide range of programmes from basic literacy to occupational skills (Department of Higher Education and Training, 2024).

Collectively, these documents reveal a multifaceted landscape for lecturers in Community Learning Centres. They face challenges related to infrastructure limitations, the need for continuous professional development, adapting to diverse student needs, and implementing a varied curriculum. The documents also highlight the importance of partnerships and ongoing support systems to address these challenges. However, they also indicate potential resource constraints and the need for lecturers to be highly adaptable in their teaching approaches to meet the diverse needs of their students and communities. The insights from these documents suggest that while there are significant efforts to establish a comprehensive and inclusive CET system, lecturers are at the forefront of navigating the complexities and challenges in implementing the curriculum effectively. Future research and policy development should focus on addressing these challenges to support lecturers in their crucial roles within the CET system.

4.4 Findings from Semi-Structured Interviews

Interviews explored lecturers' experiences and challenges in curriculum implementation.

4.4.1 Input

Input in this context refers to the resources, facilities, and support systems provided to lecturers to enable effective curriculum implementation in Community Learning Centres. The findings reveal a consistent theme of inadequate resources and facilities across all interviews, significantly impacting the quality of education provided.

All six lecturers reported challenges related to insufficient teaching materials and poor infrastructure. Hana emphasised,

"The lack of basic teaching materials like textbooks and chalkboards makes it difficult to deliver lessons effectively. We often have to improvise, which is not always ideal."

This sentiment was echoed by Mary, who stated,

"We sometimes don't even have proper classrooms. Some are in a deplorable state with no windows or doors, which disrupts learning, especially during bad weather."

The scarcity of resources was a recurring issue, with Boaz noting,

"We are constantly struggling with inadequate supplies. We need more textbooks, better classroom facilities, and basic teaching aids to be able to deliver the curriculum effectively."

Rebecca added,

"Our library is severely understocked. We lack current and relevant books, which makes it challenging for our learners to access additional information and resources."

The quotes collectively highlight the significant challenges lecturers face due to inadequate teaching materials and poor infrastructure. The lack of essential resources, such as textbooks, chalkboards, and functional classrooms, forces educators to improvise, often at the expense of effective teaching and learning. These conditions not only hinder lesson delivery but also disrupt student engagement and limit access to quality education. This perspective aligns with Barrett et al. (2006), who argue that insufficient educational resources and inadequate infrastructure negatively impact teaching quality and student outcomes, particularly in under-resourced schools.

The impact of these resource constraints extends beyond the teaching process, affecting learner engagement and motivation. Ruth observed,

"The lack of proper learning materials demotivates our students. They feel discouraged when they cannot access the resources they need to succeed."

Funding issues further exacerbate the situation. Mary highlighted:

"Our funding is very limited. We often must use our own money to buy teaching materials or to make photocopies for our students. This is not sustainable and puts much pressure on us as lecturers."

Esther corroborated this, stating,

"The financial strain of providing basic materials out of our own pockets is significant. It affects our morale and our ability to focus fully on teaching."

The quotes underscore the detrimental effects of inadequate teaching materials and limited funding on both student motivation and teacher morale. Students feel discouraged when they cannot access necessary resources, leading to decreased engagement and motivation. Simultaneously, lecturers experience financial strain and diminished morale when compelled to personally fund basic teaching materials, diverting their focus from instructional duties. This perspective aligns with findings by Bost (2019), who identified a significant correlation between teacher morale and student achievement, noting that resource limitations can adversely affect both educators' effectiveness and students' academic performance.

4.4.2 Process

The process of curriculum implementation refers to the teaching and learning activities, assessment methods, student-lecturer relationships, and the utilisation of available resources and infrastructure. This section explores how lecturers navigate these aspects in their daily work at Community Learning Centres.

All six lecturers reported challenges in the teaching process due to insufficient training and support. Mary elaborated:

"While we receive some training, it is not nearly enough to meet the evolving needs of our adult learners. We desperately need continuous professional development to keep up with best practices in Adult Education. Without this, we often feel like we are falling behind, unable to provide the quality of education our students deserve."

The language barrier emerged as a significant challenge in the teaching process. Hana explained:

"Many of our learners struggle with English, which is the medium of instruction. This creates a substantial barrier to learning, as students often struggle to grasp complex concepts when presented in a language they are not fully comfortable with. We constantly code-switch between English and isiZulu to ensure understanding, but this considerably slows down the learning pace."

Rebecca highlighted the challenges in assessment, stating:

"Our assessment methods are often outdated and do not always reflect the real-world skills our learners need. We lack the resources and training to implement more practical, skills-based assessments that would better prepare our students for employment or further education. It is frustrating to know we are not fully equipping them for success beyond our classrooms."

Boaz emphasised the difficulties in maintaining positive student-lecturer relationships amidst resource constraints:

"The lack of resources strains our relationships with students. They often become frustrated when we cannot provide the materials they need, which can lead to disengagement. We spend much time motivating and encouraging them, but it is challenging when we cannot meet their basic educational needs."

The lecturers' insights highlight several critical challenges in curriculum implementation at Community Learning Centres. These include insufficient professional development, language barriers, outdated assessment methods, and strained student-lecturer relationships due to resource constraints. Mary's observation underscores the need for continuous professional development to address the evolving needs of adult learners. This aligns with findings from the National Research Council (2002), which emphasizes that developing and administering effective performance assessments in adult education requires ongoing training and adequate resources (National Academies Press, 2002). Hana's experience with language barriers reflects a common obstacle in adult education, where learners may struggle with the language of instruction. This challenge necessitates adaptive teaching strategies, such as code-switching, to facilitate comprehension. The National Research Council (2002) also notes that administering performance assessments in adult education requires not only expertise but also time and fiscal resources, which can be strained by language barriers (National Academies Press, 2002).

Rebecca's concern about outdated assessment methods points to the need for assessments that better reflect real-world skills. The National Research Council (2002) discusses the importance of developing performance assessments that accurately measure adult learners' competencies, which requires not only expertise but also time and fiscal resources (National Academies Press, 2002). Boaz's remarks on the impact of resource constraints on student-lecturer relationships highlight the broader issue of inadequate resources in adult education. The National Research Council (2002) emphasizes that all activities involved in developing, administering, and scoring performance assessment systems require not only expertise but also time and fiscal resources, underscoring the need for adequate funding and support in adult education (National Academies Press, 2002). Collectively, these challenges underscore the necessity for comprehensive support in adult education, including ongoing professional development, resource allocation, and the implementation of relevant assessment methods to enhance both teaching effectiveness and learner outcomes.

Despite these challenges, lecturers have developed innovative strategies to enhance learning. Ruth shared:

"We have started creating our learning materials using recycled paper and locally available resources. It is time-consuming, but it allows us to tailor the content to our students' needs and

contexts. We have also implemented peer teaching, where more advanced students help struggling students. This not only aids in learning but also builds a sense of community in our classes."

Esther highlighted the importance of flexibility in teaching:

"We have learned to be extremely adaptable. We use storytelling and oral traditions to convey information when we do not have textbooks. When we lack writing materials, we encourage debates and discussions. It is not ideal, but we are constantly finding new ways to engage our learners and make the most of what we have."

The lecturers' innovative strategies to enhance learning, such as creating tailored learning materials from recycled paper and locally available resources, demonstrate their resourcefulness in addressing teaching challenges. Ruth's efforts to use peer teaching, where more advanced students assist struggling learners, not only aid in academic progress but also foster a sense of community within the classroom. These strategies help to meet the learners' needs despite the lack of sufficient resources. The National Research Council (2002) highlights that such adaptive strategies are essential in performance assessments in adult education, as they enable lecturers to overcome resource constraints and enhance learning outcomes (National Academies Press, 2002).

