

UNIVERSITY OF NATAL

Exploring the determinants of
curriculum change at Sekusile Adult
Education Centre 1998 - 2000

NOEL PETER SANDERSON

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change at Sekusile Adult Education Centre
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972166196

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Declaration of originality

I hereby declare that this dissertation is my own work, unless it is specified to the contrary in the text. This dissertation has not been submitted for a degree at any other university.

Noel Sanderson

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TO MY FAMILY

My wife, son and daughter suffered many deprivations of love and attention while this research was being undertaken. Their understanding, support and endurance I acknowledge with deep gratitude. My passion became their pain. Thank you for putting up with me.

ABSTRACT

Sekusile Adult Education Centre is owned and operated by the Assemblies of God Association. Initial funding was provided for three years by the Swedish Government. Sekusile was modelled on the Swedish concept of the Folk High School. Strong ideological and pedagogical inferences inhered within the curriculum as envisaged by the founders. As a Non Government Organisation (NGO) operating within the Adult Education (AE) and Adult Basic Education and Training field (ABET), it did not escape the debilitating effects of reduced funding that have characterised this field since 1994. Like many other adult education providers, Sekusile had to redefine itself in terms of the educational programmes it offered, and in terms of its intended learner market. Economic, political and social realities forced changes in curriculum. The purpose of this study was to explore the factors that led to curriculum change at Sekusile, in order that planned satellite centres may possibly improve on the performance of Sekusile.

Literature review revealed numerous sources that informed the study. Particularly, literature dealing with Swedish Folk High Schools (Titmus 1981; Abrahamsson 1996), South Africa (Mather and Amos 1996; Asmal 1999; Aitchison 1999) and Kwa Zulu Natal (Wallace 2000) were useful in providing a background to the research. Some silences were identified concerning curriculum and funding. This literature was essential for setting the Sekusile study into both a global and local context. Literature on case study approaches included Bless and Higson-Smith (1995), Deshler and Hagan (1988), McNamara (1999) and Stenhouse (1988). The theoretical framework for the study was drawn from the work of Bhola (1989) for his work on the Configurational Theory of Systems Development and Change, and Knowles (1981) for his process theory of andragogy.

The research site is located in Newlands East, Durban. The population consisted of the key roleplayers who contributed towards curriculum design and implementation at Sekusile. This included management, facilitators and learners. Data was drawn from archival (founding) documents as well as other documents on file, such as minutes of meetings. This was a qualitative case study, using non standardised interviews with key informants, the purpose being to allow the voices of informants to be heard and for their contribution to provide data that have some texture over those derived from documentary sources. Data was categorised in terms of the research questions and in analysis, a narrative was allowed to emerge.

Acronyms used in this study

AE	Adult Education
ABE	Adult Basic Education
ABET	Adult Basic Education and Training
AOGA	Assemblies of God Association
AOG	Assemblies of God
IEB	Independent Examinations Board
FHS	Folk High School/s
KZN	KwaZulu Natal
NASA	Natal Adult Basic Education Support Agency
NECO	National Education Committee of the AOGA
NGO	Non Government Organisation
NQF	National Qualifications Framework
PCS	Pentecostal Churches of Sweden
PMU InterLife	PingstMissioner U-landshjelp (The Department of International Social Development within the Swedish Pentecostal Churches)
SAQA	South African Qualifications Authority
SIDA	Swedish International Development Co-operation Agency

Chapter One

1.1 Background to the study

This case study focused on the determinants of the curriculum as implemented at the Sekusile Adult Education Centre, in Newlands East, Durban. Sekusile is an adult education ministry¹ within the Assemblies of God Association (AOGA). An important element in this study was the degree to which the Swedish concept of the Folk High School, as a model for adult education, informed the expectations of the Swedish and South African roleplayers in terms of Sekusile.

The Assemblies of God (AOG) is an indigenous church, having been established in 1917. Within the AOG are a number of self regulating autonomous groups, of which the AOGA is one. Relationships between the Pentecostal Churches of Sweden² (PCS) and the AOGA date back to 1987, when Ove Gustafsson³ of the PCS and Colin La Foy⁴ of the AOGA met and began a relationship which was to draw the two organisations together into a co-operative venture into Adult Basic Education and Training (ABET) in KwaZulu Natal. The desire of the AOGA was to become involved in the upliftment of local communities and adult education was, in the words of Gloria Samuels, Project Co-ordinator at Sekusile, “an excellent means to an end.”

In 1988 the idea of an “Adult Education Program” (La Foy 1998:1) was first mooted to the Swedes by Colin La Foy. This was followed in 1992 when a delegation from the AOG travelled to Sweden. It was during this visit that considerable progress was made in convincing

¹Sekusile is a ministry of the AOGA, but in terms of the language of the ABET and the NGO world, it would be considered to have all the characteristics of a project.

²The PCS is a fellowship of Pentecostal churches, which collectively do not consider themselves a denomination.

³A adult education consultant from Sweden.

⁴Colin La Foy is Vice Chairman of the Assemblies of God in South Africa, and chairman of the Assemblies of God Association.

the Swedes that they could safely work with La Foy and his associates in terms of funding an adult education project. As La Foy (1998:2) states:

“After much discussion we convinced them of our role in the struggle and won their support for our work in South Africa. The support of Ove Gustafsson played a major role in changing this perception.”

Gloria Samuels, when interviewed, stated that Sekusile was intended to “provide adults with a second chance and to complete matric, especially those who were involved in the struggle”.

This breakthrough was followed closely by further visits in 1993 and 1994, when Dr Beyers Naude⁵ and Colin La Foy were invited to attend a conference on Justice and Peace held in Stockholm. It was in 1995 that the PCS sent two representatives to South Africa. They were tasked with the responsibility of undertaking a base line study of the adult education needs in the Durban region. According to La Foy’s unpublished report (1988), the Swedes determined that 50% of South Africa’s illiterate were resident in KwaZulu Natal. While statistical differences differ between authorities, this figure does tend to agree with other pictures that emerged from the 1991 census, which clearly indicated that KwaZulu Natal had by far, the highest number of illiterate adults (Harley, Aitchison, Lyster and Land 1996:23 - 50; and the Department of Education 1997:878 -885). Since KZN is the most populous province, with a majority of black citizens, this situation was inevitable given the long history of Bantu Education. Against this background, an educational seminar was held in Durban in 1996, to which representatives from the AOGA, Kaggerholm Folk High School and PMU InterLife were invited to discuss plans for a future joint venture in ABET.

However, it was only after 1996 (in fact the 31st of December) that the desire for a centre like Sekusile became viable as a project with

⁵Dr Naude was unable to attend the conference due to the General election held in 1994. La Foy was the only South African in attendance.

Swedish financial backing being approved by the Swedish International Development Cooperation Agency (SIDA). In June of 1997, Lena Boberg, a Christian anthropologist, was sent to South Africa and seconded to the AOGA as the Project Manager. Her appointment signaled the full commitment of the Swedes to the project and was a visible sign of the partnership that existed between the AOGA and the PCS. Lena Boberg was then invited to join the National Education Committee (NECO) of the AOGA. Sekusile was officially opened on the 6th of June 1998, although learning had begun some months before.

1.2 Limitations of the study

Sekusile is operated by the AOGA, an autonomous association within the AOG. The researcher ignored the temptation to investigate the internal political factors that may have contributed to the development of the curriculum at Sekusile. This was done for two reasons. Firstly the limitations imposed on the dissertation prohibited more expansive research. Secondly, as the researcher is himself a minister within the AOG, his knowledge of the inner workings of the denomination led him to believe that internal political realities were sufficiently robust as to warrant separate investigation, which in itself, would not be a curriculum study, but rather one of organisation.

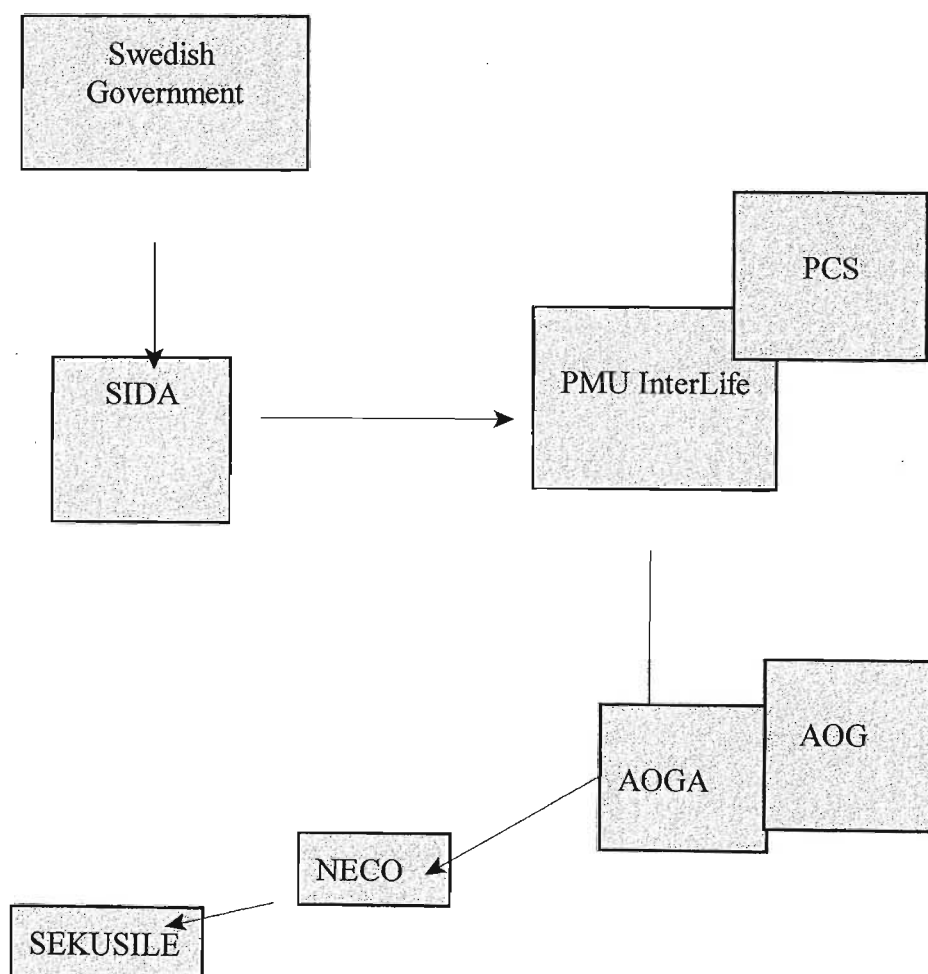
This study was never intended to be about sustainability. Yet the central role played by economics and economic policy were impossible to avoid in a study of curriculum and adult education. While there was a strong ideological and theoretical foundation to the curriculum, it was nevertheless seriously threatened by lack of funds.

Further, the study was not intended to be an evaluation. The researcher acknowledges however, that as the research progressed, the tendency to drift towards evaluative conclusions was difficult to avoid. Nonetheless, the researcher has attempted to leave the matter of Sekusile and the curriculum 'open' and without closure.

1.3 The Swedish - South Africa link: funding and accountability

The PCS obtains its funding for foreign projects from the Swedish Government, which in turn channels the funds through an agency - SIDA, which in turn gives the funds to the PMU to invest in foreign projects. (See Figure 1.) It is to SIDA that the PCS reports in terms of current projects. Through the development agency of the PCS, the PMU, the AOGA was given a grant to build and operate Sekusile, which incorporated capital funding, to be used for the building and equipping of an adult education centre. Operational funding was also provided for a period of three years once Sekusile opened.

Figure 1
Funding: Sweden - South Africa



1.4 The Constitution gives rise to expectations regarding the role of the state in adult education

At a macro level, this study has been set against a broader debate that is presently characteristic of the field of adult basic education. At this level, the debate centres on the issue of sustainability⁶ and the role of government policy (or lack of it) concerning adult education. High expectations⁷ were created within the minds of adult educators and NGOs when the constitution of the new Republic contained what many took to be a guarantee regarding adult basic education. The relevant section states that:

Everyone has the right -

- (a) to a basic education, including adult basic education; and
- (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(Chapter 2, section 29(1) Constitution of the Republic of South Africa. 1996, Act 108 of 1996.)

The advent of this new constitution, together with its ⁸promise of state funding, generated intense hopes that at last adult basic education (which the constitution singles out for special mention) would be adequately funded by the incoming government. The expectation that state funding would be forthcoming, is mirrored in the Project Application⁹ of the Assemblies of God Association to PMU InterLife, wherein the applicant states:

⁶Sustainability is particularly affected by the availability of sufficient funding, policies, and the need for transparent and accountable management. Service provider credibility is a serious problem in keeping NGOs operating.

⁷Aitchison is of the view that these expectations were “unrealistic” (1999:109)

⁸Some may argue that the promise is only implied, while others interpreted the Act as having expressly promised state funding for ABE.

⁹This application is dated September 1998.

“Even though it is envisaged that the Government will support Sekusile Adult Education Centre after three years, this support does not cover the whole budget.”
(Assemblies of God Association, South Africa 1998:6)

This statement occurring as it does in the official project proposal, clearly reveals a heightened and specific set of expectations that would lead to Sekusile being able to offer a sustainable curriculum, which would in turn benefit their target learner population. Despite the optimism expressed in the application dated September 1998, Boberg (1998:2) earlier states in her quarterly report¹⁰ to PMU InterLife, dated March 1998, page 2, that “We did not envisage that marketing our centre would need so much attention that it actually has needed.” This appears to indicate that as early as 1998, Sekusile management were already pressed by the realities of economic sustainability.

The hope that the government was going to fund adult education was further bolstered by government publications such as “A National Multi-year implementation plan for Adult Education and Training: Provision and Accreditation” (Department of Education 1997:2) in which it is stated:

“Adult Basic Education and Training must be provided to redress discrimination and past inequalities, and be of such quality and relevance as to equip people for full participation in social, economic and political life.”
(Department of Education 1997:2)

The reality was that the state failed to deliver on these promises in any significant way. In the view of Aitchison (1999:110), the level of funding dropped to below that of the apartheid era. This lack of state funding had severe implications for providers of ABET curricula. Sekusile had among others, to re-evaluate their position in the field and make adjustments to their programmes. This realignment of

¹⁰This is PMU InterLife report No 3.

programmes is not unique to South Africa, and is something that is further examined in the survey of relevant literature.

1.5 The research focus

The purpose of this case study was to explore the determinants of curriculum change at Sekusile¹¹ Adult Education Centre. Aitchison has written the following about curriculum:

“- curriculum is concerned with all aspects of an intentional course of learning, including purpose and rationale as well as schemes of study and syllabi and the materials that may resource them as well as the assessment of that learning for various purposes. While it is recognised that various debates on curriculum continue, it is also recognised that a South African consensus has emerged on the form of provision that should be developed to achieve the goals of redress, equity and occupational opportunity in South Africa”.
(Aitchison *et al.* 2000:98)

This research was not meant to be an evaluation of the work done at Sekusile. It was intended that the focus of the research would fall upon curricular determinants, with the given understanding that these determinants may in themselves be non-curricular in character.

Informal discussions held with the staff at Sekusile led to the conclusion that they had misread the intentions of the state in terms of funding adult education and further, the willingness of learners to pay for adult education programmes. Staff were aware of a problem soon after opening Sekusile as very low registration numbers indicated some this. Low registration numbers had serious financial

¹¹Sekusile is a Zulu word, which means “A new day has dawned”.

implications for the financial sustainability of Sekusile. Failure to properly identify and explore curricular determinants as they pertain to Sekusile could have resulted in serious consequences for sustainable adult education, not only for Sekusile, but also for planned satellite centres. As large sums¹² of Swedish money had been invested in Sekusile and the satellite centres, the failure of this initiative to attract and hold fee paying learners was a source of considerable concern to all the roleplayers.

1.5.1 The research questions

The following two questions were addressed:

What determinants can be identified as having influenced curriculum policy and implementation at Sekusile during the period March 1998 to June 2000?

What was the intended relationship between Kaggerholm Folk High School and Sekusile, as this would reflect on the curriculum?

1.6 Motivation behind the research

This research was motivated by a desire to identify and understand the various determinants of the curriculum at this specific centre, so that future initiatives based on the Sekusile model may possibly improve in terms of curriculum planning.

It was the hope of the researcher that through this study some insights would emerge, engendering a better understanding of the factors contributing to the difference between the original dream and the reality that is Sekusile in 2000. Failure to understand these factors may lead to the continued implementation of a curriculum which is inaccessible to the poorest people in KZN, both in terms of the cost

¹²Estimated at approximately R4 500 000.

of the ABET and other courses and also in terms of physical accessibility. These issues, if not adequately addressed, may lead to the subsequent closure of Sekusile.

The research was undertaken in the hope that the report would reveal important insights into the factors affecting changes in the curriculum at Sekusile. The use of qualitative research methods was helpful in seeking to explore the determinants of curriculum. The research did not aim at establishing cause and effect relationships, but rather sought to facilitate an understanding of curricular determinants and express the data using a systematic (chronological) yet narrative genre. This accords with the view of Stake who states:

“To the qualitative scholar, the understanding of human experience is a matter of chronologies more than cause and effect.” (Stake 1995:39)

The importance of the study is found in the fact that no previous study of this kind had been undertaken at Sekusile, as this centre represents a pilot project for the Assemblies of God Association¹³ (AOGA). In addition, the Pentecostal Churches of Sweden (PCS) through their development department (PMU InterLife¹⁴) and Kaggerholm Folk High School¹⁵ have an interest in any research that may assist them in improving on the conceptualisation and commissioning of future (foreign and particularly South African) projects of this nature.

In light of these considerations, the management of Sekusile, together with the National Education Committee (NECO) of the AOGA

¹³The AOGA is an autonomous group of churches, wholly within the Assemblies of God.

¹⁴PMU InterLife is an abbreviation for Swedish “PingstMissionens U-landshjälp”. This is the foreign development arm of the Pentecostal Churches in Sweden (PCS).

¹⁵Kaggerholm Folk High School is the Swedish sister school to Sekusile. Kaggerholm is an adult education institution outside Stockholm.

readily agreed to provide the researcher with whatever access was required for the purposes of data collection (Appendix A).

Preliminary discussions with management revealed a need (in their view) for “reputable research” to be done on their work, particularly in curriculum. Their struggle to find a curriculum that is in demand by learners in terms of content, affordability and accessibility continues beyond this study.

The researcher suspected that the challenges faced by Sekusile since its opening, were not unique to that centre. It was anticipated that the research would reveal similar findings in other related studies such as with the Natal Adult Basic Education Support Agency - (NASA).

Case studies focusing (as in this instance) on a single institution, are by and large not useful for generalisation of research findings (Stenhouse 1988). However, the researcher has attempted to make minor comparisons with the findings of Wallace’s (2000) report on NASA. This research, it is hoped, will help keep the current ABET debate alive and further dialogue between the many ABET roleplayers in South Africa. This may not qualify as generalisation in the strictest sense, but in the view of Stenhouse (1998: 49), a case study does not preclude some degree of interest in generalisation. Stake states:

“Single cases are not as strong a base for generalizing to a population of cases as other research designs. But people can learn much that is general from single cases.” (Stake 1995:85)

The hope remains that the data that has emerged from this case study at Sekusile, located as it is within the national framework of a large Christian denomination, will offer some meaningful contribution to the understanding of some of the problems currently characterising the field of AE and ABET in South Africa in general and in KwaZulu Natal (KZN) in particular.

1.7 Rationale for this study

Sekusile represents the first co-operative venture of its kind between the PCS and the AOGA, and this study is the first of its kind within this context. In general terms the following rationale can be offered for this study:

Firstly, as a Christian minister and an adult educationalist within the AOG, this study represented an opportunity to contribute towards the advancement of adult education epistemology in South Africa and particularly within the Assemblies of God. The researcher is not part of the staff of Sekusile nor a member of the AOGA. It is acknowledged though as a minister within the broader fellowship of the AOG, the researcher did enjoy some degree of understanding and empathy with respect to the AOGA's ideological foundations which management built into Sekusile. Researcher sympathy does lie with their desire to help alleviate the effects of education deprivation.

Secondly, without some formal research, the work at Sekusile was likely to remain isolated from the work of other NGOs in the region. It is important that the work at Sekusile be seen in a broader context than that of the church or even that of the PCS - AOGA partnership. The role of the researcher was non interventionist as this allowed for distance to be maintained between the respondents and the researcher. Hopefully this helped maintain some degree of objectivity on the part of the researcher and possibly encouraged greater respondent honesty in the data they provided.

