

# **A case study of Endleleni adult education centre and how it relates to the community in Madadeni, KwaZulu-Natal**

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Submitted in partial fulfilment of the requirements for the degree of Master of Education  
in the Graduate Programme in Adult Education  
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2016

## DECLARATION

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## ABSTRACT

Adult education contributes to poverty mitigation and enables members of the community to acquire knowledge and skills for development within their local communities. The White Paper for Post-Schooling Education and Training in South Africa has moved towards a new vision of adult learning sites as community colleges. This shift is intended to enable youth and adults to access formal education within their local communities. This case study explores centre-community relations at Endleleni Adult Education and Training (AET) centre in Madadeni, KwaZulu-Natal. Given the context and vision of community colleges as adult learning sites, this study examines the relations that exist between the Endleleni AET centre and the community that it serves. The study examines the links to other institutions in the community and how the relations impact on the effective functioning of the centre. It also examines how adult education impacts on the lives of the learners in terms of livelihood, civic participation and family life. Literature reviewed for this study focused on: the adult education system in South Africa, policy and basic education in South Africa, the concept of community and AET centres in the community, adult education and livelihoods and private adult education.

A case study design within a qualitative approach to data collection necessary for this research study was employed. Focus group interviews, semi-structured individual interviews and participant observation were used as key methods for data collection. Data was examined using both systems theory and social capital theory because of their interrelatedness.

The findings for this study show that there are relations at Endleleni AET centre between the learners, teachers and the community based on mutual trust. Good relations with the host school is a great resource to the centre in a number of ways, including the provision of a venue to the AET centre. There are links with the 'war rooms' and church for recruitment of learners. The other links are extra murals and gardening, suggesting a holistic care approach that the centre offers to the community. The good relations at the centre are attributed to a strong and efficient centre manager.

## ACKNOWLEDGEMENTS

First and foremost I would like to thank God for His grace, favour and mercies that enabled me to undertake this research study. Despite the challenges, God made it possible, for His mercies endures forever.

I would like to thank my academic supervisor Dr. Kathy Arbuckle for her guidance, advice and unwavering support throughout this research project. Sometimes the words “Thank you very much” are not enough to express the kindness, patience and persistence you showed in trying to help me pass the obstacles to the goal I wanted to achieve.

My sincere appreciation is also extended to Endleleni AET centre for allowing me to conduct this study in their institution. To all the participants who participated in the study, I am grateful that you accepted to share with me your experiences, views and opinions about your community: the research would not have been possible without your valuable information.

To my husband and best friend Prof. Stephen Mutula, who always believed in me and kept on pushing me to finish the Master’s degree. To Caleb, thanks for your prayers and support. To Barbara you were my tutor and encourager. You never gave up on me, thank you so much. To Katie and Melody, you always put a smile on my face when the going was tough, your intimate prayers never went unnoticed. Thank you for your patience and understanding when I was not there for you. I never dreamt that someday this was going to be over and become a success to the family. To my brothers and sisters, your prayers and support is greatly appreciated.

To my friend Thembi, you always believed in me, your support and prayers kept me going. To my classmates, I would like to present my gratitude and great respect for your words of encouragement and support in undertaking this research project. In so many ways you made me realize that this was a cause worth fighting for.

## **DEDICATION**

This dissertation is dedicated to my late parents: Barnabas Waiswa and Benina Nanyama Waiswa. Although they were illiterate they worked hard and ensured that I went to school to get basic education. May their souls rest in peace.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AET:	Adult Education and Training
ABET:	Adult Basic Education and Training
CLC:	Community learning centre
CET:	Community Education and Training college
DOE:	Department of Education
DHET	Department of Higher Education and Training
GETC:	General Education and Training Certificate
GETCA:	General Education and Training Certificate for Adults
NASCA:	National Senior Certificate for Adults
SGB:	School Governing Body
UMALUSI:	Council for Quality Assurance in General and Further Education and Training

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the study

South Africa has just celebrated 21 years of democracy after the apartheid era. Within this context, policies of the past regime limited black people's access to education, and paid very little attention to literacy (McKay, 2007). The consequence today is a large number of adults with no basic education and young people who may have dropped out of school and who might want to re-enter the education system to acquire the skills and knowledge to improve their everyday lives. Social and economic factors such as unemployment and poverty continue as persistent issues of concern not only in rural but also in urban areas in South Africa (Hunter, 2010; Rule, 2006; McKay, 2012). There are millions of adults and youth who are unemployed, poorly educated and are not studying. Those who were disadvantaged during the apartheid regime should be given a second chance to continue their education through other ways in order to gain skills which will empower them to change their social lives (Department of Higher Education and Training [DHET], 2013).

The concern about the structural challenges that affect large numbers of young people is evident in some government initiatives. The White Paper for Post-School Education and Training (DHET, 2013) acknowledges that adult education and training centres did not perform effectively, and is now moving towards a new conceptualisation and vision for adult learning sites as community colleges. New adult education qualifications have also been developed. Thus, the National Senior Certificate for Adults (NASCA) a level 4 qualification on the National Qualifications Framework, the General Education and Training Certificate for Adults (GETCA) and the NQF level 1 qualification (Rule, 2015) have been developed. Given this context of change and renewed focus, there is a need for research to inform policy planning and implementation. Information on what makes adult education centres function effectively are scarce (Rule 2015). This could be attributed to the lack of recognition of adult education under the umbrella of the education system (Rule, 2006). Now that the provision of adult education and training has been taken over by the Department of Higher Education and Training there is now more focus and attention on the sector than ever before.

Adult learning should play a role in enabling communities to engage in practical skills that are responsive to the needs of the community (Hunter, 2010). The new type of post-schooling should be responsive to the needs of the community by providing holistic support to adult learners (Balwanz & Hlatshwayo, 2015). The boundaries between the school and the community should be strengthened to provide an effective environment for learning (Bhengu & Myende, 2015). Bhengu and Myende (2015) suggest that successful school-community relations within the rural context are currently at the periphery. This is to say that there is lack of information on school-community relations. These studies shed light on the current research study which explores centre-community relations. McKay (2012) states that a gap exists in the knowledge about adult and community education. This means that there is scarcity in information to draw from, but at the same time paves the way for the current study to explore the nature of relations that exist between the centre and the community and how such relations impact on the functioning of an adult educational centre.

## **1.2 Focus and purpose of study**

This research is part of a multi-case study focusing on the institutional efficacy of selected, exemplary adult education centres from four provinces, namely, KwaZulu-Natal, Gauteng, Limpopo and the Western Cape. Institutional efficacy is understood here as the capacity of the adult education centre to achieve desired results. The purpose of the multi-case study is to establish the factors that contribute to the effective and efficient functioning of adult education centres in relation to three domains: governance; teaching and learning; and wider community and institutional relations (Rule, 2014). This current research looks at the wider community and institutional relations as a domain. The purpose of this research study is to explore the centre-community relations at one case study site, Endleleni AET centre, in order to understand how these influence the centre's performance and its effects on the community.

## **1.3 Site and participants**

Endleleni AET centre is situated in Madadeni in Amajuba district of Newcastle Municipality in KwaZulu-Natal province (Figure 1). Newcastle municipality is centrally located in the Northern region of KwaZulu-Natal halfway between Johannesburg and Durban. According to



Newcastle and surrounding areas is a coal mining region. ISCOR is a steel works company which has been an important source of employment for the local people. According to Statistics South Africa (2011) unemployment is highest in the black African population and is attributed to lack of access to educational facilities. Employment opportunities for black Africans are scarce compared to other races and unemployment rates among women are higher than those of men (Statistics South Africa, 2011). This shows there is a need for education opportunities for youth and adults mostly women to acquire skills in order to help them to improve their social situations of poverty and unemployment.

A typical Endleleni learner could thus be a young, unemployed, Zulu-speaking female with an incomplete school education. While the females outnumber the males at the centre, there is a proportion of males but many older ones. The reason for males being outnumbered by females is partly because of the cultural factors. Although Knowles (1980,p. 47) point out that an adult learner is motivated to learn by internal rather than external factors, learners at Endleleni centre are also motivated by external economic factors. The table shows that AET level 4 and grade 12 classes have the highest number of learners and are mostly females. At the centre, the profile for learners in 2015 was as shown in the table below.

<b>Education level</b>	<b>No. of Males</b>	<b>No. of females</b>	<b>Total</b>
AET level 1	3	15	18
AET levels 2 and 3	7	8	15
AET level 4	4	37	41
Grade 12	4	21	25
<b>Total</b>	<b>18</b>	<b>81</b>	<b>99</b>

**Table 1 Learner profile**

Source: Interview with centre manager

### **1.3.1 Physical environment of Endleleni AET centre**

As stated earlier, Endleleni is hosted by Mbalenhle primary school. From the observation notes gathered the physical environment of the primary school looked well maintained, fenced, clean and had a caretaker who stays within the school premises to ensure the security

of the school and the centre. The buildings of the school are well painted with the national flag and the coat of arms well drawn on the front building of the school. The times for school hours are also painted clearly on the administration block with other educational pictures on all the walls to suggest that the school is well established. Figures 2 and 3 are pictures which show the effort that the school makes to maintain their buildings.



Figure 2: Mbalenhle primary school – national anthem painted on exterior wall



Figure 3: Mbalenhle primary school – educational picture painted on exterior wall

The Endleleni AET centre was identified as a better performing centre in terms of formal exams results. The centre has been performing well in the GETC exams since 2009.

Remarkable results were reported in 2013 where 50 learners wrote the exams, 43 passed and received certificates, 6 had fewer subjects than required to complete, and only one learner failed. The latest figures for 2014 show that 31 learners wrote the exams, 30 passed and only one learner failed. This shows that there is consistency in the results of the centre. Therefore this research would like to understand the factors that contribute to relations that exist between the centre and the community around it, and how such relations contribute to the efficacy of the centre.

#### **1.4 Rationale**

“Adult education largely contributes to poverty alleviation and also develops communities” (Rule, 2006). This quote lays a clear foundation as to why adult education is seen and considered as an agent of social change. Adult education in South Africa has passed through different phases of political, social and economic changes. Rule (2006) states that adult education contributes significantly to poverty alleviation and development of communities, despite its low recognition by the state government. Bhengu and Myende (2015) say that good relations between institutions of learning and the community have proved to positively influence performance among learners in rural areas. This suggests that schools in communities can be used as resources to provide adult education in communities.

South Africa is currently in the process of changing the focus of its post-school education system. This is in light of the structural challenges that are on the increase including the trinity of unemployment, inequality and poverty which affects a large population of young people (Harley, 2015). About 3.4 million individuals, according to Statistics South Africa (2011), are not in employment, education or training. The White Paper for Post-School Education and Training (DHET, 2013) acknowledges that the current system of Public Adult Learning Centres has not functioned effectively and now moves to a new focus and framework for adult learning sites as community colleges. The new institution is to target those who do not qualify to attend Technical Vocational Education and Training (TVET) colleges. The intention is to be sensitive to the needs of the communities (Harley, 2015). This means post school education that promotes practical skills and a process of lifelong learning that are relevant to adult learners within their local communities.

## **1.5 Motivation for the study**

The motivation to do this research study is based on the acknowledgement in the White Paper for Post-School Education and Training (DHET, 2013) that the system of Adult Education and Training up until then had not functioned effectively and so introduced a new vision of adult learning sites as community colleges. The intention of these community colleges is to address the shortcomings of the existing Adult Education system and to be sensitive to the needs of the community. Findings on centre-community relations will contribute to existing knowledge in adult education and policy implementation; which takes into account the role that community centres play, which may be neglected in the formal education systems. Therefore this study has a contribution to make to the concept of “community” in the new institutional landscape and context of community AET centres.

The motivation to do this study is linked to my experience as a teacher. I have been involved with community work in a number of ways: I have organised learners, teachers and parents through the school governing body to donate old clothes and toys to the needy; organized sponsored walks which promoted wellness; organized clean-up campaigns in which parents and learners participated to keep their community clean; and supported an orphan child for seven years while I worked as an educator in Botswana. I currently help with counselling students at a local church to give support and contribute to the community.

## **1.6 Research objectives**

The main objectives of this study are to:

1. Investigate the nature of centre-community relations at Endleleni Adult Education and Training centre.
2. Examine the relationship between the centre and other institutions in the community.
3. Understand how the centre’s relations with the community impacts on the functioning of the centre.
4. Understand how attending classes at the centre impacts the learners’ lives in terms of livelihoods, civic participation and family life.

## **1.7 Research questions**

The study will attempt to answer the following critical questions:

1. What is the nature of centre-community relations at Endleleni Adult Education and Training centre?
2. What is the relationship between the centre and other institutions in the community?
3. How does the centre's relations with the community impact the functioning of the centre?
4. How does attending classes at the centre impact the learners' lives in terms of:
  - Livelihoods;
  - Civic participation; and
  - Family life.

In the attempt to answer the critical research questions outlined above, the researcher gathered data from different role-players' experiences of the centre in the community and used different perspectives to represent and understand a holistic picture of how the centre relates to the community around it, and what impact this has on how the centre functions.

## **1.8 Definition of terms**

The key terms that are used in this study are defined in the following ways

### **1.8.1 Community**

Ferreira and Ebersohn (2012, p. 48) define community as a concept that refers to a group of people living in the same local area under common laws and who live according to certain norms and rules. The group is characterized by fellowship, mutual sharing and common interests. The authors further note that community also refers to social relationships operating within certain boundaries for example, within families, schools and organizations.

### **1.8.2 Community-institutional relations**

Community-Institutional relations means the interaction of members of a community and representatives of the institutions within that community, for example schools that host AET centres, educators, adult learners and other institutions.

### **1.8.3 Adult learner**

An adult learner is defined by Rule (2006 p.115) as “a person to be fifteen years of age and older, not engaged in formal schooling or higher education and with an educational level of less than grade nine”. Due to marginalization from educational opportunities during the apartheid era, millions of adult learners in South Africa never had a chance to attend school while others did not complete their schooling. Similarly, the White Paper on Post Schooling (DHET, 2013) states that post-school education which include adult education and training should comprise of all education and training provision for people who have not completed school and those who never attended school Therefore, in this study, an adult learner is any person from the age of fifteen and older that is not in any formal schooling and has the desire to engage in lifelong learning.

### **1.8.4 Adult Education and Training (AET)**

Adult Education and Training is a terminology used for the adult education system. There has been a shift from Public Adult Learning Centres (PALCs) to Adult Education and Training centres, and then currently Community Learning Centres (CLCs). The centres offer a formal AET programme from AET level 1 to level 4 which is equivalent to a General Education and Training Certificate (GETC) for adults (Department of Basic Education [DBE], 2011, p. 21). However, the Department of Higher Education and Training’s 2015 circular stated the change of name from Adult Education and Training to Community Learning Centres with effect from April 2015. Despite the changes stated by DHET, this study will still refer to adult learning centres as AET centres, because information on the changes are still in flux. Therefore throughout this dissertation adult learning centres will be referred to as AET centres.

### **1.8.5 Department of Higher Education and Training (DHET)**

The Department of Higher Education and Training has taken over the control and responsibility of adult education and training centres previously under the auspices of the provincial Department of Basic Education (DBE) from April this year.

### **1.8.6 General Education and Training Certificate for Adults (GETCA)**

General Education and Training Certificate for Adults is a qualification quality assured and certified by Umalusi. The qualification replaces the General Education and Training certificate (GETC).

## **1.9 Methodological Approach**

This is a case study within a qualitative approach based on the interpretive paradigm. The interpretive paradigm helps a researcher to understand how respondents construct meaning within their context which is primary information that is in-depth. A purposive sample of the centre manager, School Governing Body (SGB) member, two educators and a focus group of past and current learners was used to understand the nature of relations that exist at Endleleni AET centre. The methodology will be discussed in detail in chapter three.

Bronfenbrenner's systems theory underpins this research study and it recommends that one should take into account the relationships between a developing person and the immediate environment such as a school or family to understand human development. The systems theory will be discussed in detail under the theoretical framework in chapter two. This is combined with the social capital framework theory proposed by Kilpatrick, Field and Falk (2003) to explore networks that exist within social systems and together they help to describe the case.

## **1.10 Structure of the dissertation**

### **Chapter One: Introduction**

This chapter introduces the background to the study and outlines the problem that is to be investigated. It outlines the statement of the problem; the objectives of the study and the research questions. The significance of the study is highlighted and key terms are defined.

## **Chapter Two: Literature review**

This chapter provides a review of the related literature and of the theoretical framework which is a guide for this study. The literature reviewed in this study focused on related studies by other scholars on community-institutional relations and their impact on the success of learning institutions. Systems theory is used as the theoretical framework for this study, together with social capital theory.

## **Chapter Three: Research methodology**

This chapter describes the research design and methodology. It outlines the paradigm used, choice and reasons for the use of a case study style, the research instruments employed, the data collection plan used, and the data analysis procedures employed.

## **Chapter Four: Data presentation and interpretation**

This chapter presents data collected from respondents involved at the Endleleni AET centre using focus group and individual interviews plus observations.

## **Chapter Five: Discussion of findings**

Chapter Five discusses the findings of the study in light of the research questions, theory and related literature.

