

**Problems affecting the management of Public Adult Learning
Centres at Sabie circuit in Mpumalanga Province in South Africa**

by

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DEDICATION

This study is dedicated to my husband, Rickson, and my daughters, Nthabiseng, Koketso, Lebogang and Karabo for their continuous support, abundant love and understanding during my studies. May God bless them.

DECLARATION

I, Vinolia Thokozile Mokoena, declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters in Adult Education has not previously been submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Vinolia Thokozile Mokoena

Date

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SUMMARY OF THE STUDY

This mini-dissertation describes the research carried out in the three Public Adult Learning Centres (PALCs) which are the cases of this study, namely: Kobeng, Dientjie and Kadishi. The aim of the study was to investigate problems which affect the management of these three PALC's. It was also the aim of the study to get insight into the educational background of practitioners who manage these three PALC's.

In order to achieve the aims outlined above, I formulated the following main research questions:

- What are the problems affecting the management of Kobeng, Dientjie and Kadishi Public Adult Learning Centres in the Sabie circuit?

From this research question, the following sub-questions were asked:

- What are the educational backgrounds of practitioners who manage these centres?
- What policies are in place that govern Public Adult Learning Centre?
- What are the strategies to implement the policies of these centres?
- What kinds of problems are experienced during the implementation of these strategies?
- What are the possibilities of addressing problems which affect the management of these three PALC's

This study seeks answers to the above –mentioned research question. Hence it addresses problems that not only need considerable development and further inquiry for advancing the academic debate, but are also relevant for practitioners who are working in the PALC's and are facing these challenges.

To try and answer the main question outlined above, I decided to undertake a multiple case study to investigate problems affecting the management of the three above-mentioned PALC's, which are the cases of the study.

It was the objectives of this study to identify problems affecting the management of the three above-mentioned PALC's and to get insight into the existing qualifications of the centre managers and practitioners in these PALCs and also on how they were trained and being supported. These objectives could possibly help in recommending ways of improving the management of these PALC's.

Chapter 2 outlines the theoretical framework of the study. Based on the readings of the relevant literature, preliminary discussions with centre managers, practitioners and adult learners in the PALC's, it appeared that there are management problems that make it difficult for the PALC's to be efficiently and effectively run and for quality teaching and learning to take place. Hence there has been a discussion about problems affecting the management of the above-mentioned three PALC's. Problems such as, shortage of resources, lack of infrastructure, lack of government support, unqualified and under-qualified educators and poor communication channels were discussed in detail in this chapter. This chapter concludes by definitions of concepts such as: Management and Public Adult Learning Centres.

In chapter 3, I describe the design of the study. The main focus of the chapter was to discuss the tracks of data collection. The first track dealt with the reviewing of documents while the second track dealt with fieldwork in which interviews were conducted. An explanation and discussions of the instruments that were used to collect data from different role players in various phases of data collection is also given. I concluded the chapter by explaining how the data that has been collected from various phases was analysed using qualitative data analysis methods.

Chapter 4 presents the empirical results of the study. It investigates and identifies problems which affect the management of the three centres which are the cases of this study. In this chapter I present an overview of Kobeng, Dientjie and Kadishi PALC's in the Sabie circuit in Mpumalanga Province. A description of the programmes offered and visions and missions of each of the three PALC's is given. This chapter further discusses issues around staffing and learners in each centre. I have also outlined in detail the views of the interviewees in relation to the problems affecting the management of these three PALC's as the basis of the study. The chapter concludes by discussing the findings of observations based on each PALC of the study.

Chapter 5 is a cross-case analysis of the PALC's. The intention was to compare and contrast cases based on the problems affecting the management of Public Adult Learning Centres at Sabie circuit in Mpumalanga Province of the study, while trying to get ways of improving management of the centres. I have been careful in preserving each individual case's uniqueness with the need to understand generic practices at work across cases.

The final chapter (six) presents the final conclusion and recommendations of this study. This chapter integrates the information from previous chapters in discussing problems affecting the management of PALC's in the Sabie circuit in Mpumalanga Province. It also provides suggestions which might contribute towards improving the way PALC's are managed in Sabie circuit. The chapter concludes by mentioning problems that need to be further researched, as the ABET field seems to be under-researched, particularly the area of problems affecting the management of Public Adult Learning Centres.

ACRONYMS

ABET	: Adult Basic Education and Training
ACE	: Advanced Certificate in Education
B. Ed	: Bachelor of Education
CGB	: Centre Governing Body
CI	: Curriculum Implementer
DoE	: Department of Education
FET	: Further Education and Training
LO	: Life Orientation
JPTD	: Junior Primary Teachers Diploma
NGO	: Non- Governmental Organisation
NPDE	: National Professional Diploma in Education
PALC(s)	: Public Adult Learning Centre(s)
SABC	: South African Broadcasting Corporation
SASA	: South African School's Act
SBA	: Site –Based Assessment

SPTD : Senior Primary Teachers Diploma

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter outlines the background of the study which will form a basis for the understanding of this mini-dissertation. There is a description of the education system before and after 1994. The chapter further describes Mpumalanga province in terms of its size and population, and economy and employment. The chapter also outlines the social problem of the study in the Bohlabela district in the Mpumalanga Province. Aims and objectives of the study are also discussed in this chapter. A description of research questions of the study is given. The chapter concludes by indicating the relevance of this study.

1.2. Background of the Study

1.2.1. Education system before 1994

A system of education determines the success and failure of a country. Education, as seen by Hoadley and Jansen (2002:24), is seen as a tool and a weapon used to empower or to disempower people. When the Nationalist Party took over the government of the Republic of South Africa in 1948 they had one objective of the education system which was separate departments of education for whites, coloureds, Indians and blacks. Segregation was a way of controlling and regulating class status in South Africa. The different education systems prepared blacks and whites for their respective sub-ordinate and super-ordinate positions (Giliomee, 2009:43). The control of black schools was to be taken away slowly from the missionary bodies that were running the vast majority of black schools at that time and placed under the Native Affairs Department. As a result Bantu education was introduced to ensure that blacks receive a lower level of schooling that will make them working class citizens. Many senior management positions were reserved for whites. The education system applied by the then government had far reaching consequences, for management in particular, that cannot be eroded immediately (Booyse & Kruger, 2000: 410).

1.2.2 Education system after 1994

When the first democratic government took over the governance of South Africa on 27 April 1994, they had to engage in a huge task of transforming the education system which reflected the imbalances of apartheid in general, and Bantu Education in particular. South Africa as such was faced with the task of incorporating various education departments which were inherited from the apartheid government, into one non-discriminatory education system.

The government of South Africa also set to redress the past inequalities such as lack of infrastructure and shortage of resources. The first Public Adult learning Centres better known as “night schools “were established in Johannesburg in 1921 (Lemmer & Badenhorst 1997 : 73) to educate people to take leadership and management positions.

1.2.3 Challenges of managing Public Adult Learning Centres

The 2001 Census showed that at least four million South Africans in the twenties years and over age group had no schooling at primary level (South Africa Yearbook, 2005/6; 222). The Adult Basic Education Act of 1997 (ABET) provides a legislative frame work for the establishment, governance and funding of ABET centres better known as Public Adult Learning Centres. Through the Adult Education and Training Multi-Year Implementation Plan (IMP), quality of ABET provisioning and delivery is improving.

Although quality of ABET provisioning and delivery is improving nationally, there are some Public Adult Learning Centres (PALC) that are experiencing management problems. These problems of management stem from both internal and external factors. There are still problems such as shortage of resources, lack of infrastructure, lack of government support, under-qualified educators, financial constraint and poor communications channels.

1.3. Mpumalanga Province

1.3.1 Size and Population

In terms of the Constitution of South Africa, 1996 (Act 108 of 1996), the Republic of South Africa is divided into nine provinces, each with its own Legislature, Premier and Provincial Members of Executive Councils. One of the nine provinces is Mpumalanga.

Mpumalanga means 'place where the sun rises (South Africa Yearbook, 2005/06:22). According to statistics of 2005, Mpumalanga has a population of 3 219 900 and an area of 79 490 km². Nelspruit is its capital and is bordered by Mozambique and Swaziland in the east, and Gauteng in the west, it is situated mainly on the high plateau grasslands of the Middleveld, which roll eastwards for hundreds of kilometres.

Mpumalanga province is divided into four districts namely, Gert Sibande, Nkangala, Ehlanzeni and Bohlabela. Sabie circuit is one of the twelve circuits of Bohlabela district with seven PALCs.

1.3.2 Economy and Employment

Popularly known as a tourist destination, Mpumalanga province also produces about 80% of the country's coal and remains the largest production region for forestry and agriculture. Mining, manufacturing and electricity contribute about 41.4 % of the province's Gross Domestic Product (GDP) while the remainder comes from government services; agriculture, forestry and related industries, Sabie and Graskop provide a large part of the country's total requirement for forestry products. It is in these two areas that many unemployed people work as unskilled labourers mostly on temporal basis. According to the 2001 Census results (South Africa Yearbook, 2005/6: 23), some 27.5% of those aged twenty years of age or older have not

undergone any schooling and Mpumalanga's official unemployment rate is 25%. These account for the high rate of unemployment in the province and for the need for adult education in any Public Adult Learning Centre whose management is not affected by problems.

The province does not have a university and people have to travel to universities in the other provinces to further their education. Lack of universities or a university will have a negative impact on the level of education in the province because most people will not be able to travel far to other provinces to access higher education.

Education that was offered to blacks was first weighed to make it below quality standards (Hoadley & Jansen, 2002:58). Managers were put into position of management based on their loyalty to the government and were not capacitated, empowered or allowed to be initiative. The education policies could not be bent. This resulted in high failure rate and drop-outs of learners who in turn increased the rate of unemployment and unskilled labour force.

1.4 Social problem

At Bohlabela district in the province of Mpumalanga and in the Sabie circuit, there are three PALC's, which I have picked up to be the focus of my study on problems affecting management of PALC's. The centres are Kobeng, Dientjie and Kadishi. The Centre managers in these areas are tasked to lead these centres and to be efficient and effective in their management. The problems of management in these PALC's make it difficult for managers to manage these centres. I therefore do this study so as to understand the problems that managers of the PALC's are facing, to help them to realize these problems and to help deal with them and improve on them.

1.5 Aim of study

- The main aim of the study is to investigate problems which affect the management of Kobeng, Dientjie and Kadishi PALC's in the Sabie Circuit.

1.6 Objectives of the study

The main objective of this study is to identify problems affecting the management of Kobeng, Dientjie and Kadishi PALC's

- To get insight into the existing qualifications of the managers and practitioners in these PALC's.
- To help find ways of improving the management of these PALC's.

1.7 Research questions

This study attempts to identify and address management problems in the Kobeng, Dientjie and Kadishi PALC's. In order to achieve the above-mentioned aims, I have formulated the main question of the study as follows:

- What are the problems affecting the management of Kobeng, Dientjie and Kadishi PALC's in the Sabie circuit?

From this research question, the following sub-questions can be asked:

- What are the educational backgrounds of practitioners who manage these centres?
- What policies manage the activities of the three PALC's, which are the cases of this study?
- What are the strategies to implement the policies of these centres?
- What kinds of problems are experienced during the implementation of these strategies?
- What are the possibilities of addressing problems which affect the management of these PALC's?

1.8 Significance of the study

This study is of educational and social significance because it will help to reduce the problems experienced by Kobeng, Dientjie and Kadishi PALC's. Thereby benefitting the adult learners in this PALCs and to improve the management of these centres. It will also help these centres to achieve their aims and objectives as well as their mission and vision which is quality education.

1.9 Conclusion

This study aims to investigate the problems facing the management of PALC's at Kobeng, Dientjie and Kadishi and to get insight into the educational background of practitioners who manage these three PALC's. Chapter 2 will discuss the research methodology used in this study. The next chapter deals with the theoretical framework of the study.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter dealt with the introduction and background of the study. This chapter discusses the theoretical framework of the study. There is a discussion about factors that contribute as problems affecting the management of PALC's. The chapter concludes by giving descriptions of management, Public Adult Learning Centres and Implementation as used in the study.