Esther's focus on flexibility in teaching—using storytelling and oral traditions when textbooks are unavailable—shows how adaptability in teaching methods is essential in overcoming resource shortages. This flexible approach, although not ideal, allows for effective engagement with learners and ensures continued learning under challenging conditions. The use of debates and discussions as alternative learning activities also promotes active participation and critical thinking, even when writing materials are lacking. According to Spark Generation (n.d.), flexible teaching strategies, including the use of non-traditional teaching methods, allow educators to better engage students and address their needs in resource-constrained environments (Spark Generation, n.d.).

These innovative teaching methods align with literature on flexible teaching strategies, which emphasise the importance of adapting to students' needs and contexts to enhance the learning

experience. By creatively using available resources and adapting teaching methods, lecturers are able to support learners despite resource constraints, fostering a more inclusive and supportive learning environment. As Together Mentoring Software (n.d.) states, peer teaching has been shown to be an effective model for enhancing collaborative learning and providing additional support to students in large classes (Together Mentoring Software, n.d.).

4.4.3 Output

Output in curriculum implementation refers to the outcomes and results of the teaching and learning process, including student achievement, skill development, and the overall impact of education on learners' lives and communities.

Despite the numerous challenges, lecturers reported positive outcomes regarding learner achievements and personal growth. Mary proudly shared:

"Seeing my students graduate and go on to further their education or secure better jobs is incredibly rewarding. Last year, one of our students who started as a basic literacy learner completed her matric and is now enrolled in a vocational training program. These success stories make all our efforts worthwhile and remind us of the transformative power of education."

Hana emphasised the broader impact of their work:

"Our learners do not just gain academic knowledge; they develop critical life skills. I have seen shy, unsure individuals transform into confident community leaders. One of our learners recently started a small business using the numeracy and basic business skills she learned here. It is amazing how education can empower people to change their lives and contribute to their communities."

Rebecca noted the challenges in achieving consistent positive outcomes:

"While we have many success stories, there are also learners who drop out or fail to complete their courses due to various challenges. Financial pressures, family responsibilities, and balancing work and study often lead to attrition. We need more support systems to help these learners stay motivated and engaged throughout their educational journey."

Boaz highlighted the long-term impact of their work:

"The ripple effect of our teaching extends far beyond the classroom. When our learners

improve their literacy and numeracy skills, it impacts their entire families. They can better help their children with schoolwork, manage their household finances, and engage with their communities. We are not just educating individuals but uplifting entire families and communities."

Ruth shared her observations on skill development:

"It is incredible to see how our learners apply their new skills in real-life situations. One of our students used her newly acquired computer skills to help her church set up a database for their outreach programs. Another used his improved English to secure a better-paying job. These practical applications of knowledge are the true measure of our success."

Esther emphasised the personal growth she witnesses in her learners:

"The transformation in our learners goes beyond academics. I have seen individuals who were once shy and hesitant become vocal advocates for education in their communities. They gain a sense of self-worth and purpose that radiates into their lives. This personal growth is perhaps the most significant output of our work."

The lecturers highlighted the transformative power of education, noting that many learners achieve success beyond academic knowledge. One lecturer shared that seeing students graduate and pursue further education or better jobs is incredibly rewarding, with one learner, initially a basic literacy student, now enrolled in vocational training. This reflects the profound impact adult education can have, not only in enhancing academic skills but also in opening doors to personal and professional opportunities (Moore, 2016). Another lecturer emphasised that learners develop essential life skills, citing examples of shy individuals becoming community leaders and others starting small businesses using the skills learned in class. This speaks to the broader goals of adult education, which aim to equip learners with practical skills that improve their personal lives and contribute to their communities (Sparks, 2018).

However, achieving consistent success is not without challenges. The issue of learner retention was raised, with one lecturer noting that financial pressures, family responsibilities, and balancing work and study lead to some students dropping out. This points to the need for stronger support systems

to address these external challenges, which often hinder learners' educational journeys (Tremblay, 2017). The lecturers also highlighted the long-term societal benefits of their work, with one noting that when learners improve their literacy and numeracy, it impacts not just the individuals but their entire families and communities. This underscores the social value of adult education, where gains in literacy and numeracy lead to broader positive outcomes for families and communities (Merriam, 2001).

Moreover, lecturers observed that practical application of newly learned skills, such as using computer skills to assist in community work or improving English to secure better-paying jobs, is a significant outcome. This reflects the critical importance of ensuring that adult learners can apply what they've learned in real-world settings, making education not only a personal achievement but also a tool for community development (Knowles, 1990). Lastly, the personal growth witnessed in learners, such as increased self-confidence and a sense of purpose, was noted as one of the most significant outcomes. These transformations, which extend beyond academic development, highlight the empowering nature of adult education, where learners gain self-worth and contribute positively to their communities (Jarvis, 2004).

Conclusion

The semi-structured interviews reveal a complex landscape of challenges and triumphs in curriculum implementation at Community Learning Centres. The findings, organised under the themes of input, process, and output, paint a picture of a dedicated and resilient teaching force committed to overcoming significant obstacles to ensure learner success. Regarding input, all six lecturers consistently reported challenges related to inadequate resources, poor infrastructure, and insufficient funding. These constraints severely impact their ability to deliver quality education, often forcing them to use personal resources to meet basic teaching needs. The need for proper facilities and teaching materials hampers the teaching process and affects learner motivation and engagement. Innovative adaptations and persistent challenges mark the process of curriculum implementation. Lecturers reported insufficient training and support, particularly in addressing the evolving needs of adult learners. Language barriers emerged as a significant challenge, necessitating constant code-switching between English and isiZulu. Assessment methods often need to be updated and reflective of real-world skills. Despite these challenges, lecturers have developed creative strategies such as

creating learning materials, implementing peer teaching, and adopting flexible teaching methods to overcome resource constraints.

In terms of output, the interviews revealed encouraging results despite the numerous challenges. Lecturers reported positive outcomes in learner achievements, personal growth, and community impact. Success stories of learners advancing to further education or securing better employment were highlighted as rewarding aspects of their work. However, challenges such as learner attrition due to various socio-economic factors were also noted. The findings underscore the critical need for improved resource allocation, infrastructure development, and continuous professional development for lecturers. Enhanced support systems are necessary to address the unique challenges of Adult Education in community settings. Despite the significant obstacles, the determination and innovative spirit of the lecturers in providing quality education is evident. Their commitment to educating individuals and uplifting entire families and communities stands out as a testament to the transformative power of education in these centres.

4.5 Findings from Focus Group Discussions

The Focus group discussions provided insights into collective experiences and shared challenges among lecturers.

4.5.1 Input

Common issues include lack of resources, inadequate facilities, and insufficient training. One participant shared,

"We often have to buy our teaching materials because the ones provided are not enough. This is a huge financial burden on us" (Hana).

Another added,

"The classrooms are shared with mainstream schools, and we have to erase our work every day, which disrupts continuity in teaching" (Mary).

The lack of proper administrative support compounds these issues. The lack of resources and facilities was a significant theme in the focus group discussions. One lecturer noted,

"Our classrooms are often in poor condition. Some do not have proper windows or doors, making it difficult to create a conducive learning environment" (Boaz).

This highlights the need for better infrastructure and facilities for effective teaching and learning. Inadequate training was also a significant issue.

"We need more regular and comprehensive training sessions to keep up with the latest teaching methods and best practices. The occasional workshops we get are not enough"
(Mary).

The lecturers identified a range of challenges related to the lack of resources, inadequate facilities, and insufficient training, which severely impact their teaching effectiveness. One lecturer shared that purchasing teaching materials out of pocket due to insufficient resources has become a significant financial burden. This highlights the ongoing struggle that educators face in environments where resources are scarce, and they must rely on personal funds to ensure the delivery of lessons (Sparks, 2018). Another challenge raised was the lack of continuity in teaching due to the shared use of classrooms with mainstream schools, leading to daily disruptions. This situation undermines the stability and consistency needed for effective teaching, emphasising the importance of dedicated spaces that allow for uninterrupted instruction (Tremblay, 2017).