## **Chapter Six: Conclusions and recommendations**

This chapter provides the conclusions and recommendations arising from the findings.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, the researcher will start by exploring concepts. ‘Community’ is defined and thereafter, a brief history of the adult education system in South Africa is presented to set the context of this study. Policy and basic education is discussed leading to recent developments in AET. Literature on previous research studies which speak to the current study are highlighted followed by a discussion of the strengths of the studies in relation to the current research study. Relevant information to the current research study include the work of Baatjes (2003); Balwanz and Hlatshwayo (2015); Bhengu and Myende (2015); Hunter (2010); McKay (2012); Rule (2006) and The White Paper for Post-School Education and Training (DHET, 2013). One of the purposes of the literature survey is to identify gaps that exist in previous studies which the current study then sought to address.

In the second section of this chapter, the researcher discusses the theoretical framework underpinning this study, namely, Bronfenbrenner’s systems theory. and social capital theory.

### **2.2 Definition of community**

The term ‘community’ has a variety of definitions according to how one uses it, and can be confusing. Through the 1957 writings of German Sociologist Toennies, the concept of community first emerged in sociology about social change where personal relationships were established in a specific locality (Jarvis, 2004). The concept is important as it describes something very essential about the everyday reality of peoples’ lives and both their physical and psychological spaces (Tett, 2010, p. 13). Community also refers to social relationships that exist within certain boundaries for example within families, schools and organizations (Ferreira & Ebersohn, 2012, p. 48). The relationships within the boundaries are dependent on trust within the social groups which are built over a period of time. When members of a community interact through socialisation, there is a possibility of them being able to share leaders, information and even resources to develop themselves.

Similarly, Bhengu and Myende's (2015) study defines community as a common cultural heritage, language, social interactions, shared interests and visions by individuals or organizations within local boundaries. Their study on school-community is relevant as it has local relevance to this study. Brookfield (1983, p. 62) defines community as a geographical site in which a group of people live together and develop relationships over time. Brookfield identifies community as a learning resource as well, although the author is writing from within the American context which is different from the South African one. The source is old but interesting because it is classic literature, and compliments more common current understandings of community. The lack of recent local literature on the concept of community in relation to adult learning is a motivation for this research study to pursue the relations that exist between an adult education centre and the community that it serves. Brookfield further notes that interviews with the local people and interpretive discussion sessions are proposed as appropriate for adult educators to collect information in the community (Brookfield, 1983, p. 87).

Thus, 'community' signifies both a place and the people who reside therein and the common characteristics that make them different from other communities. Members of a community share language, common leaders, goals and vision but no two communities will be the same as each community is unique for various reasons (Indabawa & Mpofu, 2006). In the current study, the concept of community is defined as a group of people living in the same locality in Madadeni Newcastle, KwaZulu-Natal. The community of Endleleni AET is a part of the wider community and is faced with the same social and economic challenges such as unemployment, inequality and poverty that affect large numbers of young people. The census 2011 results show that the unemployment rate among youth aged 15-24 is highest in KwaZulu-Natal according to Statistics South Africa (2011). The crises of youth unemployment in South Africa could best be understood in terms of improving their education through multiple "second chance" opportunities to complete matriculation (Cloete, 2009).

Ferreira and Ebersohn (2012) and Indabawa and Mpofu (2006) treat community as a social system that exists within and outside the community and which is always arranged in a hierarchical order starting with the family, the school and the community it serves (Ferreira & Ebersohn, 2012) which relates to Bronfenbrenner's (1994) systems theory which is helpful in

understanding human development within a given context. As per Indabawa and Mpofu (2006), the researcher conceptualises community as unique in terms of the context and beliefs that each community embraces and upholds.

### **2.3 The adult education system**

Adult education was intended by the South African government to be a system which provides good quality education to adult learners. The Constitution of South Africa Act 108 of 1996 states that “everyone has a right to basic education” including adult basic education (DBE, 2011, p. 11). At the time social challenges such as poverty, inequality and unemployment were seen to be on the increase. Adult education was viewed as an agent of social change (Hunter, 2010). The challenges still seem to be on the increase, and part of the solution may be found through adult education. The history of adult education in South Africa is discussed in the next section.

#### **2.3.1 The history of adult education in South Africa**

The post-school education system in South Africa tended to replicate the divisions of the apartheid regime. The institutional landscape was suggestive of apartheid, with disadvantaged institutions, especially those in rural communities of the former Bantustans, being disadvantaged in terms of infrastructure, teaching facilities and staffing (DHET, 2013, p. 2). Before 1994, the apartheid government implemented and promoted segregation along racial lines, and was not committed to adult education, an ideology that ensured the existence of large numbers of black people with no basic education. These segregation policies limited adult learners’ access to education which increased marginalization of black people. In recent years, the number of people with low or no basic education in South Africa has been viewed as a reflection of the government’s lack of political will (Rule, 2006) concerning adult learners’ access to education, which has increased the marginalization of the adult education system. The peripheral treatment of adult education that was noted more than a decade ago still affects the system by leaving a large population of young people and adults who are in need of education and training with no access to further education (McKay, 2012, p. 2).

After the first democratic elections of 1994, the new government under the leadership of the African National Congress (ANC) viewed adult basic education as a vehicle for social, political and economic development. Adult basic education was viewed as a possible way to respond to the social, economic and political challenges including poverty, illiteracy and unemployment that the country faced at the time (Baatjes, 2003; Hunter, 2010; McKay, 2007, Rule, 2006). Rule (2006) notes that South Africa had a law making framework and ability to execute an effective adult basic education system. Similarly, Hunter (2010) contends community learning centres were viewed by the new democratic government as offering a wider 'menu' of learning pathways that related to the context of the adult learners. The White Paper on Post-School Education (DHET, 2013) acknowledged the system of adult education at the time as not having been effective and recommended a move towards a new conceptualisation and vision for adult learning sites as community colleges. The hope is that the new system will provide education which is responsive to the needs of the local community.

Adult basic education (ABE) in the history of South Africa has evolved over the years. In the 1980s the term was defined as literacy which was more non-formal, then in the 1990s it changed to Adult Basic Education (ABE), later to Adult Basic Education and Training (ABET) and currently to Adult Education and Training (AET) a shift from ABET by dropping the letter 'B' for basic education. The Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) were formed out of the Department of Education, which resulted in ABET being changed to AET. The change was more towards skills training than simply learning literacy and numeracy. The intention was to link AET centres to Technical Vocational Education and Training (TVET) colleges (Rivombo & Mogashoa, 2014, p 188). Umalusi as a quality assurance body, also recommended a move away from the concept of adult basic education to AET which formed a continuum, providing adult learners with the opportunity to move from basic literacy through to a NQF level 4 qualification (Taylor, 2011, p. 34). Indabawa and Mpofo (2006) have noted that each community tends to be unique, and so are AET centres and the delivery of their programs. The question to ask is what makes an AET centre unique and what factors impact on its success?

### 2.3.2 Policy and basic education in South Africa

Adult basic education and training was characterised by policy making processes for years since its formalization in 1995. This section discusses the key policy initiatives in the ABET system. Policy proposals emerged in the 1990s from academics and institutions with an emphasis on adult basic education as an agent of social change (McKay, 2007, p. 292).

The first policy for ABET in South Africa was the Interim Guidelines which emerged in 1995. The policy played an important role by unifying the ABET system which led to the establishment of the Directorate for Adult Education and Training. In 1996, sub-directorates of ABET were established in all the nine provincial Departments of Education. The Interim Guidelines were replaced in 1997 by the policy document on adult basic education and training including legislation for ABET through which learning sites for ABET changed from night schools to PALCs (Baatjes, 2003). ABET is linked to the development of human resources for national development (McKay, 2007, p. 292) and therefore ABET was aimed at restructuring the economy by addressing past inequalities of the apartheid government.

McKay (2012, pp. 4-5) highlights the government policy documents which promoted and played a major role in ABET as follows:

- *Interim Guidelines for ABET interim Guidelines for ABET (1995).*
- *South African Qualifications Act (1995).*
- *National Education Policy Act (1996).*
- *South African Constitution (1996).*
- *National Multi-Year Implementation Plan for adult education and training in the Department of Education (1997).*
- *Skills Development Act (1998) and its Amendment Act (37 of 2008).*
- *Skills Development Levy Act (1999).*
- *Adult Education and Training Act (52 of 2000).*
- *New Institutional Landscape National plan for FET colleges in South Africa (2008)*
- *Further Education and Training Amendment Act (1 of 2013).*

The establishment of the South African Qualifications Authority (SAQA) in 1995 paved the way for the development and implementation of the National Qualifications Framework

(NQF) which brought about the formalization of ABET. The main function of NQF is to accredit unit standards that promote and permit access to and transfer of skills and knowledge across qualification levels as shown in Table 1. The Adult Basic Education and Training Act of 2000 after being enacted, was devoted to regulating AET centres in schools. Schools and AET centres were empowered with school governing bodies to help and monitor how the centres function (Aitchison, 2006). The provincial departments have been in control of AET centres until this year when control of adult learning centres shifted to DHET with effect from April (DHET, 2015). The hope is that the changes in restructuring the governance of AET centres will bear fruit in terms of policy implementation of the White Paper (DHET, 2013).

The General Education and Training Certificate (GETC), and now the proposed General Education and Training Certificate for Adults (GETCA), is a qualification at level 1 on the National Qualification Framework, to provide opportunities for adults to access formal learning. The GETCA aims to equip adult learners with a substantial basis of knowledge, skills and values that enhance meaningful social, political and economic participation, which form a basis for continuing education and training (Umalusi, 2015). The intention of GETCA is to develop an interest in learning for those who had negative experiences in schools or were denied such opportunities in the past. The development of the National Senior Certificate for Adults (NASCA) at level 4 of the NQF indicates the possibility of the political will to see reform in the adult education system in general (Umalusi, 2015).

The AET curriculum consists of four levels which are equivalent to grades R-9. Upon completion of level 4, learners will be granted a General Education and Training Certificate for Adults (GETCA). Thereafter the learners may proceed to the Further Education and Training at NQF level 2 programme. The foundation level covers communication and numeracy, integrated studies plus some skills programmes. The Level 4 curriculum consists of fundamentals such as language literacy in communication and any of the eleven official languages, Maths literacy and Life Orientation. Learners may also choose from electives consisting of Human and Social Sciences, Economics and Management Sciences, Arts and Culture, Ancillary Health Care and Early Childhood Development (DBE, 2011, p. 22). The stated qualifications are summarised in Table 1.

**Table 2: Summary of South Africa’s National Qualifications Framework for AET Level 1-4**

NQF level	Qualification types				Certificates for units of learning
Level 4	National Senior Certificate				Subject certificate towards one or more qualification
	National Senior Certificate (colleges)	National Senior Certificate	National Senior Certificate for Adults (NASCA	Senior Certificate (SC) (As amended in 2014)	
Level 3	Intermediate Certificate (IC)				Subject certificate towards one or more qualification
Level 2	Elementary Certificate( EC)				Subject certificate towards one or more qualification
Level 1	General Education and Training Certificate for Adults (GETCA) AET 3 AET 2 AET 1				Subject certificate for adult learners.

Source: Umalusi (2015)

Zeelen, Rampedi and Van der Linden (2013) argue that research in policy and implementation in adult education in South Africa suffers from “overproduction” of policies and “underperformance” in implementation. They claim the overproduction of policies relates to the apartheid regime and the impact of globalization and neoliberal policies that emphasise the free market and competition. It has been two decades of democracy yet poverty and unemployment are still evident (Hunter, 2010; McKay, 2012; Rule, 2006). What are the possible ways that could bring change in the lives of the people in their communities?

The White Paper for Post-School Education and Training (DHET, 2013, p. 21) acknowledges that AET centres have not performed well in terms of their offerings and proposes community colleges to address the aforementioned issues by building on AETs which have been identified as useful learning resources. The findings by Zeelen and colleagues reveal discontinuities and contradictions in the implementation of adult education policies specifically in the division of tasks between the national and provincial governments, and in not considering the local community (Zeelen *et al.* 2013). The fact that the local community was put at the periphery motivated the current research to explore the relations that exist between AET centres and the local community that they serve.

### **2.3.3 Recent developments in AET**

As stated previously, until 2015 the AET centres have been under the control of the provincial Departments of Basic Education. All types of resourcing were taken care of by the Departments including paying of the teachers and at some point even learner materials. However, since April 2015 there has been a shift from the Department of Basic Education to the Department of Higher Education and Training. There has been a lot of chaos and a lack of clarity with little publication on the shift yet. Although documents still refer to AET as being under the Department of Basic Education (DBE, 2011; DHET, 2013), things are in flux. Despite the communication regarding the change of names, there is still uncertainty as some AET centre such as Endleleni AET call themselves a community college while the new name for AET centres is Community Learning Centres.

### **2.3.4 The AET centres**

The AET system offers AET levels 1 to 4. Adult Education and Training centres are located within the local community where they draw their students. These centres use school premises to use the classrooms after school hours and in most cases classes are held in the late afternoons (DBE, 2013). From the researcher's observation many of the older adult learners occupy levels 2 and 3 of the AET program, while levels 4 and above are occupied by young adults and youths who may have dropped out of school and who need adult education. The majority of the learners doing levels 2 and 3,4, and now grade 12 are those who need to re-enter the education system (McKay, 2007, p. 292).

Many of the learners in AET doing levels 4 and grade 12 tend to be those that did not attain entry into tertiary education. However, according to Indabawa and Mpofu (2006), many remedial programmes have tended to undermine the loyalty of secondary school learners to their studies as they have an option of joining AET centres later to upgrade their marks. The researcher concurs with this criticism as from observation, many of the learners at AET centres appear to be those that failed to qualify for tertiary education which makes AET centres seem to be an extension of the formal schooling system.

There is lack of recognition of the adult education system by the state government and it is under-resourced (McKay, 2012). Despite being given scanty attention by only receiving 1% of the national education budget (Hunter, 2010), AET centres have been identified by the state as learning resource centres and civic capacity building centres especially during voting periods. The use of the existing infrastructure of the schooling system for AET centres may show that there is a working relationship between the AET centres and the schools that host the centres which not only offer the school buildings but also the school teachers (Aitchison & Harley, 2006). Hunter further recommends that education role players and development agencies need to view policies, practices and resourcing differently for the purposes of effective and speedy transformation of the South African society. The scanty recognition of ABET in South Africa is evident as very few AET centres use the existing infrastructure of the schooling system for their function. The school buildings and school teachers have always been a major resource for ABET (Aitchison & Harley, 2006) and they continue to be. For this reason Rule (2006) recommends the establishments of AET centres in schools, communities and education departments to ensure that all adult learners have access to adult basic education as stated in the constitution.

Aitchison (2003) in his article *Struggle and Compromise: A History of South African Adult Education from 1960 to 2001* argues that the formalization of ABET in 1995 was heavily influenced by international debates which favoured competency-based training standards and qualifications that saw private providers flourish as they trained to serve the economy as opposed to social change. Recommendations were made to improve ABET in 1995, however, in the policy implementation, there were general silences about financing the sector and community empowerment (Aitchison 2003; Hunter, 2010; McKay, 2007, 2012). This explains why there has been less recognition of the ABET system and a confirmation that was noted and now embraced by DHET to take over the control of adult education system (DHET, 2013).

While Aitchison (2003) noted a lack of literature in policy documents about literacy and basic education as vehicles towards prosperity, Rule (2006) argues that there is evidence from studies to prove that adult basic education does impact the lives of learners through building confidence and enabling adults to be active participants in the affairs of their community. Rule further notes that South Africa has a law making framework and ability to execute an

effective adult basic education system. However in the view of this researcher, there is a need for greater political will from government in order to employ an efficient implementation of policy that can impact the lives of many adults.

In a study of literacy education provision in four sub-Saharan countries (Uganda, Kenya, Botswana and South Africa), Aitchison (2006) states that these countries have constitutional statements in support of the right to literacy and basic education. However, policies, plans and processes are often not fully implemented, and if they are, there are silences on financing the sector, an issue that has dominated since the formalization of the adult education system in 1995 (Aitchison, 2003).

Although AET centres are seen to be the backbone of the adult education system, they only serve a very small fraction of mature adult learners and the majority are youth and young adults (McKay, 2012, p. 5). Therefore the bigger fraction of mature adults without basic education may need to access the education system through the Kha Ri Gude literacy project which according to UNESCO and SAQA evaluations was a success (McKay, 2012).

### **2.3.5 The South African mass literacy campaign – Kha Ri Gude**

The Department of Basic Education launched the Kha Ri Gude literacy campaign in 2008. The intention was to reduce the illiteracy rate in South Africa by 50%. This was in line with the 2000 Education for All commitment that was made in Dakar to reduce illiteracy by half globally. Kha Ri Gude enabled learners to learn to read, write and calculate in their own language in relation to the unit standard for AET level 1. In 2010, the campaign played a major role not only by providing literacy to adults in communities but also by promoting some short-term jobs as facilitators for unemployed young people. The Kha Ri Gude campaign was under the administration of the national government, however its campaign and implementation relied mainly on community participation and volunteerism (McKay, 2012). The campaign complimented AET by providing tuition to communities which are at AET level 1. Literacy classes are presented in all the eleven languages as well as in Braille and sign languages. One unique feature about the campaign is that it targets marginalised groups. Learners satisfaction with the local sites proved to be a success (McKay, 2012).