2.2 Definition of concepts

2.2.1 Management

This is the process of planning, organizing, leading and controlling the resources of the organization to achieve stated organizational goals (Smit & de Cronje 2002: 9). While Everard, Morris and Wilson agree with this definition, they further state that management is not carrying out a prescribed task in a prescribed way but management is also setting and improving organizational standards (Everard, Morris & Wilson, 2004: 4).

Management can also be described as the process by which managers direct and influence teachers, adult learners and other stakeholders to get them to perform specific tasks by creating and establishing an atmosphere conducive to effective teaching and learning (Moloi, 2005: 17).

Again, management is defined as the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively

(H: /management-Wikipedia, the free encyclopaedia, mht).

Management can be defined in terms of functions undertaken by the manager in an integrated way to achieve organisational purposes. To manage is to forecast and plan, to organise, to command, to co-ordinate and to control

(<http://jacobkutthta.hubpages.com/hub/Definition-of-management>)

Management is a rule-making and rule-enforcing body. In fact the life of a manager is a perpetual choice making activity and whatever he does, he does through his decisions. (<http://jacobkutthta.hubpages.com/hub/Definition-of-management>).

Management is always aimed at achieving organisational goals and purposes. The success of management is measured by the extent to which the desired objectives are attained. Management is directed towards effectiveness and efficiency (<http://jacobkutthta.hubpages.com/hub/Definition-of-management>). In this study the role of effective and efficient management is very crucial in the running of the PALCs.

2.2.2 Public Adult Learning Centres

Any place of learning and training, formerly known as Adult Basic Education and Training (ABET) in which programmes are deliberately designed by a providing agent to satisfy needs of those who are over statutory school-leaving age that may be experienced at any stage in their lives. Public schools are used increasingly as community resource centres and PALC's centres.

The aim of Adult Basic Education and Training is to improve the quality of the provisioning of education to adult citizens, who through no fault of their own could not access education (Mpumalanga Mirror: 22-25 May 2012).

Those who are assigned the role of leader or orchestrator of educational events for adult learners are referred to by a diversity of terms in different adult education contexts, for example, instructor, facilitator, trainer, teacher, adult educator, tutor educational practitioner, learning manager and learning consultant(Gravett, 2001: 48).I have chosen to use adult educators and practitioners in this study.

In any Public Adult Learning Centre in South Africa, an adult learner is somebody whose main life task is not related to education. The main life task or responsibility of a child is to go to school. However, adult learners usually have many other responsibilities or life tasks. A life of an adult learner is characterised by various roles like, worker, employer, spouse, parent, and etcetera. Adults typically add the role of learner to their other full-time, multiple roles (Gravett, 2001: 10).

2.2.3 Implementation

Implementation in research study is used as a general term for research that focuses on the question 'What is happening?', 'is what happens what is expected or desired?' and why is it happening as it is ?'(Werner, 2001:63). Implementation research seeks to understand why a program operates and performs as it does, as well as develop recommendations for change. In research implementation explores fundamental questions about how programmes functions ,what are the real goals of the program, whether those goals are internally consistent and shared among multiple stakeholders and what administrative and management procedures are engaged in the pursuit of the goals (www.urban.org/toolkit/data-methods/implementation.cfm.).

Again implementation is the carrying out of, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Implementation is also a deliberate and sequential set of actions directed toward putting a policy into effect, making it occur. It means to effect, discharge, set in motion, do, or realize (H: /management-Wikipedia, the free encyclopaedia, mht.).

This study uses implementation approach because through it three PALC's in the Sabie circuit will be studied to investigate and understand problems affecting the management of these PALC's and to recommend strategies that will improve the management of these centres

2.3 Critical Factors

The goal of the Ministry of Education of South Africa is to transform all institutions of learning into efficient and self-managed ones that render education of a higher standard and of a good quality.

Based on the observation of daily activities and preliminary interviews with coordinators and managers, educators and adult learners, of the Kobeng, Dientjie and Kadishi PALC's, there seems to be problems affecting the management in these centres.

2.3.1 Shortage of resources

Resource allocation concerns how both financial and real resources are deployed. There should be equity in distribution of resources (Coleman & Anderson, 2004; 14). According to Hoadley and Jansen (2002: 34) there are extreme inequalities that still exists in the provision of resources in different parts of South Africa despite our democratic government. Shortage of resources whether physical or human, delays the progress of teaching and learning in the Kobeng, Dientjie and Kadishi PALC's. This is supported by the findings of a research conducted by the Department of Education (2003).

In another report conducted by Professor Yusef Waghid, the Dean of the University of Stellenbosch's faculty of Education, it was concluded that there is a high drop-out rate of learners in the school system for various reasons and because of lack of resources (City Press :2010). These drop-outs and these young adults serve the economy as cheap labourers or become delinquents in society. This is detrimental to the country's growth and development.

The curriculum of a learning institution should always match the need of the adult learners. However, the ability of Further Education and Training (FET) Colleges and PALC's to develop the curriculum to achieve their objectives as institutions depends

on the availability of resources. Rogan and Grayson (2003:1173) further state that the nature and availability of resources directly affect the adult educators and adult learners' ability to engage in effective teaching and learning. Unfortunately, resources always seem to be most freely available in the areas where they are least required (Everard et al, 2004: 177) and these also poses a challenge to management of PALC at Kobeng, Dientjie and Kadishi because they do not have enough resources. To improve these PALC's, proper resourcing is essential.

In their book 'Teachers Matter Most', Mc Neal and Oxholm (2009:117) write that (adult) educators are indispensable human resource in the education and training system. No matter how good the management of a PALC could be without enough highly motivated and committed staff the management will always experience problems and this is the case with the PALC's under study. If the PALCs are well resourced especially with human resource, adult learners will be exposed to education of high quality and they will contribute positively to the country's growth and development.

2.3.2 Lack of infrastructure

A major downside faced by the management of Kobeng, Dientjie and Kadishi PALC is lack of infrastructure. PALC's in most cases do not have their own buildings and use the buildings of public schools, which are mostly old and out dated with no basic infrastructure and basic needs such as running water, electricity and sanitary facilities. Gravett (2001:41) and Jensen (4th ed. 2009: 23) support my view by stating that although meaningful learning can occur in unlikely physical conditions, unfavourable physical circumstances can impede learning.

There are two types of risks that could be experienced in a learning and teaching or a training environment, namely internal and external risks. Internal risks include, potential danger from machinery and equipment that is damaged, poorly maintained or poorly repaired physical amenities such as broken windows (Clarke, A,2008: 355). Some of the PALC's in the Sabie circuit poses a serious internal risk to the adults learners because of lack of repair or poorly repaired windows.

2.3.3 Lack of government support

With the establishment of South African Schools Act (SASA) of 1996 the government has shifted much of its responsibilities to the people in the form of School Governing Bodies and Centre Governing Bodies. The aim, thereof, is to empower people to govern their institutions. However, this move was implemented too quickly. Most provincial education departments are unable to fund programmes for (adult) learners from disadvantaged group. This in itself is a problem for managers in these centres who are totally dependent on the government support.

In their book on foundations of Adult Education in Africa, Nafukho, Amutabi and Otunga (2005:19) also emphasize lack of government support as a limiting factor towards (adult) education. Vocational education is currently a live issue internationally and most governments fund it (Coleman & Anderson, 2004: 81). I believe that these governments are aware that funding is a lever used by a government to accelerate or slow down education. Governments consider vocational education as a suitable vehicle for social engineering and as a means of solving economic and social ills such as youth unemployment.

Again because of lack of government support, the PALC's have to rely on the allocated staff and as such adult educators experience workload. Galton and Mac Bean (2008 ;12) state that in many countries, and in the Mpumalanga Province at the Sabie circuit in particular, (adult) educators are complaining of workload and this result in burnout, leading ultimately to the educators leaving the teaching profession. Salary of adult educators is a source of dissatisfaction among many of them. This is evident when in Mpumalanga Province the adult practitioners embarked on a strike in the Ehlanzeni district (SABC1: March, 2011).

2.3.4 Unqualified and under-qualified Educators

Knowledge is exploding and the art of teaching and learning is ever-changing. Educators should therefore cope with the changes, unfortunately most educators in

the PALC's are under-qualified. In South Africa there is a problem of unqualified and under-qualified teachers. In the former department for African students a school living certificate (S) after standard ten was recognized as a pass even with grades ranging from E-F. A person who obtained such a pass could apply to a college of education. Recognition of these low grades as a pass was part of the lowering of standards by, Bantu Education. According to Lemmer and Badenhorst, African people were trained to be interpreters and school masters among their own people (Lemmer and Badenhorst, 1997:54).

There is a great need for African educators offering Science, especially in townships and in rural areas. Russo and Beckham state that in some provinces such as North West, international advisers have been contracted to train curriculum support specialists and key educators in disciplines such as Mathematics, Physical and Natural Sciences where there are few qualified teachers with a view to elevating the general level of competence of practitioners (Russo & Beckham, 2005:131). Kobeng, Dientjie and Kadishi are also faced with the same problem.

As a result of poor training for educators offered by the then government, in 2000 Mpumalanga department of education had a problem with the educators who did not qualify to be placed at the level of Relative Education Qualification Value 13 (REQV 13) which required a three years period of educator training after matriculation certificate. The number of educators who did not qualify was found to be high and a special educators training programme known as National Professional Development for Educators (NPDE) was offered to them by University of Pretoria and Kwazulu-Natal. The programme started in 2000 and could not absorb all unqualified educators and many were left for subsequent years. These are the educators who kept the fire burning also in the rural PALC's, despite the inadequacy in their qualifications.

Perhaps the biggest difference between business and an education system is the amount of time and money spent on training. ABET education system like school system know that they need to train educators but there is always a shortage of money and training is often overlooked (Mc Neal and Oxholm, 2009:79). They then rely on the staff to see to their own training on the belief that after all they are professionals and they should be vested in continuing to improve their skills. Unfortunately, relying on staff to take care of their own training needs overlooks the

need there is to provide common training experiences that permit staff to develop similar understanding, processes and ownership of roles and responsibilities.

The provision of training for both educators and managers is therefore very crucial. A research to support this (Mellema, 1999, Mabasa, 2002 and Rampedi, 2003) has shown that in instances where staff has not been adequately trained, they do experience problems in relation to performing their duties well.

Before adult educators and managers are called upon to account for inadequate or inappropriate activities(Naidu, et al , 2008: 45), it must be established whether or not they had the knowledge, techniques, strategies and will to achieve what is expected of them considering the large number of unqualified and under-qualified educators in South African education system. The adult practitioners of any PALC's need enough knowledge to carry their tasks.

2.3.5 Poor communication channels

Management Information is information that is timely, accurate and relevant to a particular situation (Smit & de Cronje, 2002: 174). The managers of Kobeng, Dientjie and Kadishi PALC's often receive information very late and sometimes not even involved in decision –taking and this contradicts what Smit and de Cronje (2002: 174) refers to as management information. I also believe that information is only relevant when it can be used directly and at a needed time. Receiving information too late has a detrimental impact on an organization and compromises a healthy relationship that must exist between educators and their adult learners.

Technology has improved the ways of communication. This will also impact on the nature of interaction between the staff and other education officials. The use of computers, internet and website to access materials is still a challenge to most of adult practitioners (Lumby, 2001: 104). Most of the PALC's have not yet introduced Computer system to help them manage financial and information system as well as the centres' performance.

2.4 Conclusion

In chapter 2 we have learnt that in any PALC's where learning and teaching is happening it is important that problems affecting the management of that PALC be identified and be dealt with so that education will be effective and efficient.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the design of the study. The main focus of the chapter will be to discuss the two paths of data collection. There will be an explanation and discussion of the instruments that were used to collect data from different participants from different phases of data collection. I will further explain how the data which has been collected from various phases was analysed using qualitative data analysis methods.