In addition to these issues, poor infrastructure, such as classrooms lacking proper windows or doors, was cited as another major concern. This affects the learning environment and makes it difficult to create a conducive setting for students. This reinforces the need for significant improvements in physical infrastructure to support effective teaching and learning, as learning spaces are crucial to student engagement and academic success (Knowles, 1990). Moreover, the lecturers stressed the importance of more regular and comprehensive training to stay current with new teaching methods and best practices. This reflects the need for ongoing professional development to ensure educators are equipped with the necessary skills and knowledge to meet the evolving needs of their students (Merriam, 2001).

4.5.2 Process

Strategies to mitigate challenges include collaborative problem-solving and resource-sharing among lecturers. One lecturer noted,

"We have formed a support group among ourselves where we share resources and teaching strategies. This has been very helpful in coping with the challenges" (Hana).

Another strategy mentioned was the use of technology.

"We encourage learners to use their smartphones to take pictures of notes and assignments since we do not have enough photocopying facilities" (Mary).

In response to the challenges of limited resources and facilities, lecturers have implemented collaborative strategies to improve their teaching environment. One approach highlighted was the formation of a support group among lecturers, where they share resources and teaching strategies. This collective effort allows them to cope better with resource limitations and provides emotional and professional support, which is critical in challenging teaching environments (Vescio et al., 2008). Another strategy employed is the use of technology, particularly encouraging students to use their smartphones to capture notes and assignments. This helps mitigate the lack of photocopying facilities, enabling students to access essential learning materials. This initiative demonstrates the effective use of technology to address resource constraints, promoting digital literacy while ensuring that learning continues despite infrastructural limitations (Blaschke, 2012). These strategies reflect the resilience and adaptability of educators in overcoming resource constraints, highlighting the importance of innovation and collaboration in the teaching process (Hargreaves & Fullan, 2012).

The use of collaborative problem-solving and resource-sharing among lecturers has effectively addressed some of the challenges. One participant explained,

"We meet regularly to discuss our challenges and come up with solutions together. This has helped us to be more effective in our teaching" (Boaz).

This collaborative approach fosters a sense of community and support among the lecturers.

Technology has also been a valuable tool in overcoming resource constraints.

"We use technology as much as possible to support our teaching. For example, we use smartphones to share materials and assignments with our learners. This has been very helpful given the lack of physical resources" (Hana).

The use of collaborative problem-solving and resource-sharing has proven to be an effective strategy in overcoming teaching challenges. Lecturers meet regularly to discuss their difficulties and work together to find solutions. This collective effort fosters a sense of community and support, enhancing their ability to work through challenges and improving their teaching effectiveness (Vescio, Ross, &

Adams, 2008). Such collaboration also ensures that lecturers are not isolated in their struggles but can draw on the knowledge and experience of their colleagues.

In addition, technology has played a pivotal role in alleviating resource constraints. Lecturers use smartphones to share materials and assignments with students, helping to bridge the gap created by limited physical resources. This not only enhances teaching but also promotes digital literacy, allowing students to engage with course content more effectively despite the lack of traditional resources (Blaschke, 2012). Technology serves as a powerful tool in creating a more flexible and resource-efficient learning environment. These strategies illustrate how lecturers can use both collaborative approaches and technology to navigate resource limitations, ensuring that teaching and learning continue effectively in the face of challenges (Hargreaves & Fullan, 2012).

4.5.3 Output

Successful strategies result in improved learner engagement and achievement, though challenges persist. A lecturer shared,

"Despite the lack of resources, our students are highly motivated, and this reflects in their performance. Many of them have gone on to pursue higher education or better job opportunities" (Mary).

This positive outcome results from the combined efforts of lecturers and learners to overcome the obstacles.

The success of these strategies is evident in the positive outcomes achieved by many learners. One participant noted,

"Our collaborative efforts and use of technology have made a big difference. Our learners are more engaged and motivated, and this is reflected in their performance" (Boaz).

This demonstrates the impact of innovative teaching strategies on learner engagement and achievement.

However, there are still challenges to be addressed.

"While we have made progress, there are still many issues that need to be resolved. We need

more resources and support to ensure that all our learners can achieve their educational goals" (Hana).

The strategies implemented by lecturers have led to improved learner engagement and achievement, despite the ongoing resource challenges. Mary noted that despite limited resources, the students remain highly motivated, which has positively impacted their academic performance. Many students have gone on to pursue further education or better job opportunities, demonstrating the resilience and determination of both learners and educators in overcoming obstacles (Ryan & Deci, 2000). This reflects the intrinsic motivation of learners, which is crucial in challenging environments. The positive outcomes are also attributed to the collaborative efforts among lecturers and the integration of technology in teaching. Boaz explained that their use of technology, along with collaborative strategies, has greatly increased learner engagement and motivation, resulting in improved performance. Such strategies illustrate how innovation and collaboration can enhance the learning experience, even in resource-constrained settings (Puentedura, 2013). These efforts show the significant impact that creative and adaptive approaches can have on educational outcomes.

Despite these successes, challenges persist. Hana acknowledged that while progress has been made, there are still many issues that need to be addressed, particularly the need for more resources and support. This underscores the importance of continued efforts to improve educational environments to ensure all learners can reach their full potential (Fullan, 2016).

4.5.4 Conclusion

Focus groups highlight the importance of support and collaboration in enhancing curriculum implementation. The shared experiences and collective problem-solving approaches are crucial in navigating the challenges faced by the lecturers. The findings underscore the need for better resources, continuous professional development, and support systems to enhance the teaching and learning experience.

4.6 Integration of Findings

This section integrates findings presented in previous sections to provide a comprehensive view of the lecturers' experiences and challenges in implementing the curriculum at Community Learning

Centres (CLCs). By comparing and contrasting the results from document analysis, semi-structured interviews, and focus group discussions, this section aims to highlight agreements and disagreements and provide a holistic understanding of the issues faced. In this study, I identified themes and sub-themes aligning closely with recognised practices in qualitative research, particularly thematic analysis. It began with an in-depth immersion in the data, involving multiple readings of interview transcripts, focus group exchanges, and relevant documents. As the analysis progressed, these sub-themes were refined and consolidated into broader thematic categories that encapsulated the key experiences and concerns voiced by participants and evidenced in the documents. By anchoring each theme directly in the data, the process ensured a rich, contextually grounded interpretation of the phenomenon under study.

4.6.1 Resource Constraints

Agreements:

Document Analysis: Consistently highlights insufficient resources, inadequate facilities, and limited access to teaching materials as significant challenges (Department of Higher Education and Training, 2020).

Semi-Structured Interviews: All participants reported insufficient teaching materials and poor infrastructure as major impediments (Hana, Mary).

Focus Group Discussions: Participants echoed the sentiment of inadequate resources, emphasising the financial burden of purchasing teaching materials (Hana, Mary).

Disagreements:

While document analysis pointed to policy-level acknowledgements of resource constraints, interviews and focus groups provided more granular details about the daily struggles and how lecturers mitigate these shortages personally.

4.6.2 Professional Development and Training

Agreements:

Document Analysis: Emphasised the need for continuous professional development and training to meet educational needs (Department of Higher Education and Training, 2020).

Semi-Structured Interviews: Lecturers stressed the inadequacy of current training provisions and the necessity for more comprehensive and ongoing professional development (Mary).

Focus Group Discussions: Participants called for more regular and structured training sessions, reflecting the same needs identified in documents and interviews (Mary).

Disagreements:

There were no significant disagreements on this issue, indicating a unanimous recognition across different data sources about the need for enhanced professional development.

4.6.3 Teaching and Assessment Methods

Agreements:

Document Analysis: Highlighted the importance of innovative and flexible teaching methodologies to address diverse learner needs (Department of Higher Education and Training, 2020).