### **2.3.6 AET centres in the community**

Adult basic education is seen as a vehicle for social change in a context where there are many unemployed youth and adults without basic education. The community was suggested as a learning resource (Brookfield, 1983), though has not been explored in terms of the relations AET centres have with the community that they serve. Bhengu and Myende (2015, p. 227) contend successful school-community relations within the rural context are at the periphery of information. This suggests a lack of information on AET centre's relations with the host schools or the local community leading to marginalization of adult learners from the community. For this reason the current study explores centre-community relations in an adult education centre. AET centres are seen to continue to be resource centres in terms of providing physical facilities and teachers (Aitchison & Harley, 2006, Aitchison, 2003, 2006 & McKay, 2007, 2012). However, the lack of recent literature on the concept of community in relation to adult education motivated this current study to explore the nature of community relations and how they contribute to the functioning of adult public education centres.

### **2.3.7 Community colleges**

A new institutional type of college has been introduced effective from April this year, namely, the Community Education and Training (CET) college. This is in accordance with the CET Act of 2006 (DHET, 2015). This type of college is to target both youth and adults who do not qualify to attend TVET colleges. Unlike the TVET colleges that are based in urban areas with an emphasis on business programs, the intention of community colleges is to be sensitive to the needs of the communities (DHET cited in Harley, 2015, p. 73). This is to suggest that the community colleges are accessible to students from the local communities thus avoiding long distances and so enabling all learners an opportunity to access formal education.

Under the umbrella of the community colleges are the Community Learning Centres (CLCs). All AETs are now to be called community learning centres. These centres must be attached to a CET college in order to be recognised by government. Community learning centres are sub-structures of the CET colleges and are to be governed by the CET college council as opposed to centre governing bodies. (DHET, 2015, p. 3).

Wolhuter (2011) in an article entitled *Community Colleges in South Africa? Assessment of Potential from Comparative International Perspectives* traces the international track record of community education including adult basic education. Wolhuter states that one of the success stories of ‘community colleges’ internationally in their delivery and provision is their ability to provide post-secondary education more cheaply than conventional forms of education and also have the ability to link past students to jobs in the context of privately owned colleges. According to Raby (in Wolhuter, 2011, p. 200), community colleges have the ability to respond to local contexts. Wolhuter’s study serves as a comparable study to this one regarding which practices contribute to the effective functioning of AET centres. According to McKay, CLCs offer literacy, Adult Basic Education and National Senior Certificate for Adults to people who may have missed the opportunity to access schooling and whose education levels are less than Grade Ten. However, there is silence in terms of research as to what happens to the learners after attending AET (McKay, 2012). This is contrary to what Wolhuter states as success stories of community colleges internationally linking their students’ education to jobs. The use of the term ‘community colleges’ in a way may create a confusion between the community colleges that the White Paper for Post-School Education and Training (DHET, 2013) refers to as building on the current AET centres and Technical Vocational Educational Training (TVET) colleges. Therefore, this research aims to find out the relationship that exists linking the Endleleni AET centre and other centres or institutions in addition to exploring how the centre interacts with other community structures to understand how such relations contribute to educational outcomes and effective functioning of the centre.

### **2.3.8 Adult education and civic participation**

Adult education according to Land (in Rule, 2006) links with civic literacy which enables participation in adult education and voting during the general elections. Adult education has a role to strengthen democracy in South Africa and this could open avenues for education in local communities. According to this research, civic education is vital for adult learners to be able to get involved in the decision-making bodies of an area, and fulfilling their civic duty, by involvement in the affairs of the community. Community Adult Education tries to overlap with a wide range of needs – providing basic education or further education to improving the

quality of life through participation in democratic processes including bringing about social change (Hunter, 2010, p. 2). Similarly, Balwanz and Hlatshwayo (2015) propose insightful ideas for post-schooling as education that is more relevant and responsive to the needs of the local community. In a community-based research project on post-school education in a poor working class community in Sedibeng, the study applied the Freirean approach and dialogue to understand the lived experiences of the participants. They suggest a post-school education that supports the learners holistically. Such education should be meaningfully related to the personal context of the learners.

### **2.3.9 Private adult education and livelihoods**

Private AET centres are those that are managed by NGOs or religious groups. In the 1990s, NGOs played an important role in AET not only in the provision and delivery, but fundraising for and shaping of ABET policy, curriculum development, culture and practices (Baatjes, 2008 p. 220). These initiatives were seen to have been effective and relevant to the local community. Projects such as The Family Literacy Project (Desmond, 2004) tended to focus on training for skills development and addressing learners' immediate needs. Similarly, Kraak (2013) contends that NGOs play a useful 'bridging' role to the unemployed youth in the country because they connect their learners to employment and monitor them. Many of the providers also offer a range of skills courses that include information technology, career guidance, study and writing skills for students as well as other livelihood skills (Hunter, 2010, p. 4). However, many such programmes are based in urban areas and those in the wider local community may be excluded. Oxenham, Diallo, Katahoire, Petkova-Mwangi and Sall (2002) in their studies in some African countries found out that programmes that started with livelihoods tended to do better than those that embraced literacy and numeracy alone. From individual and focus group interviews, the findings reported success in both livelihood and literacy if the teaching and learning was supported by educators who are qualified and are reliable in order to build good learner-teacher relationships. Secondly success was achieved if the content of the program was contextualised according to the needs of the participants. However, the NGO sector has been decimated in recent years due to lack of funding for ABET (Baatjes, 2008). This has forced many private providers such as the Tembaletu Trust in Pietermaritzburg to diversify and focus on projects that are funded such as Community Works Programmes (CWP).

Similarly to Baatjes (2008), Kraak (2013) argues that NGOs facilitate the entire transition from education to work and provide after-care to their graduates to monitor and ensure that employers are satisfied with the performance of their newly appointed apprentices. The NGOs are embedded in the local communities and work to solve the needs of the communities (Kraak, 2013, p. 91). Therefore government should support the bridging role that NGOs play and work with local communities.

Mogotsi (as cited in Zeelen *et al.*, 2013, p. 9) contends that an AET programme with cleaners employed by the University of Limpopo proved that the use of subjects like numeracy, basic reading and writing skills in English and the local language, and income generating skills reflected the needs of the participants. Using a survey of 175 cleaners, the study examined assessment and community development of adult cleaners at the University of Limpopo. The study's findings revealed that the majority of female participants who attended AET programs could now read and write their names, append signatures, communicate in writing to others and also had gained skills to generate their own income. These results show how AET programmes can play an important role in the lives of the participants. However, as job applicants increase due to the number of matriculants who are out of employment, companies and institutions can choose to employ people who do not need AET. Therefore qualifications like GETCA are not an end in themselves but a pathway to access further learning via different routes as stipulated by the National Qualification Framework (Umalusi, 2015).

In the next section, I discuss the theoretical framework that underpins this study.

## **2.4 Theoretical framework**

This section presents the theoretical framework that underpinned this research study. A theoretical framework is used to anchor research, and to determine what to 'measure' and what to look for during the research process. It is also a roadmap that facilitates the dialogue between the literature and the research study being undertaken (Henning, 2004, p. 26). It provides a lens through which to examine the findings and also provides concepts that help to explain a situation. The theory that underpins the current study is Bronfenbrenner's (1994) systems theory and social capital theory. This theory is employed to help understand the

critical question: what is the nature of Endleleni Adult Education Centre-community relations and how do these relations affect the functioning of the centre?

## **2.5 Bronfenbrenner's systems theory**

Bronfenbrenner (1994) offers a theory that has been used in ecological systems to understand human development. The theory explains how systems are socially constructed to support human growth. The systems theory first emerged in the 1970s in relation to globalization (Vigouroux & Mufwene, 2008) which brought about inequalities among peoples on the basis of their geographical locality, for example, urban and rural. The systems are equated to a set of Russian dolls which fit one inside the other with layers representing the micro, meso, exosystem and macro systems. The social ecological model shows how people, families and organisations are influenced by the layers of the “dolls”. The influence of the different layers on one another might be positive or negative, depending on the context (John, 2013).

The system's theory draws from the biological, behavioural, social sciences including psychology, sociology, cultural anthropology and history. Bronfenbrenner (1994) argues that human development takes place through proximal processes of progressively more complex reciprocal interactions of people within an environment. The interactions must occur regularly over a period of time. Patterns of the proximal processes are found in solitary play, reading, learning new skills, studying and performing complex tasks. Bronfenbrenner recommends “linking lives with the context” (Bronfenbrenner, 1994, p. 623). Most of Bronfenbrenner's early studies in the 1970s were mainly on children. Forms of interaction in the immediate environment of a growing child are what Bronfenbrenner called proximal processes.

Bronfenbrenner (1994) argues that few relevant studies of proximal processes focussed on the family as a setting. A setting is an environment where a child develops such as a classroom or a school. Bronfenbrenner (1994) contends such settings were not explored. In a similar manner, this study argues that Endleleni AET centre as setting, does not exist on its own but through forms of interactions in the immediate environment. Therefore, to understand the relations between the centre and the wider community, interviews with different role players

who have interacted with the centre would give informative perspectives of their relations with the adult education centre and the community. The framework is illustrated in Figure 4.

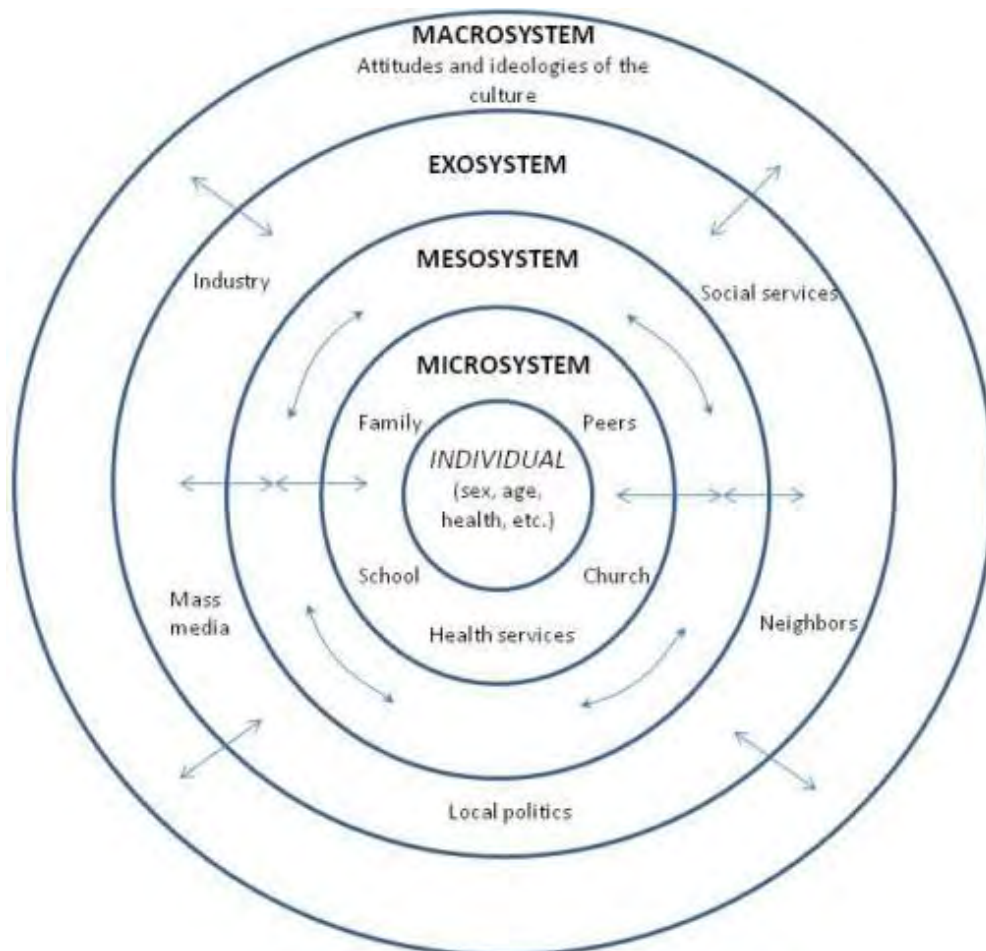


Figure 4: Bronfenbrenner's ecological theory of development (1979)

## 2.6 Framing Endleleni AET centre and community relations

As stated in chapter one, Endleleni AET centre is hosted by Mbalenhle primary school. In order to provide an understanding of how Endleleni AET centre relates to the school and the wider community, the study is framed within four layers made of the micro, meso, exosystem and macro layers which are discussed below.

### 2.6.1 The micro system

The micro system focuses on the individual adult learner who is surrounded by layers of relationships. The inner layer of the circle is what Bronfenbrenner (1994, p. 39) called the micro system which represents the setting of Endleleni adult education centre. This includes

the centre manager, teachers, students and the SGB. The direct relationships that exist between the learners and the teachers are at the micro layer. In this case, proximal processes occur which help learners to learn from one another's strengths. The relations in this layer are centred on the adult learner who Ferreira and Ebersohn called an "active agent" (2012). Relationships are important because they contribute to personal and social change (John, 2013). Relationships are important for the development of the learner. This is the most influential level of the system. The arrows in the diagram show that there are links between the layers of micro, meso, exo and the macro systems. Such links are important for the development of the learner.

### **2.6.2 The meso system**

The second layer of the circle is what Bronfenbrenner (1994, p. 39) called the meso system which in the current study represents the interrelations between the centre and the community that it serves. The interactions between the centre and the community require supportive links (individuals who move between the layers). When adult learners engage in two or more forms of interaction, this encourages the growth of mutual trust which also increases the balance of power (Leonard, 2011, p. 989). This to say that the supportive links help to empower the learner to be in control or lead the interactions. However, the interaction should be over a period of time (Bronfenbrenner, 1994, p.39)

### **2.6.3 The exo-system**

This is the third layer of the system. These are linkages and processes that take place between two or more settings (environment such as classroom, school, family). This is a layer that involve the participants' neighbours which reveals the relations with other family members or schools. In this study, the neighbours would include, the churches, Siyamukela high school and other AET centres. However, this layer plays the role played by the meso system too.

### **2.6.4 The macro system**

Bronfenbrenner noted that layers of relationships that surround the developing learner are connected to the hierarchical nature of the society in which the learner lives. Ferreira and Ebersohn (2012) and Indabawa and Mpofu (2006) also treat community as a social system

that exists within and outside the community and which is always arranged in a hierarchical order. Challenges of poverty and unemployment for adults and youth in society are what John (2013) calls forces in the macro system that role players have to grapple with. Within the macro system there are other systems that operate and are influenced by policies such as the recent shift from Department of Basic Education to the Department of Higher Education and Training. These forces may influence the functioning of the centre positively or negatively.

## **2.7 Studies using Bronfenbrenner's systems theory**

Studies by Kohn (in Bronfenbrenner, 1994, p. 625) investigated adults' socioeconomic situations and employment status and concluded that these factors affect adults' intellectual development and child rearing values. The study used semi structured interviews to collect data.

Studies that employed the system's theory in adult education and community development in the South African context include John (2013), Ferreira and Ebersohn,(2012) Trollip and Boshoff (2011) and Van der Merwe, Mberengwa and Lekoko (2010). The studies show the importance of systems and how they influence the interactions within a given context. John's (2013) study focused on how forces such as poverty and unemployment influence the development of adult learners in a local community. Qualitative methodology was applied in that study, which supports the use of qualitative methodology in this study which engages with a similar setting. Ferreira and Ebersohn (2012) in their study on working with South African schools in rural communities used the system's theory to highlight how the micro, meso and macro levels of the system are interrelated and that an individual is an active agent. They used participatory methodology. This current study argues that social and economic factors such as poverty and unemployment are key factors as to why adult learners want to access the education system, hoping to better their lives. The stated studies are valuable and contribute to an understanding of how the relations at Endleleni AET centre influence the way the centre functions in relation to the wider community.

In the global context, Leonard (2011) used Bronfenbrenner's systems theory to understand community partnerships, a study that is relevant to the current research although from the American context. Leonard used a qualitative approach by interviewing past learners, staff

members and other role players to gather information on school-community relations. Although the study is relevant, the period undertaken was long as opposed to the current study that employed purposive sampling to gather information from different role players at Endleleni AET centre over a shorter time frame.

Bronfenbrenner's (1994) systems theory is relevant in answering the four research questions of this study:

- 1) What is the nature of centre-community relations at Endleleni AET centre?
- 2) What is the relationship between the centre and other institutions in the community?
- 3) How does the centre's relations with the wider community impact on the functioning of the centre?
- 4) How does attending classes at the centre impact on the learner's lives in terms of livelihood, civic participation and family life?

## **2.8 Criticism of Bronfenbrenner's system's theory**

Most of the studies by Bronfenbrenner focused on children. Therefore, when the same is applied to adults there is a possibility that results might differ. Secondly Bronfenbrenner in his initial studies mentions power (Bronfenbrenner, 1994) as a determinant for the proximal process to occur, but does not show how to deal with it in a society where the majority of people are marginalized.