3.2 Research Design

In this study I undertook a multiple case study to investigate separately (Yin, 2003: 102) and intensively the three PALC's in the Sabie circuit which are the cases of this study. I used purposeful sampling to get centre managers, practitioners and adult learners of these PALC's as participants in semi-structured and unstructured interviews in this study.

This is an implementation study as its main emphasis is to develop and implement strategies to help improve problematic situation which in this study is the possibility of problems affecting the management of Kobeng, Dientjie and Kadishi PALC's. Through this study I intended to investigate the policies of these PALC's, the extent to which they are implemented and the hindrances encountered when implementing them.

The research study is qualitative in nature. I have chosen qualitative research because qualitative research is inquiry in which researchers collect data in face to face situations with selected people in their own settings (McMillan and Schumacher, 2006: 314 & Babbie and Moutton 2001 :270).

This study has two paths of data collection namely the reviewing of documents, such as policies and qualifications, and fieldwork.

3.3 Data- Collection

3.3.1 Field work

The first path of data collection of this study is from the fieldwork. Fieldwork included conducting unstructured and semi-structured interview with coordinators, centre managers, educators and learners in the above mentioned centres and also observing them closely in their work stations.

3.3.1.1 Introductory phase

The introductory phase was about site –visits to the PALC's. This was done to get first hand impression of how the PALC's operate.

During the first visit to the centres I gave the centre managers letters to ask permission to conduct research in their centres. During the process I also gave them a copy of my research proposal; this was done to make them have a clear understanding of what my research was all about.

3.3.1.2 Reviewing and interrogation of documents

After I got permission to do my research in all the three PALC's which are cases of my study, I went back to the centres to request formal documents such as policies of the centres and the strategies used to implement them, vision and mission statements, minutes of staff meetings to understand and to know the problems affecting the management of these centres, teacher profiles to understand the

educational background of these educators, centre profiles and registers (Henn et al, 2006:101). This process increased the possibilities of understanding the research topic from different angles. The information that I gained from these documents helped me to understand the aims and objectives of each PALC's, programmes offered and the characteristics of each centre and how it operates.

3.3.1.3 Extensive fieldwork phase

This phase has been divided into three phases of data collection, where I had three separate interview sessions with centre managers, adult educators or practitioners and adult learners in these PALC's. The data that has been collected in one stage formed the basis for further interview questions that were to be asked in the following phases.

a) Phase 1: Centre Managers

In this phase of data collection, I used unstructured and semi-structured interviews to interview the centre manager of Kobeng, Dientjie and Kadishi. In this phase each of the centre managers was interviewed alone for thirty minutes on a separate environment. This tool has been chosen because unstructured interviews are useful in collecting in a short time a large amount of data and opinions from different people (Burton & Bartlett, 2009:76). This phase helped me to get first-hand information on the possible problems affecting the management of these PALC's and to verify the data (Lincoln & Denzin, 2002 2nd edition: 676) that I got through reading studies on the topic and through prior informal interviews with them.

b) Phase 2: Educators

The second group of participants interviewed in this phase was the adult educators. Three adult educators of each of the three PALC's were interviewed using both semi-structured and unstructured interviews. Semi-structured and unstructured interviews were chosen because they would help me to "pick up" non-verbal clues that would not be discernible from structured interview (Burton and Barlett, 2005:126). Three educators from Kobeng and Kadishi PALC's and one educator from Dientjie PALC were interviewed together on their venue on different days.

c) Phase 3: Learners

In this phase of data collection three adult learners of each of the three centres were interviewed separately. Interviewing adult learners of these centres helped me as a researcher to understand the extent of the effect of problems affecting management on them as they are the beneficiaries of management that is free of problems. In this phase of data collection unstructured and semi-structured interviews were used because of their in-depth response to questions (Mc Millan and Schumacher, 2006:443) and to ask informal questions.

3.3.1.4 Observation phase

In this last phase of data collection, I had informal visits to the three mentioned PALC's and observed all participants in their interactions and daily activities. The three PALC's were my study sites. Katz (2006:38) refers to the place where a study is conducted as a site and further emphasizes the importance of physically visiting the site. Among others I observed the physical settings of these centres (White, 2002:26 and Burton & Bartlett, 2009:117), the classroom activities and level of participation; this helped me to identify consistency of data gained through interviews with observed behaviour and in ensuring data reliability (Drew, 2008: 53).

During my data collection at Kobeng, Dientjie and Kadishi PALC's I also observed the following issues:

- Infrastructure and space
- Accessibility of the centre
- Facilities/ Equipment
- Furniture
- Availability of teaching and learning materials
- Lesson presentations
- Learner attendance
- Stationery

3.4 Data-Analysis

When a case study approach is used in qualitative data analysis, the first step is to pull together the data relevant to each case and write a holistic case study. This is done so because not all data collected during the study will be used (Coleman & Briggs, 2002:35). Each case study is treated separately as it is unique and a report is written on it to give the reader an understanding of the whole case. As a researcher I did this immediately after I completed each case to ensure that no information is lost while working on the second and the third case study and to ensure that data retrieval and analysis will be made easier.

My first task in case analysis is to write a record of each case. The data will be arranged and compiled into a primary resource package. The data collected from all

the participants was analysed. As I read through the transcripts I did 'data codifying' which is the process of noting key points and linkages (Burton & Bartlett, 2005; 332). All data collected was summarised and arranged in themes and then analysed using data matrix.

At a later stage during analysis I did cross-sectional analysis where the intention was to compare and contrast cases while trying to identify the problems affecting the management of the three PALC's in the Sabie circuit of Mpumalanga Province. I used a more phenomenological approach called interactive synthesis, which involves both the variable-oriented analysis and case-oriented analysis. I first wrote individual case synopses, and then wrote a cross-case narrative based on a number of variables or themes. This type of cross-case analysis is good and useful if one want to understand how individuals or programmes changes and differ from one or each other (Leedy & Ormrod, 2001: 133)

The last step in Qualitative data analysis is for the researcher to write down what she had heard; read, observed and now consolidate all together narratively under a study.

Table 1: An example of Data matrix used in this study

Variables	Centre Manager	Educators	Learners
Inception of the centre			
Number of learners			
Number of educators			
Learner's age group			
Aims and			

objectives			
Learning areas offered			
Working hours			
Views about the centre			
Community attitude towards the centre			
Policies			
Shortage of resources			
Lack of Infrastructure			
Lack of Government support			
Unqualified and under-qualified educators			
Poor communication channels			
Remuneration of educators			
Financial constraint/ under-funding			
Social Background			
Problems and Challenges			

Negative elements of the centre			
Positive elements of the centre			

3.5 Limitations

While there are many topics on management that can be studied using this study as a researcher I decided to limit my study to only problems affecting the management of PALC's. In this study I investigated the problems affecting the management of PALC's at Kobeng, Dientjie and Kadishi. I chose these three PALC's because of their proximity and because the kinds of problems I want to study are common in all the three PALC's. The research was conducted in the Mpumalanga Province but was only limited to the district of Bohlabela and in the Sabie circuit where three centres were studied. I avoided overgeneralization because the areas differ. However, the results of this study could be of a value to others.

3.6 Ethical consideration

Ethics deals with matters of right or wrong. Ethics is the social, religious or civil code of behaviour that is considered correct. In this study human beings were used as subjects of my research. Whenever human beings are the focus of investigation, we must look at the ethical implications (Henn, 2006: 101). Firstly I requested permission from the Sabie circuit manager to conduct the study at Kobeng, Dientjie and Kadishi PALC's and then got an informed consent from the participants. A copy of my proposed study was given to the participants before the interviews so that they know the intention of my study. Interviews were done voluntarily. All necessary information

was communicated beforehand. The rights of the participants were respected for example, right of confidentiality.

All interviews were recorded using a tape recorder with the permission of participants and then transcribed verbatim, with subjects having the opportunity to review their transcripts. This is essential to ensure the accuracy, authenticity and reliability of the transcripts (Burton & Bartlett, 2005:84). Before and after data is analysed as the researcher I made sure that there is sharing and distribution of information and findings to all the participants involved in the study.

3.7 Conclusion

A research design is like a road map, it is always very important that the design of the study be good and relevant. This study comprised of two paths of data collection. The first is the reviewing of documents and the second one is the fieldwork. Therefore chapter four of this study consists of the responses of different role-players in each PALC. The analysis of respondents of each PALC is well-captured in chapter five. In this chapter I also explained how the data that have been collected from different phases have been analysed using qualitative data analysis methods.

The following chapter is about the empirical results of the study. It will investigate and identify problems affecting the management of Kobeng, Dientjie and Kadishi PALC's in Sabie circuit in the Mpumalanga Province.

CHAPTER 4: PUBLIC ADULT LEARNING CENTRES

4.1 Introduction

This chapter presents the empirical results of this study. It investigates and identifies problems affecting the management of Kobeng, Dientjie and Kadishi Public Adult Learning Centres in the Sabie circuit .It also intends to provide answers to the following research questions:

The main research question is as follows:

- What are the problems affecting the management of Kobeng, Dientjie and Kadishi PALC's in Sabie Circuit?

From this research question, the following sub-questions were asked:

- What are the educational backgrounds of practitioners who manage these centres?
- What policies manage the activities of the three PALC's, which are the cases of this study?
- What are the strategies to implement the policies of these centres?
- What kinds of problems are experienced during the implementation of these strategies?

- What are the possibilities of addressing problems which affect management of these PALC's?

In this chapter I will present an overview of the three PALC's, which are, Kobeng, Dientjie and Kadishi. A description of the programmes offered at each of the three PALC's of this study will be given. I will also indicate the aims and objectives of each PALC. The chapter will also discuss issues around staffing and learners found in each centre. I will also outline in detail the views of the interviewees concerning the assumptions made in this study. At the end of this chapter a discussion of the findings of observation based on each of the centres of the study will be made.

4.2 Kobeng Public Adult Learning Centre

Figure 1: A photo showing Kobeng Primary School where Kobeng Public Adult Learning Centre is situated



Figure 2: A photo showing interaction between learners during one of their Lessons at Kobeng PALC



Figure 3: Photos showing one of the classes of Kobeng Public Adult Learning Centre



4.2.1 Introduction

Kobeng Public Adult Learning Centre renders learning programmes for adults at Moremela community. It is situated at the centre of the village and it can be easily accessed by all adult learners.

4.2.2 An overview of Kobeng Public Adult Learning Centre

The centre was the first centre to be established at Moremela in 1999. The centre is situated about 5 km from the busy taxi rank and from the Potholes which is a busy tourist spot at Thaba Chweu Municipality. The aim of this centre is to offer education to adults who, because of various reasons, could not have chance to attend schools or to complete their studies.

4.2.3 Description of the programmes

4.2.3.1 Vision and mission

To make provision for Inclusive Education, to develop and equip all learners for the outside world. To skill adult learners and make them marketable.

4.2.3.2 Types of Programmes offered

Kobeng Public Adult Learning Centre cater for Level 1 to Level 4 learners and the Level 1 and 2 learning areas namely, English First Additional Language and Sepedi Home Language while for Level 3 and Level 4 the learning areas are, English 1st Additional and Sepedi Home Languages, Mathematical Literacy, Life Orientation, Arts and Culture and Ancillary Health Care. Both young and old adults are accommodated in the programmes offered at this centre. The centre also has a

disability centre for the physically challenged learners which is administered by Kobeng PALC and is accommodated about 4m from the centre. However the centre for the disabled has not been operating since June 2011 because of insufficient human resource.

4.2.4 Staffing

Kobeng Public Adult Learning Centre has 3 teaching staff : 1 centre manager and 2 teachers .They also have 1 teacher who is not qualified who helps to run the disabled satellite centre of Kobeng PALC but Mpumalanga Department of Education has not approved her contract. In addition there is a Centre Governing body made up of 3 educators from Kobeng Primary, 2 learners and 2 teachers from this centre.