In June 2000, the last of the three years of operational funding came to an end. The year 2000 was therefore a crucial year for the research, as it was during this period that Sekusile should have shifted from foreign to indigenous funding. This research may contribute towards the broadening of an epistemology what constitutes a sustainable adult education curriculum in the AOGA.

1.8 Theoretical framework

Theory development within the field of adult education has a checkered history. This history is ripe with contentions and arguments as to whether there is in fact a theory unique to adult education at all.

According to Boshier (1994:87), theory serves either as a goal or a tool in a research project. Theory is utilised as a tool, a model against which the data can be viewed and analysed. Two theories were identified as useful to this research.

1.8.1 The configurational theory of system development and change

The Configurational Theory of System Development and Change, Bhola (1988) suggests, can be adapted to adult education. The theory has relevance as it seeks to explain the dialectical and political nature of human decisions as these relate to the provision of education in a particular society. Bhola (1988) states that he believes this theory is both systemic and dialectical, enabling reflection on the “political nature of human decisions in relation to the distribution of educational goods within a society”(1988:49). It is the view of this researcher that curriculum design and implementation is largely a dialectical and political process. Adult education is synonymous with democratisation and this theory has offered a model for understanding a small component within the complex whole that constitutes adult education provision.

The essence of this theory, as it relates to this study, can be expressed as consisting of the following elements:

- The providers [*P*], in the case of this study, PMU InterLife [*P1*] and the AOGA [*P2*].

- The objectives of adult education [*O*], in this case, the initial goals as established by the Swedish funders of Sekusile together with the AOGA.
- The adults who form the learner (client) base [*A*], or at least, the intended learner group at Sekusile.

With reference to Sekusile, this theory has these three elements set within a particular dialectical relationship. In addition to [*P*], [*A*] and [*O*], there is also [*C*] which is the social configuration, [*L*] the linkages between the elements of the configuration, [*E*] the environment and [*R*] the available resources. This theory attempts to explain the linkages between three realms of influence, each of which affect the provision of adult education at Sekusile.

According to Bhola (1988) the first context is set at a macro level, being the global system, the second being a more intermediate level in which one finds the state, home, work and culture. These all contribute significantly to the development of theory, policy and the practice of adult education. The third context in which adult education is practiced is the micro or immediate context in which the adult learns and in which adult education is practiced. It is at this level that delivery is effected and most curricular issues are resolved.

In terms of this study, this theory offered a framework for identifying the factors that have influenced curricular issues at Sekusile. The diagrammatic representation, (Figure 2) depicts the researcher's attempt to relate the connection between this theoretical model and the subject of this study. Figure 3 provides an outline of the four major factors central to the theory, as they relate to Sekusile.

1.8.2 Knowles and andragogy

The contribution made by Malcolm Knowles to the development of a theory of adult education is very important, particularly in respect to

this study. His contribution is important in this study as preliminary discussions with staff at Sekusile reveal that Swedish pedagogical experts have used Knowles' (1981:108) andragogical theory (learner centred) and methods (participatory) as a model for Sekusile. The work done at Sekusile by Swedish pedagogues was constantly drawn from the work of Knowles. His theories regarding the characteristics of adult learners were particularly influential in affecting the design of the curriculum.

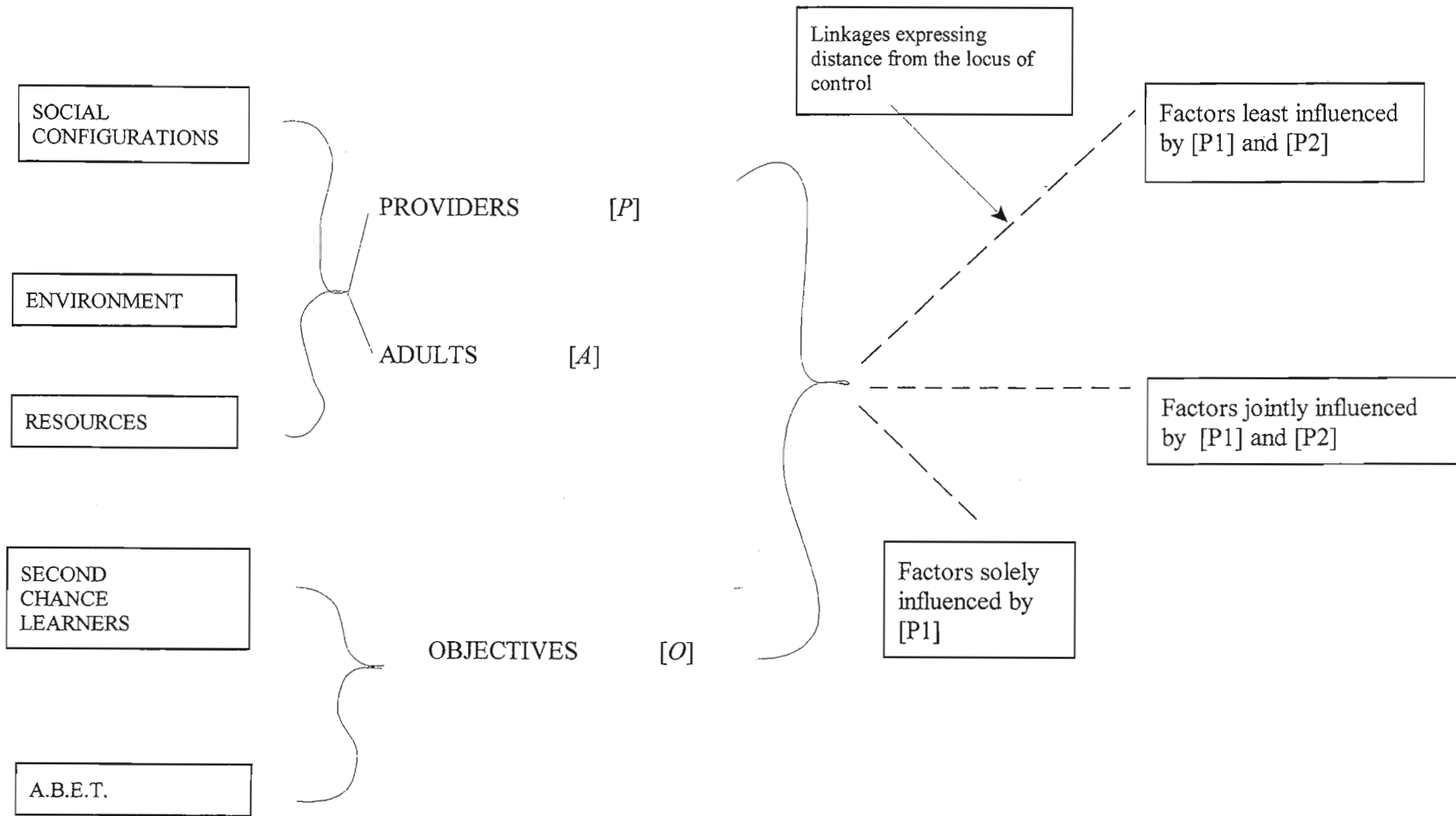


Figure 2: The configurational theory of system development and change, diagrammatically related to Sekusile

Figure 3**A tabulation of the configurational theory in relation to Sekusile**

IDEOLOGY	There is a strong sense in which Christian theology and a Christian anthropological world view affects the ideological base for the work at Sekusile. There is a strong sense of Swedish influence in terms of democratisation and socialism.
TECHNOLOGY	Sekusile consists of a modern face brick complex, designed for adult education usage. The centre is well appointed with tables, chairs, a library and a computer room. A wing with self catering facilities and overnight rooms is available for learners who may wish to stay overnight.
POLICY	Curricular policy can be identified as having been influenced by three categories of control, as managed by the locus of control - Sekusile management. Least influence: Government policy on adult education. Joint influence: AOGA and PMU InterLife. Sole influence: AOGA
PEDAGOGY / ANDRAGOGY	The curriculum package which is 'sold' to the learners and the learners engaged in the learning process, as well as the facilitators who play their facilitating role. This was 'the model'.

CHAPTER TWO

LITERATURE REVIEW

2.1 Literary sources

Literary sources used to provide primary data in this study included the following:

- ☐ Official records at Sekusile (archives), minutes of management meetings, minutes of the executive of the National Education Committee (of the Assemblies of God Association), records of the Swedish representative. These documents were examined to provide data which enabled a thorough picture to emerge of the history, planning and founder expectations of the curriculum that was to be implemented at Sekusile.
- ☐ Literature that related to the sustainability of Non Government Organisations (NGOs), and in particular, those in KZN and located in or near to Sekusile.
- ☐ Sources that provided data on the Swedish model for adult education, particularly as this related to foreign (outside of Scandinavia) projects.
- ☐ Literature that provided for the theoretical framework that informed this study.

2.2 Literature survey

The literature review was limited to those sources that informed the research in terms of the following:

- ☐ Swedish Folk High School initiatives, especially as these apply to foreign projects.
- ☐ A brief history of Swedish involvement in adult education.
- ☐ Similarities between South African NGOs and other organisations around the world that have also had to undertake some form of recirculation in order to remain in operation.
- ☐ The management of NGOs in post apartheid South Africa, with particular attention being paid to curricular determinants, even if these are non curricular in character.
- ☐ Literature relating to the case study method of qualitative enquiry.

2.3 Sweden

This survey began with a review of relevant literature as this pertained to the history of Swedish adult education. Titmus makes the following comments on Swedish adult education:

“The growth of adult education in nineteenth century Sweden ran a close parallel to the country’s history. In the first half of the century, in a predominantly agricultural economy, Protestant religious thinking and liberalism were the inspiration.”

“In 1947 Parliament accorded official recognition to voluntary education, together with increased financial support.”

“As continually increasing amounts of money have been allocated to adult education, there has been a massive increase in the number of participants - calculations based on officially

published statistics, show that annual enrolments are equivalent to two-thirds of the adult population.” (Titmus 1981:60-66)

What these extracts from Titmus’s work reveal, is a national commitment by the Swedish Government to prioritising adult education in terms of fiscal policy. The willingness of the Swedish Government and the PCS to become engaged with ABET in South Africa after the demise of apartheid, can be viewed as an expression of their national psyche on education and adult education in particular.

Another author, Abrahamsson, has written the following:

“ Swedish adult education can be divided into three major periods. The first period from the late nineteenth-century to the early 1960s reflects the great contribution of popular adult education to the modernization of the Swedish nation. Study circles and folk high schools provided alternative learning options for adults being neglected in their young teens.” (Abrahamsson, in Edwards *et al.* 1996:169)

Newsweek (at the end of 1991), according to Abrahamsson (1996:176), had the best adult education system in the world. Even a brief overview of literature on Swedish adult education revealed a particularly focused approach to this field of educational practice. This background is an essential part of understanding the motivation and framework against which the funding by SIDA, PMU, and the PCS can be properly understood. The experience and learning culture of the Swedes can be expected to have had a significant effect on their expectations regarding the potential educational effectiveness of Sekusile. It is the conviction of the researcher that this study revealed that expectations regarding effectiveness were in essence unmet after three years of operation.

In contrast to the impression given by Titmus, Abrahamsson (1996) acknowledges that state spending on adult education has at times led to the state budget being exceeded. Even in Sweden, providers are looking to the market for financial assistance. He states:

“Support from the Ministry of Education and Culture is strongly declining. Due to a growing input of employment-oriented education supported by grants from the Ministry of Labour, adult education is expanding beyond the ‘political wind’. ”(Abrahamsson, in Edwards *et al.* 1996:172)

What should be noted from this extract, is the implied sense that in Sweden, adult education providers are having to realign their organisations. There is a sense in which this is a global phenomenon affecting ABET delivery and curricula at macro, meso and micro levels. Yet these phenomena have to be understood against the background of broader and important developments in Sweden.

Since 1991, new political realities (such as a change in government and European Union membership) have seen a significant reduction in state funding and a downscaling of adult education in Sweden. Nevertheless, adult education remains a fundamental part of the Swedish social and community landscape. What Titmus and Abrahamsson describe is a nation with a rich and focused heritage in adult education, which traditionally has enjoyed significant financial support from the state. This has however, since 1992, come under increasing pressure, and has in turn led many adult education providers to seek market related links to sustain their programmes. This is an important factor, as Swedish engagement in South Africa may in the instance of Sekusile, have led funders such as SIDA, to hope for state funding, based on the Swedish experience.

Sweden has 136 Folk High Schools (Jederlund 1996:1-12) and it is claimed that 200 000 Swedish citizens attend a Folk High School each

year. These are the official figures provided in the brochure on Folk High Schools published by the Swedish Government. The first school was established in 1868. The Folk High School model has long been used in Sweden as an integral part of their nation building through adult education, (*Folkbildning*). The role played by these schools is explained as follows:

“At Folk High Schools, tuition is free of charge and the schools are open to all adults over 18 years of age. Studying at a Folk High School is for many the first step on the road to higher education or a new career.”

“Folk High Schools are a popular and established part of the Swedish education system. A building block in the structure of a democratic society.”

“Folkbildning played an important role in creating debate and increasing interest and involvement before referendums on the pension system (1959), the future of nuclear power (1980) as well as EU membership (1994).” (Jederlund 1996:1-12).

These three brief extracts clearly indicate something of the popular and political purpose of the Folk High School. There has long been a clear agenda for social reconstruction and democratisation on the part of the Swedish Government, which the people have enthusiastically supported. The fact that participation was free may have significantly contributed towards its popularity. To what extent these same objectives were expected to be followed at Sekusile is not clear. It is the intention that emergent data will clarify this matter, especially as this relates to determinants of curriculum at Sekusile. Most revealing in the literature relating to Folk High Schools is the following statement: “The Swedish *folkbildning* model has become a successful

export” (Jederlund 1996:8). Whether the model will prove to be a successful import remains to be established.

Folkbildning is promoted by the Swedes as a power for democratisation, as the following extract indicates:

“Folk High Schools are working together with popular movements to liberate people’s resources and turn passivity into involvement and participation. We are working to increase people’s power over their daily lives and to give them the confidence and knowledge which will help them to find new paths in a changing society.” (Jederlund 1996:10).

The survey of the literature on Folk High Schools does raise the question of Swedish purposes, in terms of their curricular intentions in funding Sekusile. Establishing these intentions will be an important part of the data collection phase of the research. This will be useful as a marker against which to measure the curricular shift that has taken place from June 1998 to June 2000.

One major difference does immediately become evident; namely that Swedish adult education at Folk High Schools is free to the learner, whereas even the most basic adult education (literacy) is not by and large free to the majority of the population in South Africa. If ABET is to be a power for the building of a democratic culture, then making ABET economically beyond the reach of the poor is a self defeating exercise by the state. It remains to be seen whether the data will reveal that fees have been a major determinant of curriculum at Sekusile and if indeed, this has resulted in a shift away from the ideal curricular objectives so inherent to the concept of the Folk High School.

2.4 Palestine

Leaving Sweden, attention is turned to Palestine and the experiences of NGOs in that location. Palestine's experiences are informative for this study, as NGOs are experiencing political and economic changes of a significant nature. In particular, there is a trend away from NGO based AE towards state run initiatives. However, funding remains a crucial issue. In an article "NGOs in Palestine", (Olive Organisation 1996) the author/s make certain comparisons between South African NGOs before and after 1994 and those in Palestine which now face a shift from operating under Israeli to Palestinian rule. In their view, development possibilities are being eroded as the state¹⁶ has now (at least in theory) assumed the roles that NGOs historically played in areas that were traditionally the preserve of NGOs. The result, the article concludes, is that NGOs are increasingly "marginalised" (Olive Organisation 1996:12). Their experience supports that of Mather and Amos (discussed hereunder), and Abrahamsson; that NGOs are having to embark on various processes of realignment in order to ensure survival. They state:

"International donors who had supported NGOs during the 'struggle years' have increasingly shifted their support from the NGO sector into development of government infrastructure. This has forced Palestinian NGOs to seek new ways to sustain themselves to compensate for the shrinkage in their traditional funding base."

"The changing external operating environment has forced NGOs to begin internal transformation. All NGOs are facing the need to become more professional in their operations so

¹⁶Here 'state' is meant to denote the Palestinian Authority, represented by the administration of the Palestinian Liberation Organisation.

as to continue to attract funding and to broaden their income base.” (Olive Organisation 1996:12)

The literature reveals a macro level (the global system) tendency that is forcing NGOs to re-evaluate their entire operation in terms of delivery, management and financial sustainability. While curriculum is not a frequently mentioned factor in these sources, it is the researcher’s contention that these many factors do conspire to become *de facto* curricular determinants. There is an absence of direct or overt discussion in this literature on the impact of this realignment¹⁷ process on the curriculum. It is the view of the researcher that the effects on curriculum are clearly implied within the literature. Albeit, this research will attempt to explore this apparent silence in the literature.

2.5 South Africa

It is now appropriate to turn the focus of this literature survey to matters closer to South Africa. Mather and Amos (1996:1) describe the funding environment faced by NGOs in the post apartheid South Africa, as one which has become “increasingly competitive”. This has resulted in many NGOs having to restructure themselves for survival. In most instances this has meant the adoption of market principles. Jarvis refers to the global trend towards the commercialisation of adult education. He states:

“With the current curtailing of public funding to education and the encouragement to educational institutions to seek to liaise with industry in order to provide for its continuing education needs, it has encouraged the provision of a market economy in education where the strongest survive and the weakest fall, irrespective of the

¹⁷Realignment, internal transformation, restructuring are terms that have emerged from within the literature to describe a very similar process happening within the NGO sector.

excellence of the education that they offer”.

(Jarvis 1993:33)

This is an important factor in this study, as it is the view of the researcher that economic survival is a powerful determinant of curriculum, especially in ABET. Simply expressed, poor people, who most need basic education, cannot afford ABET programmes, and NGOs cannot afford to give this education away free. In this sense Mather and Amos have described a process of restructuring that is necessary for an NGO to achieve sustainability. It is their conclusion that “local and foreign funding priorities have changed”(Mather and Amos 1996:7).

In response, NGOs have to become more adept at developing their own profit making abilities. These insights from Mather and Amos are echoed throughout the NGO sector. Their article serves to confirm that sustainability is affected by issues of management. In terms of this study, the data suggest a link between sustainability and curriculum.

The future of adult education may have taken a turn for the better after Kader Asmal became Minister of Education. He reiterated the government’s commitment to the state meeting its commitment to adult basic education, while acknowledging that; “Our people have rights to education that the state is not upholding” (Asmal 1999:14). Asmal outlined seven priorities for his ministry, one of which was to address the issue of ABET, funding (of ABET) and adult literacy. Despite Asmal’s upbeat approach, he cautioned that state funding was severely limited and new innovative ways of addressing the needs of adults had to be found, both in commercial sectors and in the voluntary (NGO) sector. In essence, he had a plan and no promise of money.

Keeping ABET curricula viable in any significant way was clearly going to be difficult in the future.

The disappointment of ABET providers who had hoped that the new government would substantially fund ABET, is echoed by Aitchison (1999:109), who considers these hopes as having been “unrealistic”. Aitchison’s work clearly outlines the national context in which Sekusile as just one instance of an adult education provider, has had to struggle for funds.

One of the implications that Aitchison *et al.* (2000:7-13) highlights, is the impact of this negative environment for ABET providers (especially NGOs). Sekusile, like NASA, had to revisit their curriculum and adjust it, in some instances quite substantially, for the benefit of the paying client. NGOs that failed in this exercise either disappeared altogether or had to radically change their operational base from their original intentions.

2.6 KwaZulu Natal

Aitchison *et al.* (2000:19), cites statistics of the KZN population over 20 years with no schooling at 957 217 people. These people are considered to be completely illiterate. Add to this number 747 586 people with less than Std 5, and one has 1 704 803 illiterate and functionally illiterate people in KZN. This literature, commissioned by the Joint Education Trust, is replete with statistics and documented histories detailing the sorry state of adult education, NGOs and ABET in the province.

Wallace (2000) produced a report on The Natal Adult Basic Education Support Agency (NASA), a major NGO servicing the ABET field in KZN, which report considers the formative years of the organisation. The central theme of the report describes “a very real watershed in the organisation’s life between its original intentions and a strategy for survival”(Wallace 2000:20). In essence, this speaks directly to the heart of this study. It is this watershed that marks the point of identification between NASA and Sekusile, for it was the intention of this research to explore the characteristics of this

watershed in terms of determinants of curriculum. As with literature that has been reviewed already, the report tends to focus on management policy and little attention is given to the impact of these factors on the actual curriculum, although, once again, curricular issues are dealt with to some degree in an implied sense.