## **2.9 Social capital theory**

The definition of social capital differs depending on how one uses it. The proponents of social capital include Coleman, who focused mainly on family relationships, Bourdieu, who discussed societal relationships with privileged social connections, and Putnam, who emphasised civic and social involvement. Coleman (1988) defined social capital by its functions. For Coleman, social capital is whatever allows people or institutions to act (DeFilippis, 2001, p.794)

Social capital theory as developed from French Sociologist Pierre Bourdieu (1985) shows the production of classes and class division. Social capital while constituted by social networks and relationships, is never disconnected from '*capital*'. For Bourdieu (1985), capital is both economic and social networks.

According to Putnam (2002), social capital refers to social networks built over a period of time. The set of mutually supportive relations in communities and nations does benefit members economically in addition to social connections. Social capital according to Emery and Flora (2006, p.21) reflects the connections among people and organizations. They call such connections the social 'glue' to make things (positive or negative), happen. This is to emphasise the importance of relationships and their benefits.

Balatti and Falk cited in Muthukrishna and Sader (2004) highlight the more personal wellbeing of social capital such as social support and social networks. They identify key concepts associated with social capital: bonding and bridging. Bonding capital results in social cohesion and a sense of belonging which underpins stability in a community. Bridging capital is a metaphor implying connections between people who share similar demographic characteristics.

Kilpatrick *et al.* (2003) drawing on the above theorists developed a framework to analyze community development including lifelong learning that is a contribution towards this study. Social capital as a product of social relations has proved to be a useful lens through which to examine community adult learning.

### **2.9.1 Social capital framework of Kilpatrick *et al.***

The framework proposed by Kilpatrick *et al.* (2003) can be useful when exploring community adult education and emphasises the nature of relationships which include the following:

#### **1. Internal and external networks**

- The connections that link the community with other institutions at other levels of the wider community are what Kilpatrick *et al.* calls internal and external networks. The connections operate between the micro and macro systems.

- They note that networks are most effective when there is diversity (of gender, race, status) and flexibility to allow all members of the community to participate. This is important to allow adult learners to participate in decision-making which lead to them deciding what they want to learn.
- Investing in social networks provides individuals secure benefits for themselves through acquiring basic education and their community's pride and identity is recognised (Hart, 2007, p. 16).

## **2. Diversity of brokers:**

- Kilpatrick *et al.* say that community development practitioners who are community members with an adult education qualification should act as brokers. A broker is a mediator according to Kilpatrick et al. Therefore, in this research, the role of a broker would be to connect the adult centre to for example, other networks and resources for mutual benefit.

## **3. The community's values and beliefs**

- An inclusive approach where those who were denied the opportunity to access the education system are provided access, and also gender inclusive, improves both internal and external relationships and networks for example, community members are involved in the decision making of their community.

### **2.9.2 Studies on social capital**

Literature both locally and internationally on social capital and education is evident. Msila (2007) in a study on the impact of social capital on South Africa's successful schools, focused on secondary schools. Based on a qualitative approach, three schools were explored, two of the schools were from a low socio-economic area in Eastern Cape while the other was an Ex-model C school in Port Elizabeth. The findings revealed that social capital contributes to the success of schools in terms of performance. This in turn leads to more dedication from both the learners and teachers to do well. Secondly, schools with good relationships between learners and teachers get supported by teachers and other members of the community including members of the school governing body (Msila, 2007, p. 131). Although Msila's (2007) study makes a contribution to my study in terms of methodology and the context, the research focused on secondary schools while the focus for this current study is on AET centres.

The use of social capital is advocated by Kraak (2012) and suggestions are made on how different departments need to respond to the NEET problem of youth unemployment which fits in well with this current study. Kraak argues that building social capital is not about the simple acquisition of technical skills through formal classroom learning but the impartation of a range of behavioural and attitudinal attributes that can loosely be described as social capital. The absence of social capital in poor academic and social skills by the unemployed youth promotes general disconnections between the world of work and school culture (Kraak, 2012, p. 87).

Internationally, Kilpatrick *et al.* (2003) argue that social capital and the relationship to community education has proved to be important in terms of schools promoting links between learners and the community. Kilpatrick *et al.* (2003) used ethnographic methodology with semi-structured individual interviews, focus group interviews and observations in a rural community. The current research in a similar vein seeks to understand how the centre-community relationship influences the effective functioning of an AET centre and what kind of relationships exists.

The social capital framework of Kilpatrick *et al.* (2003) addresses key issues such as how one can analyze community adult education by focusing on relationships. Thus this research seeks to understand the nature of relationships that exist between the centre and the wider community and how such relationships affect the functioning of the centre.

### **2.9.3 Criticism of social capital**

There are a number of criticisms levelled against social capital. Firstly it can “romanticise community” while failing to attend to the weakness that comes with social capital as a concept (Muthukrishna & Sader, 2004). For instance how can social capital help overcome social and economic factors such as poverty and unemployment? Secondly, social capital can be exclusionary, for example, one can have less money but still gain access to certain privileges based on family connections, being well-educated, or according to race. Social capital can also promote nepotism and corruption, as observed by Portes (in Falk & Kilpatrick, 2000).

Forces in the macro-system such as poverty and patriarchy are accounted for in literature, however, less attention is given to how power struggles and post-conflict status of a given area can act as powerful determinants of development. This impacts on the social-political factors of the macro-system within which the family and community are located. Therefore development interventions need to be sensitive to these forces (John, 2013, p.44). The same could apply to education institutions and policy implementation initiatives.

## **2.10 Systems theory and social capital**

The systems theory and social capital theory are both used in this study due to their interrelatedness (Ferreira & Ebersohn, 2012). Social capital occurs within and across different systems and is one of the mechanisms that creates the links and interactions between the different layers of the micro, meso, exosystem and macro systems. There will be links that are stronger and weaker or actors that are more influential than others based on their social capital for example, the more educated. Adult learners who achieve GETCA might be able to access more opportunities for further learning and obtain qualification beyond NQF level 1 compared to those without GETCA (Umalusi, 2015, p. 18).

## **2.11 Summary**

The concept of community has been defined and discussed, and the history of South Africa in the light of the ABET system together with the National Qualifications framework which shows the pathways that adult learners may choose to follow. Policy and basic education in South Africa was discussed leading to recent developments in AET. Relevant literature was discussed followed by the theoretical framework. Bronfenbrenner's systems theory underpins this research study. Social capital theory is also used because of the interrelatedness of the two theories. Social capital is one of the mechanisms to apply in order to understand the systems such as the nature of Endleleni AET centre's relations with the wider community. The interrelatedness of the systems i.e. micro, meso, exosystem and macro is likely to impact on participants' lives either in positive or negative ways.

The next chapter discusses the methodology used in the study.

## **CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN**

### **3.1 Introduction**

This chapter presents the methodological design of the study which lead to the methods used for data collection. Henning (2004, p. 36) defines methodology as the coherent group of methods that harmonise with one another and have “goodness of fit” to reveal data and findings that reflect the research question and the research purpose. This chapter therefore highlights the practical procedures that were employed in this current study and describes the methods that were applied during the research process. These include the research paradigm, the design approach, sampling procedures, data gathering instruments, data collection procedures, organization of data, data analysis techniques, ethical issues that were considered during the research process and limitations of the study. The chapter ends with a summary.

### **3.2 Interpretive paradigm**

A paradigm is a lens through which people view the world which influences the purpose of inquiry. There are three distinct paradigms commonly used in research: positivist, interpretive and critical (Chua in Maree, 2007, p. 57). Positivists aim to describe, understand and predict natural and social events. Critical researchers aim to critique and transform society. However, this study employed an interpretive paradigm, within a qualitative research approach whose purpose is to understand how respondents construct meaning within their context. The interpretive paradigm has its roots traced back to two philosophies, phenomenology and hermeneutics. Phenomenologists use human thinking to describe and understand human experience, while hermeneutics uses human texts to interpret and understand the social world. Therefore phenomenology and hermeneutics inform the assumptions about the nature of reality, knowledge and beliefs within the interpretive paradigm. Interpretivists believe that knowledge is subjective and ‘truth’ is found within human experience (Chilisa & Preece, 2005, p. 28). Knowledge is socially constructed meaning social inquiry is value laden and therefore, as a researcher, own values might have influenced the way this study was conducted. Therefore in inquiring for information on centre-community relations, the best

place to access such knowledge was through the life experiences of role players at Endleleni AET centre.

Working within an interpretive paradigm guided the researcher towards a qualitative approach to data collection. The researcher applied methods such as semi-structured interviews, a focus group, and observation which lead to in-depth data which is essential in a qualitative study. An interpretive paradigm also helped to understand how the respondents interpret their own experiences in their context, by describing and explaining the data from the participants' point of view (Chilisa & Preece, 2005).

### **3.3 A case study design**

A case study is a step by step inquiry into an event such as the programme offered by Endleleni AET centre (Maree, 2007, p. 75). There are different types of case study designs that can be applied, such as exploratory, explanatory and descriptive case studies. Exploratory case studies are usually applied to define research questions and hypotheses. Explanatory case studies are often suitable for investigating causality. Descriptive case studies are often used to illustrate events and their specific context (Yin, 2009). This research study is exploratory in nature and seeks to examine the relationships that exist at an AET site. A case study design provided the method for an in-depth investigation into a single AET centre which permitted the use of multiple methods to collect data. Methods such as purposive observation enabled the researcher to record whatever she saw to provide detailed descriptions of the phenomenon under study as described by Chilisa and Preece (2005, p. 156). Rule and John (2011, p. 39) in their own words say “in a case study, the case cannot be understood without reference to the wider context”. The researcher's perspective of a case study was to strive towards a holistic understanding of how Endleleni AET centre functions and relates with the wider community. Bronfenbrenner (1994, p. 623) also recommends linking the lives of participants to their contexts.

#### **3.3.1 Strengths and weaknesses of a case study design**

A case study research design was employed in this research study based on a variety of strengths. It provides tools to study complex phenomena within the natural context. There is

close collaboration between the researcher and the participants which enable the participants to tell their stories. Through these stories, participants were able to describe their views of reality and these enabled the researcher to better understand the participants views (Baxter & Jack, 2008). Cohen, Manion and Morrison (2011) contend that a case study allows a researcher to closely look at an event in great detail to get an in-depth rich description of a case to illuminate relations to wider contexts. A case study approach provides a distinctive example of people in their contexts, in this case, Endleleni AET centre (Yin, 2009). Preference to explore a contemporary situation, such as centre-community relations at Endleleni Adult education centre, was an opportunity to understand how such relations impact on the lives of the adult learners. People's life experiences and unfolding relationships were explored to capture the uniqueness of the centre (Cohen *et al.* 2011, p. 289).

A case study approach in particular has however, been criticized because of lack the of generalizeability of the results. Case study research may generalize results based on theoretical propositions and not the size of population samples (Yin, 2009 p.15). As already indicated, the intent of this research was not to generalize results but to gain greater insight and understand the dynamics of the phenomena. Another concern with this approach is that it may take too long and the results may be in massive unreadable documents such as audio recorded data (Yin, 2009, p.15).

### **3.4 Sampling**

Sampling is the method used to choose a fraction of the researched population in a study (Nieuwenhuis, 2007, p. 79). In this study, purposive sampling was used to focus on a specific and single AET centre as a case, and to identify individual participants. Purposive sampling is a non-probability sampling procedure where the researcher uses their own judgment to select participants according to relevant criteria, for example, past and current adult learners at Endleleni AET (Maree, 2007). Purposive sampling was appropriate and led the researcher to people with the information that the study required to make meaning of the phenomenon. Cohen *et al.* (2011, p. 157) point out that "knowledgeable people" (in my study, people such as the centre manager, SGB member, teachers, and learners) are easily accessed by the use of purposive sampling to get in-depth knowledge.

The sample for this study consisted of ten participants: the centre manager, an SGB member, two teachers, two former learners and four current learners (gender inclusive). In order to obtain rich information to answer the critical research questions, a small sample size of ten participants was selected. All the participants were black South Africans who speak IsiZulu as their first language.

- The centre manager was selected on the basis that she is responsible for management and the smooth running of the centre and according to the researcher, the centre manager was a key person to provide information about the nature of the centre and how it functions i.e., a ‘ knowledgeable person’
- The SGB member was selected as a key community representative to provide information about the relations that exist between the centre and the community.
- The educators deal with learners on a daily basis and were in a position to give information about the relations that exist between them and the learners, and with other institutions or the wider community.
- The adult learners were the main informants in the research since one of the aims of the research was to explore how attending classes at the centre impacts on the lives of the learners in terms of livelihoods, civic participation and family life. The choice of level 4 and current matric learners was to understand and get a sense of their experience at the centre. Past learners were chosen as a counter balance to make sense of their experiences at the centre and the community as a whole.

### **3.5 Methods of data collection**

Endleleni adult education and training centre as a case study offered the opportunity for the researcher to use several data-gathering tools such as a focus group and semi structured individual interviews plus observation to study a single phenomenon that gave rich information to facilitate and understand the topic under study (Chilisa & Preece, 2005, p. 145). Information from the participants on how the relations at the centre have impacted on the broader community helped to understand and make sense of the data collected.

### **3.5.1 Focus group interviews**

The first method of data collection in this study was a focus group interview of past and current learners. According to Chilisa and Preece (2005, p. 151) a focus group interview is defined as, “a discussion-based interview in which five or more research participants selected together contribute to the information on a specific topic needed by the researcher”

This kind of interview allowed the researcher to gain more insight into how the respondents perceive a situation. The discussions were contextualised and allowed the respondents the opportunity to air their views openly and in a free atmosphere. Secondly a wide range of issues were covered, not only the scheduled questions but also due to the application of prompting during the interviews. Focus group interviews were appropriate to gather information on community relations (Chilisa & Preece, 2005, p. 160) as respondents talked about their experiences at the centre. The focus group interview involved four current and two past learners to get more insight about the impact that adult education has on their lives in terms of civic participation, family life and livelihoods. The focus group interview was guided by the interview schedule (Appendix 6).

The purpose of the focus group in this research study was to identify individual learners who had interesting ideas to contribute towards the purpose of the research and therefore should be included in the individual interviews. Information gathered from the focus group (current and past learners), the individual interviews (centre manager, SGB member, educators and learners) and observation notes taken during the tour of the primary school served as a triangulated data source (Yin, 2009, p. 98). This helped to compare and consolidate ideas from the three groups of participants: learners, teachers, and the community representative (SGB member).

A limitation of focus group interviews is the domination by a few individuals which might lead to bias (Chilisa & Preece, 2005, p. 160). However in this research study, there was no domination as participants spoke freely and in an orderly manner.

Table 2 is a summary of participants who shared their views concerning the centre in a focus group.

**Table 3: Particulars of participants in the focus group**

<b>Participant</b>	<b>Role</b>	<b>Gender</b>	<b>Age</b>	<b>Level</b>
Participant 1	Past learner	female	48	AET L4
Participant 2	Past learner	female	47	AET L4
Participant 3	Current	male	25	matric
Participant 4	Current	male	22	matric
Participant 5	current	female	20	matric
Participant 6	Past learner	female	32	matric

### **3.5.2 Individual interviews**

An individual interview is a dialogue between the researcher and the participant. This was the second method of data collection. The questions related to the topic under study were asked in an environment that allowed free discussion (Chilisa and Preece, 2005, p. 146). During the dialogue the researcher was attentive to get in-depth and rich data from the participants and also identified some emerging themes that needed further probing (Nieuwenhuis, 2007, p. 87). During the interviews, further probing was applied for emerging themes to understand the meaning from the participants.

Semi-structured individual interviews were used as a second instrument for collecting data after the focus group of past and current learners. The main reason why this research employed individual interviews was because the interaction during the interviews provided an opportunity to get in-depth vital data from the participants' views about the centre (Cohen *et al.*, 2011). Another advantage of semi-structured interviews is that both participants and the researcher are free to ask questions for clarity. The interviews with the SGB member and one learner took place in the mother tongue of the participants, conducted by a trained research assistant to give the participants an opportunity to express themselves freely in a language they were comfortable with. The use of a bilingual assistant in this research, though

costly, was necessary to enhance the quality of the interviews and richness of information (Rule & John, 2011, p. 77) because the researcher could not use the first language of research participants.

Interviews were audio-recorded after the participants signed the consent forms (see Appendices 4 and 5) and thereafter, the recorded interviews were transcribed. The researcher transcribed the English transcripts while the interpreter transcribed the isiZulu ones. The interviews were accompanied by questionnaires to collect the biographic information of participants. Semi-structured interviews were suitable for this current research study because according to Maree (2007, p. 161) respondents can give exhaustive and honest responses which are useful to understand the topic under study and also help to answer the critical questions. Some unanticipated topics came up during the interviews and the semi-structured interviews allowed for these to be explored (Chilisa & Preece, 2005, p. 160). The unanticipated topics will be discussed in detail in chapter four under data presentation. The interviews were guided by the interview schedules (Appendix 7) in a language suitable to the participants. Below is a summary of the demographic data of participants who took part in the interviews.