All teachers at this centre have Standard10 and ABET Diplomas and are still young between 27-34 years.

4.2.5 Learners

Kobeng Public Adult Learning Centres has 60 registered learners. There are about 27 learners in each class during lessons.

4.2.6 Critical Factors

This study aimed at identifying problems affecting the management of Public Adult Learning Centres at Sabie circuit in order to alert ABET practitioners in these centres and also to contribute towards addressing these problems affecting management at these centres .These problems are: shortage of resources, lack of infrastructure, and

lack of Government support, unqualified and under-qualified educators, and poor communication channels.

Based on the introductory, reviewing and interrogation of documents phases that I had as a researcher, I discovered that there are other problems affecting management in these centres other than the ones suggested. On the basis of this discovery, I then decided to also investigate, remuneration of educators, financial constraint or under-funding and learners social background as other possible problems affecting the management at these centres at Sabie circuit in Mpumalanga Province.

4.2.6.1 Remuneration of Educators

Both the centre manager and the educators at Kobeng Public Adult Learning Centre agreed that all educators are paid through a contract system. Only one out of the three interviewed learners knew that their educators were paid through a contract system and the other learner was not sure. However the educators at this centre indicated their dissatisfaction with their salaries. One of the teachers commented that they earn little and cannot buy everything they want with the money. She also made the following comment during the interview:

“From January to June 2011 we had an educator who was helping us to run the disabled centre. This educator has not been paid up to now and when we inquired, we realised that Mpumalanga DoE did not approve her contract”.

She further added that:

“We have recently closed the disabled centre because the educator got discouraged and is no longer coming to the centre. I have not told her yet of the disapproval of her contract but I feel that I should pay her myself”.

4.2.6.2 Financial constraint/ Under-funding

It is generally agreed by all the participants that adult learners at Kobeng Public Adult Learning Centres are not paying for their studies. Educators experience problems of finance because there is no other source of income. Educators on their own try and finance the activities of the centre from their own pockets .During the beginning of the year educators are supplied with one Site-Base Assessment (SBA) for every learning area in which learners must answer all the activities in the workbook for their year mark. It remains the responsibility of the teachers to make copies for every adult learner .At the end of the year educators take their learner’s work for moderation and if these workbooks are not completed the Curriculum Implementers (CI) will make them fail the moderations. This following comment was made by one of the educators:

“We do not receive money for running the activities of this centre. From the little money that we get we still have to buy photocopying papers to make copies of the SBA for every learner”.

4.2.6.3 Learners Social Background

It is generally agreed by all participants that Kobeng Public Adult Learning Centre

offers programmes to adult learners who are mostly coming from poor background. During interviews one of the learners made the following comment with regard to their poor social background:

“I decided to come back to school because I have seen that life without education is very hard these days. It is only education that can help me break the chain of poverty in my family”

4.2.6.4 Lack of Policies

The following policies are very important to be used by every PALC, namely Policy Document on Adult Basic Education and Training (1997), A National Multi-year Implementation Plan for Adult Basic Education and Training: Accreditation (1997) both of the National Department of Education and A Provincial Multi-year Implementation Plan for Adult Education (1998) of the Mpumalanga Province Department of Education .These policies were not available at Kobeng PALC. Kobeng Public Adult Learning Centre only has a centre policy and A Provincial Multi-year Implementation Plan for Adult Education (1998) of the Mpumalanga Province Department of Education only and these two policies are read to the adult learners when they are admitted at the centre for the first time as a strategy to make their implementation possible.

“We were never work shopped on how to write a policy before, so we managed to draw only the centre policy we would only be work shopped at the beginning of August 2011 and that is when we will be able to write Policies”.

The above comment was made by a centre manager.

4.2.6.5 Shortage of Teacher- Learner Support Materials

At Kobeng Public Adult Learning Centre there is a shortage of learner's textbooks. One of the learners during my interview session with them said the following, concerning textbooks:

"I have only three textbooks for the three learning areas yet I am doing six learning areas and I am not able to study at home because I do not have all the textbooks. As adult learners we live far from each other and we cannot borrow each other books."

One of the educators also added that as educators they are trying their best by giving the adult learners notes to help them study. The centre manager confirmed the shortage of textbooks and further said that educators give adult learners notes because even when the adult learners are asked to lend each other textbooks, they do not do it because of their different believes.

4.2.6.6 Lack of Infrastructure

All participants at Kobeng PALC generally agreed that there are enough toilets, water and electricity something the staff really appreciates. The centre is worried about lack of office.

'If all our learners attend their classes we have nowhere to go. We just stay outside if it is not raining because we have only two classes to use as a centre'.

The above statement is a concern raised by one of the educators during the interview session.

The centre –manager also added on this problem of lack of infrastructure by stating that:

“We experience serious problems when our levels 4 are writing their final year exams. Sometimes the learners of Kobeng primary school will still be using their classes at the time when the exam has to start”.

The centre manager also gave a practical example, that if the adult learners are writing a three hour paper from two o'clock they have to be seated by half past one and they have to start writing the exam exactly at two o'clock and by five o'clock the exam monitor will be waiting to see how they end the exam session only to find that their adult learners are still writing and then they have to explain why the candidates were given extra minutes.

4.2.6.7 Lack of Government Support

It is generally agreed by all participants that textbooks and stationery are often delivered late when the centre has already re-opened. However there is a good relationship between the centre and the primary school who will mostly give them exercise books to get started.

The centre manager made this comment concerning lack of government support:

“We use Kobeng Primary School photocopier to make copies of Standard- Based Assessment (SBA) for the Level 4 learner”.

Again the centre manager also stated that the SBA is a workbook for all learning areas for learners to answer in all the tasks .She also said that the photocopier is still being paid by the primary and therefore they are charged 50c per copy that they make. So as educators they pay, and they have an account of large amount of money of the copies made using this photocopier that they still have to pay from their own pockets which according to her makes the managing of this centre a problem.

4.2.6.8 Unqualified and Under-qualified educators

It is was agreed by all educators that the teaching staff of Kobeng PALC is qualified to teach at the centre. Although the centre has less number of adult learners now in 2012 but it had more learners and more educators before 2010. During that time when educators were more than 10, the centre established another centre for the disabled learners and it was run as a satellite centre of Kobeng PALC. Due to educator turn-out and workload of the remaining educators at this centre, an educator who first volunteered was employed at the beginning of the year. Even if the centre manager was given a go ahead to employ an educator by Mpumalanga Department of Education, the contract was rejected by the same department during the course of the year. The reason for rejecting the contract was that the educator did not have qualifications for teaching.

“Although the Department could be worried about quality teaching, what they could have at least done was to reject the contract immediately”.

The above statement was made by the centre manager to emphasize lack of Government support.

When asked about the status of the disability centre, the centre manager replied that:

“At the moment it is temporarily closed .I have written a report to Mpumalanga Department of Education about this problem and am still waiting for their reply”.

4.2.6.9 Poor Communication Channels

Communication from the region to the centre is through the Sabie circuit which either phones the educators or writes a circular. However all participants generally agreed that the information they get is mostly not on time. One of the educators made this comment:

“At one instance I went to a meeting after I received a message by cell phone to attend such a meeting, but when I arrived there I was told that I got the wrong message”.

4.2.7 Observations

I made observation in all the three PALC's which are the cases of my study, that is, Kobeng, Dientjie and Kadishi. I will start with the report based on the observation

from Kobeng Public Adult Learning Centre. The following were issues/ categories for observations, namely:

4.2.7.1 Venue for the Interview

Interview session with the centre-manager and with the educators took place in the centre's office which is also a classroom while interview with the learners took place in one of the classrooms where learning and teaching take place.

4.2.7.2 Infrastructure and space

The centre does not have a building of its own. It is accommodated at Kobeng Primary School in which two classes had been allocated to them for use. These classes are at the back of the main school buildings and are new buildings.

I made an observation of the classes and I found that they are very open and can accommodate a large group of learners as such learning and teaching can take place with ease.

4.2.7.3 Accessibility of the centre

Kobeng Public Adult Learning Centre is situated at the centre of the community. Since the village is very big, learners have to walk six kilometres on a tarred road to the centre or may travel by taxi as there is enough local transport.

4.2.7.4 Facilities/Equipment

The centre does not have a resource centre, an own computer or access to internet. The chairs and tables in the classrooms are modern and are enough for all the adult learners. The centre does not have a photocopier but rely on using the photocopier of Kobeng Primary if not in use.

4.2.7.5 Office furniture

The centre does not have an office of its own but uses one of the classrooms as an office. There is only one small corner cupboard which is lockable and is used by the educators in this centre to store their books. There is also one table and four chairs in the office.

4.2.7.6 Availability of teaching and learning materials

There are no enough teaching and learning materials for both educators and learners at this centre. Educators are supplied with one type of a textbook and lack reference materials for their learning areas. Learners are supplied with only one type of a textbook for each learning area .Level 4 learners are also supplied with workbooks to complete for their year mark.

4.2.7.7 Stationery

There are green chalkboards in all of the classes and from my observation there are no enough textbooks and exercise books for learners.

4.2.7.8 Class Attendance and Educator- Learner ratio

Learners who were attending classes that I observed were females and males. They were young. There were 17 learners in the class which is an acceptable number.

4.2.7.9 Lesson presentations

Lessons were well presented with the educator focussing on individual attention. At some instances learners were working in pairs.

4.2.7.10 Learner participation

In the class that I made observation there was maximum learner participation during the lesson. Learners were answering questions when the educator was asking and the answers were mostly correct.

4.3. Dientjie Public Adult Learning Centre

Figure 4: Photos showing Dientjie Primary School at which the centre is
Situated





Figure 5: Photos of the office used by the centre manager and the educator of Dientjie PALC





Figure 6: A photo of some of the learners at Dientjie PALC



4.3.1 Introduction

Dientjie Public Adult Learning Centre was started in 1999 to help reduce the rate of illiteracy in the community. The centre was initiated by a Non-Governmental Organisation known as Dientjie Advice and Resource Centre. In 2000 Mpumalanga Department of Education took over the administration of this centre in the area of Adult Education and Training. Dientjie Public Adult Learning Centre is situated at the Northern part of Leroro Township and it is accessible to all adult learners although they have to walk about 4km to the centre.

4.3.2 An overview of Dientjie Public Adult Learning Centre

The centre is the only centre established at Leroro Township in 1999. The centre is situated between the two villages of Matibidi and Moremela 4km from the main road R51 to Graskop. Like many other centres, Dientjie Public Adult Learning Centre is located in Dientjie Primary School and is used in the afternoons after school hours as a PALC.

4.3.3 Description of the programmes

4.3.3.1 Types of Programmes offered

Dientjie Public Adult Learning Centre caters for Levels 1 to Level 4 learners. The learning areas for Level 1 and 2 are Sepedi Home Language and English 1st Additional. The learning areas for Level 3 and 4 are the two mentioned languages, Mathematical Literacy, Life Orientation, Arts and Culture and Ancillary Health Care, Natural Science and Travel and Tourism. The centre caters for both old and young adults who dropped from school.

4.3.4 Staffing

Dientjie Public Adult Learning Centre has 2 teaching staff: a centre manager and a teacher. In addition there is a Centre Governing body made up of 4 people, 2 of which are educators from Dientjie Primary School and 2 are learner component.

The two educators are between 35 and 50 and they both have an ABET Diploma.

4.3.5 Learners

Dientjie Public Adult Learning Centre has about 45 learners. There are about 11 learners in each class.

4.3.6 Critical Factors

During my visit to the centre I investigated the following problems which affects the management of Public Adult Learning Centre in the Sabie circuit ,the problems are, remuneration of educators ,financial constraint or under-funding ,learners social background, lack of policies, shortage of resources, lack of infrastructure, lack of Government support, unqualified and under-qualified educators and poor communication channels.

4.3.6.1 Remuneration of Educators

Remuneration at this centre is done through a contract system. One of the educators complained saying:

*"I started teaching at this centre from January 201
this year but until now I have not been paid. I a*

pulling very hard because my credits are piling up”.