The report does however address curricular issues, albeit mostly indirectly. NASA had needed to undertake a significant review of potential growth areas which it could service with market related products. This, according to the report, would require a “review of curricular possibilities that were at the time unmet” (Wallace 2000:24). The report describes the processes which led NASA to recreate its curriculum in terms of three criteria. The curriculum needed to be:

- ☐ competitive (more affordable than NGOs)
- ☐ sustainable¹⁸ (people or other organisations would pay for it)
- ☐ market related (meeting the needs of the intended market).

A further issue raised within the report that had a direct impact on curricular issues, was the shift in the language used to describe the curriculum. More commercial terms crept into the language of the organisation, such as “learning activities are discussed as products” (Wallace 2000: 24). The report raises important issues which were be taken up into the study on Sekusile, for example; the shift towards a competitive curriculum, the search for a sustainable curriculum and the need to identify, develop and deliver a market related curriculum.

Another revealing aspect to Wallace’s report, is the insight provided on the emotional element (the feelings) experienced by NASA staff on the ideological aspects of these changes in curriculum. This is well illustrated by the following extract from the report:

¹⁸This study is not limited to exploring only financial determinants, but the researcher acknowledges that economic factors will probably emerge as one of a handful of significant factors that have effected curriculum change at Sekusile.

“The records of the deliberations of this initially fraught period reflect a sense of disappointment, if not a degree of distaste, on the part of participants, concerning the need to adjust priorities and ways of working”.

(Wallace 2000: 34)

The impact of these changes on the ideological or belief basis of ABET providers is significant. These needs were further explored in this study. This was especially relevant, as the theological basis upon which Sekusile operates, was revealed to be a special dimension in which Sekusile management approached the challenges posed by the various determinants affecting curriculum.

2.7 The case study

This research is a case study of one education centre. As no prior research has been undertaken at the centre, this was a somewhat exploratory research project. Despite the exploratory nature of the enquiry, this study was nevertheless detailed and systematic, which according to Bless and Higson-Smith (1995:43) is characteristic of a case study.

In addition to the exploratory nature of the research, there was a strong element of historical research inherent within the research design. This historical element to the case study is one which accords with the view of Stenhouse (1988:49), who states that the case study can resemble a history. Deshler and Hagan (1990:160) are of the view that historical research in adult education would, in the last decade of the 20th century, be one of seven specific areas of adult education research. Deshler and Hagan state:

“An increase in historical research is forecast mostly because it is long overdue. Large expenditures of public money for adult education

have been made throughout the world. The history and patterns of these efforts are likely to spur a historical perspective before continuing investment is warranted.”

(Deshler and Hagan 1990:160)

The research methodology used in this study¹⁹ required a substantial review of archival documents, which included founding and management documents, minutes of staff meetings and records of facilitator training. In addition, interviews were conducted to ‘flesh out’ the documentary evidence provided by the archives sources.

In this regard, McNamara (1999:1) notes that the case study has the following characteristics, most of which pertained to this research.

- ☐ Data are collected by a variety of methods, including documentation, such as histories, questionnaires and interviews.
- ☐ A case study is a narrative - a highly readable story that “integrates and summarizes key information around the focus of the case study”.

The researcher intended that this study would lead to a critical reflection by those responsible for curricular issues at Sekusile, with the objective being to refine their practices as these relate to the provision of adult education. Stenhouse considers that researchers conducting educational case studies, are aiming to:

“enrich the thinking and discourse of educators
... by the refinement of prudence through the
systematic and reflective documentation of
experience.” (Stenhouse 1988:50)

¹⁹Research methods are discussed more fully in Chapter Three.

CHAPTER THREE

METHODOLOGY

3.1 Site

Sekusile Adult Education centre is located in Lantern Road, Newlands East, in the greater metropolitan area of Durban, KwaZulu Natal, South Africa. The centre is located some 15 kilometres from the centre of Durban. This centre was purpose built in 1998 for adult education. Sekusile is well resourced with a library, a computer room, overnight accommodation, administrative offices, learning / facilitation rooms and amenities normally associated with a purpose built adult education facility.

The centre is set within a residential suburb, which is almost entirely inhabited by people of mixed racial descent. The suburb very much remains a reminder of the effects of the Group Areas Act, (Act 36 of 1966) enforced under apartheid legislation. In terms of this legislation, Newlands East was classified as a 'coloured area'. It is located on a hilly outcrop, opposite Reservoir Hills to the South West and KwaMashu (historically a black township) to the North East.

The physical locale of the centre is problematic. The location of this centre is an essential element in this study, as in curricular terms, the physical accessibility of an adult education institution must be considered a crucial factor in terms of making adult education user friendly and most importantly, accessible. This is particularly important when the target learner is defined as poor and disadvantaged. As adult education is frequently community focused, the target community should ideally be situated where the education facility is located.

As the vast majority of the population in KZN is Zulu and considering that the province has the highest levels of illiteracy in the country

(Aitchison 1999:101)²⁰, the location of Sekusile was explored as an important determinant of curriculum. This is especially true as the centre was intended to offer ABET to the poorest and most educationally disadvantaged population group in KZN. The cost to this target population of physically accessing the centre emerged as a major factor in explaining the enrolments from the poorest constituents of the population.

3.2 Population

The population in this study consisted of roleplayers, selected on the basis that they could reasonably be expected to provide data that would relate to the research questions. Specifically the population consisted of:

- ☐ The Development Coordinator (Samuels).
- ☐ The Project Leader, the Swedish representative (Boberg).
- ☐ The founding chairman of NECO (Johns)
- ☐ The chairman of the AOGA, owners of Sekusile (La Foy)
- ☐ Facilitating staff (6 in June 2000).

The roles played by the aforementioned were diverse, yet interdependent in terms of their effect on curricular development at Sekusile. The management, together with the Project Leader were involved on a daily basis with curricular issues. The Project Leader and the Project Coordinator both had offices at Sekusile. The data elicited from Boberg, Samuels and the facilitating staff, especially

²⁰Statistics also cited in: Harley, A., Aitchison, J., Lyster, E. and Land, S (1996). A survey of adult basic education in South Africa in the 90s. Johannesburg: Sached Books.

those who had served since the opening of the centre, was also invaluable in tracing the course of curricular determinants at Sekusile.

The Project Leader, as representative of the Swedish funders and the PCS, provided data that ‘spoke’ for the Swedish interests and intentions in terms of curriculum.

The founding chairman of NECO and the chairman of the AOGA were both founding members of the contact group that built the relationship with the PCS, which in turn led to the establishment of the Sekusile project. Their unique insights into the founder’s intentions became indispensable for the answering of the research questions relating to the background to the curriculum.

3.3 Technique (Research paradigm)

This research was a case study of one education centre. Issues relating to case studies have been discussed in section 2.7 and will not be repeated at this point. What will be discussed here is the choice of research technique, which in this instance was qualitative - interpretive.

3.3.1 A qualitative - interpretive paradigm

This study intended to work towards an epistemology that was grounded in an understanding of the actions and intentions of the people who had made Sekusile a reality. These actions and intentions were acted out within a specific set of social configurations.

In keeping with the qualitative paradigm, this descriptive process aimed at producing a map of reality, emerging out of the data, that was communicated in the form of a story or narrative. Stake expresses the importance of the narrative as follows:

“Qualitative research uses these narratives to optimize the opportunity of the reader to gain an experiential understanding of the case” (Stake 1995:40).

In essence, the narrative that emerged from this research, describes a complex, multi-factoral interdependent whole, which in itself is the product of human decisions. Qualitative techniques allow for some degree of description of the intentions of the agents who have affected curricular issues at Sekusile. In the words of Stake;

“Qualitative researchers have pressed for understanding the complex interrelationships among all that exists” (Stake 1995:37) .

This possibly relates to Bhola’s dialectical relationships (Figure 2).

The interpretive paradigm offers the educational researcher a number of advantages. Perhaps the most significant is the relative freedom to explore the multi-dimensional nature of human learning. This less rigid paradigm (in comparison with the scientific paradigm), allows the educational researcher to explore concepts in a more natural environment than allowed for in the scientific paradigm. Sax states that:

“The purpose of descriptive research is to show conditions as they exist without being influenced by the investigator” (Sax 1968:36).

In choosing a paradigm within which to locate this research, the choice was a simple one, for as Briton puts it:

“A choice among these competing research paradigms can be justified if they are viewed as logically related moments in a dialectical progression.” (Briton 1996:81)

Briton also draws on the work of Hegel, acknowledging that while Hegel's Dialectic was something of a mechanical movement, it was also a "dynamic and organic process" (Briton 1996:86). In the view of the researcher, the work at Sekusile was the result of a dynamic and organic process.

3.4 Primary data

Primary data are defined by Bless and Higson-Smith (1997:99) as data collected by the researcher for the "particular purpose of the research". This is in line with the view of Howard and Sharp (1983:122), namely that primary data are those which the researcher collects for himself.

3.4.1 Organising primary data

Access to archival data presented no difficulties. Sekusile management were very helpful in making their records available for analysis. Difficulties were experienced with the fact that management had not archived the relevant documents or records, meaning that the use of the word archive is a misnomer in the context of this study. The word is retained for use as it does generically describe the files containing a record of the history of curriculum at Sekusile. At best, the files were arranged in an order meaningful only to the owner of the file. Documents were not filed in any specific chronological order. The initial phase of data collection meant reading through the considerable volume of documentation provided by Sekusile management. This consisted of approximately 4500 pages. The documentation included the following:

- ☐ Minutes of management meetings from 4 August 1997 until June 2000.
- ☐ Minutes of staff meetings during the same period.

- ☐ Quarterly reports to PMU InterLife in Sweden.
- ☐ Guidelines for project leaders.
- ☐ Founding documentation, which included the original project proposal and amendments, draft constitutions and the final constitution.
- ☐ Reports on learner responses to questionnaires as conducted by the management since the opening of Sekusile.
- ☐ Records, hand written notes and other miscellaneous notes which recorded in greater detail the inner workings and discussions of the staff of Sekusile, as this related to the research questions under investigation.

The records were provided to the researcher in no particular order, as the staff at Sekusile had only a basic filing system for these records. Before any systematic survey of the records could be undertaken, these had to be set into categories, such as minutes of management meetings, minutes of staff meetings and reports to PMU InterLife. These were also set in chronological order to the extent that an order could be discerned, as many papers on file were undated. This rearrangement of the documents was undertaken to facilitate a better understanding of the development of curricular issues as these occurred at Sekusile.

The collection of the archival data began in February 2000, a process which continued until late March. The systematising of the records was largely undertaken by an assistant, who dated, collated and set the records into categories that facilitated the reading and codifying of the records. She was guided in this task by an outline of critical questions and themes that it was hoped these records would address.

3.5 Secondary data

Secondary data, according to Howard and Sharp (1983:140), is “data collected by others and published in some form that is fairly readily accessible”. Bless and Higson-Smith (1997:99) regard secondary data as “data collected by other investigators in connection with other research problems”. In terms of secondary data the unpublished report by Wallace (2000) on NASA was of singular assistance in that the report was carefully studied and used to provide a guide for the identification of themes in the Sekusile archives. The report is discussed in chapter two, section 2.6.

3.6 Research tools

3.6.1 Documentary review - archival data

Founding documents were surveyed in order to establish the intentions of the founders. In this study, the founders were the PCS, mainly represented at project level by the Project Leader, Lena Boberg and the AOGA, mainly represented at project level by Gloria Samuels. In addition, management²¹ records were surveyed for data that was valuable in answering the research questions. These official records were an invaluable source of data (Stenhouse 1988:51, Harber 1997:113 -114) and were examined so that an understanding of the development and implementation of the curriculum could be acquired. It is acknowledged that the strategies that were operationalised were iterative and not simplistically linear or sequential (Sowden and Keeves 1988:518). The process was nevertheless systematic and thorough.

²¹Management here refers to Sekusile, NECO and reports by management to PMU InterLife.

3.6.2 Documentary management - thematic data

The following steps in the management (the focusing and reduction) of the documents were followed:

- 1) The documents were read and organised topically.

The archival sources were first read and scrutinised for data that were identified as relevant to the research questions. This process was far more time consuming than anticipated. An assistant was engaged to set the documents into some order, as most of the files handed over by Sekusile had not yet been properly archived.

Data identified as relevant to the questions, were then categorised into broad themes, for example management meetings, staff meetings and in-service training.

- 2) The broad themes were reduced to data sets.

Data identified in step one were further reduced into smaller more manageable sets of data. Fourteen themes were initially identified as relevant to the study. These were finally reduced to five factors that affected the curriculum. The labels used for the coding of thematic data were the researcher's, although the two principal informants, Boberg and Samuels, were specifically asked to contribute towards the process of labeling the themes. What was clear to the researcher was that each label was rather obviously suggested by the data itself.

A specific framework was used to finally present the data. This framework was suggested by a report produced by Boberg in October 1999. The framework suggests that certain curriculum determinants were beyond the control of Sekusile or the AOG(A). Throughout the research and the researcher's interaction with the management, there was a clear sense that they perceived the curriculum as having been subject to influences that they could not

control or over which both the AOGA and Sweden (in the person of Boberg) had joint control or over which only the AOGA had control. These three linkages to the determinants were developed as the framework into which the research findings were then placed. This framework was chosen for two reasons, the first being that it is used by management and secondly it made sense to the researcher of the struggle that management faced in trying to develop a sustainable curriculum model.

A documentary summary spreadsheet was used as a “data bank” (Anderson and Rosier 1988:226) which in turn was used to track the themes or data sets. Use of a computer²² made retrieval of the relevant data easier than a manual system of cards. This accords with the view of Sowden and Keeves (1988:518).

3) Preliminary exploration of the archival data.

The themes identified as a result of the preliminary exploration of the archival data were used as a base for the design of the interview guides.

3.6.3 Non-standardised interviews

Non-standardised interviews (Bless & Higson-Smith 1995:107; Fielding 1993:135) were conducted with the individual roleplayers identified in section 3.2. Each interview lasted approximately one hour. One group interview was conducted with the facilitators and this interview lasted almost one and a half hours.

This style of interview was chosen as a means of encouraging the interviewees to broadly comment on the themes already identified from the archival data. The researcher was looking for a narrative that

²²WordPerfect 2000 and QuattroPro Spreadsheets were used as software for the data banks.

would correlate with or show evidence of disjuncture with the archival data, rather than specific and focused answers.

An interview guide (Taylor and Bogdan 1984:90 - 91) was used as this facilitated the process of gathering the required data. According to Taylor and Bogdan, the use of a guide is particularly useful when the interviewer has prior knowledge of the informants. In this study, the researcher had a significant body of knowledge already gathered from the in-depth exploration of the archives and prior informal discussions with the facilitators from March 1998.

The purpose of these interviews was to elicit further details where archival data had been less than explicit. In addition, the interviews allowed some degree of cross checking between the records and the memories of the role players. Generally, the two accounts did show a high level of correlation. The use of these interviews was beneficial as they helped provide insights into the meaning of events and decisions clinically recorded in documents and records.

The use of non-standardised interviews allowed multiple realities to be captured and these have been included into the narrative of the research report. The extent to which determinants of curriculum influenced curricular policy and practice at Sekusile was more fully explained in the interviews than revealed in the archives. It was intended that the emergent realities be allowed to enrich and texture the final narrative. It was important that the descriptions and interpretations of others be allowed to be present in the research report (Stake 1995:64).

Each of the research questions were addressed in the interviews, particularly as follows:

- ☐ The Swedish representative, Boberg, was asked to provide data regarding the curricular intentions of the Swedish founders, as well as for her understanding of and contribution towards the daily development of the curriculum.

- ☐ The South African project co-ordinator, Samuels, was asked to provide data regarding the implementation of the curriculum and daily management of the influencing factors.
- ☐ Chairman of the NECO, Johns, was asked to provide data regarding NECO expectations about the curriculum.
- ☐ Chairman of the AOGA, La Foy, for his unique insights into the background and history to the relationships and decisions that led to the establishment of Sekusile.
- ☐ Facilitating staff for their views on any influencing factors that in their opinion, contributed to curriculum change.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

The research findings are presented in this chapter. They have been grouped into three categories, depending on the degree of control exercised by Sekusile over the factors that influenced the curriculum. This framework was introduced in chapter three and is further developed in chapter five. The findings represent the determinants of the curriculum at Sekusile and were identified within the documentary sources, minutes of meetings, working notes of staff on file and also by key roleplayers during interviews. These determinants represent the issues or factors that the key roleplayers have either recorded in the archives or mentioned in interviews as being in their view, determinants of the curriculum. The determinants were first identified within the documentary sources and later explored in the interviews. The themes are explored and commented on in Chapter Five.

4.2 The key roleplayers

The key roleplayers at Sekusile, who were interviewed or whose contribution to the data is contained in the archives and documentary sources were:

- a) Lena Boberg, the Swedish representative and project leader. She described herself as a Christian anthropologist. She was part of management.
- b) Gloria Samuels, a South African member of the AOGA and project co-ordinator. In her own words, it took some time for her job description to be finalised. She was responsible for

marketing and generally making the centre work and was part of management.

- c) Shaun Johns, a South African minister in the AOGA. He had a long standing association with the project and was involved in the years of preparation prior to the establishment of the centre. He served as Chairman of NECO from 1997 until the end of 1999. In this capacity he was ultimately responsible for the AOGA committee commissioned to manage the centre, albeit through those employed directly by Sekusile.
- d) Colin La Foy, a minister and Chairman of the AOGA and Vice Chairman of the AOG. His role had been to pioneer the relationship between the AOGA / AOG and the PCS. This relationship would in time lead to the establishment of Sekusile.
- e) The entire complement of six facilitators, who were in the employ of Sekusile in August 2000, were interviewed as a group. A number of facilitators, some of whom were no longer at Sekusile in August 2000, had left records that were in the archives. Extracts from these records appear in this chapter.
- f) Sekusile started out as an adult education centre; which was understood by the founders to mean that learners would play a key role in the development of the curriculum. The findings reveal that management did not always accurately anticipate how key the learner's role would be, particularly in terms of co-operation. The founders' decision to proceed with Sekusile was based on a strong desire to reach out to a specified target group. Predicated on the base line study that had confirmed that KZN had a 50% illiteracy level, this project, both First and Second Phases, aimed to provide adult education for the:

“Disadvantaged ‘black’ and ‘coloured’ people, both male and female, who are in need of basic education, skills training or furthering their education. The majority of the people who will receive help are the poor and the underprivileged who live in townships”.

(Project Application to PMU InterLife - Satellite Programme, September 1998)

The facilitators, during their interview, described the target group using words or terms such as:

“Adult ABET level 1”

“Adults in Grades 10 - 12”

“Failed Matrics wanting a second chance”

“The previously disadvantaged”

“Older people”

The learners at Sekusile had been drawn from a wide demographic base, including black, coloured and Indian²³ South Africans. In addition, learners from central African states such as Congo / Zaire²⁴ were also among the learners at Sekusile. Some Chinese learners also attended a short course in English.

Management kept documentary records of feedback from learners, which were used to form part of the data for this research. These views of learners have been included in the report. No interviews were conducted with learners, as no learners had continuously

²³The history of terminology in South Africa is problematic in terms of racial connotations. These terms have however been retained as they are used in the archival sources and reflect upon the struggle of the centre to integrate the various peoples of the country into a new order. (The retention of these terms is not intended to be prejudicial).

²⁴In 1988, 35 French speaking learners from the Congo participated in a short English language course at Sekusile.

been at the centre from March 1998 until July 2000. Learners in 2000 would not be able to compare for themselves, the curriculum of 1998 with that of 2000.

4.3 The following five determinants were identified:

1. Government adult education policy
2. Sekusile curriculum model
3. The learners
4. The syllabus
5. The location of Sekusile

Of these five factors, government education policy has the weakest linkage to management and was the one determinant that management could not directly control. The AOGA and SIDA had joint²⁵ control over the model, learners and the syllabus. The choice of where to build Sekusile was that of the AOGA alone.