Semi-Structured Interviews: Lecturers pointed out the challenges of outdated assessment methods and the need for more practical, skills-based evaluations (Rebecca & Boaz).

Focus Group Discussions: Reinforced the need for adaptable teaching methods, with participants sharing strategies like peer teaching and the use of technology to overcome resource constraints (Hana & Mary).

Disagreements:

Focus groups emphasised collaborative problem-solving among lecturers more than documents and interviews, suggesting that the practical sharing of strategies among peers is a critical yet under-documented aspect of overcoming teaching challenges.

4.6.4 Student Engagement and Support

Agreements:

Document Analysis: Discussed the need for comprehensive support services to enhance student retention and success (Department of Higher Education and Training, 2020).

Semi-Structured Interviews: Lecturers reported that inadequate student support services impacted

learner engagement and motivation (Ruth & Mary).

Focus Group Discussions: Participants stressed the importance of administrative and psycho-social support for students, aligning with findings from document analysis and interviews (Boaz & Mary).

Disagreements:

There were no significant disagreements, but focus groups provided more specific examples of how peer support among students can mitigate some of these challenges, a detail less emphasised in document analysis.

4.6.5 Impact and Outcomes

Agreements:

Document Analysis: Effective curriculum implementation positively impacts learners' personal and professional lives (Department of Higher Education and Training, 2020).

Semi-Structured Interviews: Lecturers shared success stories of learners achieving personal and educational milestones despite the challenges (Mary & Hana).

Focus Group Discussions: Highlighted the broader community impact, with learners applying their new skills in real-world contexts (Boaz & Ruth).

Disagreements

While documents provided a broad overview of potential impacts, interviews and focus groups gave more personalised and detailed accounts, emphasising the transformative power of education on individual lives.

Integrating findings from document analysis, semi-structured interviews, and focus group discussions reveals a consistent narrative of resource constraints, the need for professional development, challenges in teaching and assessment methods, and the importance of student engagement and support. While there is a strong alignment across different data sources, the personal experiences and practical strategies shared by lecturers in interviews and focus groups provide a richer, more detailed understanding of the challenges and successes in implementing the curriculum at CLCs.

The findings chapter effectively addresses the research objectives and questions by providing

detailed insights into the lecturers' experiences, challenges, and perceptions regarding curriculum implementation at the Community Learning Centres. The first research question, focusing on the lecturers' experiences and challenges, is thoroughly explored through various accounts of resource shortages, inadequate facilities, and insufficient training. Lecturers' perceptions of their roles in implementing the curriculum are examined through reflections on their teaching practices, personal growth, and the strategies they employ to overcome challenges, providing a comprehensive understanding of their roles in the process. Lastly, the factors promoting successful curriculum implementation, such as collaborative problem-solving, the use of technology, and resource-sharing, are highlighted, demonstrating how these strategies contribute to more effective teaching and improved learner engagement. Overall, the findings address each research question by offering a nuanced understanding of the lecturers' experiences, roles, and the factors that influence curriculum success.

4.7 Chapter Summary

This chapter explored data from document analysis, interviews, and focus groups, providing a comprehensive view of the experiences and challenges in curriculum implementation at Community Learning Centres. Through the lens of input, the transformation process, and output, we gained valuable insights into the realities lecturers face. Despite significant challenges, there are clear examples of resilience and innovation. The subsequent chapter will delve into the implications of these findings and offer recommendations for future practice and research.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents a comprehensive discussion of the findings derived from the document analysis, semi-structured interviews, and focus group discussions. The discussion addresses the three research questions that guided this study, interpreting the results through the lens of existing literature and providing insights at a master's level. The chapter is structured thematically to reflect the key issues identified during the research.

5.2 Resource Constraints

Findings:

The consistent theme across all data sources was the significant challenge posed by insufficient resources. Document analysis highlighted inadequate facilities and limited access to teaching materials as major impediments to effective curriculum implementation. Semi-structured interviews and focus group discussions reinforced this, with lecturers reporting having to purchase teaching materials themselves due to a lack of institutional support.

Discussion:

The issue of resource constraints is a common barrier in Adult Education, particularly in developing contexts. The Department of Higher Education and Training (2020) acknowledges these challenges, yet the gap between policy and practical implementation remains evident. This finding aligns with Mukeredzi's (2020) research on Adult Education in Africa, which identified similar systemic issues. The persistence of these challenges suggests the need for a more robust resource allocation strategy to support Adult Education effectively. The systems thinking theoretical framework emphasises the interconnectedness of various components within an educational system. Inadequate resources in Community Learning Centres (CLCs) not only hinder curriculum implementation but also impact on student engagement and overall learning outcomes. Addressing these resource constraints requires a holistic approach that considers the entire educational ecosystem, including infrastructure, teaching materials, and financial support. This approach aligns with Forrester's (1956) systems thinking, which advocates for understanding the interconnected components of a system to

implement effective solutions.

The findings reveal that resource constraints are multifaceted, involving not just physical materials but also human resources. Lecturers often lack access to professional development opportunities that could help them adapt to resource limitations. This limitation affects their ability to deliver high-quality education. Furthermore, the scarcity of resources often leads to increased workloads for lecturers, as they must find alternative means to provide necessary materials and support to students. This situation highlights the need for policies that not only increase funding but also ensure that resources are equitably distributed and that lecturers receive adequate training and support.

The systemic nature of resource constraints in Adult Education indicates that isolated interventions are insufficient; instead, a systems-level response is required (Taylor, 2019). Research by Ametepee and Anastasiou (2017) suggests that inadequate resources in educational settings exacerbate inequalities, reinforcing systemic barriers that hinder effective learning. Applying systems thinking, these findings highlight the need for a coordinated strategy involving policymakers, institutions, and community stakeholders to ensure equitable resource distribution and sustainable curriculum implementation (Meadows, 2008).

5.3 Professional Development and Training

Findings:

Both document analysis and participant feedback underscored the necessity for continuous professional development. Lecturers stressed the inadequacy of current training provisions and the need for more comprehensive and ongoing professional development. Focus group discussions echoed these sentiments, highlighting the demand for regular and structured training sessions.

Discussion:

Professional development is crucial for maintaining and enhancing the quality of education. According to Darling-Hammond et al. (2017), effective professional development should be content-focused, collaborative, and sustained over time. The positive response to existing workshops indicates a foundation upon which more comprehensive programs could be built, aligning with the needs identified by lecturers in this study. This highlights an opportunity for policymakers to invest

in targeted professional development initiatives to better support Adult Education lecturers. The systems thinking approach suggests that professional development should be integrated into the broader system of educational support. This means creating a continuous feedback loop where lecturers' needs and experiences inform the design of professional development programs, which in turn enhance their teaching practices and improve student outcomes. This iterative process ensures that professional development is responsive and relevant, ultimately leading to more effective curriculum implementation.

The demand for ongoing professional development reflects a broader need for systemic support within the CLCs. Effective professional development should not only focus on teaching methodologies but also include training in new technologies, curriculum design, and strategies for managing resource constraints. The integration of technology, for instance, can provide lecturers with innovative tools to enhance their teaching despite limited physical resources. Additionally, professional development programs should foster a culture of continuous learning and collaboration among lecturers, creating communities of practice where they can share experiences and best practices.

Effective professional development must be iterative and context-specific, responding to lecturers' evolving challenges within the broader education system (Desimone & Garet, 2015). Studies show that sustained, collaborative training leads to improved teaching efficacy and student outcomes, particularly in under-resourced settings (Kennedy, 2016). Systems thinking underscores the need for a feedback mechanism where professional development programs are continuously refined based on lecturers' experiences and systemic challenges (Sternan, 2000).

5.4 Teaching and Assessment Methods

Findings:

A recurring theme was the challenge of outdated assessment methods and the need for more practical, skills-based evaluations. Lecturers discussed innovative teaching strategies, such as peer teaching and the use of technology, to overcome resource constraints and adapt to the local context.