The statement above was also confirmed by the centre manager, however learners did not know how their educators were remunerated but assumed that their educators were not happy with their remuneration because most of them had left them for greener pastures in the two past years.

4.3.6.2 Financial constraint/Under-funding

All participants at this centre agreed that learners at this centre are not paying fees for their studies. Teachers experience difficulty when they have to do photocopies of the Site-Base Assessment (SBA) for every learner because they only receive one copy from the Departmental officials. The centre manager made these comments with regard to the financial constraint:

“Since I was in this centre we were never funded. As a centre manager I am always buying three rims of photocopying papers for SBA from my own pocket”.

The centre manager also indicated that:

“We also use to take our adult learners out for a tour once in a year and organise farewell for the Level 4 in the past as educators”.

The centre manager indicated that taking learners for trips and giving them a farewell was used as their recruitment strategy but they no longer afford to do that because

things are expensive and they do not earn much to continue financing such activities from their own pockets.

4.3.6.3 Learners Social Background

Most learners at this centre are generally poor. The centre manager made the following comment during the interview with her:

*“The level of Literacy in the community itself is low as such
our adult learners do not see the value of education “*

4.3.6.4 Lack of Policies

As I was reviewing the documents of this centre, I discovered that there was no vision and mission statement. Again I also discovered that Dientjie Public Adult Learning Centre does not have any record of their aims and objectives. I also discovered that the following policies which should guide the activities of all PALC, namely, Policy Document on Adult Basic Education and Training (1997), A National Multi-year Implementation Plan for Adult Basic Education and Training: Provision and Accreditation (1997) both of the National Department of Education and a Provincial Multi-year Implementation Plan for Adult Education (1998) of the Mpumalanga province Department of Education were not available. However the centre has a centre policy. When asked about the vision and objectives of the centre, the centre manager of Kobeng made this reply:

*“From 2001 to 2009 I was not the centre manager;
I only became a centre manager last year 2010 so I*

did not know how to write it”.

However, the centre manager also added that they had a workshop at the beginning of July 2011 with Department officials from Bohlabela on how to draw vision statements and objectives and now she knows how to draw it. Adult learners and educators at this centre were not aware of any policy of the centre which also means that there was no strategic implementation or problems of implementation of any policy at this centre.

4.3.6.5 Shortage of Learner- Teacher Support Materials

The last delivery of learners’ textbooks was done in 2008. Then another delivery was done in December 2010. The learners’ textbooks are not enough and in Level 1 and 2 English textbooks the letters used are too small especially for the old learners. In relation to the shortage of learner support materials, the centre manager highlighted that:

“Textbooks are always hard to find, they are either delivered late around March or they are not delivered at all”.

According to the centre manager, many learners’ textbooks were delivered at her house during December when the centres were closed for December holidays and they were out dated and irrelevant for them.

Again, supporting the fact that learners’ textbooks are not enough, one of the learners at Dientjie PALC said that:

“As level 4 learners we find it hard to study on our own at home because we do not have textbooks. We have to rely on educators’ notes always”.

Shortage of support materials is not experienced by learners alone at this centre but by educators too. One of the educators further indicated that:

“I am teaching Natural Sciences and I have only one type of a textbook. The textbook is very shallow and is not user friendly”.

The educators also agreed that textbooks were not enough and added that they do not have teaching aids to use. They try and improvise but the problem is made worse by the fact that they do not have a laboratory or resource centre. So all they do is theory not practical.

4.3.6.6 Lack of infrastructure

It is generally agreed by all participants that there are enough classrooms to be used at Dientjie PALC and there is also running water and electricity. However, there are no lockable cupboards for the teachers of this centre. One of the educators indicated that:

“We have only one cupboard which we asked from Dientjie Primary School but it is not lockable but at least life goes on”.

4.3.6.7 Lack of Government Support

All participants at Dientjie PALC were generally not happy about the support they get from the Department of Education. This was a comment by the centre manager with regard to this problem:

“Mpumalanga Department of Education officials do not come often to this centre, even when they come they mostly come to do head count of learners”.

“They always comment about the number of learners which they say is few and threaten to close the centre if the number does not increase”.

4.3.6.8 Unqualified and under-qualified

There are two educators at this centre who both have Standard 10 and ABET Diploma. One educator indicated that she was teaching Natural Science in Level 4 and she never did science in her life and this alone frustrates her. This was further indicated in the response of the interviewed learners who showed their doubts on the level of qualification of their Natural Science educator. The centre manager also agreed that the Natural Science educator was not qualified to teach it.

4.3.6.9 Poor communication channels

All participants agreed that there was communication breakdown within and outside their centre. Communication with educators at Dientjie PALC from the region and the Sabie circuit is done mostly through cellular phones and at a very low rate through

circulars. The educators expressed their satisfaction of receiving their messages through their cell phones because then the messages arrive on time.

“Sometimes educators do not tell us that they will not be at school the following day because they say their seniors just phone them and invite them”.

As a result of the phone invitations learners are not told that educators will not be available for the next day and in that case learners would just come at the centre and wait until 16:00 because then they would understand that the educators would not be coming and this is an inconvenience for adult learners. This statement in itself indicates weaknesses in the means of communication between the learners and their educators.

4.3.7 Observations

I made observation in all the three PALC's which are the cases of my study, that is, Kobeng, Dientjie and Kadishi. I will give the report based on the observation from Dientjie Public Adult Learning Centre. The following were issues/ categories for observations, namely:

4.3.7.1 Venue for the Interview

Interview session with the centre manager and the educator took place in a small congested office while interview with the learners took place in one of the classrooms where sometimes learning and teaching take place.

4.3.7.2 Infrastructure and space

The centre does not have a building of its own. It is accommodated at Dientjie Primary School in which two classes had been allocated to them for use. These classes are at the back of the main school buildings and are new buildings.

I made an observation of the classes and I found that they are very open and can accommodate a large group of learners as such learning and teaching can take place with ease.

4.3.7.3 Accessibility of the centre

Dientjie Public Adult Learning Centre is situated at the Northern part of Leroro Township. This is the only adult centre at Leroro and learners have to walk about 5km for those staying in the far Southern part of the centre. Learners cannot use a local transport to the centre because the centre is about 4 km away from the main road.

4.3.7.4 Facilities/Equipment

The centre does not have a resource centre, an own computer or access to internet. The chairs and tables in the classrooms are modern and are enough for all the learners. The centre does not have a photocopier but rely on using the photocopier of Dientjie Primary school if not in use.

4.3.7.5 Office furniture

The centre does not have an office of its own but uses one of Dientjie's classrooms as

their office. This classroom is so congested and it is used as storeroom for the school. There is only one cupboard which is not lockable and is used by the educators in this centre to store their books. There are also two tables and four chairs in that office.

4.3.7.6 Availability of teaching and learning materials

There are no enough teaching and learning materials for both educators and learners at this centre. Educators are supplied with one type of a textbook and lack reference materials for their learning areas. Learners are supplied with only one type of a textbook for each learning area. Level 4 learners are also supplied with workbooks (SBA) to complete for their year mark.

4.3.7.7 Stationery

There are green chalkboards in all of the classes and from my observation there are no enough textbooks for learners.

4.3.7.8 Class Attendance and Educator- Learner ratio

Learners who were attending classes that I observed were females and males. They were young and old. There were 22 learners in the class which is an acceptable number.

4.3.7.9 Lesson presentations

The lesson I observed was well presented with the teacher focussing on individual attention. At some instances learners were grouped in groups of 5 with two groups having six members each.

4.3.7.10 Learner participation

In the class that I made observation there was maximum learner participation during the lesson. Learners were answering questions when the educator was asking and the answers were wrong most of the time but the same learners kept on raising their hands up to answer although their educator began to ignore them.

4.4. Kadishi Public Adult Learning Centre

Figure 7: A photo showing Kadishi Secondary School where Kadishi Public Adult Learning Centre is situated





Figure 8: A photo showing a vegetable garden planted by the adult learners at one of the satellite centres of Kadishi PALC to fundraise



Figure 9: Photos showing old furniture used in one of the classroom in the main Kadishi PALC



Maths 25/05/2011

1. $209 - 99 = \square$

2. $99 - 84 = \square$

3. $300 - 200 = \square$

4. $133 - 103 = \square$

5. $75 - 32 = \square$

sleeping my on
bed I am
I am sleeping on my
bed

Maths

02 August 2011

Question!

Write the numbers in words
eg

7 - Seven

a) 3

b) 5

c) 9

d) 11

e) 15

f) 10

g) 20

h) 17

i) 14

j) 30

Figure 10: A photo showing the centre manager of Kadishi Public Adult Learning Centre



4.4.1 Introduction

Kadishi Public Adult Learning Centre renders learning programmes for adults at Matibidi communities. Matibidi is a very big area made up of four communities. Kadishi PALC is at one of these communities and is not at the centre of all these communities.

4.4.2 An overview of Kadishi Adult Learning Centre

The centre was established first in 1994 as a Literacy project known by then as Itsoseng Literacy Project under Non-Governmental Organisation. The main aim of the project was basically to teach adults how to read and write. In 1999 the former Lebowa, now Limpopo, Department of Education took over the administration of the centre. When Thaba Chweu Municipality became part of Mpumalanga this centre was then handed over to Mpumalanga Department of Education for administration purposes in 2001.

There were three other PALC's at Matibidi which were established in 2001. However these centres were closed due to internal problems and were merged with Kadishi PALC in 2007. Because of distance the adult learners have to travel to Kadishi PALC, Mpumalanga Department of Education agreed that these centres be allowed to operate as satellites centres under one administration of Kadishi. Only Level 1 and 2 remain in these centres. All Levels 3 and 4 are in the main centre and final examinations for Level 4 are conducted at Kadishi PALC. All educators of these satellites centres report to the centre manager of Kadishi PALC. Therefore Kadishi PALC is one of the biggest centres at Sabie circuit.

4.4.3 Description of the programmes

4.4.3.1 Vision and mission

To make provision for Inclusive Education. To develop and equip all adult learners and make them well equipped to face their challenges outside.

4.4.3.2 Types of programmes offered

Kadishi Public Adult Learning Centre caters for Level 4 learners and the learning areas are: Sepedi Home Language, English 1st Additional Language, Mathematical Literacy, Ancillary Health Care, Life Orientation, Arts and Culture and Natural Science. Level 3 is at another satellite centre and Levels 1 and 2 are catered for in the remaining two satellites centres and are far from each one to be accessible to the concerned communities. The learning areas offered in these satellites centres are, Sepedi Home Language and English 1st Additional language. The centre also renders Inclusive Education for the physically challenged adults learners at one of the satellite centres.

4.4.4 Staffing

Kadishi PALC has 9 teaching staff: 1 centre manager and 8 educators. There are 2 educators in each of the 3 satellites centres and 3 educators are at Kadishi PALC. Added to the teaching staff, is a Centre Governing Body.

Apart from Standard 10 ,all the educators at Kadishi PALC are qualified with ABET Diploma with one having Junior Primary Teachers Diploma (JPTD)and a further

Diploma in Life Orientation and one with a degree in Education specialising in Management (B. Ed Management).

The centre is also proud to indicate that they have a volunteer qualified Science educator from Kadishi Secondary school who teaches Mathematical Literacy to the Level 4 adult learners in the afternoon.

4.4.5 Learners

There are 71 learners in all at Kadishi Public Adult Learning Centre. 20 of these learners are doing Level 1 and 2, 24 learners are doing Level 3 and 27 are doing Level 4.

4.4.6 Critical Factors

During my visit to Kadishi Public Adult Learning Centre I investigated the following problems affecting the management of Public Adult Learning Centres in the Sabie circuit, the problems are, remuneration of educators, financial constraint or under-funding, learners social background, lack of policies, shortage of resources, lack of infrastructure, lack of Government support, unqualified and under-qualified educators and poor communication channels.