4.3.1 Government adult education policy

Two important factors emanating from the government's policy on adult education affected Sekusile, particularly during 1998. Neither were anticipated by the founders. The first was the government's policy regarding the registration of adult education centres that offered a syllabus (Grades 10 -12) usually associated with high schools. The second factor was the lack of state funding of adult education, which was in Boberg's opinion (October 1999 report), the one factor that was "beyond our control".

The first factor of government policy on adult education was the registration of adult education centres. Boberg, when interviewed, expressed the view that a specialist adult education centre like

²⁵Here 'joint control' is not meant to imply equal influence, merely that there was a co-operative management and decision making structure affecting these determinants.

Sekusile, had fallen into a gap in departmental policy, as officials had not known where to place Sekusile within the overall education framework. According to the minutes of management meetings, this meant that adult centres which offered Grades such as 10 - 12 were subject to the government regulations that pertain to schools. This was to have serious implications for Sekusile in terms of assessment methods and examinations. Boberg, writing in an October 1999 report, stated that:

“This means that our adult participants are forced to follow the education system that is used in ordinary schools - a system that clashes with adult learning styles”.
(Boberg October 1999 report)

According to Boberg, this sea into which Sekusile had been launched, was turbulent and full of policy uncertainties. Efforts to establish themselves as a serious provider of education were met with suspicion by potential learners and bureaucrats. Credibility as an education provider, is frequently listed in the minutes of meetings as well as records of staff meetings, as a reason given for low registration numbers, particularly in the early days of operation. So called ‘fly by night operators’ are credited with being responsible for this negative perception in the community regarding new education centres.

The following extract from the minutes of a staff meeting held on the 24th of March 1998, records that:

“This [registration] was not going so well as we envisaged and according to Mr Du Plessis, Truro House was not prepared to go outside their time frame for registering exam centres. They stated that because of the problems they had with Adult Ed. Centres they would earmark a central venue where participants could write their exams; in

this case V.R.Naik. However, management have decided that they would not accept this decision but would continue to exhaust every avenue to get the centre registered.”

(Minutes of a staff meeting held on the 24th of March 1998)

Johns expressed the view, during his interview, that Sekusile was also “affected by a market saturated by fly by nights, NGOs and government agencies”.

Johns went on to say that these difficulties were due to the fact that registration was left too late and that Sekusile had begun operating before finalising registration with the government authorities. In his view, these factors did little to reassure would be learners that their money and efforts would meet with satisfactory results.

Notes from management meetings dated throughout 1998 comment on these bureaucratic difficulties and the fact that Sekusile was new to the community. Management constantly encountered the same three questions from prospective learners. The lack of official registration constantly hampered their efforts to get learners to trust Sekusile to deliver on their promises. The recurring questions were:

- a) Who are you?
- b) Are you registered?
- c) And are you accredited with any reputable institution?

The second devastating factor of government policy to impact on the curriculum was the failure of the state to finance adult education. Curriculum planners had worked on clear expectations regarding future state funding. These expectations had somehow been presumptive, (based on what was later in interviews), best described as a general sense of “public expectation”, “hope” and even “fact”, these having to some extent been given life by party political

promises²⁶, campaign and election debates and unfounded hopes of newly liberated citizens. Based on what was to prove to be a hopeless set of assumptions, the planning committee did not expect to have to levy fees at the level that became necessary right from the beginning. Nor did they anticipate that fees would have such a negative affect on the level of learners registering at Sekusile.

According to both Johns and Boberg, the crux of this struggle was to balance the need for an income with the need to be faithful to the vision and mission of Sekusile. In Boberg's view, it had been hoped (and budgeted for) that a 55% contribution towards the income of Sekusile, would come from the state. Income from the state had in fact been nil.

In 1999, Boberg wrote:

“Before the new government took over in 1994, most International funding organisations channeled their funds directly through the NGOs. After the elections these funders are now channeling their money through the government - the NGOs working with adult education thus have no direct access to funding, but have to hope to get a portion of what the government receives”.

Johns in his interview said:

“Everything was based on the fact that the government would come in midway with a 50% subsidy towards sustainability. This was the understanding.”

²⁶Also supported by policy documents such as: A National Multi-year implementation plan for Adult Education and Training: Provision and Accreditation

“Fact”, “hope” and “understanding” all began to have the same meaning for the planning committee, depending on who was expressing the sense of anticipation that the ANC, as the new party in government, would now finally fund adult education. In Johns’ view, the Swedish funders had also shared this expectation of government funding. This expectation had arisen as a result of media reports and a general public sense of hope that an ANC government would prioritise the education of the adult population. Johns was clear however, that this expectation was never tested against actual documented policy nor by means of official interviews with education officials. Johns expressed the opinion that; “there had been a high level of presumption on the part of the planners regarding state funding”.

Various efforts were made to market the centre to the AOG and the AOGA, but according to Johns, the response was generally one of “apathy” and a failure to meet the challenges of “ownership”. Contained in a minute of the NECO meeting held on the 2nd of April 1998 is a record that the marketing of Sekusile was in fact already “poorly timed”, a comment attributed to Johns.

La Foy echoed these sentiments in his interview, when he said that for the AOGA, “Becoming involved in social issues is a whole new foreign field”.

The lack of state funding meant that learners had to pay for the courses at Sekusile. According to Boberg, two specific issues became clear. One, that some potential learners could not afford the fees and two, those who could were working and could not access classes during the daytime. After hours (evenings) and weekend classes were discussed at various staff meetings, but never successfully implemented.

Boberg described the low registrations as a “major shock” and something of a “cold shower”. Initial budgets set for Sekusile were

based on an assumption that 1998 would end with 150 participants. According to Boberg's PMU report for the period October - December 1998, only "about 50 learners" registered.

The 1997- 1998 Annual Report records that 1998 began with 4 Grade 12 learners, 4 in Grade 10-11 (bridging class - full time) and 2 in Grade 10-11 (bridging class - part time). By the end of 1998, there were 9 full time participants and 1 part time participant writing the examinations. In financial terms, this was a serious setback and was to result in much discussion about the future of the centre. During the period March 1998 to June 2000, registration levels never met with projected expectations. On the 28th of January 2000, a total of 23 learners were registered at the centre.

Boberg explained that management had decided to levy fees²⁷ for courses, even if some courses were subsidised. The curriculum came under pressure almost immediately as learners failed to register in the numbers expected. The pressure was to result in extensive discussion by management on how the curriculum could be expanded to offer courses that people would be able to afford or which learners would find attractive enough to be willing to pay the fees. It had been expected that the centre would operate at full capacity from day one, an expectation that was later described as over optimistic. Low registration numbers had serious financial implications and presented the centre with an immediate threat.

In a document dated October 1999, Boberg reflected:

"According to our plans we were expected to make a profit from day 1, which in retrospect seems quite impossible."

(Boberg October 1999 report)

²⁷Fees for 1998: Full time courses R240 per month, part time courses R45- R60 per subject. ABET fees for 1999 were R2300 per year full time. Fees for 2000: Full time courses R280 per month for Grade 12.

In her PMU Report No.7 for January - March 1999, Boberg wrote:

“Many prospective participants unfortunately had to be turned away at the beginning of the year because they lacked funds to pay for the courses.”

(PMU Report No.7 for January - March 1999)

Samuels said that the poor and disadvantaged learners simply could not afford to pay the fees levied by Sekusile. She conceded that people had left or had even been asked to leave because they had been unable to pay the fees. Sekusile had even had to write off some bad debt.

4.3.2 Sekusile curriculum model

Throughout the archives and constantly within the interviews, management and facilitators referred to “the model.” The distinction between the model and the curriculum was not always clear although the researcher’s impression, arising from the archives and interviews, was that the terms ‘curriculum’ and ‘model’ were used and understood to be interchangeable.

The facilitators in their interview, described the model as follows:

“A framework”

“A learning style”

“Taking prior learning into account”

“Using group methods”

“The holistic development of the learner”

“Producing responsible citizens based on the cornerstones of integration, democracy and equality”

“Participative”

According to Samuels, the model at Sekusile was an integral part of the curriculum, as is indicated by her note contained in her 1998 report, in which she wrote: “Sekusile’s pedagogical model - a major part of Sekusile’s curriculum”. The link between the model and the curriculum was never satisfactorily developed in the documentary sources and attempts to have the distinction vocalized in interviews proved quite difficult. According to Samuel’s, the model at Sekusile was under constant revision and in need of evaluation for effectiveness. (Development Co-ordinators Report January - April 1999)

The Sekusile curriculum model had been largely influenced by a visiting pedagogue²⁸ from Sweden, Stellan Arvidsson who, according to the 1998 Annual Report, had conducted seminars at Sekusile during February and June 1998²⁹.

According to Boberg, the Swedish government had given the initial project funding to “uplift the poor and help the disadvantaged”. Samuels stated that Sekusile was to play a role in giving the educationally disadvantaged a ‘second chance’, a phrase commonly used in Swedish adult pedagogics. La Foy also used the term ‘second chance’ to describe the rationale behind curriculum at Sekusile.

Swedish influence on the curriculum, apart from civics and life skills, had been at a minimum, at least in Boberg’s view. She conceded that her personal contribution to curriculum development, as a Swede, had been to actively ensure that life skills and civics remained within the core curriculum of Sekusile. La Foy supported Boberg’s view by stating that his original idea (gleaned from his exposure to Swedish adult education) was to offer learners an opportunity to learn how to vote and also get a job. Samuels agreed that the emphasis given to

²⁸The word pedagogue is used throughout the archives and in the interviews by the staff and facilitators. It was always used to refer to Swedish adult education experts who visited Sekusile or conducted in-service training sessions with the facilitators.

²⁹It should be borne in mind that classes began in March 1998.

civics and life skills was considerable. In her opinion, civics and life skills had nevertheless been the most influential components informing the overall ideology behind the curriculum.

The facilitators revealed some awareness of the ideological foundations to the curriculum model in the group interview. When asked to describe their understanding of the ideology that informed the curriculum, they used the following key words or phrases. These were not further explored in the interview, but do possibly reveal some presence of a social and political consciousness within the thinking of the facilitators. This makes their views potentially significant as the facilitators were active agents in the development of the curriculum.

“Tolerance”

“Ubuntu”

“Masekane”

“Interdependence”

“Made aware of themselves and culture”

“Relationships with all people”

“Democracy came in again and again”

“Made aware of their rights”

“Freedom of association and choice”

According to Samuels and Boberg, the curriculum model was principally based on the work and philosophy of Malcolm Knowles, which Arvidsson had introduced in his seminars. This curriculum model was learner centred and participatory. Both Samuels and the facilitators pointed out that they were of the opinion that the model had been further developed within Sekusile for South African conditions, as opposed to those in Sweden.

Considerable effort was invested in helping facilitators become familiar with Knowles' work, and the annual report for 1998 reports that 39 days were allocated to facilitator training for that year. An earlier report, dated March 1998, states:

“During the month of February the teaching staff and management team have been involved in an introductory course focusing on Adult pedagogics, facilitated by a Swedish pedagogue, Stellan Arvidsson, together with the Project Manager, Lena Boberg”.
(Report dated March 1998)

In Boberg's 1997-1998 “Reflections on Job Descriptions and Sekusile's initial period”, she wrote:

“During the past year we have built a pedagogical model that is unique for Sekusile - even if it is born out of South African and Swedish existing practices’.

Even though the curriculum model had been actively developed during 1998, Boberg acknowledged in interviews that during the planning stages, there should have been more consultation with expert adult educators from South Africa. This did not happen, although technical pedagogical help was provided by Sweden, mainly in the person of Arvidsson.

The introduction of the curriculum model into Sekusile resulted in what Samuels described as considerable tension for teachers, as they had found themselves having to “get through” the Grade 10, 11 and 12 syllabi, which were content centred and simultaneously worked

within the principles of the new Sekusile model, which was learner centred and participatory.

Samuels, in her interview, said that this tension was also due to facilitators having to operate between the old school content / teacher centred pedagogical model and the new adult, participative education model introduced from Sweden. According to Samuels, the skills development so important to the new Sekusile model, did not fit well with the content centred syllabi of Grades 10 through 12. Facilitators found there was little time to develop these skills and still get through a somewhat content laden syllabus as set by the Provincial Department of Education. In her view, this had created much tension for facilitators. This was particularly true in the first two years of operation, while they were developing their own adult education skills. Nevertheless, Samuels believed that facilitators had benefitted on two fronts from the new model, which benefits she described in her interview as follows:

“they now felt freer as facilitators”

and

“they no longer had to be experts in their fields”.

The facilitators had their own views on the Sekusile model, which management were careful to solicit and record. The minutes of the staff meeting dated 17th March 1998, records the following discussion:

“Lena [Boberg] asked the facilitators how the pedagogics was working for them. It was a general feeling that in the beginning it was a slow process but some of the facilitators were incorporating the pedagogics.”

“Lee [a facilitator] also said that the participants expected him to do all the explaining himself, more like the Teacher-Pupil method. Lena felt that in the learning period of the new pedagogics it was not a problem to go back to the old method now and again but still incorporate the new pedagogics”.

(Minutes of the staff meeting dated 17th March 1998)

Ngidi, a facilitator on staff during 1999, who wrote in an in-service assignment:

“They [the learners] are also people with their own set of learning patterns this is through the school system.”;

and

“Bridging the gap between school and Sekusile is a problem to them”.

(Ngidi 1999 in-service assignment)

Another facilitator acknowledged that it had taken “over a year” for him to switch over from the old pedagogical model to the new one being implemented at Sekusile. While the curriculum model was being developed and facilitators were being trained to function effectively, there was considerable discussion between management and facilitators regarding the curriculum model. Records of management and staff meetings show that there was much reflection regarding the model used at Sekusile and its implications for facilitators.

An in-service training programme was instituted for the facilitators. According to Samuels, the need for facilitator training in adult pedagogics was anticipated and a separate funding application for this programme was approved by SIDA. Boberg and Samuels confirmed in their interviews that the facilitators were all highly qualified and experienced teachers. The facilitators however, were acknowledged by them to have been without experience in the education of adults, and particularly the more participatory and democratic methods normally associated with adult education (Appendix B). The facilitators were all South Africans and products of apartheid education. They were unfamiliar with the Swedish model of popular or second chance education.

According to Boberg's 1997-1998 "reflections", a document prepared for a management meeting:

"Neither Clifford [Crosson] nor Gloria [Samuels] have been leaders of an Adult Education Centre before and have had to acquire the skills of leadership as well as learning adult pedagogics while doing other tasks".

(Boberg's 1997-1998 management meeting notes)

Minutes of management meetings record that during 1998, between the 2nd of February and the 3rd of March, 23 days were dedicated to the training of facilitators in the key concepts of adult education, the learning process and how adults learn. In that year, a total of 39 days were dedicated to what is described as "staff development and training". This included training in facilitation, the classroom environment, cross-cultural communication and team building. Other adult education centres such as St Anthony's Adult Education Centre, Tembaletu Community Education Centre, ProLit and Falcon Crest, were also visited.

The facilitators, when interviewed, described the in-service training programme as having been “very necessary”, as the model was full of “new things”. Only one out of six facilitators interviewed in August 2000 had any previous adult education experience before joining Sekusile. This experience amounted to six months as an English facilitator for a company in China.

Facilitators said that in-service training had “begun as a support system” for the facilitators and had allowed for “reflection” on pedagogical practice. It had also “made everything practical” and had helped facilitators “keep their momentum” as well as “keep us fresh and close to the model”.

In an Executive Summary, dated 24 August 1999, the following extracts refer to the emergence of the Sekusile model, after nearly two and a half years of operation. What had developed was not only the model as an adult education model, but the syllabus itself had been expanded to meet learner needs.

“At Sekusile, we believe that each person’s experience in life is unique and since inception of the centre we have developed our own pedagogical model “The Participative Approach” based on the Swedish Popular Education Model and the Adult Education Model presently used in South Africa.”

“Our pedagogical method together with our curriculum has been developed by and at Sekusile and this is what makes us special.”

“Sekusile Adult Education Centre offers adult education and skills training. Our curriculum has

been adapted and concentrates more on the practical aspects of Business development and Business Economics in order to pave the way for people with grade 10 to 12 qualifications and lower to form part of the Informal Sector and start business on an informal basis. Our short courses have been designed to meet the needs of our target group.”

(Executive Summary, dated 24 August 1999)

The need still existed, in Boberg’s view, for “developing the right mix of short courses and long-term courses that meet the needs of the people and the job market.” (Boberg October 1999 report)

In this regard, Boberg also wrote:

“We have found that we have had to become much more flexible in the course programme we offer than what we first thought when the application was made”.

(Boberg October 1999 report)

Boberg, in her October 1999 report, made the following comments about the staff and their ability to work within the curriculum model, as the following extract indicates.

“A lot of time has been spent on developing Sekusile’s pedagogical model “A Participative Approach”. Also, all staff that has been employed have come through in-service training at different levels to equip them for the work that is expected of them. Our staff comes from the so called black, coloured and Indian communities.

They are very skilled in the work that they do,
 but the apartheid education system did not allow
 for the development of planning skills, analytical
 thinking and critical thinking within these groups
 - this is something we have to work on.”

(Boberg October 1999 report)

In the August 2000 interview with facilitators, after three years of developing the Sekusile curriculum model, one facilitator described the model as “dynamic”, but another described it as “cast in granite”, and needing “to be revisited”. Despite these observations and apparently contradictory statements, one facilitator felt that the model had produced very satisfying results in terms of conflict resolving skills, as well as life skills such as reflection, analytical thinking and the development of democratic values. The facilitators had developed the skills the curriculum model required, but simultaneously the model itself had developed to be more learner orientated and sensitive to learner needs.

Boberg was of the opinion that the curriculum had been changed during the period March 1998 to June 2000; she nevertheless did not see any conflict between the curriculum of June 2000 and the ideals for which Swedish funding had been initially granted. On the contrary, she was of the view that the curriculum had in fact moved closer to the ideals rather than further away. In Boberg’s view this was represented by the 2000 curriculum which was designed around a greater number of life skill and civic subjects and further, short part-time courses. In her view, this curriculum was closer to the “Swedish ideal”. This ideal had been enshrined in the project application and revolved around three ideological pillars of the Sekusile model, namely: democracy, integration and equality.

Swedish influence, apart from the specific introduction of Knowles' ideas on adult education, laid particular emphasis on democracy, integration and equality. Boberg, in her PMU Report No. 7 for the period January - March 1999, wrote:

“Democracy, integration and equality are very much part of our working principles, as stated in the project proposal - it is principles that we continuously discuss when we work together and we also realise that we can never take for granted that they come automatically”.

(PMU Report No. 7 for the period January - March 1999)

The centrality of these three pillars within the curriculum was confirmed by Samuels in her interview. Democracy, integration and equality had been used to form the ideological base for Sekusile.

“Inclusiveness” was a word used by both Boberg and Samuels during their interviews. It was used to describe the underlying ideology that had informed curriculum choices made regarding Sekusile.

The three pillars of democracy, integration and equality were a direct consequence of the Swedish influence. These ideological values were integral to the concept of *Folkbildning*, which is essential to the Folk High School system. Samuels explained that the link between the Folk High School model as practiced in Sweden, and Sekusile was “very strong”. In her view, the work at Sekusile had “attempted to take popular education *per se* and make it work in South Africa”.

According to Samuels, Swedish adult learners at Folk High Schools live together in community. This was not possible at Sekusile because it fell outside the funding parameters set by SIDA. Living and learning together is an important component of the *Folkbildning*

principle in Sweden, but could not be incorporated into the South African model. This was confirmed by Johns in his interview. This single but important factor was not present at Sekusile. Samuels believed that this made a substantial difference to the overall success of Sekusile. Swedish learners being resident at Folk High Schools, did not have to overcome the transport problems faced by learners wanting to access Sekusile.

According to Johns, Sekusile was never supposed to be another Kaggerholm, (Swedish sister school to Sekusile) but rather a contextualised model, with a curriculum suitable for South African learner needs. This he said, had led to the decision to offer Grade 12 as a full time course and Grades 10 and 11 part time.

La Foy, in his interview, said that Sekusile was “almost an exact duplication” of Kaggerholm, the major exception being that in Sweden, the state provided what he described as “a social security net”. This he said, did not exist in South Africa.

4.3.3 The learners

The learners were considered by the management to be central to the curriculum model at Sekusile. One essential assumption about the learners was to dominate the hopes of the curriculum planners, and this was the assumption that the learners would be responsible and self motivated. In other words, they anticipated that South African learners would be at least similar to adult learners in Sweden. Certainly from the very beginning in March 1998, this assumption proved to be false. Archives and interviewee comments indicate that this assumption was challenged by the actual behaviour of the learners, particularly those in Grades 10 - 12.