Discussion:

The need for adaptable teaching methods is critical in Adult Education. Situated learning theory (Lave & Wenger, 1991) emphasises learning as a social process embedded in specific contexts. The lecturers' efforts to tailor their teaching methods reflect this understanding. By integrating local examples and leveraging technology, lecturers can enhance student engagement and learning outcomes. This adaptive approach is vital for addressing the diverse needs of adult learners and ensuring effective curriculum implementation. Systems thinking highlights the importance of adaptability and responsiveness within educational systems. By adopting flexible teaching and assessment methods, lecturers can better address the unique challenges of their context and support their students' learning more effectively. This approach aligns with the principles of systems thinking, which emphasise the need for dynamic and responsive solutions to complex problems.

The innovative teaching strategies mentioned by lecturers, such as peer teaching and the use of technology, demonstrate a proactive approach to overcoming resource limitations. Peer teaching leverages the collective knowledge and skills of students, fostering a collaborative learning environment. The use of technology, such as online resources and digital tools, can bridge the gap created by the lack of physical materials. These strategies not only enhance learning outcomes but also empower students to take an active role in their education. Additionally, practical, skills-based assessments provide a more accurate measure of students' competencies, aligning assessment with real-world applications and improving the relevance of the curriculum.

The need for diversified assessment methods aligns with research advocating competency-based evaluations that reflect real-world applications (Wolf, 2018). Studies show that integrating technology and peer-based learning can enhance student engagement and bridge resource gaps, particularly in low-resource environments (Laurillard, 2012). From a systems thinking perspective, assessment practices should be viewed as interconnected with instructional methods, student needs, and institutional capacities, ensuring a holistic and adaptive approach to curriculum implementation (Forrester, 1961).

5.5 Student Engagement and Support

Findings:

The importance of comprehensive student support services emerged as a significant theme. Lecturers reported that inadequate student support services negatively impacted learner engagement and motivation. Focus group discussions provided specific examples of how peer support among students mitigates some of these challenges.

Discussion:

Student support services are essential for enhancing retention and success in Adult Education. This finding is consistent with the broader literature on adult learning, which emphasises the need for administrative and psycho-social support to foster student engagement (Department of Higher Education and Training, 2020). The lecturers' experiences underscore the critical role of support systems in creating an enabling learning environment. Enhancing these services can significantly improve learner outcomes and overall satisfaction. According to systems thinking, student engagement and support are integral components of the educational system. Effective support services create a nurturing environment that addresses students' academic and personal needs, thereby enhancing their motivation and capacity to learn. This holistic approach ensures that all elements of the educational system work together to support student success.

The findings highlight the multifaceted nature of student support needs, encompassing academic assistance, emotional support, and practical resources. Effective student support services should include tutoring, counselling, career guidance, and access to learning materials. The role of peer support is also crucial, as it fosters a sense of community and belonging among students. By creating formal structures for peer mentoring and support, CLCs can enhance student engagement and reduce dropout rates. Additionally, addressing logistical challenges, such as transportation and childcare, can further support students' ability to attend classes and engage fully in their education.

Holistic student support services are essential in mitigating barriers to learning, as comprehensive support structures enhance retention and achievement (Tinto, 2017). Research highlights that effective student engagement strategies should integrate academic, emotional, and logistical support to address diverse learner needs (Kahu & Nelson, 2018). Within a systems thinking framework, student success is dependent on the interaction between institutional policies, instructional practices,

and external socio-economic factors, necessitating an integrated support model (Senge, 1990).

5.6 Factors Promoting Successful Curriculum Implementation

Findings:

Despite numerous challenges, several factors contributed to successful curriculum implementation. These included collaborative problem-solving, innovative use of technology, and strong community engagement. Lecturers highlighted the importance of forming support networks and sharing resources to overcome resource constraints.

Discussion:

The success factors identified in this study align with Wenger's (1998) concept of communities of practice, where professionals learn and problem-solve together through shared experiences. The innovative use of technology, as described by lecturers, reflects the concept of "frugal innovation" (Radjou & Prabhu, 2015), where resource constraints drive creative solutions. Networking and community engagement were also crucial, emphasising the value of social capital in achieving educational goals (Putnam, 2000). These findings suggest that fostering a collaborative and resourceful teaching community can significantly enhance curriculum implementation. Systems thinking underscores the importance of interconnectedness and

interdependence within educational systems. The success of curriculum implementation depends on the effective collaboration and integration of various components, including lecturers, students, community members, and resources. By fostering strong support networks and leveraging community resources, CLCs can create a more resilient and adaptive educational system.

Collaborative problem-solving and community engagement are vital for creating a supportive and responsive educational environment. These practices enable lecturers to share knowledge, resources, and strategies, enhancing their collective capacity to address challenges. The use of technology, even in resource-constrained settings, can open up new possibilities for teaching and learning, providing access to a wealth of information and tools. Community engagement also plays a crucial role in building trust and support for CLCs, ensuring that educational initiatives are aligned with the needs and priorities of the local population. By integrating these success factors into the broader educational system, CLCs can enhance their effectiveness and sustainability.

Strong professional networks and resource-sharing among lecturers enhance curriculum delivery, reflecting Wenger's (1998) concept of communities of practice. Empirical studies indicate that collaborative innovation, particularly in technology use, strengthens teaching effectiveness in resource-constrained settings (Kozma, 2011). Systems thinking emphasises that sustainable curriculum success requires dynamic interactions between educators, learners, institutional leadership, and community stakeholders, reinforcing the need for a multi-layered implementation approach (Meadows, 2008).

5.7 Chapter Summary

This chapter highlighted the significant challenges faced by CLC lecturers in implementing an effective curriculum, emphasising systemic constraints such as inadequate resources, limited professional development, and outdated assessment methods. Despite these challenges, lecturers exhibit remarkable adaptability, employing innovative strategies such as peer teaching, technology integration, and collaborative problem-solving to enhance curriculum delivery. The findings underscore the need for a holistic and systems-oriented approach to addressing these issues, recognising the interconnected nature of resources, training, teaching methods, and student support. Comprehensive interventions, including better infrastructure, sustained resource provision, targeted professional development, and enhanced student support services, are essential for improving curriculum implementation. By fostering stronger professional networks, leveraging community resources, and integrating technology, CLCs can create more resilient and sustainable learning environments. Addressing these systemic issues is crucial for transforming Adult Education and realizing its potential to uplift disadvantaged communities. The subsequent chapter will explore the broader implications of these findings and provide recommendations for future policy, practice, and research.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed the research findings using thematic analysis. This study aimed to explore the lecturers' experiences and challenges in implementing the curriculum in the Community Learning Centre. This study was grounded in the interpretivist paradigm. It adopted a qualitative case study approach that drew on document analysis, semi-structured interviews and focus group discussions to generate data from lecturers and centre managers. This chapter further highlights the conclusions, recommendation and limitations of the research study. The endeavour guides the summary to answer the following research questions:

1. What are the lecturers' perceptions of their roles in the implementation of the curriculum at the Community Learning Centres?
2. What are the lecturers' experiences and challenges in the implementation of the curriculum at the Community Learning Centres?
3. What factors promote the successful implementation of the curriculum?

6.2 Conclusions

The research study's conclusions align with this study's three research questions. This section summarises the conclusions from this study.

6.2.1 Lecturers' Perceptions of Their Roles

The study found that lecturers view their roles as multifaceted, encompassing instructional delivery, administrative, managerial, and student support duties. They perceive complete responsibilities spanning curriculum implementation, centre operations, and learner development. This aligns with systems thinking on the interconnections enabling organisational success. The multifaceted roles of lecturers embody systems thinking by highlighting the interconnected nature of educational processes. Their involvement across instructional, administrative, and support functions creates a network of feedback loops and interactions that can enhance institutional effectiveness and adaptability. Overall, lecturers see themselves fulfilling versatile, integrative functions across academic and institutional domains.