4.4.6.1 Remuneration of Educators

Educators at Kadishi PALC are paid through contract system and through claiming system. Some of the educators at this centre have to renew their contracts with Mpumalanga Department of Education every year. This process often delays the salaries of educators as one of the educators at this centre indicated:

“I do not get my salary every year from January to May because my contract with Mpumalanga Department of Education is renewed year”.

Added to the delayed salaries is the fact that sometimes when the educators go to the regional office to inquire about their salaries they are told that their forms were lost or that the forms were not correctly filled. After a long period of waiting that would be the answer they get and then they would fill the forms again.

The centre manager made this comment:

“Kadishi is a very big centre to manage especially in terms of financing. So with the little money that I am paid I still have to finance the activities of this centre”.

Learners at the centre were not sure of how their educators are remunerated at the centre.

4.4.6.2 Financial constraint/ Under-funding

It is generally agreed by all the participants that adult learners at Kadishi Public Adult Learning Centre do not pay for their studies. The following comment was made by the centre manager during interview:

“Learners at this centre are not paying fees for their studies. Educators experience problems

*when they have to do photocopies of the (SBA)
for every learner”.*

The centre manager made this comment with regard to financial constraint:

*“I am always buying photocopying papers to help
educators make learners copies especially the SBA”.*

One disabled centre offering Inclusive Education at Kadishi has a vegetable garden in which learners sell the vegetables and get money to help finance the activities of the centre and for their own subsistence. The following comment was made by one of the learners during my visit at their centre:

*“We requested Mpumalanga Department of Social Services
and Welfare to supply us with seeds to begin a vegetable
garden and as you can see we have our own garden. The
money we get here is used to help finance our centre”.*

4.4.6.3 Learners Social Background

All participants at the centre generally agreed that most learners at Kadishi Public Adult Learning Centre are poor. Most learners in Level 4 are very young about 22-26 years while the learners in Level 1 to 3 are middle-aged and old. The poor socio-economic background could also be contributing negatively to the learner’s social background at this PALC .There are physically challenged learners in one of the Satellites centres of Kadishi PALC.

4.4.6.4 Lack of Policies

The basic policies for any PALC, namely Policy document on Adult Basic Education and Training (1997), A National Multi-year Implementation Plan for Adult Basic Education and Training: Provision and Accreditation (1997) both of the National Department of Education and a Provincial Multi-year Implementation Plan for Adult Education (1998) of the Mpumalanga Province Department of Education were found to be missing at Kadishi PALC. Kadishi Public Adult Learning Centre only has retrieval of books policy, Centre policy, A Provincial Multi-year Implementation Plan for ABET Education (1998) of the Mpumalanga Province Department of Education, as well as a policy on Inclusive Education. However some of the educators and the learners at this centre are not aware of these policies. This could be because of the too much decentralisation of this centre. While there are some policies at this centre, implementation of such policies remains a challenge. This is what one educator has to say with regards to policies:

“Policies are there but they are not implementable. A policy will not be a policy if it remains in the files and is never used”.

The centre manager also made these statements:

“One of the things covered in the centre policy is regular attendance by learners. But we find it hard to act when our learners absent themselves from the centre because they are adults and they have valid reasons”.

According to the centre manager, most of the Level 4 adult learners absent themselves from the centre after June because after writing June exam they do not get results in time. So they do not know whether they have to register them for the same subjects or not. Therefore Mpumalanga Department of education also contribute to the problem of adult learner absenteeism. This point in itself make it difficult for the centre to implement its policies.

4.6.5 Shortage of Learner- Teacher Support Materials

It is generally agreed by all participants that there is a shortage of learner exercise books at Kadishi PALC. There are textbooks but the textbooks are not enough for all the learners especially the Level 4. The following was a comment made by a learner concerning shortage of textbooks:

‘Sometimes, we want to continue studying on our own but because we do not have textbooks we end up not studying .Shortage of textbooks is a main contributory factor for fail’.

One of the educators also made the following comment about shortage of textbooks:

“Some of our learners come during January to register and disappear. Then come for Level 4 exams. Most of these learners could pass if they have textbooks”.

Since most of the learners in Level 4 can read and write, the educators at this centre have a strong belief that shortage of textbooks is the most single factor that contribute to the poor performance of learners in the Level 4 examinations.

4.4.6.6 Lack of Infrastructure

It is generally agreed by all participants that there are enough toilets for both educators and adult learners at Kadishi PALC. There is also electricity which the centre has access to and running water from a water tank. One of the educators at this centre made this comment:

“Since I was employed here at this centre I do not remember us having a very serious problem with water and electricity”.

4.4.6.7 Lack of Government Support

It is generally agreed by all participants at Kadishi Public Adult Learning Centre that Mpumalanga Department of Education does offer support but on a very minimal level. The teaching staff of this centre feels that much could be done. The centre manager indicated the following statement with regard to lack of government resources:

“I buy photocopying papers for exam purposes from my own pocket. I also bought my own computer which I use to write reports on the activities of the centre”.

One of the learners supported the above statement by making the following comment:

“We are given exercise books very late after the classes have long begun. We are often given just one exercise book to write all learning areas while waiting for exercise books”.

4.4.6.8 Unqualified and Under-qualified educators

It was generally agreed by all participants that all educators at Kadishi Public Adult Learning Centre are qualified with an ABET Diploma. One of the educators also has a degree in Education Management (Bed .Management). The centre has a Mathematical Literacy teacher who is a qualified Secondary Mathematics educator volunteering in teaching the adult learners in the afternoon. The educator is employed full time to teach Science subjects at Kadishi Secondary. This comment was made by the centre manager:

“We are very grateful as a centre to have someone who volunteers to teach our learners because among us we do not have a qualified Mathematical Literacy educator”.

4.4.6.9 Poor Communication channels

Although communication from the region to the centre is through the circuit which either phones the educators or write a circular, it is generally agreed by all the participants that communication is often not on time, for example, an educator could

be phoned to be invited to a meeting a day before. The following is a highlight made by the centre manager with regard to communication:

“We are hardly visited by our Curriculum Implementers from Bohlabela District for curriculum support during the year but they only come for final moderation”.

4.4.7 Observation

I made observation in all the PALC's which are the cases of my study, that is, Kobeng, Dientjie and Kadishi. This is a report of my observation from Kadishi Public Adult Learning Centre. The following were issues/categories for observations, namely:

4.4.7.1 Venue for the interview

Interview with the centre-manager and with the educators took place in the centre's office. Interview with the learners took place in one of their classes.

4.4.7.2 Infrastructure and space

The centre is accommodated at Kadishi Secondary School. The centre has four mobile classrooms which are old and in a bad state. These classes are at the back of the main school buildings.

I made an observation of the classes and I found that although they are old, they are open but cannot accommodate a large group of learners because of lack of furniture and although learning and teaching take place the conditions of the classes are not good at all.

4.4.7.3 Accessibility of the centre

Kadishi Public Adult Learning Centre is situated between three communities of Matibidi which are Maselebeng, Aparara and Didimala. Because of the distance that the learners have to travel to the centre, Kadishi PALC has three satellites situated in each of these communities for accessibility. However all Level 4 learners are attending only at the main centre which is Kadishi.

4.4.7.4 Facilities/ Equipment

The centre does not have a resource centre, an own computer or access to internet. The chairs and tables in the classrooms are very old and are not enough for all the adult learners. The centre does not have a photocopier but rely on using the photocopier of Kadishi Secondary school if not in use.

4.4.7.5 Office furniture

The centre has an office of its own although the office is not spacious. There is one table and three shelves which were taken from the other three centres at Matibidi when they were closed and had never been taken back after they were merged with Kadishi PALC. There is also a wall shelf which is used to store all the out dated books delivered to the centre by the Department of Education.

4.4.7.6 Availability of teaching and learning materials

There are not enough teaching and learning materials for both educators and learners at this centre. Educators are supplied with one type of a textbook and lack reference materials for their learning areas. Learners are supplied with only one type of a textbook for each learning area. Level 4 learners are also supplied with workbooks (SBA) to complete for their year mark.

4.4.7.7 Stationery

There are small black chalkboards in all the classes that I observed. Again textbooks are not enough for all adult learners. Adult learners use old desks to sit on and most adult learners do not fit in them because of their body structure. This is so because the desks were donated to the PALC from Kadishi Secondary School were the desks were used by their learners and not adults.

4.4.7.8 Class Attendance and Educator- Learner ratio

Attendance of learners at the main centre was very poor. These are Level 4 learners who were expecting to get their results of their examination written in June. Educators also complained that every year learner's results come late and the learners cannot continue attending because they do not know which subjects they should register. I also went to one of the satellite centres of Kadishi PALC and my observation was that learner attendance was good. The learners in this satellite centre were above 35 years old.

4.4.7.9 Lesson Presentation

The presentation of the lesson that I observed was good with an indication of thorough preparation. Learners were sometimes asked to work in groups.

4.4.7.10 Learner participation

I observed a lesson at one of the centres and realised that learners were participating and were enjoying the lesson. Sometimes learners were asked questions and they answered most of them correct.

4.5 Conclusion

Chapter four was about the empirical results of the study. It provides an overview of the three Public Adult Learning centres, namely, Kobeng, Dientjie and Kadishi. It also focused on the findings as gathered from the fieldwork of this study. A description has been made about the learning areas which are offered in each of the three Public Adult Learning Centres. An indication of the vision and mission, although not in all the three PALC's have been indicated. It also discusses issues around staffing and learners found in each of the three Public Adult Learning Centres.

The chapter further established that initially this study was aimed at investigating six factors that could be problems affecting the management of these PALC centres but after an introductory, and reviewing and interrogation of documents phases, additional factors that contribute to problems affecting the management of Public Adult Learning Centres at Sabie circuit in the Mpumalanga Province were also investigated.

The chapter has managed to answer the main research question which is formulated as follows:

- What are the problems facing the management of Kobeng, Dientjie and Kadishi Public Adult Learning Centres at Sabie circuit?

CHAPTER 5: CROSS-CASE ANALYSIS OF PUBLIC ADULT LEARNING CENTRES

5.1 Introduction

In Chapter 4 the findings of the study at the level of individual cases was presented.

Chapter 5 presents a cross-case analysis of these findings using the research questions and the critical factors/variables originating from the theoretical framework. The aim of Chapter 5 is to compare and contrast cases based on the critical factors of the study, while trying to find ways to reduce or improve the management of PALC's in the Mpumalanga Province. I will also be careful to preserve each individual case's uniqueness to avoid misinterpretations of facts.