Minutes of a staff meeting held on the 4th of August 1998 contain the following statement:

“Our participants did not stay on Monday for the computer lessons/bunking classes this sort of thing will not be tolerated.”

(Minutes of a staff meeting ,4th of August 1998)

The minutes record that Boberg noted it was with sadness that the management had found it necessary to institute a code of conduct and disciplinary routines. These were to include parental involvement, the introduction of a facilitator - learner mentorship and staff and participant meetings (S&P).

When interviewed, Boberg ventured the opinion that this situation may have been as a result of the social history of the nation, which had tended to be authoritarian in comparison to the social order prevalent within Sweden.

The facilitators commented on the bad results that learners had obtained in various examinations, particularly Maths. Theses were in part due to the lack of learner responsibility for their own learning. This had resulted in the need to “put certain things in place”. An example of this was the decision to call in the parents in a attempt to procure their co-operation in motivating the learners. This concern, according to the facilitators, went beyond the learners themselves, but to the realisation that bad results would have serious consequences for the future of Sekusile. One such consequence was what Samuels described as the attitude of the education department towards adult education centres that produced bad results. Sekusile’s registration status could be in jeopardy if the bad results continued.

According to Samuels, the issues of age, maturity and responsibility did not lead to a changing of the curriculum, but rather to what she described as a “strengthening” of the curriculum. This was done by introducing what she depicted as “support systems”. She described these support systems as consisting of a mentorship programme and the introduction of a study group period. She believed that the Grade 10 and 11 group had found this particularly enriching.

The original project application to SIDA stated that only adult learners over the age of 18 years would be accepted at Sekusile. However, according to Samuels, the majority of applicants were from people under 18 years. This meant that many potential learners had to be turned away. These facts were confirmed by the facilitators in their interview.

According to both the facilitators and records on file, in the first year, 1998, the age of learners ranged between 17 and 45 years. By 1999, there was a shift towards the younger learners (17 - 25 years)³⁰, those mainly in their “first year out of school”³¹. The loss of the older learner was according to facilitators, due to the location of the centre. Older learners had work or were job seekers, making day time attendance difficult. Accessibility at night was not only dangerous, but there was no public transport or taxi service at night.

Ngidi, a facilitator at Sekusile during 1999, wrote in an in-service assignment:

³⁰According to the 1999 Annual Report, there were 26 matric (Grade 12) and 13 Grade 10 and 11 (also referred to as the Bridging Course) learners at Sekusile during 1999.

³¹By 2000, the bridging class (Grades 10 and 11) had been abandoned. Only Grade 12 was offered.

“This group [under 18 years] is capable but irresponsible and ignorant, do not like taking responsibility for their work.”
(Ngidi 1999 in-service assignment)

Stevens, also a facilitator in 1999, wrote:

“There are participants that realise that it is to their advantage to be honest with themselves, however there are those who do not realise the importance of learning self discipline.”
(Stevens 1999 in-service assignment)

The facilitators, when interviewed, were of the opinion that the model had created “certain expectations”, particularly in the areas of learner responsibility. In their view, South Africa was “not there yet”³² when it came to 18 year olds having a mature approach to taking responsibility for their own learning. One facilitator commented, “These [18 year olds] are not really adults”

The youthfulness of the learners is commented on in 1999 in-service record as follows:

“Participants’ ages / too young.”

It was not only facilitators who struggled with this problem. An unidentified learner, in response to a questionnaire set in 1998 regarding what they disliked about Sekusile, wrote:

“Participant apathy - many participants do not try hard enough to achieve anything. Some believe

³²This comment was further explored in the interview. Facilitators meant to convey the idea that the new educational model (Curriculum 2005) had not yet produced responsible and self motivated learners, which the Sekusile model was depending upon.

they should pass just because they pay their school fees. They expect too much to be dished out on their plates.” (Appendix C)

An unexpected finding was the enthusiasm of the facilitators to contrast their experiences with South African learners with those from Zaire. Descriptions of the younger South African learner have to be contrasted with Ngidi’s opinion of learners from Zaire / Congo, who had attended an English short course. These learners tended to be older than the South Africans enrolled for Grades 10 -12:

“Comparing this group to our full time participants they seem very mature and more enthusiastic. Although they live under extremely hard conditions, they know exactly what they want in life. They are well behaved people with very clear goals. Facilitation is easy with this group and it is evident that they are coping with our model.”

(Ngidi, undated note filed in archives)

One facilitator, during the interview, said that with learners from Zaire, “the model came alive”. When asked to offer some explanation of the differences between these groups, the only one offered was that the apartheid education system had produced demotivated learners.

Staff and participants met regularly to discuss matters of mutual concern. These meetings were referred to in the archives as “S&P” meetings. Records of management meetings refer to numerous attempts being made by management to obtain learner feedback regarding Sekusile as a whole and in particular, the curriculum. One such exercise involved a questionnaire dealing with the period from March 1998 - October 1998.

Samuels, commenting on the questionnaire (Appendix C) stated, “the responses were used as a way forward.”

She provided the following as examples of how learner responses had led to curriculum changes:

- a) Continuous assessment had been redesigned to meet Department of Education regulations and learner expectations.
- b) Self and peer assessment had been abandoned.
- c) Weighting of course marks in terms of final assessment had been altered.
- d) The mentorship programme had been strengthened.
- e) Mathematics was dropped and replaced with Biology.

4.3.4 The syllabus

As with the use of the word ‘model’, syllabus and curriculum were also found to be used interchangeably in the archives. The syllabus was the result of a conscious decision by the founders to offer a narrow range of subjects and courses, this decision having been made as early as 1997. The minutes (dated only as 1997) of the meeting of the Project Committee read, “Curriculum discussed. It was decided to offer the commercial stream and adult basic education.”

Sekusile began offering tuition on the 2nd of March 1998. The subjects offered were English, Afrikaans, Mathematics, Economics, Business Economics and Accounting. The following enrichment courses were offered in 1998: Bible Education, Civics and Computer Literacy.

Particular difficulties arose out of the fact that Grade 12 learners did very badly in Maths in 1999. The problems experienced by learners in this subject did lead to further discussion regarding the introduction of alternative subjects such as Technical Drawing and Biology. Much

of this discussion took place during November - December 1999 and is detailed in the in-service training manual for that period.

Samuels, in her interview, stated that by 2000, the curriculum had been enlarged by the addition to Grade 12 of Physical Science and Biology as options for learners. Poor results and lack of facilitators meant that another change was introduced - subjects were now only offered on lower grade.

Another change made to the 2000 syllabus, was the decision to drop the bridging course, a combination of Grades 10 and 11, which had been offered as a part time course. In August 2000, there were 27 full time Grade 12 learners.

According to Samuels, a number of learners approached the centre wanting to study History or Geography, which, because these subjects were not offered, further restricted the potential number of learners at Sekusile. In her view, the lack of options severely restricted the appeal of Sekusile to potential learners. A notation found in records of an unspecified staff and management meeting dated 1998 -1999, under the heading 'weaknesses' is; "Limited streams in Matric curriculum."

Another factor discussed at staff and management meetings during 1998 - 1999, was the realisation that the limited syllabus did not allow for learners to advance to tertiary levels of education. One record reflects that:

"Our target group don't have finances to go to tertiary - what do we do to prepare these?
Syllabus presently does not allow for this. Bible Education and Accounting should allow this."
(Notes of staff / management meeting 1998 - 1999)

Minutes of staff meetings and in-service notes record that staff realised the syllabus was not preparing the learner for tertiary education. This led to questions being raised concerning the purpose behind Sekusile. Two possibilities existed:

- a) The syllabus was to prepare people for work or self employment.
- b) The syllabus was to prepare learners for further education at a tertiary level.

Typical issues that were discussed and recorded in minutes of management and staff meetings during 2000 are the following. They indicate the ongoing nature of the managements' quest for clarity regarding the role Sekusile was to play in the community and through future satellite centres, the AOGA.

"Is it in our model to prepare people for work?"

"Courses to be restructured in order to prepare them for workplace."

"Can we teach resourcefulness to people?"

"Initiative - create own work."

In line with the stated intentions of the founders, Sekusile was to offer adult education to the poor and disadvantaged. One of the very primary reasons given for the establishment of Sekusile was the desire to offer ABET to the illiterate population of KZN. The selection of KwaZulu Natal as the site for Sekusile is emphasised in the 12 January 1998 NECO minutes, which records:

"... it is important for the meeting to know that KwaZulu Natal has been selected because of the

results from the base line studies (50% illiterate).”
(NECO Minutes, 12 January 1998)

The project motivation letter dated 7 November 1997, states that 60 ABET learners could be expected in the first year. This would be part of the initial “focus ... as this is in demand and opens up job opportunities”. ABET is also mentioned in the PMU Report (Report No. 2) for October - December 1997. In this report, it is stated that one of the aims was to get ABET started within the April - June period of 1998³³.

PMU Report No.3, (Appendix D) for the period January - March 1998, records that ABET would start in June 1998. By the end of 1998, ABET remained an objective yet to be achieved, despite the optimistic comment in the Annual Report for 1997 -1998 in which the following comment appears:

“Much time and effort was spent in developing the ABET levels 1,2,3,4.”
(Annual Report for 1997 -1998)

Records of staff meetings show that facilitators were involved in marketing the ABET courses. Visits were undertaken to areas such as Siyanda 2 and Section D of KwaMashu. One facilitator in the group interview stated, “We never touched base with ABET learners.” According to facilitators a genuine effort had been made to take ABET to local black communities. These efforts had been unsuccessful as community centres had been inaccessible by car, had no electricity and in some instances, facilitators felt unsafe. In addition, the facilitators acknowledged that ABET fees had presented

³³It should be noted that Sekusile began classes in March 1998.

a problem in recruiting learners. According to the facilitators, potential learners with employment could only attend night classes and the unemployed could not afford the fees.

The PMU Report No. 6, for the period October - December 1998, records that among the aims for 1999 was the starting of ABET and short courses within the January - March period of 1999.

Samuels expressed the view that the ABET programme had not been fully implemented, even by mid 2000, due to the overwhelming work load placed on facilitators. This workload had resulted from their having to adapt to the new pedagogical model and also produce their own assignments as part of the in-service training programme. This entire process had, in her view, been the main reason for the fact that ABET had not been properly established at Sekusile. There had simply been no time.

In 1999, ABET fees were advertised in the Information Booklet as being R2 300 for a year of full time tuition in levels 3 and 4. Efforts to raise sponsorship for ABET learners, the Adopt An Adult campaign, proved to be largely unpopular and failed to raise the necessary funds. A seven page document details the strategy developed for the development of ABET during 1999.

In August of 1999, a policy document relating to this campaign was issued, in which it is stated that:

“At Sekusile we have been unable to reach the desired target group for which the project was designed as many of this target group are either unemployed or unemployable.”

(Adopt An Adult policy document, August 1999)

In PMU Report No. 7 for January - March 1999, Boberg wrote:

“We still feel that we are not fully reaching our target group, the disadvantaged, and this is something that we are working on.”

(PMU Report No. 7 for January - March 1999)

According to Samuels, by July 2000, there had been only 3 ABET learners at Sekusile, all from industrial settings, although plans were discussed for training of facilitators in ABET skills, to take place between January and March 2000.

The perception of the management regarding why there had been such a significant failure to reach one of the major objectives (ABET) is important. According to Johns, Sekusile was launched into an already over-serviced market³⁴. Other centres offered similar or identical courses. ABET was offered free of charge at an adult education centre in nearby Sea Cow Lake Road, part of Springfield Industrial Zone. Also, according to a note in the management file, some nearby schools were offering courses for matric repeaters. These were cheaper than the courses at Sekusile.

The need to find a syllabus that had a competitive edge in what the management perceived as a very competitive field, was fully discussed throughout the period March 1998 - June 2000 and is recorded in minutes of staff and management meeting during this time. Without substantial funding to subsidise ABET learners, Sekusile was simply priced out of the market. The term “finding our niche” occurs throughout these minutes and records of discussion groups.

³⁴ According to statistics cited by Aitchison, there were 712 registered IEB ABET centres in KZN in 2000. (Aitchison *et al.* 2000:123)

Pressure from competitors and the need to find their niche in the adult education provision market, led to a casting about for a marketable syllabus, meaning a syllabus that learners could both afford and which met learning needs. Finding fee-paying learners became a matter of utmost importance - survival began to depend on accessing the commercial sector. This had an affect on the language used to describe the education offered by Sekusile.

Central to this discussion about the syllabus was the place occupied by the model within the new commercial direction determined by management. Samuels made the following comment in 1999:

While working on the business plan we needed to prioritize the products we are selling to the community, it was then decided that the main product we are selling is our model which we have named the 'Participative Approach'.”
(Samuels Development Co-ordinator Report
January - April 1999)

The language used to describe the syllabus began to take on commercial overtones. The following extracts appear in a 1999 handwritten note taken from an in-service file, and provides an example of this drift:

“Products; Clients; Marketing; Customers; Defining the market”

and

“Draw customers into more & more involving, committed and satisfying relationships with the company”

and

“How much are we selling product for?”

(Notes from the in-service file 1999)

Boberg’s October 1999 report reflects the ongoing quest by management for clarity concerning the direction that the syllabus should take, particularly in terms of the drift towards the commercial sector. She wrote:

“We need to work on linking ourselves with business - because it seems it is there that the money is. We can offer in-service training for business, and courses focusing on planning, analysis and critical thinking - just as examples.”

(Boberg October 1999 report)

According to the documents on file, there was an ongoing struggle to find a syllabus that kept the following in balanced harmony. (Figure 4)

- a) The needs (financial and syllabus) of fee paying learners.
- b) The three ideological pillars of the model.
- c) The limited resources of the centre.
- d) Retaining the Christian ethos of Sekusile.

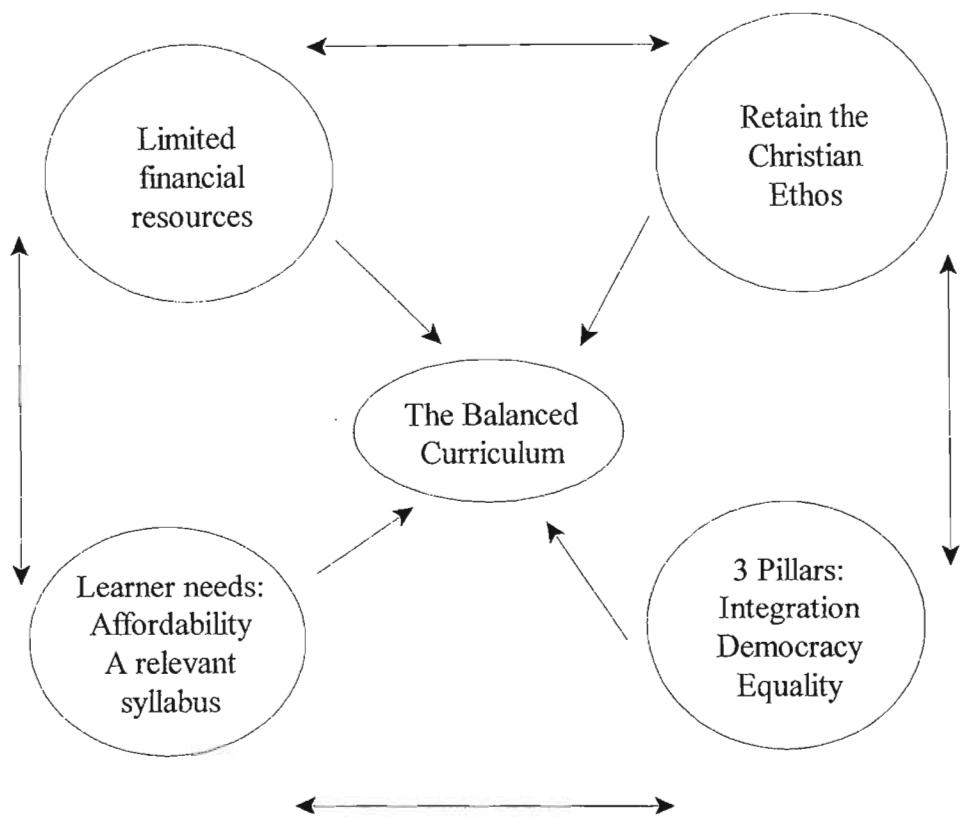


Figure 4: The struggle for a harmonious and balanced curriculum

Not only was there a need to market courses to the commercial sector in appropriate language, but there was a perceived need for short courses, rather than a focus on the year long, full time Grade 12 course. According to Boberg, the move towards more short courses held the promise of a far more beneficial scale of economy for Sekusile, than that offered by the longer full time Grade 12 and part time Grade 10 and 11 courses. Shorter courses would also, in Boberg's view, have a far wider appeal than the Grade 12 and bridging courses (a combination of Grades 10 and 11), which wider appeal would lead to higher registration numbers and enhanced sustainability.

A brief note made in 1999, in an in-service manual file, records that short courses are "in line with what we are doing". Whether this comment was meant to support the life skills component of the syllabus was not clarified during the research.

In a note dated the 26th of November 1999, Primary Health Care, Refrigeration, Catering and Easy Mechanics for Ladies were suggested as possible additions to the list of short courses. Other short courses that were considered included Conversational English for Foreigners, Computer Literacy, Conversational Zulu and Entrepreneurship.

Short courses that were implemented in 2000 was a course in Computer Literacy and another course in Entrepreneurship. Facilitators stated that potential learners with financial means, private transport and available time, had not registered for computer courses, something that puzzled the facilitators. A needs analysis had been conducted with local school teachers, and it was determined that teachers wanted to learn computer skills. Nevertheless, they had failed to register for the computer course. The facilitators speculated that this was possibly due to the fact that many schools had no

computer facilities, making the course unattractive for teachers. In addition to computer, a Zulu short course was also marketed with much interest being shown by people, but with little success in actually recruiting learners.

According to Samuels, one difficulty which did arise was in trying to get full time facilitators to work on weekends and at night so that short courses could be offered when learners were available.

4.3.5 The location of Sekusile

The archival data abounded in references to the problems associated with the location. This was the one factor that the researcher could identify that was under the sole control of the AOGA. Sekusile was initially intended to be in Wentworth, south of Durban. This site was located on the Bluff - Umlazi axis, with good accessibility by public transport. The site was abandoned after neighbourhood objections were upheld by local authorities, resulting in a move to a site in Newlands East.

Wentworth and Newlands East have much in common, but the one significant factor is that they were historically part of 'coloured' areas under apartheid. These localities also fell within the traditional areas that formed part of the AOGA constituency, the AOGA mainly consisting of congregations drawn from those particular communities. The researcher was aware that quite possibly there were strong internal political reasons (internal to the AOG) for Sekusile being built within such a community, but which were never explored as part of this research. This was a limitation of this study and is discussed in chapter one.

The location of Sekusile was repeatedly noted in the documentary sources as one of the factors that had affected the level of learner

registrations, which in turn had impacted on financial sustainability. Even the types of courses that could be offered, had to be reconsidered in the light of the problems created by difficulties certain learners would have with accessibility. One instance was the younger learners without private transport, who could not get public transport to Sekusile after hours .

Noted in the minutes of a staff meeting held on the 25th of June 1998 is the following comment, which is not attributed to any particular person:

“It is quite scary at times when I think about whether Sekusile will succeed or fail. I would truly love Sekusile to succeed by reaching the people we are supposed to reach. Transportation is a problem which needs to be attended to (for students). Otherwise our numbers will dwindle and fail.”

(Minutes of staff meeting, 25th June 1998)

Boberg’s opinion, expressed in her interview conducted on the 2nd of June 2000, was that the centre was located within a safe and relatively crime free area. In her opinion, the centre may not have had more learners “even if it had been built in KwaMashu”. Her view was that the centre is in a “neutral” area. At this stage, at least in her mind, location was not a factor affecting Sekusile.

However, a most revealing comment on the issue of location appears in Boberg’s October 1999 report. She wrote:

“Perhaps we should, at least for a time, find a classroom in central Durban - to offer courses for people who cannot come to Newlands East, and

also as a point of contact for marketing purposes.”

(Boberg October 1999 report)

This reveals an important change in thinking for Boberg, or at least the awareness of the need for an alternative site, even though her interview comments still reflect a fundamental commitment to the belief that Sekusile had been built in the right place.