**Table 4: Demographic data of participants in individual interviews**

Participant	Gender	Age	Education level
Centre manager	F	45-50	Higher diploma in ABET
SGB member	M	40-45	matric
Educator 1	M	50-55	Diploma in ABET
Educator 2	F	40-45	Higher diploma
Past learner	F	30-35	Current matric learner
Current learner	F	20-25	Current matric learner

### 3.5.3 Observation

The third method employed for data collection in this study was observation. This is a systematic process of recording behavioural patterns of participants, objects and occurrences without communicating this to them (Maree, 2007, p. 83). Participant observation is useful when studying small groups or events that last for a short period of time (Cohen *et al.*, 2011). Observation was conducted to supplement data collected through individual interviews and a focus group. In the case of this study, both class and centre observations were fruitful in

generating detailed descriptions of Endleleni AET centre as a case as Rule and John (2011, p. 82) argue is a strength of this method. The observation records included observation checklists (Appendix 6) and field notes. According to Chilisa and Preece (2005, p. 156) informal observation allows the researcher to acquire a holistic sense of the setting of the study. The researcher agrees with Chilisa and Preece because viewing the physical environment of the primary school that hosts Endleleni AET centre, revealed a lot about how the school was run, which will be discussed in the next chapter.

### **3.6 Data Analysis**

In the process of data analysis for this research study, content analysis which is inductive in nature was applied, bearing in mind the purpose and focus of the research study. The hermeneutic logic was followed to interpret and make sense of text. Qualitative data analysis is an iterative approach aimed at understanding how participants in a study make meaning of the phenomenon (Nieuwenhuis, 2007, pp. 99-100). Data analysis is an ongoing process that starts when data collection commences (Henning, 2004, p. 127). During the process of data analysis, the aim was to:

- Get to know the data that was collected;
- Summarise the data collected;
- Interpret data in light of the context;
- Explain links and relations in the collected data; and
- Discover similarities and differences within data from different sources (centre manager, SGB member, educators focus group and learners)

Inductive data analysis was used firstly to discover the categories and themes from the interview transcriptions (Rule & John, 2011). The first step in data analysis was to read through the transcripts which were obtained from different role players to identify key categories in the data that helped to understand and interpret the raw data. Inductive data analysis though laborious in nature, helped the researcher to understand and identify multiple realities that emerged from different responses in the data (Maree, 2007, p. 37). Research findings in this research study emerged from patterns of categories and themes from the raw data in the transcripts.

Some deductive analysis was also employed because some categories were based on *a priori* coding (Maree 2007, p.109). Concepts such as community links, networks and lack of resources emerged as important aspects from research literature which gave a signal for what to look for in the data. However, this study emphasised inductive data analysis as an iterative process in order to gain more understanding of centre community relations.

### **3.6.1 Organization of data for analysis**

Data was organised according to the research questions of the study. Before the interviews took place, the researcher ensured that the interview schedules were ready (Appendix 7). The schedules were organised according to the order of how the participants were to be interviewed. Immediately after the interviews, the field notes together with the audio recorded interviews for English were typed and transcribed by the researcher while the interpreter transcribed the IsiZulu transcripts. In order to obtain accuracy of data from the transcripts, the researcher kept on reading and re-reading the written transcripts, in order to make meaning of the text. The transcripts were then printed with margins for assigning codes to different sections of the transcripts. Henning (2004, p. 127) contends qualitative data analysis starts when data collection commences, a process that the researcher employed especially in the case of observations.

Coloured highlighters were used to assign codes to different categories and themes in the data. Phrases with similar themes were arranged together and later on links were made across the sources i.e. from the centre manager, SGB member, teachers and learners in relation to the research questions. Categories such as community links and networks emerged and will be discussed in detail in chapter four during presentation of the data.

### **3.7 Trustworthiness**

Trustworthiness in a case study is of great importance (Maree, 2007). The steps taken during the process of this research study were observed meticulously and with integrity to ensure quality as a requirement in a qualitative study. This is to suggest that the findings of the study would be transferable to other settings (Guba in Rule & John, 2011, p. 107). The entire

process of data gathering and analysis contributed to the credibility of the findings in this current study. Further measures undertaken to ensure quality in this research study were:

**Peer checking:** Once the data were collected, transcription of audio recorded interviews were made. For the purposes of clarification, the researcher listened to the audio recorded interviews repeatedly to ascertain proper interpretation of data and to assign proper codes. Interview transcripts were also sent to the supervisor.

**Member checking:** Verification of accounts with participants to ensure accuracy was done. After collecting data from the interviews in the first phase and transcribing them, transcriptions were taken back to the participants during the second phase of data collection to verify whether what was written was their view point and whether they were happy with such information being made public.

**Triangulation:** The use of multiple sources and methods is called triangulation (Maree, 2007). Information from the centre manager, the school governing body member, teachers and the focus group of the learners served as multiple sources which provided in-depth information about the centre. (Rule & John, 2011, p. 107). The use of interviews, a focus group and observation provided triangulation of data methods which ensures quality for this research study by allowing the researcher to compare data from different sources. Such comparison helps the researcher to evaluate the accounts by different participants.

### **3.8 Ethical considerations**

Ethics is a very sensitive matter according to the rights of the participants of any research project which gives them respect and protects their dignity (Cohen *et al.*, 2011, p. 84). Key principles of ethics were taken into account before and during the process of this research. These included informed consent, privacy and confidentiality, anonymity and malfeasance. Informed consent was observed, firstly, by obtaining permission in writing from the Department of Education and the centre manager of Endleleni AET to do research in their institution (Appendices 2 and 3). Secondly, ethical clearance was obtained from the College of Humanities and Social Sciences Research Ethics Committee (Appendix 1).

Consent forms were provided to participants explaining the purpose of the research study and their role. Providing consent forms to participants ensured that they participated voluntarily. The consent forms were written both in English and IsiZulu. An interpreter explained the consent forms to the participants for them to understand what the research was about and their role. Participants were free to withdraw from participating in the research if they wished to do so. The participants signed the consent forms once they agreed to be interviewed and audio recorded (Appendices 4 and 5). This was to ensure that the autonomy of the participants was guaranteed and that no harm was caused as a result of them taking part in the research.

The names of the participants do not appear in this written report because names were not used. This was to ensure and assure participants of their privacy and maintenance of confidentiality in the completed written report. Information and data that was recorded during the interview was handled carefully and stored safely. This is because the researcher had to remain accountable as an ethical requirement and for the sake of the quality of the study (Henning, 2004, p. 74).

### **3.9 Limitations**

The researcher's position as an outsider might have affected the type of information the participants were willing to share about their community and their centre. For example, internal documents were not made available to the researcher possibly because of fear of exposure to the public. The evaluation of data was done in light of the information given by the participants.

Due to language barriers being a limitation, an IsiZulu interpreter was used during the interviews. She saw the interview questions well in advance of the scheduled interviews. The evaluation of the data was based on what the interpreter presented to the participants. The questions might have been asked differently, or the answers might have been interpreted differently. The researcher acknowledges having to rely on the interpreter and her translations of the transcriptions that were in IsiZulu, which was unavoidable.

The other limitation was the small sample size which does not permit generalizing findings. However, this is acceptable in case studies because according to Maree (2007, p. 76) the aim of a case study is to gain greater insight and understanding of the dynamics of an event and not to generalise results.

### **3.10 Summary**

This chapter has highlighted and discussed the interpretive paradigm which guided the research study and which informed the approach of a qualitative case study. A case study design was discussed, sampling techniques, data gathering tools, how data were organised, data analysis, ethical issues, and limitations of the study. The next chapter will present the data and discuss the findings.

## CHAPTER FOUR: PRESENTATION OF DATA AND INTERPRETATION

*“We get learners as far as from Esizweni, Matukuza and section 7, they leave other centres near them and they just want to come to Endleleni and we do not know what magic we have” (Educator 1).*

### 4.1 Introduction

This chapter presents findings gathered from different role players at Endleleni AET centre in Madadeni, Newcastle, in order to understand the relations which influence the efficacy of Endleleni AET centre. As explained in the previous chapter, a qualitative approach was employed which led to inductive data analysis accompanied by the logic of hermeneutics to arrive at four emerging categories which are presented in relation to the research questions of this study. The chapter will end with a summary. The categories are presented below:

- The Structure of Endleleni AET;
- Nature of centre-community relationships;
- Networking beyond the centre; and
- Impact of adult education on learners.

### 4.2 A description of Endleleni AET

Endleleni AET centre is hosted by Mbalenhle primary school which is situated in section 2 of Madadeni in Newcastle. From the observation notes gathered, the physical environment of the primary school looked well maintained, fenced, clean and had a caretaker who stays within the school premises to ensure the security of the school and the centre. The buildings of the school are well painted with the national flag and the coat of arms well drawn on the front building of the school, the times for school hours are also painted clearly on the administration block with other educational pictures painted on all the walls to suggest that the school is well established.

There were two vegetable gardens and a recycling project was spotted within the school compound. The classrooms which are also used by the adult learners had desks meant for children. The classrooms looked well spaced although for the adults they looked a bit uncomfortable. From the observation of learners, levels 2 and 3 consisted of older adults while level 4 and grade 12 classes had younger youth. The other observation made was that the number of learners doing AET level 4 and grade 12 classes were more than those doing AET levels 2 and 3 combined. There was no AET level 1 class.

### **4.3 The structure of Endleleni AET centre**

This section presents the findings on the structure of Endleleni AET centre. Data was generated from semi-structured interviews conducted with the centre manager, SGB member, teachers and a focus group of past and current learners. Endleleni AET is managed by a group of community members whom the researcher refers to as stakeholders, including the SGB member, the centre manager, teachers and learners. These groups work as a team though arranged in a hierarchical order. Each group member has a role to play in the functioning of the centre. The centre manager is the ultimate person in charge of the centre and how it functions. There are many roles assigned to the centre manager. As one of the teachers said, the “magic” at work at Endleleni is found in relationships that exist among the learners, teachers and the community. The centre manager highlighted her duties as follows:

*I am the centre manager of Endleleni and I also teach grade 6 and 7 at Mbalenhle primary school. I teach Maths matric class although I used to teach English level 4. As a centre manager I teach from 7.30 to 2.00 (in the primary school) then switch to AET at 2.30. I check attendance registers for learners, sign claim forms for teachers, recruit teachers and we also join the Kha Ri Gude project where I just visit them at their homes. I am also a member of the task team in the district to assist the education specialist to monitor other centres, and I also invigilate and moderate exams. (Centre manager)*

The findings reveal that the centre manager is ultimately in charge of the centre as well as teaching both the primary school and AET classes. Apart from these crucial roles, she also

monitors other AET centres, is a member of the Task Team in the District, works in the Kha Ri Gude Project and also invigilates and monitors exams. Working with the Kha Ri Gude project confirms why there is no AET level 1 at the centre. However, the researcher's view on the centre manager's roles is that too many roles assigned to her might impact on the effectiveness of the work at the centre. Similarly, in the event that she leaves the centre for any reason, then the AET centre might be at the risk of collapse as a result of over reliance on one person to fulfill all the major roles at the centre.

The SGB member is the chairperson of both the primary school that hosts the centre and Endleleni AET. His role is to oversee and monitor how the centre is managed. He acknowledges his pride in the centre and can talk about it even in the war rooms. War rooms are community meetings where complex social and political issues are discussed with all stakeholders. According to the centre manager, the SGB member also helps with recruitment of learners in war rooms. The SGB member outlined his duties at the centre:

*I am the chairperson of Mbalenhle day primary school in the morning and in the afternoon I am the chairperson for Endleleni. I am very proud of Endleleni and the way the teachers take care of the adult learners. When we meet in the War Room, we talk about this centre and encourage those who did not finish their education to come to the centre and learn. (SGB member)*

One educator noted the team spirit that exists at the centre and their commitment to ensure that adult learners learn and get holistic care. educators commitment is evident in the way they prepare work for the learners from their own resources due to lack of teaching and learning resources provided by the Department of Basic Education. One of the educators, commenting on the relations at the centre, also alluded to the holistic care and concern for the new educators whom they mentor on how to teach the adult learners. Educator 1 said:

*I think the good human relations that exist here. The centre manager, the educators and the learners, I can say we are at the same level. We understand each other, if we have a problem for example new private educators, we mentor them on how to teach the adult learners. (Educator 1)*

According to the demographic information of the focus group of learners in the methodology chapter, there are different types of learners, ages and gender. This is to suggest that the centre is diverse and accommodates a range of learners. The centre manager commented on the learners' profile and said:

*In terms of age range the youngest learner is 20 years while the oldest is about 74 years. Those registered for AET level 4 were 55 but now they are 41, matric class were 60 but they have dropped to 25. AET levels 2 and 3 are 15. In all there are 18 males and 80 females. (Centre manager)*

The findings reveal some kind of structure where the roles of the centre manager are stated as being to monitor the overall functioning of the centre and teaching both at the primary school and the AET. However, the responsibilities vested upon the centre manager according to the researcher are weighty and might hinder the effective functioning of the centre. One of the teachers acknowledged the good human relations that exist among the centre manager, teachers and learners as a factor that influences the functioning of the centre. A past learner (Focus group participant 6) in an interview also cited similar views as “the support structure is good”.

The SGB member's role at the centre was noted to be helping with recruitment according to the centre manager. The rest of the participants seemed not to know anything about the SGB and its role in the functioning of the centre. What stood out in all the interviews was the teachers' commitment to developing a personal relationship with the learners. This was summarised by the focus group of learners:

*The teachers here are committed. They go out of their way in terms of helping us. You feel like you have a personal relationship with the teachers. They always go an extra mile. (Focus group participant 6)*

The findings reveal that the roles of the centre manager and those of the SGB member are towards recruitment of learners and reporting exam results to community members in war rooms and the church but there is no evidence of learners and AET community members bringing issues of concern to the war room or any other community structures for

intervention. This shows that learners are not fully involved in the decision making system at the centre or in the community and therefore needed to deepen.

#### 4.4 Nature of centre-community relationship

The relations that exist between Endleleni AET centre and the host school are based on trust because the school is part of the community. Endleleni AET centre draws its learners from the local community which the school serves to provide basic education for adult learners and also to the youth who dropped out of school for various reasons and now want to do matric exams in specific subjects. The primary school offers a venue and facilities to the AET centre which is a great resource that enhances the effective functioning of the centre.

The symbiotic relationship between the centre and the immediate community (host school) were expressed by the centre manager, the SGB member, teachers and a focus group of both current and past learners. The findings also suggest that strong bonds of networks between the centre and the host school contribute to the stability of the centre. This means that without the school, the AET centre might not function as effectively as it does. Responses from the centre manager and a focus group of learners were in agreement. The centre manager in her response said:

*I would say we have a very good working relationship. Right now we are using the classrooms for AET and there are no complaints of anything missing. The principal is very supportive because the school is also for the community.* (Centre manager)

A focus group of past and current learners also shared similar sentiments about the symbiotic relationship that exist at the centre.

*I would say the support structure is good. In order to use the school, the community also needs to agree. They are very supportive even with the word of mouth to bring here more students and when we have activities the community come to watch sports and support us.* (Focus group participant 6)

A teacher in her response related how adult learners are treated at the centre by showing them respect and patience. The teacher also noted the holistic care that is given to adult learners at the centre as a contributing factor to effective functioning of the centre. The researcher is of the opinion that although learners are treated with patience and respect, their involvement in the community needs to deepen to ensure development not only in qualifications but also in civic participation.

*As you know the adult learners need patience. You have to be patient with them and must come to their level. You have to show them respect so that at the end of the day you can get good results. We even visit them when they are sick.* (Educator 1)

The above responses confirm the nature of relationship as a category. Data also confirm that there is a good working relationship between the school and the AET centre which brings pride to the community. The importance of the school in the life of the centre provides a holistic care to the learners. This was noted by a focus group participant:

*This centre uplifts the community. Especially females who are not educated, this centre provides one the opportunity to do basic education.* (Focus group participant 6).

There is good representation of the community by the chairperson of both the primary school and the AET centre who seemed to have similar responses with those of the focus group of past and current learners. It is evident that learners both young and old are given an opportunity to access formal education through the centre. As observed by the researcher, the school children of the host school respect the AET classes. During knock-off time, the primary school learners vacate the premises to allow the adult learners to start their classes showing an establishment of respect and trust. The SGB member also had similar views and noted:

*The day school finishes at 2.00 p.m, then our adult learners arrive, they are well trained. They don't come in while the day learners are still in the school premises, they would sit on those benches by the gate and I believe you saw*

*that. The adult learners would sit there and wait for the day scholars to leave, then they would come in. (SGB member)*

The host school is beneficial to the AET centre in a number of ways for example, the use of the sports fields for netball and soccer, two vegetable gardens within the school premises which adult learners use and teachers use the photo copy facilities to make copies for their learners. An educator and the SGB member showed appreciation of the relations between the centre and the school when they said:

*The school is helping us a lot by allowing these learners to come and learn in the afternoons. We even do copies for our learners using the school facilities. (Educator 1)*

*We used to ask Mbalenhle to help us use their photocopying machines. When they are closed we would go to our neighbour at Siyamukela high school and they could also help us, but if we can have our own place it will be much better. Endleleni centre has a vision, we would like to have our own photocopying machine and all resources that will help us to work better. (SGB member)*

Key themes in the section were sharing, patience and respect and trust.