Table 2: Data matrix on cross-case analysis of the three Public Adult Learning Centres

Variables	Kobeng	Dientjie	Kadishi
Inception of the centre	1999	1999	1999
Number of learners	60	69	71
Number of educators	3	1	9

Learner's age group	19-60 years	19-60 years	19-60 years
Aims and objectives	To create a safe environment that is conducive for adult learners to complete their studies	To offer adult learners an opportunity to learn and to improve themselves so that they can compete in the world of work.	To make provision to Inclusive Education and develop all learners and make them well equipped to face their challenges outside their environment.
Learning areas offered	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Life orientation, Natural Science Travel and Tourism Ancillary Health Care Mathematical Literacy Sepedi Home Language English 1 st Additional Language
Working hours	15:00-17:00	15:00-17:00	14:00-16:00
Views about the centre	Has experienced educators	Needs more educators	The centre is too big it qualifies to be a pilot centre.
Community attitude towards the centre	The attitude of the community towards the adult centre is below average	The attitude of the community towards the adult centre is average	The attitude of the community towards the adult centre is below average
Policies	There is a Centre	There is a Centre	There is a Centre,

	policy	policy	Inclusive Education and A Provincial Multi- Year Implementation Plan for Adult Education(1998)
Shortage of resources	Learners textbooks are not enough	Learners textbooks are not enough educators have one type of a textbook.	Learners' textbooks are not enough.
Lack of Infrastructure	There are 2 well furnished classrooms and no office	There are 2 well furnished classrooms and no office	There are 4 old mobile classrooms And a small office
Lack of Government support	Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE	Inadequate support Mpumalanga DoE
Unqualified and under-qualified educators	2 qualified educators with SPTD ABET Diploma ACE :LO and 1 unqualified educator	1 qualified educator and centre manager all with SPTD and ABET Diploma	All qualified educators with STD JPTD ABET Diploma ACE: LO
Poor communication channels	Telephone Circulars No access to a computer	Telephone Circulars No access to a computer	Telephone Circulars No access to a computer
Remuneration of educators	Contract system	Contract system	Claiming system
Financial constraint/ under-	Learners do not pay fees.	Learners do not pay fees.	Shakwaneng has a vegetable garden

funding			project to help finance the centre.
Social Background	Poor	Poor	Poor
Problems and Challenges	High learner absenteeism No educators' office. Educators use their own money to make SBA copies for learners and for transport to meetings and workshops	High learner absenteeism No educators' office. Educators use their own money to make SBA copies for learners and for transport to meetings and workshops	2010 Level 4 results not yet available
Negative elements of the centre	The photocopier is busy always to be used by the centre.	Kobeng Primary learners take too much time to get out of the classes for use by the centre. High staff turn-over	Educators from merged centres have own working culture different from the centres culture of working. The satellites centres are far apart and therefore making their administration too difficult.
Positive elements of the centre	There is enough water. There are enough toilets Availability of electricity. Has well	Allowed to use the photocopying papers of the Primary School.	Has a volunteer qualified Maths Literacy educator from Kadishi Secondary.

	experienced educators.		
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5.2 Critical factors

Three cases, namely, Kobeng, Dientjie and Kadishi PALC's were studied, and from all the cases a total of three learners, three educators, except for Dientjie PALC in which only one educator was interviewed, and a centre manager were interviewed. Apart from the interviews in the three centres, I interviewed and interrogated formal documents such as, minutes books, vision and mission statements, attendance registers for both learners and educators, Level 4 results of previous years and policy documents. I also conducted observations in order to understand the difference between how the centres are formally managed, and to explain the differences in the ways they are perceived and valued by the various parties involved. Observation was also done with the aim of providing extra information concerning the topic being studied which were critical factors that contributed to poor management of this three PALCs.

5.2.1 Lack of policies

The following policies, Policy Document on Adult Basic Education and Training (1997), A National Multi-year Implementation Plan for Adult Basic Education and Training: Provision and Accreditation (1997) both of the National Department of Education (1998) of the Mpumalanga Department of Education were found to be missing in all the three PALC's. Lack of these policies or of their awareness thereof is detrimental to any management of any PALC as these are the main policies which will help direct the activities of PALC's.

A Centre Policy was found to be available at all the three centres. In addition Kadishi PALC also has, Inclusive Policy and A Provincial Multi-year Implementation Plan for Adult Education (1998) of the Mpumalanga Department of Education.

Most of the learners in all three centres were not part of the drafting of the centre policy which makes implementation of the policy very difficult. This is seen by the high rate of absenteeism by learners in all the three centres.

The drawing of policies by the centre managers and the educators is still a challenge at these centres.

5.2.2 Shortage of resources

Mpumalanga Department of Education Supplies all the centres with both learners and educators textbooks. However the learners textbooks are not enough and this make individual studying difficult.

The teachers are supplied with only one type of a textbook and in most cases do not have any other reference material to use other than that available textbook.

Exercise books are supplied by Mpumalanga DoE to all the three centres.

5.2.3 Lack of infrastructure

Except for one centre which has four mobile classrooms which are in a very bad condition and with very old model of desks, the two other centres have classrooms which are well furnished. All the centres uses pit toilets, for males and for females and these pit toilets are kept clean by the schools for both teachers and adult learners. There is running water and electricity in all the three centres.

However two of the three centres do not have offices of their own to work from .Two of these centres have lockable cupboards while the other centre uses a cupboard that cannot be locked which is borrowed from the school.

5.2.4 Lack government support

The centre managers and educators of all the three centres admitted that Mpumalanga Department of Education does support them but the support is inadequate.

All the centres have CGB which was elected very long ago and it is no longer functional now but the signatories are still used whenever signatures are needed. The CGB was trained by Mpumalanga Department of Education for one day when they were elected but the training was not enough. Again there are no programmes funded by the CGB. The Disabled Centre at Shakwaneng is being helped by Mpumalanga Department of Social Welfare and Services. This department has donated vegetable seeds which have helped the centre to begin its vegetable garden which is now used as their fundraising programme to help fund the running of this centre.

5.2.5 Unqualified and under-qualified Educators

There is no Physical Science as a subject in all the centres but there is Natural Science and Mathematical Literacy instead of Mathematics. All teachers are qualified at this centres with almost all teachers with ABET Diploma but only two out of all the interviewed educators are qualified to teach Mathematical Literacy.

The problem that could be caused by educators who are unqualified to teach some certain subjects is dodging classes and fabricating marks for learners to pass, for example, during the interviews one educator complained that she teaches Natural Science and it is a challenge because she has never done Science in her school years.

5.2.6 Poor communication channels

Information from the district office and the circuit is mostly through telephone and circulars. The information is received on time. The centres do not have access to computers or internet however one of these centre managers has a personal computer. Therefore educators cannot access materials for learning and teaching from the internet and have to rely on one type of textbook for all their references.

Teachers do communicate together in their LA but mostly at informal level. Again educators do communicate their challenges to their Curriculum Implementer when they visit them. However both the educators and the centre managers complained during their different interviews that they are hardly visited by the Curriculum Implementers from Bohlabela District office for curriculum support but during final moderation they come.

5.2.7 Remuneration of Educators

The educators in all the centres are paid through a contract system and through a claiming system. Some of the educators at these centres have to renew their contracts every year and this process takes longer before they are paid .Many teachers have indicated their dissatisfaction with their remuneration. Two of the three PALC's have experienced educator turn-out.

5.2.8 Financial constraint / under-funding

The adult learners in all of the three PALC's are not paying for their fees and no Funding is received from the department. Instead educators fund the centres from their own pockets because there are no business stakeholders to help the centres financially. Management does not receive any training on financial management. There is a fund raising programme for the Disabled centre at Shakwaneng PALC only.

5.2.9 Social background

The learners taught at this centre are described as the poor of the poorest. The impact of poverty is that teaching and learning is seriously disturbed.

The attitude of the community towards Adult Education is average. The main problem caused by poor social background at the centre is a high rate of absenteeism.

5.3 Observation

The following observations were made:

5.3.1 Venue for the interview

Interviews with the centre-manager and with the educators at Kobeng and Dientjie PALC's took place in one of the classes because the centres have no offices. Interviews with educators and the centre manager at Kadishi PALC took place in a small office. Interview with the learners took place in one of their classes.

5.3.2 Infrastructure and space

The centres do not have buildings of their own. Only one of the centres has mobile classrooms which from the observation I made are old and dilapidated. The classes used by the other two PALC's are at the back of the main school buildings and are new buildings.

I made an observation of the classes and I found that they are very open and can accommodate a large group of learners as such learning and teaching can take place with ease.

5.3.3 Accessibility of the centre

All the centres, apart from Kadishi Public Adult Learning Centre, which has satellite centres because of distance, are easily accessible

5.3.4 Facilities/ Equipment

The PALC's do not have resource centres, computers or access to internet. The chairs and tables in the classroom are modern and are enough for all the learners. The furniture used at Kadishi PALC is old fashioned. The centres do not have a photocopier but rely on using the photocopiers of the host schools if not in use.

5.3.5 Office furniture

Only one of the PALC has an office of its own although the office is not spacious. There is also a wall shelf in two of the PALC's which is used for storage.

5.3.6 Availability of teaching and learning materials

There are no enough teaching and learning materials for both educators and learners in all of the PALC's. Educators are supplied with one type of a textbook and lack reference materials for their learning areas. Learners are supplied with only one type of a textbook for each learning area .Level 4 learners are also supplied with workbooks (SBA) to complete for their year mark.

5.3.7 Class Attendance and Educator- Learner ratio

Attendance of learners in all of the three PALC's was generally poor except for Kadishi PALC. There were Level 4 learners who were expecting to get their results of their examination written in June and they could not get in class because they do not know which LA have they passed or have to repeat. Educators also complained that every year learner's results come late and the learners cannot continue attending not knowing subjects they should register for.

5.3.8 Lesson Presentation

The presentation of the lessons that I observed were good in all the three PALC's with an indication of thorough preparation. Learners were sometimes asked to work in groups.

5.3.9 Learner participation

I observed lessons in all of the three PALC's and realised that learners were participating and were enjoying the lessons. Sometimes learners were asked questions and they answered most of them correct.

5.4 Conclusion

This chapter was about the analysis of the three PALC's which are the cases of the study. In this chapter I managed to compare and contrast cases based on the critical factors of the study, while trying to identify the problems affecting the management of these three PALC's at Sabie circuit in Mpumalanga Province. The chapter also provided cross-case analysis of findings based on the observations from the three PALC's. In this chapter I have managed to provide ways to improve management of PALC's in the Sabie circuit in Mpumalanga Province.

From the cross-case analysis I have observed the similarities in terms of the fact that all the centres do not have qualified Science teachers and that there is a dire need for finances. Another similarity is shortage of resources and lack of government support. All these similarities make the management of these PALC's difficult.

I have also observed differences in the three PALC's, in terms of management, for example the use of open communication between staff to coach one another in activities of teaching and learning to strengthen management.

CHAPTER 6: CONCLUSION, RECOMMENDATIONS AND REFLECTIONS

6.1 Introduction

In chapter two and chapter four of this study I have attempted to outline the topic and give answers to the research question of my study. From the data collected in the different phases of this study, it can be concluded that the critical factors suggested in chapters two and four of this study indeed are problems affecting the management of PALC's at Sabie circuit in Mpumalanga Province.

Chapter five presents some conclusion of this study based on the cross-case analysis of the PALC's. In this chapter I will present the final conclusion, recommendations and reflections of this study. The results of this study could contribute towards addressing problems affecting the management of PALC's in the Sabie circuit of Mpumalanga Province. However, I do not wish to over-generalise because the PALC's could differ from one another, for example, with respect to management styles, funding and expertise, types of programmes offered and their location.

Initially this study was aimed at Investigating and identifying the following problems affecting the management of Kobeng, Dientjie and Kadishi PALC's in the Sabie circuit, shortage of resources, lack of infrastructure, lack of government support, unqualified and under-qualified educators and poor communication channels.

Based on the introductory phase, and reviewing and interrogation of documents phase as outlined in chapter three, I discovered that there are more problems affecting the management of PALC's at Sabie circuit. On the basis of this discovery, I then decided to also investigate the following factors, remuneration of educators, financial constraint/ under-funding and social background as problems affecting the management of PALC's in the Sabie circuit of Mpumalanga Province.

6.2 Conclusion

6.2.1 Shortage of resources

Resources for teaching and learning are central for education to be effective and efficient. Unfortunately the PALC's under the research study were found to be lacking in terms of resources.

To support the need for resources, Everard (2004, 4ed: 177) states that:

“Our ability to develop the curriculum in the way that we wish to achieve our objectives as a college, university or school depend on the resources that are available to us, unfortunately resources always seem to be most freely available in the areas where they are least needed”.

6.2.2 Lack of infrastructure

All the three PALC's were found to be using the buildings of the primary schools in the afternoons. This is with the exception of Kadishi centre which has mobile classrooms hosted at Kadishi Secondary school. Two of the three PALC's were found to be without offices of their own and this make preparation of work by teachers to be difficult.

The adult practitioners have to wait outside the classes despite all the forces of nature, until the learners have evacuated the classes to get in with their adult learners. I find this to be unprofessional and undermining the status of the adult practitioners.

The three PALC's have running water and enough toilets to be used.