Johns on the other hand, when interviewed, expressed the opinion that:

“If it had been built in the middle of town it would have been a success. Location is a crucial factor for getting people in.”

In 1999 Ngidi, a facilitator, wrote:

“These participants, who are from previously disadvantaged communities, sometimes struggle to reach the centre because of the distance they have to travel to come to Sekusile.”

(Ngidi 1999 in-service assignment)

Other facilitators commented during the interview as follows:

“There is no visibility here”

“Younger people are prepared to walk (from Shoprite, the nearest taxi and bus access point), which means that with our Matric learners there is no real problem. The problem is with short courses, older learners are not going to walk here, especially at night.”

Another facilitator stated:

“There are night schools located in black areas, with transport provided, that are also struggling to get learners to attend classes.”

The following extract is taken from an April 1999 in-service document:

THREATS:

Accessibility - not on bus route

WEAKNESSES:

Transport

Locality - isolated from major population centres

Unaccessibility [sic]

(April 1999 in-service document)

According to Samuels, these comments, extracted from the April 1999 in-service document, were an indication as to why potential learners, particularly the Blacks, could not get to Sekusile in the numbers that the plan and budget had anticipated.

CHAPTER FIVE

EXPLORATION OF THE FINDINGS

In this chapter, the research findings are explored. The five factors described in chapter four are grouped into three categories. These categorised factors are framed here according to the strength of the linkage between Sekusile management and the curricular determinant. The frame consists of three types of linkages, each of different length and strength, depending on the degree of control management could exercise over the determinant. The greater the distance from management, the weaker the linkage, the less influence management had over the determinant. The framework consisted of those curricular determinants that were beyond the control of the AOGA and PMU InterLife, those that were jointly controlled by the AOGA and PMU InterLife through the person of Boberg and those that were solely under the control of the AOGA. Even in cases where the linkage was weak, this did not necessarily imply that the particular determinant had little influence over the curriculum.

Another way of expressing this concept is in terms of distance, what Bhola (1989:49 -50) referred to this as a linkage [*L*], from the locus of control and management; in this case, the providers. Linkage, expressed as a concept, incorporates many extraneous factors not explored in this study, but which may include the following; state bureaucracy, global systems (economics), resource allocation [*R*] and social configurations [*C*]. Non extraneous factors included in the study were; government policy and funding, the curriculum model, learners, the syllabus and the location of the centre. These are exemplars of powerful factors that, depending on their proximity to management, resulted in Sekusile failing to be in full control of their curriculum.

This framework has been used as a tool to aid analysis (refer to page 12, section 1.8.1) of the findings and was selected on the basis that Boberg makes reference to factors “beyond our control” (Boberg October 1999 report). The issue of control over the various curricular determinants was a recurring theme within the archives and the interviews. The concept of control was not measured or quantified within this study, but is used here in the exploration chapter as a concept conveying the sense in which the key roleplayers, identified in chapter four, could have influenced the process of curriculum development.

The three categories explored in this chapter are as follows (Figure 5):

The first category held only one factor, which was the least influenced by the providers, Sweden (PMU InterLife) [P1]³⁵ and the AOGA [P2]. This one factor was the South African Government’s adult education policy, particularly the registration of adult education centres and state funding of adult education. PMU InterLife [P1] was represented at Sekusile by Boberg, a Swedish anthropologist, who served as Project Leader and formed part of Sekusile management. She represented the Swedish interest. The AOGA [P2] was represented by Samuels, the Project Co-ordinator.

The second category contained three factors which were jointly but not necessarily equally influenced by the providers, PMU InterLife [P1] and the AOGA [P2]. The three factors were the Sekusile curriculum model, the learners and the syllabus.

The third category contained one factor which was under the direct influence of the AOGA [P2]. This was the choice regarding the physical location of the centre.

³⁵The terms, ([P1] and [P2] refer back to Bhola’s framework.

In addition to [P1] and [P2], other elements within the theoretical framework used in this study operated at different levels.

Adults [A] as learners and what defined an adult learner at Sekusile was revealed to be a significant issue for the curriculum.

The objectives [O] for which the centre was established became a point of continual debate and discussion within management as registration levels continually failed to meet budgetary requirements and the future of Sekusile began to look uncertain.

At a national and provincial level, the fiscal and bureaucratic environment [E] into which Sekusile was launched was revealed to be quite different to that which the founders had anticipated.

The target group of learners constituted the social configurations [C] component of this study. Despite many attempts at recruiting learners from the Zulu population, their representation in the learner body always remained far below their demographic profile in the province. As integration was one of three pillars set for the ideological foundation at Sekusile, this social configuration component was an important reminder to management that recruiting learners from all sectors of the population remained a challenge yet to be fully realised.

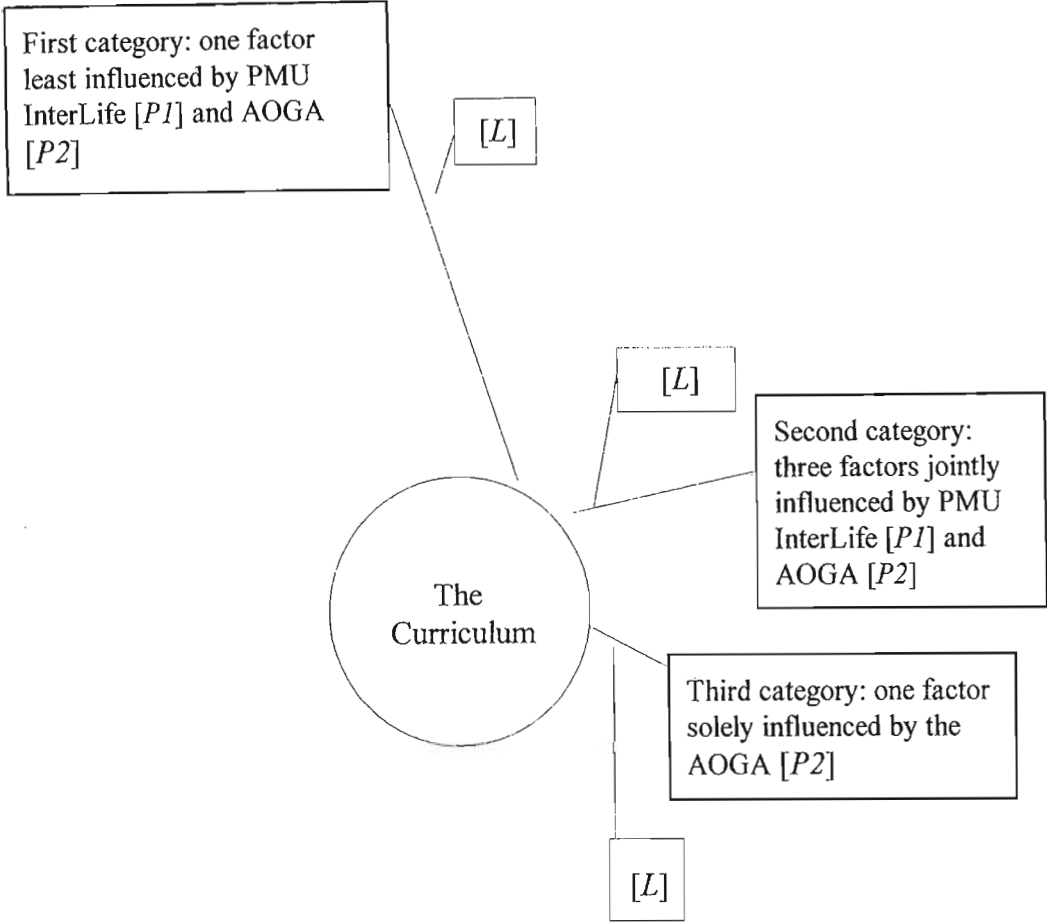


Figure 5: Distance, designated as a linkage [L], expressed as a concept implying influence over curricular determinants

NOTE:
The longer the linkage [L], the greater the distance from the provider [P]. The greater the distance, the weaker the influence [P] had over curricular determinants.

5.1 First category: one factor most removed from the influence of the providers PMU InterLife [P1], and the AOGA [P2]

Government policy on adult education, particularly with regards to the registration of adult education centres that offered Grades such as 10 - 12, resulted in serious and unexpected problems regarding Sekusile being registered as an examination centre. In addition, the curriculum at Sekusile was influenced by a lack of government funding for adult education. These factors were beyond the control of Sekusile. With more careful analysis of the environment [E] into which the project was being launched, prior to beginning operations, the impact of government policy could possibly have been anticipated, reduced, and the project proposal amended to take the lack of state funding into account.

References to time frames and registration procedures with which management failed to comply, lead the researcher to conclude that insufficient preparatory work was undertaken by the planning committee in determining the exact requirements of the Department of Education with regards to the curriculum and syllabus envisaged for Sekusile. The Department's requirements for registration as an examination centre were available and could have been considered in the planning phase. References in the data to the presence of competition, problems of credibility and policy uncertainties should not be considered as being the fault of the government. There is in the data a deep sense of disappointment on the part management with the government, that if only it had addressed the twin issues of policy and finance, then none of the following factors would have really had any significant impact on the curriculum.

As the literature survey and the data indicate however, factors such as policy and finance, within the milieu that is adult education in South

Africa, had been present for some time before Sekusile was launched. What Sekusile management lacked was a detailed reading of the available literature as this related to the South African context. It is possible that the founders were over-dependent and focused on Swedish expertise to provide an adult pedagogical model and technical guidance. Insufficient attention was given to the role South Africa's government would play (and was already playing) in funding adult education.

Johns' comment that less assumption and more in-depth connection with the local context should have taken place within the field of adult education provision in South Africa is insightful in this respect. Considerable attention was given to the development of the curriculum without ascertaining whether the curriculum would work within the framework of the Department of Education regulations. This further emphasises the possibility that there may have been too much reliance on the Swedish pedagogical model and on Swedish expertise in the early stages of curriculum development.

The express intent to afford educational opportunities [O] to the poor and disadvantaged fell into total disarray right from the beginning of operations, largely due to the lack of state funding. The disarray occurred at two interrelated levels. The first was budgetary and the second, ideological.

The financial plan assumed 150 learners from day one. At the end of 1998 there were 10 learners, 9 full time and 1 part time. On the 28th of January 2000 there were 28 registered learners. These figures indicate the extent to which the financial planning phase had misread the market. Even assuming that the government had provided a 55% subsidy, with these levels of attendance Sekusile was still in deep financial trouble.

The subsequent fees charged for courses put Sekusile on a collision course with its own ideological foundation, especially as some learners had to be refused entrance and some even asked to leave as they could not afford the fees. To survive, the cost of tuition immediately had to become market related. An example of this is the cost of the Computer Literacy short courses, which was set at 12 weeks of 2 x 2 hours and cost R1 200. (Appendix E) In the view of the researcher, this implies a radical departure from the dream of providing an education for the poor and disadvantaged. The inability of learners to meet their financial commitments constantly hampered the centre's ability to function at both a financial and ideological level. It meant a moving away from the ideological foundations upon which the entire enterprise was founded.

These factors should be considered to have significantly challenged the very ideological core of the curriculum itself. This was to be a curriculum for the disadvantaged, the poor and the educationally marginalised, as well as the unemployed. This idealism Sekusile could not afford, not as long as government failed to fund adult education. Government policy and funding have been classified as remote to management, as the one factor Sekusile could not control. However with more attention to local conditions and available information the devastating impact of policy and funding could arguably have been foreseen and significantly reduced or even avoided.

5.2 Second category: factors under the joint influence of the providers PMU InterLife [P1] and AOGA [P2].

There were three factors that were under the joint influence of both PMU InterLife and the AOGA. These were the development of the curriculum model itself, the actual syllabus and the learners.

The aim of the curriculum model was to provide accessible second chance education to the poor and disadvantaged [4]. The data suggests that this did not happen. One possible explanation for this may be found in that too much attention was given by Sekusile management to creating a contextualised curriculum model for adult education while concurrently offering adult education classes. They were trying to do too much at the same time.

The poor were not uplifted in any measurable sense. The degree to which second chance education was offered to learners is also debatable. The number of learners who passed successfully through Sekusile during the period 1998 - 2000 is so small as to render effective analysis of goal achievement meaningless, at least in the view of the researcher. In terms of civics and life skills, there appears to have been a greater sense of success, at least in the opinion of facilitators and management. Education with an ideological focus appears to have had some success at Sekusile.

The curriculum model, it could be argued, sought to introduce, at least to the AOG, an education based on a new morality [O], built around the three ideological pillars of democracy, integration and equality. The data suggest that the incorporation of these pillars into the curriculum model affected a major aspect of Sekusile, namely the sense of association between Kaggerholm and Sekusile.

The data contain incongruous statements by Johns and La Foy concerning the extent to which Sekusile was to be a model of Kaggerholm. This reveals a disparity between what the Swedes thought they were paying for and what the AOGA thought they were getting. The researcher was left with the understanding that neither the Swedes nor the AOGA had in fact realised either of their true objectives, although broad areas of commonality had been achieved, such as the establishment of a trained corp of facilitators. The AOGA

thought that they were getting a school for matric repeaters and the Swedes thought they were getting an adult education centre that would contribute towards the transformation of South African society or at least imbue learners with the socialist values of *folkbildning*.

What is clear from the data is that Boberg and Samuels as representatives of PMU InterLife and the AOGA respectively, worked well together and jointly developed the curriculum model. One successful aspect to this was the in-service training programme for the facilitators. The need for such a programme had been anticipated, however it is clear that the time the training required, did detract from facilitating and learning. The challenges faced by facilitators in adjusting from being school teachers to facilitators of learning may be interpreted as an example of the disjuncture between what Bernstein (1975) described as mechanical and organic solidarity, represented respectively by the old school model and the new participative model employed at Sekusile. At Sekusile, the challenge proved to be too much, given the realities of the legacy of the apartheid education system. There was a significant degree of incongruity between the curriculum, with its 'participative approach' model on the one hand, and the values and pedagogic norms associated with the social solidarity of the client population.

The decision to run the in-service programme for facilitators concurrently with the facilitating of learning activities for learners, proved to be debilitating for the facilitators. In-service training was strongly influenced by Swedish adult pedagogics, which had begun with a visit by the management team to Sweden for three weeks (November 1997) to study adult education in Sweden. The challenge for the staff was possibly compounded by the fact that they themselves only began to be instructed in adult pedagogics less than 2 months before classes actually began in March 1998. Altogether, this appears to have been a gravely inadequate period in which to prepare

school teachers, including primary school teachers, for the leap into the realities of adult education and the Swedish model, which in turn is profoundly informed by strong Swedish socialist values.

The motivation behind the appointment of school teachers (some even primary school teachers) as adult facilitators needs to be questioned. Considerable resources were invested in the in-service programme. Could this have been avoided by employing qualified adult educators? To what extent facilitators were employed because they fitted in with a demographic and even a denominational profile was never fully explored in the research process. This is an acknowledged limitation of the study.

Incongruent statements by the facilitators in describing the curriculum model, indicate a divergency of perceptions regarding the model. The researcher's understanding of the data is that facilitators thought highly of the model, but that it was "cast in concrete", almost as if it were the very heart of the project. This perception is borne out by Samuels view that the main product being sold by Sekusile was its model. Significant time and resources had been invested in its development and now after three years, according to at least one facilitator, it needed to be changed. It is as if the model had become the single distinctive that set Sekusile apart from other centres. Yet despite the many attractive aspects attributable to the model, learners still did not flock to Sekusile.

Boberg's assertion in her October 1999 report that the curriculum model had been under constant review is supported by the data. This process may of course have been forced upon management as a necessity for survival. If learners were not enrolling for Grade 12 then some other courses had to be offered.

The second factor under the joint influence of PMU InterLife and the AOGA was the syllabus. The constant review of the curriculum model did lead to a questioning of the type, nature and content of courses being offered at Sekusile. The data reflects that as 2000 drew near and the end of the initial funding from Sweden was approaching, the discussions and suggestions made in particular concerning short courses, became quite desperate. The two burning questions were: what kind of courses would learners want and how much would they pay for them?

Boberg and Samuels were deeply involved in the syllabus discussion, as Boberg was of the view that short vocational courses were more in line with the Swedish approach to adult education and Samuels needed to find courses that would help Sekusile become self-sustaining.

The curriculum had begun in 1998 with a narrow focus in terms of the syllabus, which was to offer Grades 10 and 11 and 12 in the commercial stream. Pressure from learners or enquiring learners led to the consideration of other subjects such as Biology, Technical Drawing, Bible Education and Accountancy. The Grade 10 and 11 bridging class was discontinued and all subjects offered on standard grade. Short courses were then introduced, but never fully subscribed.

What this history indicates is the willingness of management to consider alternatives and that they did not view the syllabus as immutable. Flexibility to meet learner needs is clearly evident within the data, even if the views of the facilitators did not always concur with those of management. The evidence suggests that the motivation behind the changes may not have been purely out of a concern to meet learner needs, as may be considered important in adult pedagogics, but rather a desperate need to find a curriculum model which offered a syllabus that could attract paying learners.

The shift in the language used to describe the education being offered, moved from education for the poor and disadvantaged to include words such as clients, products and customers. This indicates a radical departure from the language of socialist values towards that of capitalism and commerce. This was a deliberate choice made by management, again in pursuit of economic viability. The realisation that survival depended on targeting paying clients, stimulated the management to revisit the language, packaging and structure of the syllabus. In this regard, there are significant similarities to the history of NASA, discussed in the literature review (refer to page 2.6).

The failure to establish an ABET programme, even though it was identified as a major goal for Sekusile, needs some examination. It is possible to argue that the entire project was sold to the Swedes on the basis of the illiteracy rate in KZN prior to 1998. There was an expectation of 60 ABET learners in the first year. The fact that by July 2000 there had only been 3 ABET learners indicates the extent to which this goal was not achieved.

Management attempted to market ABET classes both at Sekusile and in townships, but the safety of facilitators and lack of resources at satellite locations discouraged management from pursuing ABET. The Adopt An Adult campaign was directed primarily at AOG and AOGA congregations. It failed to attract support and this may be attributed to general apathy towards adult education and the belief that churches should leave these more social issues to the state. Other possible reasons for the failure of this scheme were not explored in the research.

The principle reason for the failure of ABET at Sekusile must be attributed to a lack of subsidising funds. To expect unemployed and illiterate people to pay in the region of R2 300 per annum to learn to read and write, is naive.

ABET also requires specialised facilitators if it is to be a major part of the curriculum. The staff at Sekusile were initially employed to teach Grades 10 - 12, not ABET. Management discovered that the facilitators could not cope with being facilitators of Grades 10 - 12, learners themselves in the in-service training programme, marketers of Sekusile and still acquire the skills and time to run a substantial ABET programme. It is possible that management did not understand the realities involved in offering ABET to the extent that the project application proposed.

Overall, the struggle to get ABET courses established must be analysed against the general state of ABET provision in South Africa. This sorry situation is fully described by Aitchison (2000: 52-59) in the survey commissioned by the Joint Education Trust. The history of ABET at Sekusile reflects this general state.

The third factor jointly under the control of PMU InterLife [*P1*] and the AOGA [*P2*] was the learners [*A*]. Sekusile management had begun with a project application which stated that no one under 18 years of age would be admitted. However, lack of registered learners over 18 years, together with a demand from under 18 year old learners, led to younger learners being admitted in 1998. Assumptions on the part of Sekusile that these learners would be responsible, self motivated and self disciplined soon proved inaccurate. If these qualities were to be considered indicators of adult learners (Knowles 1981), then the learners at Sekusile were not adults. As the curriculum model was predicated on the assumption that the learners were adults, it is not surprising that management immediately encountered serious problems and that learners found it difficult to work within the curriculum model.

The youthfulness of the learners also meant that they were products of the old school system, a remnant of a mechanical solidarity

(Bernstein: 1975). They were expected to function within the assumptions of a new organic solidarity, even if it was within the limited confines of Sekusile. They had been used to a visible pedagogy and yet found themselves expected to behave according to the assumptions of an invisible pedagogy. According to Jarvis (1985:55) this new pedagogy is all about the “education of equals” and the model assumes that there is “equality between all the participants in the teaching and learning transaction”.