6.2.3 Experiences and Challenges in Implementation

The study concludes that systemic constraints like insufficient resources, language barriers, and

assessment delays pose significant challenges to effective curriculum implementation. However, cooperation between lecturers and a learner-focused ethos facilitated perseverance despite difficulties. Addressing shortfalls in funding, materials, infrastructure, and administrative support remains vital for optimisation. Lecturers demonstrated agency through collegial problem-solving, showing commitment despite adverse conditions.

6.2.4 Factors Promoting Successful Implementation

The study found that subject expertise gaps, time limitations, and inadequate resourcing inhibited curriculum implementation effectiveness. Lecturers lacked specialised knowledge in specific content areas, posing pedagogical challenges. Additionally, limited class time and infrastructure deficits like outdated textbooks and facilities constrained responsive, high-quality instruction. However, collaboration enabled some progress despite obstacles. Workshops facilitated knowledge sharing between lecturers on best practices. Networking with other centres allowed the pooling of scarce resources. Shared infrastructure, though imperfect, provided minimal space for teaching and learning where dedicated facilities were unavailable. Proposed strategies emphasised several areas to promote effectiveness: joint planning sessions for lecturers to align lessons, peer training and assessment; sufficient classroom resources like current textbooks and technologies; ongoing formal training on curriculum reforms and content; and dedicated, well-equipped facilities designed for adult learning needs. A multifaceted approach addressing expertise, time, infrastructure, and resources holistically promises to enhance implementation across diverse community learning contexts.

This study concludes that lecturers at Community Learning Centres (CLCs) in the Greater Edendale area face significant and multifaceted challenges in curriculum implementation, primarily stemming from insufficient resources, language barriers, and delays in assessment materials. Despite these systemic impediments, the research highlights the remarkable commitment of lecturers to their roles, evidenced by their proactive engagement in collaborative and collegial problem-solving to enhance curriculum delivery. The findings underscore that effective curriculum implementation in adult education is not solely dependent on pedagogical expertise but is profoundly influenced by the availability of adequate support structures and resources, necessitating targeted interventions to address these critical gaps.

Furthermore, the application of a systems thinking theoretical framework revealed the intricate interplay between various components, lecturers, students, curriculum, learning environment, and the broader education system, all of which collectively impact the success of curriculum implementation. The study strongly recommends strategic interventions such as infrastructure upgrades, expanded access to teaching materials, and continuous professional development aligned with curriculum reforms. Achieving a more inclusive and quality adult education system in South Africa requires decisive political will and sustained action to dismantle historical inequities and foster an environment conducive to effective learning and teaching in CLCs.

6.1 Recommendations

- Investment in infrastructure upgrades: CLCs should be provided with dedicated, well-resourced facilities conducive to teaching and learning, free from disruptions. The government and local authorities should allocate specific budgets for infrastructure development in CLCs. This could involve revising existing policies or creating new ones that prioritise educational infrastructure as a key component of community development.
- Expansion of access to teaching and learning materials: Adequate and sustained resourcing is necessary to provide materials like textbooks, assessment tasks, and technologies to enable responsive preparation and instruction. Improvement of professional support for lecturers: This can be achieved through targeted recruitment campaigns, expanded training opportunities aligned to curriculum reforms, and initiatives to attract new specialists to the field. To address gaps in lecturer expertise, implement comprehensive professional development programs focusing on subject knowledge, adult learning methodologies, and curriculum reform strategies, while encouraging peer mentoring and collaboration. Establish resource-sharing networks among CLCs to enhance access to teaching materials, technologies, and infrastructure, leveraging physical and digital platforms for maximum impact. Engage multiple stakeholders, including community members, students, and external partners, in curriculum planning and implementation to ensure educational initiatives' inclusivity, relevance, and sustainability.

6.2 Limitations of the study

The study was conducted at only one community learning centre, based on a minimal sample consisting only of lecturers, so the findings lack generalizability and transferability to other contexts. The study was limited to lecturers' perceptions only in a context where many different stakeholders can provide other perspectives on the phenomenon under study. As a small-scale case study with a small sample of six participants, the perspectives captured represent a narrow scope and may not be truly representative.

A more in-depth study, which might include more centres representing this CLC and a bigger sample including different stakeholders, will provide conclusions and recommendations that are more transferable.

6.3 Future Studies

This study's findings and limitations suggest several promising directions for future research:

- A comparative analysis across multiple Community Learning Centres would provide broader insights into curriculum implementation challenges and successes across different contexts. Such research could identify best practices and context-specific solutions to inform policy development and resource allocation.
- Future studies should incorporate diverse stakeholder perspectives, including students, administrators, and community members, to comprehensively understand curriculum implementation. This multi-stakeholder approach would offer valuable insights into how different groups perceive and experience the educational process at CLCs.
- Longitudinal research tracking curriculum implementation over several academic cycles could reveal patterns in resource utilisation, teaching adaptations, and student outcomes. This could help identify sustainable solutions to recurring challenges and assess the long-term impact of current interventions.
- Research specifically focusing on the impact of professional development initiatives on lecturer effectiveness and student outcomes in CLCs would be valuable. This could help design more targeted and effective training programs.

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Appendix A: Ethical Clearance Letter



05 October 2023

Thokozile Mosley Mncwabe (207524190)
School Of Education
Pietermaritzburg Campus

Dear TM Mncwabe,

Protocol reference number: HSSREC/00005950/2023

Project title: Exploring experiences and challenges the lecturers face when implementing the curriculum at the community learning centres in the Greater Edendale, A case study of the two community learning centres

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 01 August 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

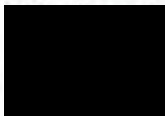
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 05 October 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Appendix B: Permission to conduct study



mm nity Le min Cc: tre

Jabu Ngcobo C
Sakabuli Road
Imbali Unit 2

219
a } 26 ept ber20

C U: [REDACTED]

Dear rs Th Icoril0 M Mnewab0

Authorisation to conduct the study at Jabu Ngcobo Community Learning Centre

I h r y confirm that rs Tho ozile lo lcy Mn w be vi itcd ur i icution and c pres ed her intention to co h in our dtution. She explained the nanin: other study titled: **Exploring the experiences and the challenges f Learning Centres in the Greater Edend** le_ She & word the qu tions wt had. We therefi ere give hcr penni ion to conduct her research and i her where possible provided she will not cause di rur nee int The OJ)C1"liti n of our fn tituri n.

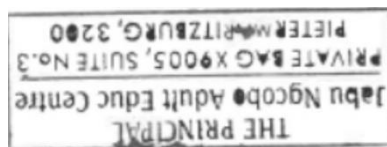
We will give her tim she will u for ller research and w; ciqx:ct her to abide by th tim we will II tetb..

All best.

Yours Faithful

Ms T.N.N. Geza
Cell: 079 530 7196

Signature [Handwritten Signature]



Appendix C: Permission to conduct study



Asikhululeke Community Learning Centre
Fezokuhle Primary School
Imbali Unit 18
Pietermaritzburg
3201
Date: 26 September 2023

Cell: [REDACTED]

Dear Mrs Thokozile Mosley Mncwabe

Permission to conduct the study at Asikhululeke Community Learning Centre

This is to confirm that we (Asikhululeke Community Learning Centre) have been informed about the study titled: **Exploring the experiences and the challenges the lecturers face when implementing the curriculum at the Community Learning Centres in the Greater Edendale** that will be conducted by you (Mrs Thokozile Mosley Mncwabe) in our institution. You have answered all the questions we had about your study. We therefore give you permission to conduct your study in our institution.

Should you have any concerns or issues do not hesitate to call for clarities.

We are looking forward to assisting you in your endeavor to write the history of our institution and its contribution in educating our community.

Good luck.