#### **4.5 Recruitment of learners and teachers**

An educational institution, whether a school or an adult educational centre, operates only when learners are enrolled. Without learners there would be no school or adult centre. A number of methods are used for recruitment of both learners and teachers at Endleleni AET centre. Recruitment as a category is important in order to understand how the centre functions by encouraging learners to enrol every term. The strategies employed are among others good results in exams, local meetings in war rooms and even door to door home visits. Recruitment is taken seriously and a number of strategies are used to recruit learners including:

- War rooms;
- Churches;

- Door to door;
- Flyers,
- Use of the learners at the host school.

War rooms are local meetings which are regarded as a valuable community resource where members of the community meet to discuss social problems that affect the community. In war rooms, information is easily passed to community members. The community members in the war rooms have an interest and concern in the affairs of the centre in terms of how the centre performs in exams. This is to suggest that a good working relationship between the centre and other structures contributes to publicity for the centre as well as recruitment of learners. The centre manager shared her strategies for recruitment of learners at the centre:

*Even at the church, I use the church to recruit, announce that we are having exams at the centre and also they assist with the feeding scheme. We use the feeding scheme for recruitment as well. (Centre manager)*

Teacher 1 expressed the two-way relationship that exists between the centre and the wider community. Thus the relationships does not just serve the centre's interest but the community's as well.

*We have networks with the community at large because if you go to the war rooms they want to know what is going on within the centre. If there are exams then they want to know how did we perform, they want to know the results. So through the war rooms we even recruit more learners to come and join the centre. (Educator 1)*

The findings from both teacher 1 and 2, and a current learner confirms door to door home visits as an effective recruitment strategy for the centre, which also confirms the relationship with the community.

*Sometimes we go door to door telling the adult learners to come to the centre and we help them to read, write and count (Educator 2)*

*They go house to house to tell adult learners to come to this centre to learn. Also the pass rate at this centre is high. (Current learner)*

The SGB member summarised the strategy used for recruitment by the metaphor of a “three legged pot” to suggest that the adult learner, the centre and the community are interrelated and work together closely to support the functioning of the centre. The stability of the centre is dependent on the support of the learners, teachers and the community. This is how the SGB member expressed this:

*We talk about Endleleni in our community. There are also people that we meet in our war rooms, we talk about this centre and encourage those who did not finish their education to come to this centre which is going to help them and we tell them they don't have to pay. We are the community indeed like the “three legged pot”. You know that the “three legged pot” cannot stand with two legs, so too our communication and the way we advertise Endleleni in our community. (SGB member)*

Besides the stated strategies, good performance in exams speak for the centre as a way of recruitment. As noted by one of the learner in the focus group, the centre does not only serve the immediate community. There are some learners who come from other far away municipal wards. However, the emphasis on recruitment and exam results indicates that these are the main focus of the centre. A former learner at the centre acknowledges the good reputation of the centre through its high pass rate in GETC exams as a motivation for her to enrol at the centre.

*I am not from this area but I managed to study here at Endleleni. (Past learner)*

*We get learners as far as from Esizweni, Matukuza and section 7, they leave other centres near them and they just want to come to Endleleni and we do not know what magic we have. (Educator 1)*

From the quotes above, it is evident that the centre draws its learners from far and within the locality based on the good performance in exams and the good relations that the centre has with the community that it serves.

As for the recruitment of teachers, there were inconsistencies in the responses given by the school governing body member, centre manager and one teacher. These were their responses:

*We normally do interviews so we can see that this teacher is qualified in what and for the subjects we offer. So we ask is she or he qualified? (SGB member)*  
*I used to announce for example, when we need a teacher for Maths, I make use of volunteer teachers at the school maybe the teacher is capable of handling the subject, then I make use of that teacher. (Centre manager)*

*I did not do any certificate for AET. I just got here, there was a centre and I was interested in teaching adults. That is how I started teaching AET.*  
(Educator 1)

According to the responses from the educator and the centre manager, there is lack of clarity as to whether teachers are interviewed and whether they are contracted on volunteer basis as opposed to what the SGB said.

#### **4.6 Networking beyond the centre**

In this section I look at these different aspects: Extra mural activities and inter-centre functions as well as the role of the Department of Basic Education. Endleleni AET centre as a community cannot operate in isolation from other institutions but needs to collaborate for the benefit of the centre. There are different community links with different institutions depending on the needs of the centre. As already noted there are links with the hosting school which serves as a resource to the centre. There are also links with the local community through war rooms and churches that help the centre with recruitment of learners.

##### **4.6.1 Extra mural activities**

Extra-curricular activities are organised in the form of sports for example, soccer for women and netball creates networks with other AET centres in the community. Younger learners are mostly involved in sports at the centre. One learner expressed her interest in soccer for women, “*I play soccer for ladies*” (Focus group participant 5). An ex-matric class learner noted:

*We played sport here at the centre. I played netball.* (Past learner)

*I train soccer for ladies here at the centre then take the learners to compete with other adult learning centres here in Madadeni.* (Teacher 2)

Playing sports was noted as a motivation as it brings people together and enhances relationships among community members as they are involved by giving moral support to the learners during competitions. Although there is the mention of extra murals as contributing to a holistic approach, only younger learners get involved.

The centre manager as stated earlier has many roles to play. She also highlighted some other networks beyond the centre.

*I am one of the task team that is working with the district. They asked me to assist and monitor other centres, I also workshop the educators and I am also a moderator and chief invigilator during exam.* (Centre manager)

Despite the fact that the centre manager monitors other centres and also serves as a member of the Task Team in the District, the link does not show how such relations impact on the functioning of the centre. But, the experience of monitoring other centres allows Endleleni an opportunity to learn from what other centres do differently and implement for the betterment of the centre. Apart from publicity, new ideas are also learnt which help in the functioning of the centre. There are other inter-centre functions which contribute to the wellbeing of the centre. As one teacher noted:

*We do have relations because we sometimes do have sports with other centres. There is one at Esizweni, we usually go there when they have functions. Also*

*when we do have functions here we invite them to come and attend. When we go there we see what they are doing at their centre so that when we come back we apply what we got there which is interesting and which is going to help our learners. (Educator 1)*

Although there is a mention of extra murals at the centre, these seem to benefit the younger learners only. A more holistic approach in improving all learners might increase the effectiveness of the centre.

#### **4.6.2 Department of Basic Education**

In terms of the links that the centre has with the Department of Basic Education, teachers and learners acknowledged the opportunity to access the education system in the community. This is what one teacher and a focus group participant had to say:

*The networks are good because as we know, our government is trying to curb this problem of illiteracy in our community and we know that there is a big number of young people who dropped out from school and the government is offering this AET so that they can come in and learn because after that, if they finish level 4, sometimes they get employed. (Educator 1)*

*The Department of Education gave us another chance to learn in the townships, when you leave this centre you have something to show. (Focus group participant 2)*

Findings also confirm the Department's role of administration by paying teachers' salaries, and providing resources to ensure that classes take place. Although Teacher 1 claims AET is about illiteracy in the communities, there is no AET level 1 offered at the centre which is the level which offers basic literacy and numeracy. The enrolment for AET level 4 and matric classes are much higher than AET level 2 and 3, thus makes them more exam focused.

However, even though the stated positive links that the AET centre has with the Department of Basic Education, challenges do exist at the centre. There is lack of necessary basic things

which works against the positives already stated. An educator who seemed frustrated had this to say about the lack of resources:

*The big problem that we have experienced at AET at large is Eish! (--- pauses with a deep breath) There is no funding from the department just to provide teaching and learning materials at least. We just organise everything on our own to help our learners. When you are an educator at the centre, you must see to it that the learner learns following the curriculum given to us by the department. (Educator 1)*

*The centre cannot provide books for us because of finances. That is one of the biggest challenges that the centre has. If the study materials can be provided, it will make a huge difference because the teachers are working hard. (Focus group participant 6)*

Three themes that emerged from the category Department of Basic Education were opportunities for formal education, commitment of teachers. and under resourcing.

#### **4.6.3 links with local businesses**

The lack of Departmental funds for the centre to fully function means that other sources of support have to be sort. The centre manger as a broker connects the centre to local businesses for support to ensure the effective functioning of the centre.

*We ask for help with the uniforms from sports and recreation. At times we write letters to some shops or Metropolitan for donations when issuing awards during graduations for deserving learners. (Centre manager)*

*We have NGOs which help us with gardens. They give us seedlings to plant in the gardens. (Educator 1)*

*Companies sponsor the top achievers in exam. For example a top achiever in 2013 got a laptop. Networks are relevant because learners want to get good marks to be top achievers. (Educator 2)*

These responses suggest that learners are motivated to do better in the examinations when they are recognised for their good performance. Although these are said to be good for the effective functioning of the centre, they seem to be complimenting the conventional school system. The findings suggest that links with companies in the community are a resource to adult education and facilitates the functioning of the centre. BUT if there are links with the local companies why are the learners who complete AET level 4 not linked to such companies for employment? This study argues that collaboration between local businesses, NGOs and AET centres in the community and working together should enhance the betterment of the AET system if the links are to benefit the adult learners directly.

#### **4.7 Impact of adult education on learners**

Adult education has proved to be beneficial to adult learners in a number of ways. Responses from the focus group and individual interviews of learners confirms the impact of adult education on learners. The responses confirmed that AET does impact on the lives of the learners in various ways. Firstly the access to post-schooling is key because thereafter, one would decide which pathway to take as one past learner noted:

*I registered for matric and wrote exams in June-July here at the centre and passed after trying many times at the school system. I can now spare four more years, sit in a desk and study and hopefully get my law degree. (Past learner)*

Although the past learner is hopeful to getting a law degree, the expectations are unrealistic because AET is free. Learners do not pay any fees while tertiary education one needs to meet the cost.

In addition, the personal and family benefits were highlighted in the focus group. However, civic participation did not feature in any of the interviews. Attending classes at Endleleni

AET has had positive impact on the learners' lives. Here are some of the responses from past and current learners:

*I learnt to be independent because a lot of things that they teach at level 4, for example Auxiliary health care, helped me to help other people when they are in trouble like First Aid. I also learnt how to take care of myself in terms of my diet. As a mother, doing Early Childhood Development helped me to monitor the development of my child as she grows. After level 4, I registered for matric exams in June-July here and I passed after trying many times at the school system. (Focus group participant 6.*

*There are few subjects to do in a day compared to the school system. Also sports here at the centre is good. I play soccer for ladies. (Focus group participant 5)*

*The knowledge I received from this centre, today I understand English and I can speak English confidently. (Focus group participant 1)*

*The subject called Auxiliary health care gave me a background of how to look after sick people, like I helped my grandmother. (Focus group participant 4).*

*"I would say our teachers give us confidence and they encourage you when you dragging yourself. And one of the female teacher allows us to study in her garage when we are doing an extra class. (Focus group participant 2)*

The responses from both past and current learners are suggestive that AET enables those who had dropped out of school an opportunity to access further education citing fewer subjects in AET than the school system as a motivation. Learners also contend the knowledge and skills that they get from AET are beneficial and impact their lives in many ways. Mothers expressed that they are able to monitor the development of the children. The fact that learners are encouraged to further their education is appreciated by all the learners mostly the youth. Key themes in this section include self-confidence and identity as a learner.

#### 4.7.1 Learner support

The good human relations among the Endleleni centre are attributed to the different kinds of support that adult learners get while at the centre including identity, patience and caring. These were their responses.

*The teachers even recognise you as their student when meeting them on the streets. They motivate us to continue with our studies, they don't treat us like a nobody. (Focus group participant 1)*

*Someone like me who dropped out of school for some reasons, I find encouragement in this adult learning. I like these teachers' patience because I have a hearing problem. They would ask if I hear properly because the other problem is that we are old. When we get home, you have kids to take care of and have homework, so in that case they will help us. (Focus group participant 4)*

*The teachers here are committed. They go out of their way in terms of helping us. You feel like you have a personal relationship with the teachers. They always go an extra mile. (Focus group participant 6)*

*“Teachers have patience because if you have a problem to study at home they would advise us to use the library. (Focus group participant 2)*

Apart from the learners' responses, the centre manager also had similar sentiments which prove the improvement of education as a category. This is what the centre manager had to say:

*Some of the level 2 learners are challenged in such a way that they need special needs. I accommodate them and use some of the educators at the primary school who have specialised in special education to assist. Or maybe the person is having problems at home then I assist them by using my managerial skills. (Centre manager)*

From the manager's response is evident that at the centre, they cater for the learners' needs not only academic but also psycho-social needs. The findings also suggest that teachers understand the nature of adult learners who have a variety of responsibilities. Teachers apply some flexibility to allow adult learners to take care of other parental responsibilities and at the same time encourage them to study using the library within Madadeni municipality as a learning resource. The researcher views the use of the library as vital for both the learners and the teachers by contributing to good performance in exams. Although the findings suggest that teachers invest much more in the learners than an average teacher would, the curriculum does not provide a wide "menu" for learners to participate fully in improving their lives.

#### **4.8 Summary**

This chapter has presented the findings of the study from different role players. Endleleni AET is surrounded by a number of relationships in the form of networks where the centre manager plays a major role in linking the centre to different networks through recruitment of learners. The major themes that emerged from the data presentation include holistic caring, sharing of resources, patience, identity of being an adult learner, commitment of teachers, respect, self-confidence and pride which will be discussed in the next chapter however, the relationships between the centre and the community seems to focus on recruitment of learners and exam results in order to maintain their existence.

The next chapter discusses the findings of the study in relation to the research questions.

## CHAPTER FIVE: DISCUSSION OF FINDINGS

### 5.1 Introduction

In the previous chapter, the findings on centre-community relations from different role players at Endleleni Adult Education centre in Madadeni, Newcastle in KwaZulu-Natal were presented. Responses were from semi-structured interviews and a focus group. This chapter provides a platform for the discussion of the findings which were presented in Chapter Four. The discussions are based on the themes that emerged in the data in relation to the research questions of the study. The main themes to be discussed are:

- The “three legged pot” and Endleleni AET centre;
- The systems theory and the links thereto;
- Social capital and networking in the community;
- How systems theory and social capital fit together; and
- Strengths and weaknesses in the system.

Thus far the researcher has presented data gathered as part of the objectives to explore the nature of the relationships which contribute towards the success of Endleleni AET centre. The research study discovered several things about the relationships between Endleleni AET centre and other institutions in the community which impact on the effective functioning of the centre. The researcher also discovered that attending classes at Endleleni AET centre impact on the learners’ lives in many ways. These aspects are now discussed below.

### 5.2 The “three legged pot” and Endleleni AET centre

*“We are the community indeed like the “three legged pot”. You know that the three legged pot cannot stand with two legs, so too our communication and the way we advertise Endleleni in our community” (SGB member).*

The researcher found the above quote very useful as a starting point in discussing the findings of this research study. The metaphor of a “three legged pot” resonates with life in the local

community, where a cooking pot can be seen as symbolic in bringing people together to share substance, the food cooked in the pot. The description of a three legged pot highlights the importance of the legs on the pot for support, which in this case are the learners, teachers and the community. The symbolic meaning behind the “three legged pot” is that the centre cannot function without the learners, nor teachers and the community. The researcher views the trinity of teachers, learners and the community to be interrelated and working together through strong bonds which are as essential as the three legs on a cooking pot. According to Kilpatrick *et al.* (2003), relationships are established on a micro level such as at Endleleni AET centre. Strong bonds of relationships bring stability to the way the centre functions. So in this description, Endleleni is the pot held up by the teachers, learners and the community. The social networks built over a period of time support relations in the community and benefits members of the community (Putman, 2002). The boundaries of the interactions are solid and can be likened to the “three legged pot” in the metaphor. Sentiments on good relations at Endleleni suggest that there is good and supportive environment where the learners feel respected and such an environment helps them to learn and develop their skills. Both the focus group of learners and the two teachers interviewed alluded to the fact that good human relations exist at the centre.

A teacher in one of the interviews described the nature of relations at the centre as one that is caring and supportive in nature. The Educator noted that:

*We are at the same level and we understand each other.* (Educator 1)

This sentiment confirms the strong relations that exist at the centre which contributes to learners feeling secure at the centre and also gives them a sense of belonging which contributes towards identifying themselves as adult learners at the centre. This confirms what Bhengu and Myende (2015) say about trust. In their study they found that establishing and strengthening relationships with the community in which the school is situated works for the betterment of the school.

As discussed in Chapter two in the literature review, the role of the SGB is to monitor how schools and AET centres function (Aitchison, 2006). The aim of the SGB is to ensure the effective functioning of the centres which depend on how well the members of the SGB

interact. The results of the interview with the centre manager reveal that the SGB member mainly helps with the recruitment of learners through various local structures. However, the rest of the participants seemed not to know other roles that should be played by the SGB in the functioning of the centre. Thus learner involvement in SGB meetings and local meetings could be deepened.

According to the findings the centre manager is the ultimate person in charge of the centre as well as teaching both Mbalenhle Primary School and the AET classes. Apart from these crucial roles, she also monitors other AET centres, is a member of the Task Team in the District, works in the Kha Ri Gude Project and also invigilates and monitors exams. The responsibilities invested upon the centre manager shows her commitment and determination which contributes to the effective functioning of the centre. However, the researcher is of the view that too many roles might impact on the effectiveness of the work the centre manager does. Secondly in the event that the centre manager leaves the centre for any reason, then the AET centre might be at the risk of collapse as a result of over-reliance on one person to fulfil all major roles at the centre.