The introduction of interventionist strategies proved effective, but further challenged the operating definition that Sekusile was an adult education centre³⁶. One strategy was the involvement of parents in the management of learners, a contradiction of the claim to be an adult education centre. The other strategies, namely the mentorships, and staff and participant meetings (S&P) also significantly helped the younger learners function within a curriculum model designed for older learners.

A particularly successful element within the curriculum model was the development over the three years of feedback mechanisms from learners, which allowed for adjustments to the model. The participative nature of the model allowed for real expression to be given to the desire of management for an integrated, democratic model wherein equality in some sense, was an attainable ideal.

5.3 Third category: one factor under the sole influence of the provider, the AOGA [P2].

One factor was identified as having contributed to the curriculum and which was under the sole influence of the AOGA. The choice of

³⁶In recognition of this conflict, during 2000, Sekusile changed its name from ‘Sekusile Adult Education Centre’ to ‘Sekusile Centre for Education, Development and Training’.

where to build Sekusile was in the hands of the AOGA, and in particular, that smaller section within the AOGA, known as Bethel Assemblies of God. Why Sekusile had to be built within an area historically designated 'coloured' proved to be a very sensitive issue. Boberg's comment that Newlands East was a safe area is no doubt true, but in the researcher's view, not the only reason for the choice of site. Internal political agendas were hinted at during interviews, but were always prefaced with phrases such as 'off the record', which precluded the researcher from incorporating these comments into the data.

The final choice of a site for Sekusile was made by the AOGA, even allowing for the limited number of suitable plots zoned for education. Even though Newlands East was second choice, the data suggest that management did not in any way anticipate that the location would be such a major hindrance to learners accessing the centre. The realisation that Newlands East was such an enormous problem came too late. Boberg's admission that Sekusile should consider renting space in the Durban central business district reveals a substantial shift in thinking regarding the location of the centre.

Even though Sekusile had overnight rooms, it was never designed to be residential, as is Kaggerholm. However, the seriousness of inaccessibility was never fully appreciated until after the building had been erected.

CHAPTER SIX

CONCLUDING COMMENTS

Sekusile began as a social dream in La Foy's mind. It took form in a curriculum that was committed to ideological and socialist values represented by the three pillars of democracy, integration and equality. In the view of the researcher, the ideals of *folkbildning* imported from Sweden, were not successfully contextualised for the learning needs of the majority of the educationally disadvantaged people in KZN, nor were these ideals economically sustainable within framework of South African policy and funding. These ideals were not transferable from Sweden to South Africa using the Folk High School as a model. In essence, the project failed to meet its major objectives in a spectacular manner.

It may well be that the lack of appropriate or sufficient planning in South Africa by both the Swedes and the South Africans, together with the failure of the government to live up to the unrealistic expectations of those planners, conspired to create an environment in which Sekusile was going to face extremely difficult times. It remained a firm belief of management that had the state provided the 55% subsidy so commonly expected by the planners, then Sekusile would have become a flourishing base within three years. This single factor plunged the entire curriculum into a crisis of identity, direction and sustainability.

As late as November 1999 staff were still working on the issue of location, identifying potential learners, finding a "niche" curriculum, as well as facing up to the challenges of funding and ownership. What had in effect happened at Sekusile was that it had by 2000 become *de facto* a high school (secondary school), offering Grade 12, mainly for

matric repeaters. The decision to drop the word 'adult' from the name of the centre was a significant admission that the Swedish ideal (a Folk High School) had not been as transferable as the founders had hoped it would be in the beginning. Adult education had become ancillary to the curriculum rather than occupying the primary place once envisaged by the founders.

It needs to be questioned whether they should not have been more aware of the changes that had been occurring within state - NGO funding environment and whether they should have been able to avoid or minimise the debilitating affects of government adult education policy. It is possible that most of the bureaucratic difficulties could have been avoided had South African adult education experts been consulted at the conceptual stage. Consultation with local authorities³⁷ appears to have occurred at a later stage, but too late to save the centre from facing a financial crisis.

The result was that the curriculum at Sekusile was destined to face impossible challenges even before the doors opened. The curriculum, however noble in desire, was never going to be deliverable in sustainable measures without secure long-term funding. The result was not education for the poor and disadvantaged but education for the relatively affluent.

Should the founders have been aware of the changes to the NGO funding environment that had already had a devastating affect on local and international NGO sectors by 1997 - 1998? The researcher's answer is yes. Sekusile was not the only NGO to suffer and face ruin as a result of international and local changes. It would appear to the researcher that there was enough information available at the time to forewarn planners that NGO funding had already

³⁷For example, Adult Education units at local universities and NASA.

seriously dried up and that government was not funding adult education to any significant degree.

To have based the entire economic model on the assumption that the government would fund the curriculum was naive. The strength of this assumption perhaps reveals a strong political dimension within the minds of the founders and the project management, a number of whom were active ANC supporters. There was a very high level of trust in the new government to meet educational expectations. It is possible that the strong link with the Swedes led the key roleplayers in the AOGA to uncritically assume that the new democratic South African government would follow a similar ideology and fiscal policy to that of Sweden, with regard to adult education.

It was never intended that Sekusile become a mirror image of Kaggerholm Folk High School, and the data reflect that many efforts were made to contextualise the curriculum model for South Africa. The data left the researcher with a question regarding whether the curriculum was not too ambitious in terms of idealism, especially in terms of the Swedish agenda for furthering social transformation in the new South Africa. As Jarvis (1985:17) points out, "...education is probably more likely to be affected by social forces than it is to be a force for change, although this does not preclude education from being an agent in structural change ...". Nevertheless, according to Dewey (in Jarvis 1985:49-50), there is a link between curriculum and democracy.

The disappointing level of registrations genuinely appeared to confuse the management. Why, when they offered a safe, well-equipped centre, with dedicated facilitators, did learners not sign up in large numbers? Perhaps the answer lies in that learners wanted an affordable, accessible and relevant education. The distinctive qualities of the curriculum model, together with its ideological pillars did not

in itself attract learners. Significantly, these ideals could not compensate for the problem of location or the limited nature of the syllabus. In essence, Sekusile management focused on the curriculum model, while learners were looking at less ideological factors, such as costs and relevance.

The Swedish influence at Sekusile was more profound than the data suggest. Despite the serious work done to contextualise the curriculum model for South Africa, this was not enough to ensure a successful operation. In Sweden, where a social security net and state funding support Folk High Schools, attention can be given to curriculum model development as finances are not an issue. However in South Africa, the researcher is of the view that too much attention was given to the model on the assumption that a good model would in itself attract learners. This can be described as gross paradigm loyalty, which blinded management to the real needs of poor and disadvantaged learners.

The location of Sekusile as a problem affecting the curriculum and syllabus was clearly supported by the data. What remained a frustration for the researcher was information not present in the archival data but what was hinted at in interviews, namely the political nature of the decision to build in Newlands East, rather than locate in a place frequented by the target group - the poor and disadvantaged.

There is a serious question as to the readiness of the AOGA to adapt to this vision of education, sufficiently to fund and assume real ownership of Sekusile. The project should have been more thoroughly planned prior to the launch of the centre. Despite these difficulties, there is a democratic idealism inherent within the curriculum, which after three years had begun to bear some fruit, even if there was a disappointing number of learners.

The researcher holds the view that the manner in which a curriculum is configured as a system for the delivery of education, is essential for it to be successful. The configurational theory of system development and change underpinning this study, has been used to promote an understanding of the dialectical relationship between the three categories of factors identified in the study. At the centre of this dialectical process was the category holding the curriculum model, the learners and the syllabus. Affecting this central category were two other categories, namely; government policy / funding and the location of Sekusile.

The curriculum was the product of three policy making bodies, government, management and the AOGA. The government set policy which regulated adult education and funding levels, which management could not control, but could have foreseen. The management (AOGA and SIDA) had set policy regulating the model to be used, who the learners would be and what syllabus would be made available. The AOGA owned the process that determined the locality of the centre. This was the greatest concentration of power over the curriculum as a system of delivery, which the data suggest was used in such a way as to inadvertently place education beyond the physical reach of the poor.

All three categories discussed in Chapter Five interacted to create a dialectical and challenging environment for curriculum development. The impact of government policy and funding had a profound affect on the learners and the syllabus. Lack of funding and department of education regulations regarding adult education centres did result in Sekusile attracting fewer learners, if only for the fact that they could not afford the fees. The syllabus had to be amended to attract fee paying learners. The syllabus also had to be adjusted to accommodate learners who had private transport and who could access the centre after hours. This prejudiced the poor and disadvantaged. The

curriculum as represented by ‘the model’ was possibly least affected by government policy, as it was a relatively rigid framework located at the heart of the entire project. Its ideological pillars were somewhat resistant to the impact of government policy and funding.

The influence of the policy making bodies on the dialectical process of curriculum development has been reflected in the categories as discussed in Chapter Five. The researcher acknowledges that a fuller exploration of the dialogue between the categories has been restricted owing to the limited nature of the dissertation. However, the data suggest that this dialogue is dynamic and worthy of fuller exploration if an integrated view of the entire curriculum process is to be appreciated.

The location of Sekusile was so hugely problematic that this one factor could alone have threatened the survival of the centre. The inaccessibility of Sekusile immediately prejudiced the poor learner who could not afford what transport was available to Sekusile. This was fatal error for an centre that proposed to accomplish the goals it had set for itself.

In seeking to identify the centre of the curriculum, the researcher concludes that the model with its inherent Swedish ideals, was at the centre of the curriculum, rather than the learner. This explains one reason why after three years of operation, so few poor and disadvantaged people had been educated at Sekusile. The data suggest that learner needs were a priority only after the requirements of the model and the question of location had already been settled. The researcher views this as an example of inappropriate configuration of the curriculum, as adult education, particularly in under funded countries like South Africa, must configure the learner’s needs into the centre of the curriculum from the beginning of the planning phase.

The researcher concludes that the project took on its own life and momentum even before classes began. The result was the hard questions were not asked. The business of building the centre took precedence over the important business of thorough planning and conducting a realistic analysis of learner needs, not to mention the willingness of the AOGA to own and fund the future of Sekusile. As a consequence, Sekusile was not able to meet the needs of the intended learners.

Finally, the researcher has been left with a profound sense of admiration for the management and staff who have determinedly struggled on against innumerable odds. Their dedication to the task of making Sekusile work has been impressive.

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APPENDIX A

Letter authorising access for research purposes



2 Lantern Crescent
New Dawn Park
4037
Tel: 031-5777100

Sekusile 25 November 1999

P. O. Box 76217
Marble Ray
4035
Fax: 031-5777100

Noel Sanderson
P O Box 51065
Musgrave
4062

Re. Access for research purposes – request tabled in NECO

Dear Noel,

The members of NECO have received your outline and your request was discussed in our meeting on 9 November.

On behalf of NECO I wish to inform you that we as a committee welcome the research you are wanting to do that includes Sekusile and we will do what we can to assist you in this work. The members of the Committee felt a need to stress the importance of confidentiality and integrity in the work you are doing – as you have put it in your overview.

We ask you to liaise with the Management at Sekusile so that your visits to the centre and also your need to talk to staff and participants, and have access to documents, can be properly planned.

Yours faithfully,
On behalf of NECO

A handwritten signature in dark ink, appearing to read "Lena Boberg". The signature is fluid and cursive, written over the typed name.

Lena Boberg

APPENDIX B

Development co-ordinator and facilitator profile

Appendix B

Development co ordinator and Facilitators at Sekusile - August 2000

AREA OF RESPONSIBILITY	LENGTH OF SERVICE AT SEKUSILE	QUALIFICATIONS	PREVIOUS EXPERIENCE PRIMARY / HIGH
Development co ordinator	2 years 10 months	PTD (4) SP in remedial Dip in HR Management Cert to Teach English Second Language Learners	Primary Teacher 10 years Remedial 8 years HOD 1 year Acting Deputy Principal 1 year
Accounting, Biology, Business Economics, Physical Science	6 months	Std 10 Primary Teachers Diploma Unisa: BA B Compt (incomplete)	High School 24 years
English, Mentorship Programme	3 years	BA HDE	Primary School 6 years Pre school 3 months English facilitator in China 6 months
Afrikaans, Civics, Library, Bible Education	3 years	Natal Teachers Diploma BA	High School 33 years
Maths and Computer	3 years	HDE	Secondary
Cross Cultural Communications Programme	2 months	M+4 HDE	?
Zulu, Economics	3 years	BA B Ed	High School

APPENDIX C

Response summary of learner questionnaire
conducted by management

QUESTIONARE

Answering the following questions will assist in the development process at Sekusile.

You don't need to write your name.

Questions are related to the time spent at Sekusile from March 1998 - October 1998.

You are free to write as much as you like

1. What I like best at Sekusile is

Lack of tension and stress - relaxed atmosphere. Respect given to facilitators.

Democratic and organised by Christians from SA and Sweden.

Strong communication between staff and participants.

Learnt to communicate with people speaking different languages. Free to speak the language you like.

Facilitators are free to advise you about your studies and personal problems. All

Facilitators are qualified for their jobs.

The way participants are treated - with respect

Enjoyed myself - it was heavenlike - not treated this way at previous school

Working conditions

Facilities

Hours of work

Code of conduct - S & P period, participants get permission to bring out their views.

Quiet and peaceful place

Seven people in class - lots of individual attention

Suitable for adults as well as persons under the age of 20

Staff unity

Good prospects for the future

Christian principles - Equality

Treated as an adult

Quality education

All duties and responsibilities are negotiated and one is not left feeling that you are not part of the process.

At Sekusile, one's abilities and talents seem to be extended and it has afforded me lots of growth especially in my admin and planning skills.

Sekusile's model, cornerstones.

Interesting and challenging participants

Environment

I've learnt to be responsible

I like the type of atmosphere we work in. The Facilitators and the help that they are willing to give on a one to one basis.

The ability to be myself. Teamspirit. Respect shown to each other. Our model.

Friendliness and understanding

2. What I dislike at Sekusile is -----

--

Participant apathy - many participants do not try hard enough to achieve anything.

Some believe they should pass just because they pay their school fees. They expect to much to be dished out on their plates.

Only has commercial subjects.

Does not offer important subjects like Physics and Biology

The word adult dissappoints teenagers who would like to finish their studies at the centre.

Interesting computer lessons started to late and we are going out but we know nothing about the importance of using computers.

When you register, you are not told about the amount of school fees you need to pay

Often you get outstanding money - What you can do ? Nothing, you signed a contract

No sport

No mirrors in the toilets

No tuck shop

Location - not suitable for people unable to afford transport

There is still a need for communication lines to be more structured. Whom reports to whom, when and how

Besided bible ed, nothing else

Some people have a one track mind but act to have an open mind

The length of the periods. You can only concentrate for 30 minutes thereafter you do not concentrate totally.

3. With regard to the time spent at Sekusile I feel

Enriched in terms of challenges and experiences.

There was a need to adapt and adjust

I'm happy and I was nervous because I was the first student who opened the centre

I was thinking of I wasted my time for learning in the centre because it didn't have independant buildings but now I'm happy about the time I spent at Sekusile

Great school and I would like that next year Sekusile is well known

Satisfied - so much glad, I feel at home for the time spent at Sekusile. I hope others join to make Sekusile improve.

It has brought me lots of individual skills. I have learnt to deal with lots of situations and social problems.

Happy to part of the team and play my part to maintain and keep clean everywhere.

Comfortable - I can't explain . I can say many things, Sekusile is the best to me.

It's been rewarding to me. Been my oasis in a wilderness experience.

Fresh challenges and stimualting work and the environment did much to charge my deflated batteries.

I feel a whole lot motivated.

Great being part of the foundation at Sekusile.

I feel enriched by discussions and meetings held at Sekusile.

On - going learning experience - able to mature in aspects related to my job description.

Happy to be a part of tthis project and willing that I can spend more time at Sekusile

There should be more courses because not everbody is business minded.

Uplifted, empowered and enriched. I have grown tremendously in knowledge regarding ABET. Challenged to want to let others experience this growth

4. What I have learned is

To be independant

Democratic

Self - confident

learned to do things on my own with the instructions I received from my facilitators,
 not to be spoon fed as before.
 Responsibility is also one of the things I learnt
 The importance of dialogue
 The dynamics of group work
 To exercise patience and become more tolerant
 Teaching adults is different from teaching high school students
 The importance of synergy $2+2 = 5$
 To reflect on the learning environment
 Reflect on myself, my goals in life and what I want from time to time as a teacher
 Also gained new found confidence in myself and my abilities
 Communicate with the facilitators
 Don't be shy when there is something you don't you understand
 Be more confident
 When you problems with some subjects, the faciliators can give you extra lessons.
 He/She is always willing to help the participants
 People from different walks of life, different religious groups, social standing, can
 work together in harmony.
 Learnt to know other poeple's thoughts and how to deal with them - to care for others
 To stand out from the crowd about your education. Not to be scared to talk in from of
 poeple
 Eqaulity and democracy
 No matter who you are or where you come from you have to respect others
 Need to be confident if you are meeting English speaking people. You need to be free
 to raise your views in meetings
 I learnt that we are all the same in God's eyes and no - one is better than others
 To be tolerant, understanding, sympathetic, but principled, so as to enjoy mutual
 appreciation and respect
 When things seem bad they end up turning out good.

5. What I have discovered about myself is

That my perceptions and expecations are not really consistent with the reality of the
 situation. I also achieved success in areas not imagined before.
 I'm scared of speaking English with English - speaking people because I know my
 English is not well. I need and English - speaking friend who can teach me connfidene
 of speaking English. I need to use English everytime when you speak to me.
 If I can believe in myself, I can reach my goals. If you want to be someone, you must
 work hard.
 Need to learn more
 To know that my future is in my hands. If I want to change my past, I can change and
 start as new life to improvinf and progressing deeper than before. To be patient and
 understanding to other people's needs and aslo to be more considerate of other
 people's needs.
 Now I have more commitment, more motivated, have better communication with the
 staff and participants with openness and honesty.
 I achieve more goals in my life because education is the key to success. I can say this
 moment as I close the door behind me, I know that my life will never be the same
 again. I can say that the bright light is coming.
 I am a creative, innovative, resourceful person. Need to believe in myself even more

I need to constantly re-evaluate myself and my goals as I am a highly motivated person and I could so easily lose track of myself and my direction and focus. I work best with adults.

The ability to adjust and adapt to a different working environment.

I am responsible and capable of doing things on my own. I'm a hard worker and not as lazy as I thought I was.

To respect others viewpoints. To be confident and share my experiences with others.

Learning is liffe long and I developed the skill reflection in every avenue of my life and this has made learning more meaningful. Teaching adults is not the same as teaching children

How to be myself and to work at your own pace. To appreciate what other people do for you.

6.How did you work together in the classroom ?

We worked as a group, discussing, sharing and helping each other.

Very well, participants are actively involved in activities

Used a variety of learning styles. At times we used role plays, discussions, evaluations, questionnaires, lectures, presentations, video footage. Most lecture time revolved around small group discussions and feed back.

We work as a group that makes everbody participate in the classroom. We share things and although some are not clever, they catch up when we share things

I work nicely with others in the classroom, especially when we worked as a group, it was marvellous.

Successfully

Work greater with the assistance of a facilitator. Without them, working was going to be difficult.

I tried to work together with my classmates to discuss what we had learnt

Harmoniously - with persuasion, encouragement and guidance - dispelled unnecessary fears and doubts.

7. How would you describe your own participation in the classroom ?

Very enthusiastic. Simplified learning material for weaker participants.

1998 was the year to show me my future. I tried to concentrate in the classroom, be punctual, respect and do as I was told.

Successfully.

Working as groups was marvellous.

According to my side my own participation was good, only when I had problems with the subject. I didn't want to be a problem for the Facilitator because I know what I want for my future.

Used a variety of learning styles. At times we used role plays, discussions, evaluations, questionared and video footage. Most lecture time or periods revolved around small group discussions and feedback.

Very well. Participants are actively involved in the classroom.

We worked as a group discusing, sharing and helping each other as much as we can.

The big thing is with the facilitators who are very committed to their work and paying more attention to the participants.

As the bridging class we worked well together.
Openly with everyone having some input

8. Evaluate each subject

English

Positives about this subject

Interesting.

Worked well together, work was done at a good pace.

It was rewarding watching a group of learners realising their goals and knowing in a small part you were a part of that process.

English facilitator is the best. He knows what the participants want to achieve and communicates well. He shows you how to do things that you don't understand.

It was nice to write, read and talk. I found out how to interpret things.

I was positive because without English, communication is difficult.