Yours Faithful

Mrs CS Shange (Supervisor)

Signature. [REDACTED]

Cell : [REDACTED] 0¹

ASIKHULULEKE CLC
DEPARTMENT OF HIGHER EDUCATION

Appendix D: Informed Consent (English)

Thokozile Mosley Mncwabe 61
Langenhoven Road, Napierville,
Pietermaritzburg, 3201

Cell: [REDACTED] / 033-345 5478 (h)

[REDACTED]

University: UKZN- PMB Campus

Course of Study: Masters in Adult Education

Year of Study: 2020 - 2021

Supervisor: Dr Zamo Hlela; Telephone number: 033-2606296; Email: Hlelaz@ukzn.ac.za

Dear Sir/Madam

TITLE: Exploring lecturers' experiences and challenges in implementing the curriculum in the Community Learning Centers. A case study in the Greater Edendale.

PURPOSE OF THE STUDY

The purpose of this study is to:

Explore the experiences and challenges the lecturers face when implementing the curriculum, the ways to reduce the challenges the lecturers face when implementing the curriculum and the lessons that can be drawn from the experiences and challenges.

HOW THIS STUDY CAN BE USEFUL TO YOU AND SOCIETY

You were identified because of my understanding that you are one of the people who happened to be in the centre. I chose you with the hope that you might be prepared to provide helpful information for the research.

What will you have to do if you agree to participate?

- You will be asked to attend one session on the above topic. The session will last about two hours.
- The session will be held at your centre from 3 pm to 5 pm
- Be willing to participate in discussions.
- Be committed to confidentiality – in other words, do not tell other people any private things that might be discussed in the discussions.
- Respect the interviewer and all other people in the library.

I hope you will benefit from my study in the following ways:

- You will be more aware and understand the lecturers' experiences and challenges when executing the Community Learning Centers curriculum. I hope this knowledge will be helpful to you, Community Learning Centers, and others who may learn from the study.

Other factors to consider.

- No one will be paid to participate in the study. However, I will pay you back for any money you spend if you have to use public transport or for any other costs of attending the session.
- The audio recordings we might make will only be for this research.
- All information collected during the study will be kept in a locked office known by my supervisor. It will be destroyed five years from now.
- I will protect your identity by giving you and your area a different name (pseudonym) in my research report so that people cannot identify you. All that you share will also be kept in confidence.

- If you decide not to participate, this will not affect you in any negative way,
- You are free to participate, and you must also be aware that if at any stage, for whatever reason, you decide not to be part of the study, you are free to do so.

If you want more information about my study or have problems with the research, please get in touch with me:

Thokozile Mosley Mncwabe.

Cell: [REDACTED] / 033-345 5478 (h)

Email address: [REDACTED].

Or my supervisor:

Dr Zamo Hlela Tel:

033-2606296

Email: Hlelaz@ukzn.ac.za

DECLARATION BY PARTICIPANT

I(full name of participant)

confirm that I understand what is written and explained in this document and how the study will be done, and I agree to participate in the research study.

I understand that I can stop participating in the study at any time if or when I need to.

I permit the following:

Audio-record my focus group discussion YES/ NO SIGNATURE

OF PARTICIPANT.....

DATE.....

NOTE: Potential participants will be given time to read, understand and question the information before giving consent. This will include time out of the researcher's presence and time to consult friends and family

Appendix E: Participant invitation

61 Langenhoven Road

Napierville

3201

20 October 2023

Dear Centre Manager / Lecturer

I hereby invite you to participate in a research project. I am a Master's student at the School of Education at the University of KwaZulu-Natal. The study title is Exploration Lecturers' Experiences and Challenges in Implementing Curriculum in the Community Learning Centre in the Greater Edendale.

The study aims to explore the experiences and challenges the lecturers face when implementing the curriculum., the ways to reduce the challenges the lecturers face when implementing the curriculum and the lessons that can be drawn from the experiences and challenges.

To get the necessary information, the study requires me to conduct interviews and discussions in focus groups. These interviews will not interfere with the regular running of the school. They will take time that will suit you.

You have the right as a participant. These rights include participating voluntarily, meaning you can withdraw from the study at any stage. You have the right to be protected from any harm. To protect your identity, a pseudonym will be used during the interviews. You will have access to all the transcripts of the interviews before they are used in the study. You have the right to delete any excerpt from the interview. The information that will be collected is intended for this study only. All recordings and transcripts will be stored in a locked cabinet in the project leader's office. When I complete the study, the findings will be shared with you in a hard copy or electronically. Please note that there is no payment for participating in this study.

You can contact the project leader, Dr John Vaughn, for further clarification, Tel: 033 260 5069. I appreciate your cooperation.

Yours faithfully,

TM Mncwabe

A solid black rectangular box used to redact the signature of TM Mncwabe.

Appendix F: Permission to conduct study

Gask, pen, • Permission Letter
UNIVERSITY OF KWA ZULU
NATAL SCHOOL OF EDUCATION

Dear Sir / Madam

Master's Research Project

Researcher: Thokozile Mosley Mncwabe

ISwdnt Number: 207524190

•., I am writing to you, in connection to conduct research with participants from your organisation
{or a study entitled: Exploring the experience & challenges that you face when
implementing the Curriculum at the Community Learning Centres in the
Greater Edendale.

The research is being conducted by Thokozile Mncwabe who is studying at
University of Kwa Zulu Natal. As part of research ethics, I am required to
obtain gatekeeper's permission from you where I require participants in
the study.

The aim of the study is to investigate the role of optimized
concepts for Adult Learning. Understanding the role of
technology in the learning and teaching process.

your assistance in making regarding the
science subjects.

• role of optimized concepts for Adult Learning
y difficult environment is key,
education
al reality that go

Your assistance in permitting access to your organization for purposes of
research is most appreciated. Please be assured that all
information gained from the research will be treated with utmost

confidentiality. The confidentiality of information and the anonymity of persons

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and organisation will be strictly adhered to by the researcher.

Furthermore, the results of findings from the research will be published in

accredited journals. The researcher is available to answer any

queries or concerns regarding the research project.

If permission is granted and that you are willing that your organisation be part of the study, please

sign the form below that acknowledges that you give permission for your organisation to participate

in the research.

Gat. k per' Con_ n

Name: Dr S.SV Mthcchwa

Position: Principal of KZN CET Colleg

Organisation Name: KZN Community Education & Training Colleg

Having been fully informed about the nature of the research, **give** my permission for the study to be conducted.

I reserve **the** right to withdraw my permission at anytime

Signature: [Redacted] Date: ... g,S,

Stamp: KWAZULU NATAL / CET
Principal: DR S.SV MTHCCHWA
ECE

h
H

2023-09-20

Tel: DJ1 350 4361

Appendix F: Interview Schedule (Focus Group Discussion)

MAIN RESEARCH QUESTION

Exploring lecturers' experiences and challenges they face when implementing the curriculum at the Community Learning Centre in the Greater Edendale

Views on lecturers' roles in the implementation of the curriculum at the Community Learning Centre

Briefly explain your role as lecturer/supervisor in implementing the curriculum at the Community Learning Centre.

What support do you provide to the students at the Community Learning Centre?

What motivated you to remain at the Community Learning Centre for several years?

Perceptions of experiences and challenges in the implementation of the curriculum at the Community Learning Centre

Briefly explain the experiences you have when implementing the curriculum at the Community Learning Centre

What challenges, as a lecturer/supervisor, do you face when implementing the curriculum at the Community Learning Centre?

Views on contributing factors to the challenges

What do you think are the factors that contribute to the challenges the lecturers face when implementing the curriculum at the Community Learning Centre?

Perceptions of the strategies for effective implementation of the curriculum

As lecturer/supervisor, what can be done to reduce the challenges lecturers face when implementing the curriculum?

Based on your experiences at the Community Learning Centre, what strategies were you employing to reduce the challenges the lecturers faced when implementing the curriculum at the Community Learning Centre?

What are your suggestions for effectively implementing the curriculum at the Community Learning Centre?