The metaphor of the “three legged pot” also applies to the communication regarding the recruitment of learners. While the centre manager is seen as the torch bearer of Endleleni in terms of managing the centre, she also acts as a broker (Kilpatrick *et al.*, 2003) to connect the centre to various links such as the churches, municipal library and other AET centres. Strengthening centre communication works towards a framework that is inclusive of the youth and adults who were marginalised in their communities in the past (Rule, 2006). Adult learners are found within the interrelated structures and therefore communication between the different structures are important for the learners to learn and develop (Bhengu & Myende, 2015, p. 233). The findings demonstrated that a number of links are used for recruitment of learners including the War Room, door to door home visits, the church feeding scheme, by the use of learners from the host school and also the centre’s good results in the exams. The SGB member commented on the community’s pride in the centre’s good performance in exams due to the existence of good relations, while the centre manager commented on recruitment. Both the SGB member and the centre manager showed exam results and recruitment of learners as being key to the functioning of the centre.

The results of this current research study reveal that Endleleni AET centre is very much focused on student recruitment and exam results which are measurable. The community relations are part of supporting these things. In the case of this study, good working relationships between the learners, teachers and the community as noted by the SGB member, centre manager, teachers and a focus group of learners confirms the holistic care and support that learners at the centre receive from the teachers and community members. According to Naidoo (2005) the prime function of SGBs is to support the school and ensure that it functions efficiently. In Mabasa's (2008, p. 79) study the SGB comprised the principal of the local primary school, the centre manager and educators in the centre, learner representatives, representative of traditional leadership, the local councilor, and eight representatives of other community organizations. During their meetings the views of all members including learners and local people were considered. This means in Mabasa's study all members of the local community were involved in the decision making of the community unlike in the current study.

Bronfenbrenner (1994) argued that learners' development takes place through proximal processes of progressively more complex reciprocal interactions within an environment. Interactions can be positive or negative, however, the findings in this study shows that the interaction at the centre are positive which influence learners to continue learning. Thus when learners at the centre are supported and treated with respect, their commitment towards learning is elevated and is attributed to the good relations and that exist at the centre. Such relations can be connected to notions of trust and reciprocity which flow from relationships and networks (John, 2013).

The findings also confirm sharing of resources at the centre as a factor that is essential to the effective functioning and existence of the centre. This is able to happen because of trust between the centre and the host school. The literature review in Chapter two noted the use of existing infrastructure of the schooling system for community AET centres not only for class space but also for teachers (Aitchison & Harley, 2006). The results reveal that the majority of the teachers at the centre, including the centre manager, were also teachers at the host school. Sharing of resources is evident at the centre which includes classrooms, sports fields, teachers and photocopying facilities and this contributes to the effective functioning of the centre. Bhengu and Myende (2015) in their ethnographic study of a rural school revealed that

schools are the “lifeblood” of their communities, and this has been clearly shown to be the case at Endleleni AET centre. Kilpatrick *et al.* (2003) argue that social capital and the relationship to community education is suggestive to be important in terms of centres promoting links between learners and the community. As already stated, the centre manager was a broker (Kilpatrick *et al.*, 2003) connecting the centre to other networks in the community. Similarly, Bronfenbrenner (1994) argues that the interactions between many settings require supportive links between the settings such as local businesses. The results suggest that when adult learners engage in two or more networks of micro and meso links, the relations promote the growth of mutual trust which also increase the balance of power (Leonard, 2011, p. 989). This is to say as a result of interacting with other centres through sports, learners learn for example, to organise a team or lead a meeting. Apart from Mbalenhle Primary School, Endleleni AET centre also has links with Siyamukela high school of the meso system where the centre does photocopies in the event that Mbalenhle Primary School is closed. The findings reveal that networks with other adult centres exist especially through sports and other inter-centre functions such as graduation ceremonies.

### **5.3 Systems theory and the links at Endleleni AET**

According to the findings of this study, Endleleni AET centre fits well into the systems theory. The systems theory describes the relationships between layers which fit one inside the other. This is to say that the interaction within the layers are dependent on the nature of relationships between and within the layers. As shown in Figure 5, Endleleni is in the centre (micro layer) of the system and is surrounded with layers of relationships that impact on how it functions as an AET centre. The second layer is represented by Mbalenhle Primary School (meso layer) which has direct relations with the centre. All the arrows start from Endleleni meaning it is the foundation from which relationships are build. Arrows also point to other links in the Exso layer which are the war rooms, church, sports among others that the centre relates with. The outer shell is represented by the state government, DHET, media and culture (Macro layer). According to Bhengu and Myende (2015, p. 233) learners are found within the overlapping set of systems and therefore communication between the micro, meso and macro links is important for learners to learn and develop.

Figure 5 shows the systems surrounding Endleleni AET centre and how they impacts on the functioning of the centre.

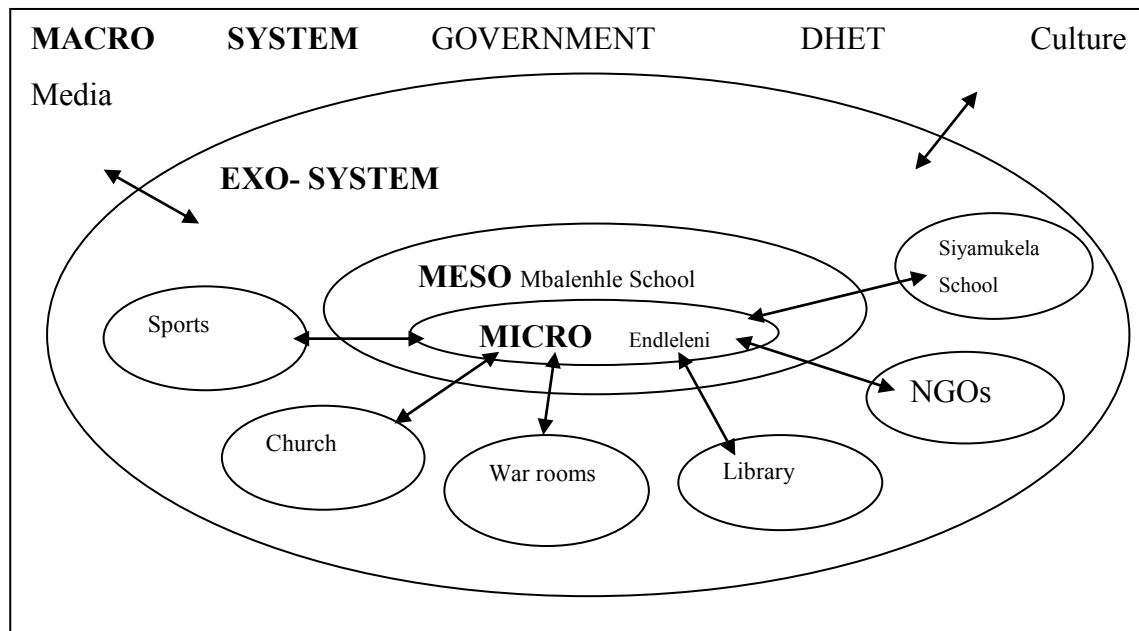


Figure 5 The systems surrounding Endleleni AET centre

In the section below the micro, meso and macro systems at Endleleni AET are discussed.

### 5.3.1 The micro system: Endleleni AET centre and the community

As explained in the previous chapters, Endleleni AET centre consists of the centre manager, teachers, learners and the SGB members who are found in the inner layer of the system. The results show that the relations at the centre are positive in the following ways:

- Personal relations;
- Identifying with the centre as adult learners; and
- Holistic caring.

The direct relations at the centre help to create more links with the surrounding layers based on trust. Such relations help the development of adult learners (Bronfenbrenner, 1994). The relations are centred onto the adult learner. Teachers treat learners with respect and patience which motivate learners to continue learning.

### **5.3.2 Role of the centre manager**

The key initiator of these relations mentioned in the section above is the centre manager who is a broker (Kilpatrick *et al.*, 2003) in the way she connects the centre to other linkages of the system. According to the findings the centre manager carries many responsibilities.

The opinion of the researcher is that too many roles might impact on the effectiveness of her work. Further, in the event that the centre manager leaves the centre for any reason, then the AET centre might be at the risk of collapse as a result of over reliance on one person to fulfill all major roles at the centre.

### **5.3.3 The meso system: Mbalenhle Primary School and the community**

The primary school is the second layer surrounding Endleleni AET centre. Bronfenbrenner (1994) notes that interactions between more settings require supportive links to encourage mutual trust. This study found that the school deserves to have a layer of its own due to the relations that exist between the centre and the school and the way in which the centre benefits from the school in a number of ways – as a venue, sports fields, teachers, vegetable gardens and photocopying equipment. Bhengu and Myende (2015) argue that schools are the “lifeblood” of their communities, and this has clearly been shown to be the case here.

Other linkages in the meso system include war rooms, church, Siyamukela high school, municipal library, NGOs and with other AET centres through sports. The main reason for the linkages is for recruitment of learners where strategies such as door to door home visits are employed. In war rooms social and political issues are also discussed through which learners learn about the social structures around them which help them in civic participation (Land in Rule, 2006). The results show that the interactions (networks) with the stated links in the system impact on the lives of the learners positively which in return benefits the centre by enrolling more learners which strengthens the centre’s existence. However, such interactions need to deepen and allow more learner participation. According to Hunter (2010) community adult education endeavours to overlap a wide range of needs – not only by providing formal education skills in basic or further education but also foster the ability to participate in democratic processes including bringing about social transformation. Similarly, Van der

Merwe *et al.* (2010) contend that local communities can go a long way in developing themselves if support, respect and opportunity is accorded to them to be actively engaged in society.

#### **5.3.4 The macro system: The Department of higher Education and Training.**

The findings of this study show the overarching pattern of the micro and meso linkages within the macro system which is the overall system when arranged in hierarchical order. The macro system can be thought of as the society's blue print (Bronfenbrenner, 1994). This is the broader system that is responsible for formulating policies which impact on the functioning of the centre through implementation. The Department of Basic Education has been responsible for administration, paying teachers' salaries and ultimately control of AET centres until April this year when the Department of Higher Education and Training took over the control of AET centres, which are now referred to as Community Learning Centres. These are developments in the macro layer that influence the way AET centres function.

#### **5.4 Social capital theory and Endleleni AET**

Social capital is defined as a resource based on relationships among people whose foundation is based on trust (Kilpatrick, *et al.*, 2003). The findings of this research study show trust as an important feature of social capital which was observed through the conversations with community members during the semi-structured interviews. Building social capital starts from the local interactions between the learners, teachers and SGB members at Endleleni AET. The relations at the centre are based on trust, a foundation on which the AET centre depends. As a result of trust which is built among members of Endleleni AET centre, reciprocity flows through relationships to encourage learners in their learning and teachers in their teaching (John, 2013). The results also reveal that through the interactions at the centre, adult learners are able to learn new skills and develop self confidence among other psychosocial needs. This confirms what Rule (2006) says about adult education enabling learners to build self-confidence. Social capital and the relationship to community education is important in terms of the centre promoting links between learners and the community (Kilpatrick *et al.*, 2003). Networks with other adult centres exist through sports. Other

networks are through the church, war rooms, and the feeding scheme which help in recruitment of learners.

The centre's continuous commitment to connect with the community through different activities such as sports and gardening is what Emery and Flora (in Bhengu & Myende, 2015) called bonding capital. Bonding capital is where participants have a common identity such as members of Endleleni AET playing sports with other centres, and identifying themselves as adult learners. Social capital according to Emery and Flora (2006, p. 21) reflects the connections among people and organizations. They call such connections the social 'glue' to make things (positive or negative) happen. This is to emphasise the importance of bonding capital and its benefits. Bridging capital refers to connections with other centres through extra-murals, while linking capital are the connections formed between the centre and the wider community such as the Department of Education. All three types of social capital are important for the effective functioning of the centre (Muthukrishna & Sader, 2004, p. 18).

### **5.5 How systems theory and social capital fit together**

The system's theory and social capital theory are both used in this research study due to their interrelatedness. Social capital is within the different systems (micro, meso, macro) and is one of the mechanisms that creates the linkages and interactions between the different layers of the micro, meso and macro systems. As shown in the diagram in Figure 5 above, networks of relationships at the Endleleni AET are key mechanisms in the functioning of the centre. There will be links that are stronger and weaker or actors that are more influential than others based on their social capital, for example, the more educated.

### **5.6 Strengths and weaknesses of the system**

The system at Endleleni AET centre, while its relations works for the effective functioning of the centre as a strength, relies on one strong broker (the centre manager) and the community's interest in the centre's exam results suggest that it is a community asset. The SGB's role is to recruit learners and present results to the community in war rooms. However, there is no evidence of learners and the AET community bringing issues to the war room and other community structures.

While there is the very positive aspect of extra murals and gardening mentioned, and such aspects suggest a holistic care approach, the role played by the SGB member and the centre manager of recruiting learners and reporting results to the war room and the churches seems concerned with measurable outputs of student numbers and exam results, which influence each other over time.

## **5.7 Conclusion**

There are many aspects to the relations at the centre, which include personal relations, mutual trust, patience, identifying with the centre as adult learners and holistic care. These serve as key factors that contribute to the effective functioning of the centre. The role played by a strong centre manager who is able to multi task and achieve so much is another factor. However, the role of the centre manager and that of the SGB member work towards maintaining the centre's output through recruitment of learners and reporting results in war rooms. Their focus is more on recruitment of learners and the GETC results as opposed to education that emphasises participation by all members of the community, one that is sensitive to the needs of the community.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

This chapter presents an overview of the study by stating the context and purpose of the research study, the procedure undertaken in the research, including a review of relevant literature which revealed the gaps that exist. An explanation of the theoretical framework that underpinned the study and an explanation of the methodological procedures for data presentation and analysis are also discussed. The findings of the study are discussed in relation to the research questions. The chapter will end with recommendations arising from the findings.

### **6.2 Overview of the study**

Endleleni Adult Education centre is one of the community learning centres in Madadeni KwaZulu Natal. The centre is hosted by Mbalenhle primary school in Section 2 of Madadeni, in Amajuba district of Newcastle Municipality in Kwa Zulu Natal province. The centre is situated in a peri-urban community of Madadeni which is a typical township 20 kilometers from Newcastle town. As a peri-urban community, social and economic issues including poverty, unemployment and inequality are common among the youth and adults. Adult education is seen as a vehicle for social change, and a tool to address the aforesaid problems in the community.

As part of the strategy to address the problems of poverty, unemployment and inequality, the White Paper for Post-School Education and Training in South has moved towards community colleges as a new institutional offering for adult education whose intention is to address the needs of the youth and adults in the community. Adult learning centres offer the platform for the new institution to provide education to young people and adults.

The purpose of undertaking this research study was to explore the nature of centre-community relations at Endleleni AET centre in Madadeni, Kwa Zulu Natal. Endleleni adult education centre has shown that centre-community relations are important for the effective

functioning of an adult centre. The findings reveal the importance of a ‘broker’ such as the centre manager, who connects the centre to other institutions in the community to access resources and gain other support.

The literature reviewed revealed that there is scanty recent, research-based information on best practices of adult education provision, and that a gap exists in the knowledge about adult education and its relationship to the community. The authors whose writings were relevant to the current research included Baatjes (2003), Hunter (2010), Mckay (2007, 2012), Rule (2006) and DHET (2013). Similarly the studies of Bhengu and Myende (2015), Balwanz and Hlatshwayo (2015), John (2013) and Harley (2015) shed light on the current study.

A case study design was useful to get in-depth information from different sources and understand the centre-community relations at Endleleni AET, and how the linkages between different stakeholders and institutions support the effective functioning of the centre.

Bronfenbrenner’s (1994) systems theory and social capital theory underpinned this research study because they interrelate well. They are both are helpful to describe the domain of this research study, and they help to understand that social capital one of the mechanisms that links the micro, meso and macro levels of the systems theory. Together these theories assisted the researcher to identify and understand how the relations between participants and role-players contribute to an effective AET centre.

The findings of this research study reflect an examination of four thematic areas in relation to the research questions of the study. The findings are presented below.

### **6.3 The Nature of centre-community relations at Endleleni AET**

The findings show that Endleleni AET is the centre of a system consisting of different layers, and is surrounded with a number of networks. It is hosted by Mbalenhle primary school which is a great resource to the centre. The school is very supportive and facilitates the effective functioning of the centre by providing a venue for Endleleni AET, sports fields, social amenities, space for two vegetable gardens, teachers and photocopying facilities. The

relationships at the centre are based on mutual trust and respect. The holistic care given to learners enable them to have a sense of belonging as a result of such relations.

Teachers, learners and the community work together as a team. The findings show the metaphor of a “three legged pot” to be a good illustration of how the relations at Endleleni AET work. The learners, teachers and the community are said to be holding the centre in position. The stability of the centre is dependent on all three groups: learners, teachers and the community. There is bonding between the learners and the teachers which make the learners feel respected as adult learners. There is a strong and active centre manager who takes on a variety of roles to make sure that the centre runs effectively, interacting with all the different levels of the systems and enabling networks of support for the AET centre. All these aspects contribute to the effective functioning of the centre.