He knows our needs and makes us proud of ourselves

Problem areas in this subject

I had a few problems at the beginning but with the help of the Facilitator I overcame them.

It was my first time doing it as first language, but now I try a little better.

Only when we did cartoons, but I will catch up and work harder.

Commitment of participants to go beyond themselves e.g. to take responsibility to bring information to class, research work together or in study circles on particular issues affecting the language and relevance to the class.

Effectiveness of materials

Teaches you to work on your own

Enough insight information

Seeing King Lear on video helped make us understand

Changes you would suggest

It would be a nice idea if an amount of money was allocated to each facilitator to buy specific resource material to facilitate or supplement the prescribed works. This amount does not have to be used, but it gives on the liberty to delve more into the subject. It would be forward looking, but I think it would benefit the centre to set up a material research department. This group of dedicated individuals possibly working after hours because of budget constraints could research and layout materials relates to our courses and model. We already have the resource viz, computers, photocopiers. Now all we need is to target our team, do our market research and draw from the benefits of group work. The contributions from this exercise could also serve to alleviate some of the financial pressures as now materials are designed by the centre and could also be sold to other institutions ensuring additional information. Our materials in themselves could be advertisements for the centre. Look into designing correspondence courses where participants could come for in - house lectures for 2 days every three months. May be an additional source of income. Could be popular for people who cannot afford to come to the centre as they cannot afford to leave work and out full and part time course do not accommodate them. Your research department

could investigate this option. Have a sign writer write on the walls so that kombis passing by can read about us and it can be seen from the highway.

Shorter periods.

To learn more and speak English as my mother tongue.

Maths

Positives about this subject

I understood well in the classroom, but forgot everything when I got outside.

It's not always as hard as it seems.

Trying to enjoy this subject. Enjoyed the Facilitator very much

This is the subject I enjoyed the most because it is good for my tertiary studies.

Facilitator always gave of his best to impart knowledge to us

Problem areas in this subject

Need to work faster and work more closely with each other.

Fail to grasp concept.

Did not understand how the facilitator got his answers on the board

Facilitator has a lot of knowledge and caused him to have a problem to analyse to somebody else. We needed to have more tests

Effectiveness of materials

It would be a good idea to use study guides for explanations.

The examples used sometimes were very vague.

Changes you would suggest

I think next time he will do better and he will be confident about speaking about his subject because Maths is not a very easy subject

Accounting

Positives about this subject

It looks like a very easy subject. I did not give myself a plan of action from the start.

Yes because it is good for the work that I intend doing when I have finished my matric.

Facilitator teaches well. Participants work well.

Becomes easy with practice.

Equip pupils on how to handle their finances.

Problem areas in this subject

Syllabus. Accounting principles and procedures. There is no other way around in the preparation of financial statements and other accounting books, you have to follow certain procedures.

It is difficult to understand, especially if it is your first time.

Lots of problems, but it depends on what you as a participant put into the subject

Effectiveness of materials

Easier to understand.

Provided nicely, to make our own budget sheet it made the easy way.

We got good material from the facilitator

Changes you would suggest

To spend more time learning. Manage time.

Must be done everyday for practice

Business Economics

Positives about this subject

It is important and relevant to our everyday life. Practical. Field visits are possible.

Closely related to other economic sciences

Teaches one life skills of the business.

It is very nice and important to us because we can give ourselves a better life about business.

We work well and very efficient

Problem areas in this subject

Syllabus bound.

How do you start ? What kind of products do you sell ? For how much and what will be the profit ?

Effectiveness of materials

Provided nicely. Facilitator took us to the ICC to see and know about marketing expo

Changes you would suggest

Afrikaans

Positives about this subject

Some participants are producing fine quality work. Much overall participation.

It was important during the 18th century.

The subject was well taught and we enjoyed working with the facilitator.

Problem areas in this subject

Participants do not read on their own. Some do not submit their assignments on time.

Where are we going to talk Afrikaans ?

Difficult to talk and understand

Not as much oral as usual

Effectiveness of materials

Worksheets, diagrams, pictures and cartoons enhance understanding of participants.

Provided with books in library and newspapers.

Worked alone and given work at recommended date, teaches you responsibility.

Stories help to improve pronunciation.

Changes you would suggest

It is not a usual language here in Kwa Zulu Natal.

Zulu**Positives about this subject**

It is nice for blacks. Most of the blacks did not learn, some of them helped explaining to others

Easy to learn

My language

Is the best

Problem areas in this subject

If blacks speak with white, both can be shocked. Zulu is more difficult than English

Language structure

Effectiveness of materials

They provided us well with books in the library

Not much material available

Changes you would suggest

Zulu can help blacks only.

Economics**Positives about this subject**

Is the best.

A better understanding of the business world

To know about the economics in our land.

Relates to everyday life

Problem areas in this subject

Needs to be studied closely

Effectiveness of materials

Assignments helped a lot with motivation

Changes you would suggest

For the government to accept people using their money as they like no matter how much they pay.

Bible Education

Positives about this subject

Many participants - those present - do take part in the discussions. Some like to preach

It is good because it reminds us of God.

Makes me always feel about Jesus.

Taught us and enlightened us to new avenues.

Problem areas in this subject

A number of students do not attend class. They feel it is a non - exam subject - old mentality.

It enters in the time when we are tired.

Effectiveness of materials

Diagrams, maps, texts, help in understanding the themes as well as objectives.

Changes you would suggest

A Bible Education certificate should be issued each year.

Must have prayer and chorus to avoid being bored.

To be the foundation for all our lessons

Computers**Positives about this subject**

I looked forward to it but we didn't get much practice.

Computer literate

Catched me to know to using it

It is important because we use it all over South Africa

Problem areas in this subject

Facilitators did not let us know how to put the disc in. He did it for us

Started late and not allowed to use it when you are free

Effectiveness of materials

Made us use it practically

Changes you would suggest

Give it more time

To know more about it and use it effectively

Make it a subject

Life skills & Civics**Positives about this subject**

Serious discussions and debates have taken place on certain crucial issues. There have been agreements and disagreements.

To know how to communicate with others and know their needs.

Gives you an idea of the outside world.

Problem areas in this subject

A number of students do not attend. They are persuaded to do so time and time again

Youth don't like this subject. Difficult to attend if you are alone

Effectiveness of materials

Very purposeful. Objectives attained.

Changes you would suggest

Issue certificates at the end of the year

Make the youth feel good about it

9. What do you think about the Administration, Management and maintenance at Sekusile ?

Working well. Maintenance is excellent. Management is working well and relate well.

Eleanor is a tremendous asset to the centre.

Very friendly to participants. manage the centre well

Administration should be at least 2 people

Clear, unambiguous, explicit communication on vital issues. Relationships very sound although communicative responses are sometimes vague. Co - operation is very encouraging. Dedication is easily noticable.

10. What do you think Sekusile should focus on next year ?

Mentorship programme

Church related workshops to strengthen the relationship between Sekusile and churches.

Extra Curricular activities for participants and staff

Sports maybe a small gym setup

What they have done with us, they must continue with others

Workshopping with participants on a positive attitude towards their goals.

Build genuine - not cosmetic - relationships with the immediate community

Exchange of ideas with other institutions

11. Democracy, Intergration & Equality are Sekusile's three cornerstones. Have you seen these in practice this year ? Give examples

Yes, in management. No decisions are made in isolation

Staff meetings, whole staff involved in decision making process.

S & P treat each other with respect and as equals.

Everybody gets a chance to say what is affecting them

13. Any other comments

Marketing programme for October has been handled with enthusiasm and wonderful co-operation from all, including some church members

It lets us think deeply. No need to give up

The interest and success of the institution should always be uppermost - number one priority. Look after, respect, love all players - but no player is above the game. Every shoulder should be slotted under Sekusile to produce a happy fulfilling, satisfying success story

APPENDIX D

PMU InterLife report No. 3 for the period Jan -
March 1998

Quarterly report

Report period: Jan-Mar 1998

Report No: 3

Development project

Project country: South Africa

Project No. 392197

PMU InterLife

Box 4093, S-141 04 Huddinge, Sweden, Phone +46 8 608 96 00, Fax +46 8 608 96 50

Title of project: Adult Education Programme

Place and Date: Durban, March 24, 1998

Project leader: Lena Boberg

1. Achievement of aims

Again it is necessary to repeat that the achievement of aims in a software-project such as this one takes time. At this point in time we have been running courses for only four weeks. The three cornerstones we decided for the programme "Democracy - Equality - Integration" are very much at the centre of what we are doing and we seem to be going in the right direction in this building-process.

We are optimistic about the aims of the project being realistic.

2. Activities

- NECO development
- Started construction of Centre in January
- Employed teachers and Office Administrator
- Marketing
- Introduction & pedagogical course with staff in February
- Setting up administrative routines for Sekusile
- Setting up temporary classrooms and office for Sekusile
- Stone-laying ceremony & celebration of the start of Sekusile's first courses 1 March
- Course start 2 March

3. Timetable

As has already been explained, due to problems with getting our plot the building of the centre was delayed. This also delays some of the activities at the centre. We have postponed starting our ABET until June this year.

We have started courses for Grade 10-11 as planned, as well as Matric. Marketing of our courses has needed, and will need more time than we at first envisaged.

4. Sharing of Responsibility and Personnel

We can report an increased support for the project in the church also this period. NECO met for a two-day meeting in January. Chairman, vice chairman and secretary has been elected.

The organisation for Sekusile still has to be developed though. NECO needs to work on finding their role.

The Sekusile leadership team - Principal and Development Co-ordinator - is moving in to a new phase in the work now that the Centre is up and running. There has been a need for clarification of their roles and we are slowly finding a good way for the team to work together. The Project Manager is acting in a supportive role for the leadership team.

5. Follow-up/Evaluation

The visit of the Swedish pedagogue, Stellan Arvidsson, in February also served as a kind of informal follow-up of the project. Coming with an outside perspective Stellan helped us reflect on the progress of the project and to see where we need to perhaps change the way we work.

6. Budget

We don't have any specific comments on the budget for this period. We are working on finalising our annual budget for the running costs for Sekusile for 1998.

7. Experiences/Conclusions

Many of the question marks we had at the end of last year (plot, employing staff, hiring temporary premises, introduction of new pedagogics, budget etc) have been removed and this has been a great relief.

The introduction & pedagogical course with the staff was an important turning point for Sekusile. We were able to reflect on our own pedagogical model and put words to how we want to work.

The fact that we always seem to work with some major time constraint has sometimes been negative. We believe that the administrative process probably should have started much earlier. The Principal and Development co-ordinator should perhaps have been employed full time at an earlier stage, allowing time for all the necessary preparations.

We did not envisage that marketing our centre would need so much attention that it actually has needed. An external factor that we believe has affected us is that South Africa during the last couple of years has seen many "fly-by-nights" in education. People have started educational programs in order to make money - cheating people of their education and their money. This has made people cautious about new names in education. We have to work on establishing our credibility. All the delays with the plot also interfered with our timetable when it comes to getting everything ready for starting the courses.

8. Aims for the next three/six month period

Aims for April - June

- continued development of pedagogics at Sekusile
- continued development of the ethos of Sekusile
- completion of the construction of the Centre
- official inauguration of Centre June 6
- continued development of NECO and other organisation
- networking with community and business
- start ABET courses in June

Aims for July - Sept

- continued development of pedagogics and ethos
- continued networking with AOG churches
- continued development of courses at Sekusile

APPENDIX E

Courses available and costs for 1999

Our courses for 1999.

ABET – Adult Basic Education and Training.

Full-time Monday to Friday.

ABET Level 3-4 1 year (R5.00 per hour per person.) 2300/MONTH IN ADVANCE

Part-time.

ABET Level 1	Mornings	1 year.
ABET Level 2	Saturdays	1 year.
ABET Level 3	Evenings and Saturdays	1 year.
ABET Level 4	Evenings	1 year.

Commercial stream.

Full-time Monday - Friday per annum. R2600.00.

Levels:

- Matric
- Bridging course – Grade 10 & 11 in one year

Subjects offered: Economics, Business Economics, Accounting, Maths, English, Zulu, Afrikaans.

Enrichment courses: Bible Education, Civics and Life Skills, Computer.

Short courses.

Subject	Time	Duration	Structure	Cost
Conversational / Beginner's English	Daytime	16 weeks	2x2hrs. per week	R640
Conversational / Beginner's Zulu	Evenings	12 weeks	2x2hrs. per week	R480
Entrepreneurship and Small Business Management	Daytime	12 weeks	2x2hrs. per week	R960
Computer Literacy	Evenings	12 weeks	2x2hrs. per week	R120
Cross-cultural communication and understanding				

Computer Literacy comprises of: Introduction to PC's, introduction to windows 95, introduction to word and excel of the MS office package

Why you should choose to study at Sekusile:

Furthering your education and training definitely enriches your life. Sekusile is a serious adult education organiser with dedicated staff. Our courses are relevant and available at different levels. If you have had only a few years of schooling or if you have almost completed your matric – we have courses that will suit your needs.

APPENDIX F

Sekusile advertising pamphlet for 2000

SEKUSILE

Adult Education Centre
Newlands East, Durban

Who can apply?

Anybody who is 18 years
old or more can apply for
Sekusile's courses.

Why you should choose to study at Sekusile:

Furthering your education and training
definitely enriches your life. Sekusile
is a serious adult education organiser
with dedicated staff. Our courses are
relevant and available at different
levels. If you have had only a few years
of schooling or if you have almost
completed your Matric - we have
courses that will suit your needs.

You are welcome to contact us:

Tel: 031-577 9744 • Fax: 031-577 7100

e-mail: sekusile@saol.com

2 Lantern Cres. New Dawn Park,
Newlands East

or

send a letter to:

Sekusile Adult Education Centre
P.O. Box 76217, Marble Ray, 4035

SEKUSILE

Adult Education Centre
Newlands East, Durban

Our Courses 2000

COMMERCIAL

Matric & Grade 10 and 11

Here's your chance to finish your matric!
We offer the **Commercial Stream**:
Economics, Business Economics,
Accounting, Maths, English, Zulu,
Afrikaans.

We also offer Enrichment courses:
Bible, Civics & Life Skills, Computer

Levels:

Matric - Grade 12	1 year
Bridging - Grade 10 & 11	1 year

ABET - Adult Basic Education and Training

ABET Level 1, 2, 3, 4 - Part Time

Please contact Sekusile for more
information

SHORT COURSES - from 1 day to 12 weeks

- * Entrepreneurship/small business
management
- * Computer Literacy
- * English
- * Zulu
- * Cross-cultural communications
& Understanding

For Business:

Customized in-house training
programmes.

Enrolment now open

Courses start Monday 17 January 2000

APPENDIX G

Sekusile brochure

APPLICATIONS

Who can apply?

Anybody who is 18 years old or more can apply for Sekusile's courses.

Full-Time courses & ABET

ENROLMENT

We ask you to come to the Centre and fill out an application form.

We need a copy of

- * Your I.D.
- * Your latest school report (certified)

The registration fee is R50.

First enrolment:

22 November-3 December 1999

Second enrolment:

10-14 January 2000

Courses start Monday 17 January 2000

Short Courses

Please contact the Centre for information about application for the short courses.

Course fees

Please contact the Centre for information about course fees.

This is where you find us:

Sekusile Adult Education Centre is located on the corner of Lantern and Yellowfin Crescents in Newlands East, just a few minutes from Newlands East City. It is a modern and suitably equipped centre. Built in 1998 and especially designed for Adult Education. Our facilities are also designed to cater for short courses/mini conferences where overnight rooms are needed.

How to get more information about Sekusile:

You are welcome to contact us:

Tel: 031-577 9744

Fax: 031-577 7100

e-mail: sekusile@saol.com

2 Lantern Cres. New Dawn Park, Newlands East
or

send a letter to:

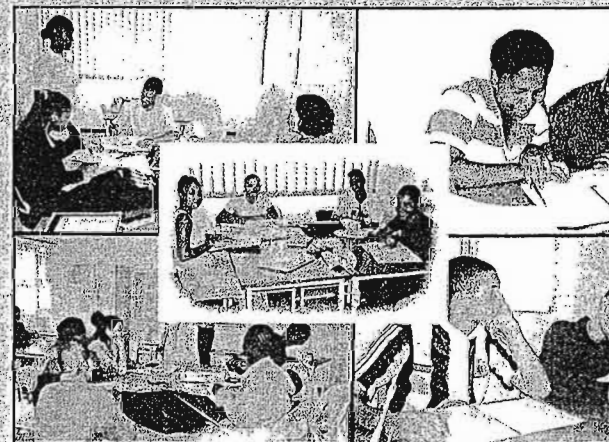
Sekusile Adult Education Centre
P.O. Box 76217, Marble Ray, 4035

Mission Statement

In obedience to the commission of our Lord Jesus Christ we dedicate ourselves to provide education for the disadvantaged adult population of our society. To empower people to improve their standard and quality of life and enable them to rightfully take their place in the New Democratic South Africa. We want to do this by a carefully devised programme that will provide development and improvement of human resources, knowledge and life skills.

2662192

A NEW DAY HAS DAWNED



SEKUSILE Adult Education Centre

Newlands East, Durban

Sekusile is a centre for learning, empowerment and personal growth. Sekusile's vision is to make a difference for both the individual and the community - providing quality education with democracy, equality and integration as main features.

What makes Sekusile so special:

We believe that each person's unique experience in life is the best basis for adult education and we make this our starting point.

We use methods that enhance a culture of learning, mutual respect, social and personal responsibility.

Our approach is practical. Our organisation is democratic.

Our approach:

Each person is:

- God's creation
- unique

Each person has:

- unique knowledge and experience

We want to:

- promote personal growth
- empower people and communities
- work in togetherness

Our cornerstones:

Democracy - Integration - Equality

This is where you find us:

Sekusile Adult Education Centre is located on the corner of Lantern and Yellowfin Crescents in Newlands East, just a few minutes from Newlands East City.

It is a modern and suitably equipped centre. Built in 1998 and especially designed for Adult Education.

How to get more information about Sekusile:

You are welcome to contact us on 031-577 97 44 Telephone & Fax, during office hours (7.30 - 15.30)

or send a letter to:

Sekusile Adult Education Centre

P O Box 76217

Marble Ray

4035

Sekusile Adult Education Centre Newlands East Durban

*A new day
has dawned*

Sekusile is a centre for learning, empowerment and personal growth. Sekusile's vision is to make a difference for both the individual and the community - providing quality education with democracy, equality and integration as main features.

Who runs Sekusile Adult Education Centre?

Sekusile is a non-government organisation, owned and governed by Assemblies of God, South Africa. Swedish Government funds have sponsored the establishment of the Centre and these have been channeled through the Pentecostal churches.

The Centre has a sister school in Sweden, Kaggeholms Folk High School. The on-going relationship between the Assemblies of God, South Africa and the Swedish Pentecostal churches started more than 10 years ago.

Together the churches have been involved in projects throughout South Africa in the form of pre-schools, voter education and an exchange programme with Kaggeholm.

Mission Statement

In obedience to the commission of our Lord Jesus Christ we dedicate ourselves to provide education for the disadvantaged adult population of our society.

To empower people to improve their standard of living and quality of life and enable them to rightfully take their place in the New Democratic South Africa.

We want to do this by means of a carefully devised programme that will provide development and improvement of human resources, knowledge and life skills.

Our courses 1998

ABET - Adult Basic Education and Training

Part - time

Levels 1, 2 and 3

Subjects: English, Zulu, Numeracy, Communication skills

Short courses

Cross-cultural communication & understanding, Computer literacy, Entrepreneurship.

Commercial stream

Full - time

Levels:

- Bridging course, Grade 10 & 11 in 1 year

- Matric

Subjects: English, Afrikaans, Zulu, Maths, Business Economics, Economics, Accounting
Enrichment courses: Bible education, civics & life skills, Computer

We also offer part time in the evenings as well as extra tuition in most of these subjects.

Why you should choose to study at Sekusile:

Furthering your education and training definitely enriches your life. Sekusile is a serious adult education organiser with dedicated staff. Our courses are relevant and available at different levels.

Applications

Who can apply? Anybody who is 18 years old or more can apply for Sekusile's courses.

We ask you to come to the Centre and fill out an application form. We need a copy of

- your ID

- your latest school report

The registration fee is R50.

Application dates: For many of our courses it is possible to apply any time during the year.

Contact Sekusile for further information. Last application date for Matric course is April 28.