Appendix G: Interview Schedules

Main Research Questions

Explore lecturers' experiences and challenges when implementing the curriculum in the Community Learning Centre in Greater Edendale.

Interview 1: INPUT

Training background

Tell me about your training to be a lecturer.

- Where and when were you trained?
- How were you trained?
- Who were the trainers?
- What were you taught – methods, approaches, ideology?

Tell me about your transition- What made you an AET lecturer?

What training/workshops have you attended since you joined AET?

How many training/workshops have you attended?

How were these training/workshops conducted?

- Who conducted training?
- What was taught in these?
- What materials did you receive?
- To what extent did this help or not help you improve as a lecturer?

Subjects taught.

What subject/s did you teach?

What was your teaching method/approach?

What teaching materials did you use when teaching?

In your view, what was the role of students when you teach?

Classroom infrastructure

Explain the classrooms you use while teaching at the centre.

Please tell me about the class furnisher, electricity, doors, windows, and chalkboard

What would be the ideal classroom environment?

Views about the experiences and challenges the lecturers face at the centre

In your view, what are your experiences while implementing the curriculum at the centre?

What challenges do you face while implementing the curriculum?

In your view, what factors contributed to your challenges while implementing the curriculum?

In your view, what strategies can be employed to reduce the lecturers' challenges when implementing the curriculum?

Who is the student?

What is the average age/gender?

Where do they come from?

Why do they attend classes?

What are they hoping for?

Interview 2: TRANSFORMATION PROCESS

What teaching materials (books, readers, etc.) have you used?

What teaching-learning approaches did you use and why? Content-based, exam-based, outcome-based?

Teaching, learning, and assessment.

Give me an example of a subject you taught and take the topic to explain how you would go about teaching it.

What will be the objective of the lesson?

What will be the content?

What materials will be used, e.g., learner handbook, teacher handbook, etc.?

What learning activities might be undertaken during the lesson?

How will learners be assessed?

How would you know if the lesson was successful or not?

If it is not successful, what would you do?

Throughput & Success Rate

How many students are registered at this centre this year?

How many students are active?

How many do you think will sit for the examinations?

How many are likely to pass?

Teaching environment

How does the teaching place (room, windows, tables, desks, chalkboard, etc.) influence learning and teaching?

How is the centre placed in terms of where students come from? (is it easy for students to get there)

How is the centre affected by crime, noise levels, etc.?

Interview 3: OUTPUT

Performance

How were learners progressing at your centre?

How was learners' proficiency measured at the end of the course?

What was your average pass rate in your centre over the years?

How would you rate your learners' success?

How did you rate the performance of your centre? (Very good, good, bad, very bad)

Assessment and Recognition

Did you have a plan to reward excellence in your centre?

What kind of recognition and awards were given, e.g., certificates? Salary etc.?

What forms of reward did the centre provide?

What impact did the plan have on learners' performance? Explain

Assessment

In your understanding, what was the purpose of the assessment?

In your centre, did you do the following assessment? (Continuous assessment, Baseline assessment, Formative assessment, Summative assessment, Diagnostic assessment)

Which tools did you use in your centre? (Rubric, Tick list, Observation sheet, Checklist, Worksheet, Questionnaire, Memorandum)

In your centre, which form of assessment did you use? (Investigation, Essay, Case study, Roleplay, Test or examination, Research, Class discussion)

Which resources in your centre did you use? (Comprehension, Short story, Blackboard, Dictionary, Map, Computer)

Explain briefly how you did the following assessment.

3.6.1 Informal assessment

3.6.2 Formal assessment

Appendix H: Turnitin Digital Receipt

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Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Thokozile Mncwabe
Assignment Masters thesis reponJul 17
title: Submission Exploring lecturers' experiences and challenges in impleme...
title IExploring lecturers' experiences and challenges in impleme...
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Thokozile Mncwabe

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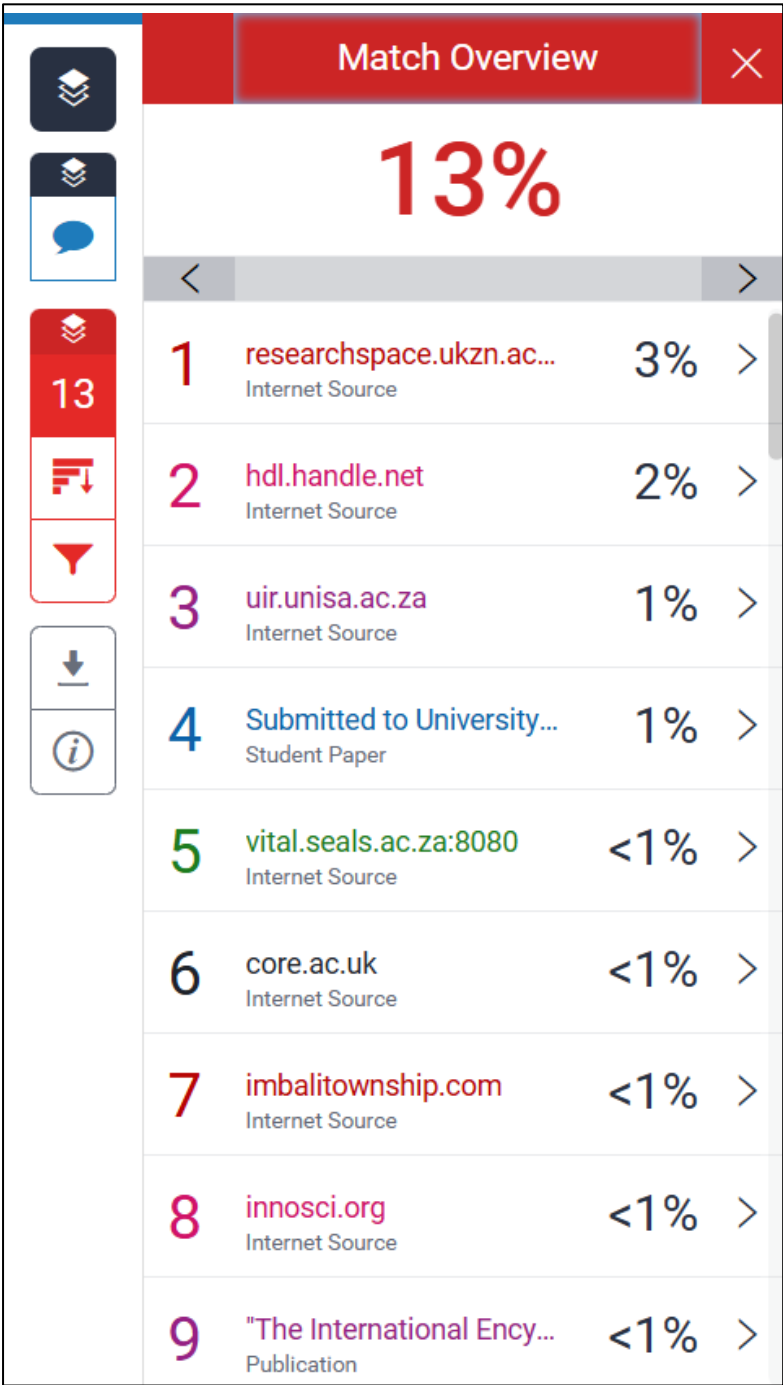
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Appendix I: Turnitin Originality Report



Appendix J: Editors Final Report

3230 Lucas Ave
Rhodes University
Makhanda
6139

17 July 2024

To whom it may concern

This is to certify that I did language editing for Thokozile Mosley Mncwabe's dissertation titled "Exploring Lecturers' Experiences and Challenges in Implementing the Curriculum in the Community Learning Centres: A Case Study in the Greater Edendale."

Please contact me if you require any further information.

Kind Regards

DR A Sibanda [REDACTED]
aroriso@sibanda@ru.ac.za or [REDACTED]

CERTIFIED
PROOFREADER