Endleleni AET centre is seen as a community asset and therefore members of the community have an interest in the well-being of the centre. The pride in the centre is as a result of good results in GETC exams. Good results at the centre attract learners even from far away municipal wards. The good results are a product of the commitment and dedication of teachers, who go out of their way irrespective of the challenges that the centre experiences including lack of teaching and learning resources to ensure that results are maintained.

However, it appears that the main focus is placed on results which lead to qualifications as opposed to education that supports the development of a whole human being and addresses community development more broadly. Yes, there is holistic care but the primary concern seems to be results. This suggest that this is how success or efficacy is measured by the Department of Basic Education, teachers and the community. This may also explain why the numbers in the lower levels, for example AET levels two and three, are low and Level 4 and the grade 12 class consists of younger learners.

#### **6.4 The relationships between the centre and other institions in the community**

The findings also show that there are networks with the municipal library in Madadeni which learners use as a resource. The library is beneficial to both the teachers and the learners

because of lack of resourcing by the Department. This suggests that sharing of community resources contributes to the effective functioning of the centre.

Results also show that extra-curricular activities organised in the form of sports, for example soccer for women and netball, creates networks with other adult education centres within the community. Playing sports is also a motivation to the learners to do well, and to the community members who watch the learners play and give them moral support. Sports also serves as an entertainment to members of the community.

### **6.5 The impact of centre-community relations on the functioning of the centre**

Endleleni AET is linked to the community, mainly through war rooms. These are structures which identify problems in the community and plan for strategies to address such problems. The findings show that through the war rooms, members of the community get to know how the centre is performing in exams. Members of Endleleni use the structures of war rooms for recruiting learners. Therefore, war rooms serve as a main tool of communication and help the centre to maintain the numbers of students in order to be recognized by the Department.

The findings also show that Endleleni staff members visit the community house-to-house to recruit learners. The way in which the centre reaches out to the community in their communication and recruitment strategies show care and respect which promote the ethos of the centre.

Endleleni AET is also linked to the community through extracurricular activities. The men's and ladies' soccer teams do compete against other centres within Madadeni. Members of the community support these teams during competitions, therefore, these raise the centre's profile in the community.

## **6.6 The impact of adult education on learners' lives.**

The findings of this study show that adult education impacts the lives of learners positively in many ways. The subjects offered have practical relevance to their lives, for example, Early Childhood Development. One of the learners who participated in this study, a mother of two, explained how she has learned to monitor the development of her children and also has learned about the proper diet for the family.

The findings also show that civic participation at the centre is evident through sport. Learners are able to learn teamwork and leadership skills. Learners also indicated their participation in management meetings through learner representatives. However, the centre is serving younger adults and schooling more than basic adult education for older adults in the community.

While this study focused on one adult learning centre, the findings provide some insights regarding the practices that may enable other centres within similar peri-urban settings to develop centre-community relations that enhance the efficacy of AET centres.

## **6.7 Recommendations**

Due to the small sample size used in this study, further research is needed with a larger sample which might reveal more factors that contribute to the efficacy of AET centres. The methods used for this research enabled the researcher to understand the relationships at an AET centre and how such relations contribute to the efficacy of adult education centres. Being part of the multi-case study was helpful because of sharing different ideas with other researchers regarding the AET centres they studied.

Further research on centre-community relations is recommended because of the new institutional landscape of community colleges and a lack of information on well performing centres in the provision of adult education. Research based information enables an understanding of the real life experiences of participants and can inform adult education

providers to rethink and design programs that are sensitive to the needs of the communities by focusing on subjects that are more practical.

### **6.7.1 Recommendations for other Adult Education and Training centres**

- Based on the findings of this study, an AET centre needs to have a centre manager who is able to serve as a broker in order to facilitate relationships between the centre and the community.
- A capable committed centre manager or someone who fills this ‘broker’ role to build networks with other institutions in the community.
- This person should be able to play many roles, but also should share responsibilities and involve other role players so that the centre has many sources or “legs” of support and does not rely on only one person for everything done at the centre.
- All systems (micro, meso and macro) must be utilised to allow supportive relations to develop at different levels.
- Endleleni AET centre shows what is possible, that much can be achieved by maximizing centre-community relations to access resources for the centre and at the same time serve the community’s interests.
- This all depends on good relations, so it would ultimately be better if centres were able to have secure access to resources of their own, to make them less vulnerable to the changes in human relationships which are not guaranteed in the long run.
- Basic resources such as learning materials should be provided by the government department responsible, for example, the Department of Higher Education and Training.
- Although achieving good results is extremely positive, centres should try to attend to the educational needs of older adults who may not always be focused on exam results.

In conclusion, while this study focused on one adult learning centre, the results provide some insights about the practices that may enable other centres within similar peri-urban contexts to develop centre-community relations that enhance the efficacy of AET centres.

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# LIST OF APPENDICES

## Appendix 1: Ethical clearance letter



09 June 2015

Mrs Dorah Lyka Mutula 213569411  
School of Education  
Edgewood Campus

Dear Mrs Mutula

Protocol reference number: HSS/0427/015M  
Project title: A case study of Endleleni Public Adult Education centre and how it relates to the community in Madadeni, KwaZulu-Natal.

### Expedited Approval


In response to your application dated 04 April 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have 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.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....  
Dr Shenuka Singh (Chair)

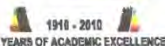
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cc Supervisor: Dr Kathy Arbuckle  
cc Academic Leader Research: Professor P Morojele  
cc School Administrators: Ms B Bhengu, Ms T Khumalo & Mr S Mthembu

### Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)  
Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4608 Email: [ximbani@ukzn.ac.za](mailto:ximbani@ukzn.ac.za) / [snymann@ukzn.ac.za](mailto:snymann@ukzn.ac.za) / [mobuno@ukzn.ac.za](mailto:mobuno@ukzn.ac.za)  
Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Franchising Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

## Appendix 2: Permission letter from the Department of Education



education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref: 2/4/8/207

Dr P Rule et al  
School of Education (Adult Education)  
University of KwaZulu-Natal  
Private Bag X01  
Scottsville  
3209

Dear Dr Rule et al

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“Investigating efficacy in adult learning centers: A multi-case study”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 August 2014 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education. (Pinetown District and Amajuba District)

**Nkosinathi S.P. Sishi, PhD**  
Head of Department: Education  
Date: 15 August 2014

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance  
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 Fax: 033 392 4003  
EMAIL ADDRESS: [kehogile.connie@kzndoe.gov.za](mailto:kehogile.connie@kzndoe.gov.za); CALL CENTRE: 0860 596 363;  
WEBSITE: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)

### Appendix 3: Permission letter from Endleleni AET centre

21. May. 2015 7:56

No. 8114 P. 1



education  
Department  
Education



ENDELENI COMMUNITY COLLEGE



Emis Number : 609168  
Quantile : Four (4)

Private Bag x5014  
MADADENI  
2951

Enquiries : S Mbonambi  
Cell No. : 082 519 8025

#### TO WHOM IT MAY CONCERN

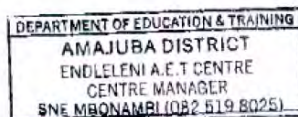
Attention: / RE - REQUEST FOR CENTRE VISIT BY <sup>(E.E. ZWANE)</sup> THEMGI AND DORAH MATULA (UKZN)

The Endleleni Community College hereby wishes to inform you that your students can be accommodated to visit learners for interviews as per your request.

Thank you for the interest shown to our institution. Looking forward to hearing from you soon.

I thank you

(Mrs.) S. Mbonambi (Principal)



## Appendix 4: Consent letter (IsiZulu) to Endleleni AET centre

### Incwadi yokuvuma ukuba yingxenye yocwaningo

Ngingu Dorah Mutula (213569411). Ngivela eNyuvesi yakwaZulu-Natal (UKZN) eMgungundlovu, ophikweni lwezemfundo.

Uyamenywa ukuba uhlanganyele nathi kulolu cwaningo. Ukhethwe ngoba ufunda esikhungweni semfundo yabadala, Endleleni.

Isihloko salolu cwaningo sithi: **Ukuhlola ubudlelwano bomphakathi nesikhungo semfundo yabadala i-Endleleni.**

Lesi sikhungo sikhethwe ngoba sikhombisa impumelelo kunezinye. Lolu cwaningo luhlose ukubheka ubudlelwano bomphakathi nesikhungo. Uma uvuma, ngizokubuza imibuzo embalwa ngalesi sikhungo. Azikho izimpendulo ezilungile nezingalungile konke ozokusho noma kukuhle noma kukubi, kuzosisiza ukuba siqonde kangcono isihloko esikhuluma ngaso. Konke okushoyo sizokubhala phansi futhi sizokuqopha, kodwa uma uvuma. Lokhu kuzothatha imizuzu engama-45 kuya ku 1ihora.

Ngitholakala kulezi zinombolo: 060 340 2125, umphathi wami ngu Dr Kathy Arbuckle otholakala kulezi zinombolo: 033 260 5071, noma nge imeyili ethi [arbucklek@ukzn.ac.za](mailto:arbucklek@ukzn.ac.za). Umabhalane wethu ngu Phumelele Ximba on 0312603587, noma nge imeyili ethi [ximba@ukzn.ac.za](mailto:ximba@ukzn.ac.za)

Qaphela lokhu:

- Awuphoqelekile ukuzibandakanya nalolu cwaningo uma ungathandi.
- Ungayeka noma kunini uma ungasathandi.
- Igama lakho ngeke libhalwe noma livezwe emphakathini / obala.
- Ulwazi oluqondene nawe ngeke lwenekelwe noma ubani.
- Amanothi nakho konke okuqoshiwe kuzogcinwa endaweni ephephile, kuyobe sekulahlwa uma kungasadingeki.
- Ngeke ukhokhelwe ngokuba yingxenye yalolu cwaningo.

**Dorah Mutula**

**Ukuzibophezela kwalowo ozobamba iqhaza**

Mina ..... (Igama eliphelele nesibongo), ngiyaqonda ukuthi lolucwaningo lumayelana nani, futhi ngiyavuma ukuba yingxenye yalo, nokuthi ngibuzwe imibuzo. Ngiyaqonda futhi ukuthi ngivumelekile ukuyeka noma ukuphuma kule ngxoxo noma kunini.

Ngiyavuma ukuthi kungasetshenziswa isiqophazwi kule ngxoxo YEBO----CHAA-----

Ngiyavuma ukuthi isiqophazwi lwesibili yalengxoxo kungasetshenziswa YEBO----CHAA ---

.....  
Isiginesha                      Usuku

## Appendix 5: Consent letter (English) to Endleleni AET

### To ENDLELENI ADULT EDUCATION AND TRAINING CENTRE:

#### Informed consent to participate in research

I am Dorah Mutula, a student from the school of Education, University of Kwa Zulu – Natal (UKZN). You are invited to be part of our research project. You are chosen because you attend Endleleni Adult learning Centre.

The title of the research project is Explore centre- community relations at Endleleni Public Adult Education centre: A case study. This centre has been chosen because it is more successful than most other centres. This research project aims to find out why this is so? If you agree, I will ask you questions about the centre. If you are a learner, you will talk together, in a focus group. If you are a teacher or the centre manager, you will be interviewed on your own. There are no right or wrong answers, and anything you say- whether it is good or bad- will help us to understand the research topic. We will write down what you say and will record the interviews only if you agree. The interview should take between 45 minutes to one hour.

You can contact me, Dorah Mutula Student number 213569411 on 060 340 2125 or by email at this address: [mutuladorahlyaka@yahoo.com](mailto:mutuladorahlyaka@yahoo.com). You may also contact my supervisor Dr. Kathy Arbuckle on 033 260 5071, or 072 125 8370, or by email at this address: [Arbucklek@ukzn.ac.za](mailto:Arbucklek@ukzn.ac.za). The project leader at UKZN is DR. Peter Rule (phone 033 260 6187, or email [rulep@ukzn.ac.za](mailto:rulep@ukzn.ac.za)). The administrator, HSSREC RO Phumelele Ximba on 0312603587, or email [ximba@ukzn.ac.za](mailto:ximba@ukzn.ac.za).

#### Please note:

- you do not have to take part in this research if you do not want to.
- You can stop at any time and leave the group/ interview if you want to.
- Your real name will not be written down in the research report, or made public.
- We will not share any of your personal information with anyone else.
- The notes and recordings of the interviews will be kept in a safe place and destroyed when they are no longer needed.
- You will not be paid for participating in this research.

Yours faithfully

Dorah L. Mutula

**Declaration of consent**

I-----( full name) understand what this research project is about, and I agree to:

participate in the project by being interviewed YES-----NO-----

provide consent to audio-record my interview/ focus group discussions YES-----NO-----

a second recording being made of my interview and /or focus group YES----NO----

I understand that I am free to withdraw from the interview/ focus group at anytime.

Signature----- Date-----

## Appendix 6: Observation Schedule

### Observation Schedule: Adult Learning Centre

Centre Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Item	Observation	Comment
Location and appearance (describe where the centre is located – rural, urban, peri-urban; in a school/community hall /church /factory etc; and what it looks like.		
Number classrooms		
Number admin rooms		
Number staff rooms		
Other facilities (e.g. library, laboratory, computer room, etc		
State of infrastructure (good, fair, poor – give details)		
Cleanliness and hygiene (toilets, litter, dustbins, ventilation, etc)		

Item	Observation	Comment
Learning environment  Classroom facilities (chalk board, white board, OHP, etc)  Furniture and arrangement  Display space and walls  Materials/learning aids		
Accessibility (wheelchair access, Braille, Sign Language, etc)		
Other comments		

## Appendix 7: Instruments

**Main question:** Explore the centre-community relations at Endleleni Public Adult Education centre.

Key questions

1. What is the nature of centre- community relations at Endleleni Public Adult Education centre?
2. What is the relationship between the centre and other institutions in the community?
3. How do the centre relations with the community impact on the functioning of the centre?
4. How does attending classes at the centre impact on the learners' lives in terms of
  - livelihoods
  - civic participation and
  - family life?

### Centre Manager

1. What is your role as a centre manager?
2. When did you start working at the centre and for how long have you been at the centre? Why have you stayed at the centre for so long?
3. Who is responsible for administration?
4. What records are kept and how are they maintained?
5. What type of support does the centre offer learners?
6. Please describe the relationship between the management and the learners.
7. How are the learners represented in the management of the centre?
8. Does the centre get any support from external agencies? If any please name them.
9. Does the centre have any links in the wider community outside the formal curriculum? If so please describe.
10. Who would you include in a list of 'stakeholders' in the centre?
11. What is the nature of 'stakeholders' involvement?
12. How do you market the centre in the community in terms of recruitment ?
13. What challenges do you experience at the centre?
14. Do you think the centre has any relations with the district?
15. Do you know anything about DHET? Please explain.

### **Community representative/ SGB**

1. When did you start your involvement at the centre?
2. What role does the community play at the centre?
3. What links exist between the centre and the community?
4. In your opinion how does adult learning impact on the lives of the learners in the community?
5. What is the centre's involvement in civic activities in the community?( Voting during elections)
6. What challenges do you experience as SGB?
7. Could you suggest ways in which we could improve our adult education system generally?

### **Teachers**

1. What subjects do you teach at the centre?
2. What qualifications do you have?
3. Do you mind telling me how old you are?
4. When did you start working at the centre and for how long have you been here? What relations exist between the teachers and the learners?
5. What relations does the centre have with other institutions? (other adult education centres)
6. What are the networks (Partnerships) that the centre has established over the past five years? Why is there need for networks in your opinion?
7. Are you involved in any other activities at/ through the centre that take place outside the formal classes?
8. Does the community contribute or involve itself in the centre in anyway?
9. How do you advertise the centre for example recruitment?
10. Do you think the centre has any relations with the district? Please explain.
11. What challenges do you experience as an educator?
12. Do you know anything about DHET? Please explain.

### **Past learners**

1. What is your name?
2. Do you mind telling me how old you are?

3. When did you come to this centre? How long did you attend classes here?
4. What subjects did you do?
5. Why did you stop attending classes at the centre?
6. Where do you work in case you do?
7. What role does the community play in the centre?
8. What are the most important things that you learnt at the centre?
9. Are you able to use what you learnt at the centre in your everyday life? Please explain.
10. What role does the centre play in the community?

### **Current learners**

1. What is your name?
2. Do you mind telling me how old you are?
3. What subjects are you doing? AET level?
4. How did you know about the centre?
5. What other activities are you involved in other than the formal classes?
6. Do you think attending classes here has an impact on your family life? Please explain

### **Focus group questions**

1. What makes Endleleni a good centre?
2. What relations exist between the teachers and the learners?
3. What are the most important things that you have learned at the centre?
4. Are you able to use what you have learned in your everyday life? Please explain
5. What support do learners get from the centre?
6. In your view what links (networks) does the centre have with other institutions?
7. Are you happy with the way the centre is managed?
8. What challenges do you as learners experience while at the centre?