In his speech, state of the Nation address, March 2011(SABC 1), the state President of South Africa, Mr Zuma, emphasised the importance of education. The commitment to his speech is further proved by his personal visit to the Eastern Cape to help solve the crisis experienced by the Department of Education in that province in May, 2011 (Sowetan, 07 May 2011).

The three PALC's are supplied with textbooks and stationery from Mpumalanga DoE. However the support is not enough because Curriculum Implementers do not visit the PALC's to offer academic support to the adult practitioners. Again CI's do not organise workshops for them and they are left to struggle on their own.

In addition two of the centres do not have enough educators and this result in the overloading of the remaining educators. In such cases the educators are no longer fruitful because of more workload and this has encouraged educators to live

teaching. During the interviews it was also indicated also that some adult learners who passed Level 4 in 2010 have not yet received their results from the Mpumalanga DoE and this discourages the adult learners to register for their studies at these centres.

6.2.3 Unqualified and Under-qualified educators

In South Africa there is a problem of unqualified and under-qualified educators. There is a great need for African educators offering Science, especially in townships and rural areas.

All educators at the three PALC's were qualified with most of them having ABET Diplomas. Of all the teachers in the three centres interviewed only two were qualified to teach Mathematics.

6.2.4 Poor communication channels

The need to provide information that is on time and relevant is fundamental to management of any institution of learning. Poor communication or communication breakdown is a fertile ground for mistrust.

Both the management and educators at the three PALC's indicated in the interviews that they receive information from their seniors but the information is mostly late and causes inconveniences. The educators and the centre managers except for one, in all the PALC's have no access to a computer or an internet. Most educators also indicated in an interview that they hardly have staff meetings to communicate their problems.

6.2.5 Remuneration of educators

The educators at the three PALC's are remunerated by a contract system and by claim system. However in all these centres during the interview, the educators openly indicated their dissatisfaction with their remuneration.

This is also proved by a march of ABET Educators to submit a memorandum of demand for an increased salary at Nelspruit, Mpumalanga in February (SABC 1:22 February 2011).

Two of the three PALC's experienced a high level of staff turnover as a result of dissatisfaction with remuneration. This is detrimental for the management as teaching and learning are affected in the process more so because educators who left the centres are not replaced immediately.

6.2.6 Financial constraint/ Under-funding

Adult education should help communities to develop. The government, para- statal bodies and independent Non-Governmental agencies should help to encourage lifelong learning by investing in the education of adults.

In all the three PALC's the government do not help to finance the centres. Again the adult learners do not pay for their studies and the centres do not have sponsors or donors to help them finance the daily activities of these centres. Also because of lack of knowledge, expertise and funds the PALC's do not have fund-raising programmes to raise funds for the centres except for one disable centre, namely Maselebeng, which has a vegetable garden as a fund-raising programme.

The centre managers and the educators in all the centres experience serious financial constraint and are left to foot any bill on their own, for example, the photocopying of SBA for learners.

6.2.7 Social background

Many of the adult learners attending at the three of the PALC's are poor. Although the learners indicated during their interviews with the interviewer that they strongly want to learn and be educated, poverty is a stumbling block on their dreams.

The rate of learner absenteeism in all the three PALC's is high as some learners would go to do 'piece jobs ' to support their families as bread winners while attending at the centres. This, alone, impacts negatively on the results of the adult learners at the end of the year.

6.2.8 Policies

The following policies which are very crucial in the management of any PALC, namely Policy Document on Adult Basic Education and Training(1997), A National Multi-year Implementation Plan for Adult Basic education and Training: Provision and Accreditation(1997) both of the National Department of Education and a Provincial Multi-year Implementation plan for Adult education (1998) of the Mpumalanga Province Department of Education were found to be absent in all the three PALC's except for Kadishi PALC which also had A Provincial Multi-year Implementation Plan for Adult Education(1998) of the Mpumalanga Department of Education. All the three PALC's were found to be having Centre Policies. However the Centre Policies were not implementable because the adult learners are not supportive.

Poor implementation of policies is a challenge that negatively impact on the effectiveness and efficiency of management in these centres.

6.3 Recommendations

6.3.1 Shortage of resources

The shortage of learning and teaching materials hamper the main businesses of the PALC's which is teaching and learning and have negative impact on it. Hence it is recommended that the Provincial Department of Education must ensure that there are sufficient learning and teaching materials available at Kobeng, Dientjie and Kadishi PALC's. This will ensure that there is proper and effective teaching and learning in these PALC's.

6.3.2 Lack of Infrastructure

The infrastructure used by the PALC's is shared with the schools, for example, classes. I would recommend that the PALC's be allocated at least one more class to be used as an office and storage room. Again the PALC's do not have their own photocopiers which makes it difficult to work efficiently. I would therefore recommend that the Provincial DoE supply them with one at least clustering two or three PALC's to share one photocopier.

A conducive, healthy and safe environment is a prerequisite for learning and teaching. The learning and teaching environment at Kadishi PALC which uses mobile classes is no longer good for effective teaching and learning to happen. I therefore recommend that classes be built for the centres or that new mobile classes be supplied by Provincial DoE.

6.3.3 Lack of Government support

It is very important that programmes and activities of the National government are supported on an ongoing basis by Provincial Departments. There is a lack of government support in the three PALC's in terms of human resource and Curriculum support. I would therefore wish to recommend that Mpumalanga DoE offer them enough human, physical and curriculum support on an ongoing basis.

6.3.4 Unqualified and under-qualified educators

There is a need for qualified Science teachers in all the three PALC's investigated. It is recommended that more Science educators be recruited and trained by the Provincial DoE to close this gap in the ABET sector.

6.3.5 Poor communication channels

Communication channels within and outside the centres should be opened and transparent. Again the DoE needs to create communication channels or possibilities for educators to raise their grievances to the management at the provincial DoE in a conducive manner without educators having to march to the Department. The Department needs to create a platform for a dialogue with PALC's. There should be a possibility for management to have dialogue with educators. The Department of Education must create formal procedures for educators to raise issues and have their grievances handled.

6.3.6 Remuneration of educators

The Provincial DoE should consider re-looking at the issue of remuneration of adult practitioners to improve them. As long as these educators are not happy with their

salary they will continue to live the profession for better paid jobs and the PALC's will face serious shortages of adult educators.

6.3.7 Financial constraint/Under-funding

Lack of finances has a negative impact on effective teaching and learning at these three PALC's. I therefore would like to recommend that Provincial DoE allocate funds to every PALC to run their daily activities, for example, to buy photocopying papers and ink and to transport educators to attend workshops.

6.3.8 Policies

In all the three PALC's that I visited, I realised in my interview with centre managers, adult educators and adult learners that the following basic policies were absent, namely Policy Document on Adult Basic Education and Training (1997), A National Multi-year Implementation Plan for Adult Basic Education and Training : Provision and Accreditation (1997) both of the National Department of Education(1998) of the Mpumalanga Province Department of Education .In my visit to all the PALC's which are studied, Kadishi was the only centre that had a Provincial implementation and not a National Multi-year Implementation Plan for Adult Education(1998) . I therefore recommend that copies of these policies must be made available to all the PALC's at the Sabie circuit and that they be made available for use by centre managers, educators and learners.

A policy is a guideline or a statement of intent that helps to direct and guide the activities of an organisation .If a centre or an organisation is run without a policy or

policies or if the policy or policies are not followed there will be chaos at the centre or in the organisation .I therefore also recommend that all centre managers in the Sabie circuit must be trained on the drafting and writing of different policies by the Provincial Department. Policies must also be implemented by all stakeholders of the PALC's after involving them in their drafting.

6.3.9 Social Background

Education is very important in the impoverished communities to break the cycle of poverty. I therefore recommend that the Provincial DoE in collaboration with other departments, such as, the Department of Social Services and Welfare, should educate and make people aware of the value of adult education and take a step of supporting adult education initiative programmes.

6.4 Recommendation for further study

After almost eighteen years of democracy, the South African government still battles to redress the imbalances of the past caused by apartheid regime .However, there are a number of initiatives taken by the government to ensure that education is accessible to all the citizens of the country. The South African government, international companies, the private sector and established foundations, have donated funds to the education system nationally and provincially to make education accessible to all. This is in the form of bursaries to (adult) learners, Skill development programmes, training and development of (adult) educators, introduction of Further Education and Training colleges and improving infrastructure of learning institutions. Currently many adult learners do not benefit from these initiatives because of some problems affecting the management of the PALC's. In this study I investigated problems affecting the management of PALC's at Sabie circuit in the Mpumalanga province.

Although I have covered most of the problems affecting management of PALC's in this study, I still feel that there are still many problems affecting the management of

PALC's that still need to be investigated .There is a need to do more research which will give more insight into problems affecting the management of PALC's.

There is also a need to do a comprehensive study about problems of management of PALC's In Mpumalanga province. I also feel that there is a need to do a detailed study about factors that contribute to failure to introduce programmes to reduce problems affecting the management of PALC's. It is also essential to conduct evaluation research of the implementation of programmes to reduce problems affecting the management of PALC's so that our PALC's are better run and they deliver on their aims and objectives. Based on the synopsis of the 2012/2013 policy and Budget speech of Member of Executive Council (MEC) of Mpumalanga Education:

“ ..Our development, prosperity and the realisation of our Vision for a better society depends on our ability to provide access to quality education. Education remains one of the critical levers to reverse the cycle of intergenerational poverty and growing inequalities in our society”.(Mpumalanga Mirror:22-25 May 2012).

6.5 Reflections

6.5.1 Writing the Proposal

The writing of the proposal took me a longer period than I expected. However the experience gained thereof has taught me that a good proposal is the basis for a good research and to be more analytic and critical when writing a paper.

Through the writing of this proposal I have learnt that developing research instrument; data collection and data analysis are related to one another and cannot be separated.

6.5.2 Data Collection

Although the interview sessions were prepared in advance, I was disappointed in many occasions to find that interviewees were either not on time or not there at all. As a result I had to reschedule my appointments with them and this caused inconveniences. The fact that two of the centres I conducted my research with, do not have offices of their own, caused me to use the adult learners classrooms and this is an inconvenience for the adult learners.

The fact that the adult educators and the centre managers do not have a formal platform to voice their grievances to the Provincial Doe, made me deal with a lot of information that was not necessary because this process was a platform for them to voice out their grievances. Maybe this was encouraged by the nature of the research topic.

6.5.3 Writing up the mini- dissertation

The research has helped to stretch my mind and exposed me to a wealth of knowledge and expertise out there which I never thought of and if I were to do another research I would definitely do it with a broad smile.

Writing up the mini-dissertation took me more time than I ever expected.

6.6 Conclusion

This chapter contained the conclusion and recommendations of this mini-dissertation. Although a cross-case analysis of the three PALC's which are the cases of this study has been done in chapter five, the chapter provided detailed final conclusion of this study in line with the critical factors/problems investigated in chapter four of the study .It further discussed recommendations of this research project.

In conclusion it is good that in South Africa and in the Mpumalanga Province there are PALC's such as Kobeng, Dientjie and Kadishi which are working towards improving the lives of adult youth and grown up adults through their selfless commitment in education despite all the challenges they are faced with.

In line with the aim of the study, this research project has enabled me to have insight of the educational background of public practitioners and the problems which affect the management of Kobeng, Dientjie and Kadishi Public Adult Learning Centres in the Sabie circuit.

Despite the fact that these three PALC's are facing challenges, one can conclude that their contributions towards educating South Africans in general, and both young and grown-up adults, are very important towards empowering and improving people's quality of life.

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APPENDICES

Appendix 1: An application letter to the circuit manager to conduct a research

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University of Limpopo

Turfloop Campus

Private bag X1106

Sovenga

To: The Circuit Manager

Sabie Circuit

From: Mrs Mokoena V.T

Student: Adult Education

Date: 12 July 2011

SUBJECT: REQUEST TO CONDUCT RESEARCH AT KOBENG, DIENTJIE AND KADISHI PUBLIC LEARNING CENTRES

I Vinolia Thokozile Mokoena Student number 200911592 hereby request permission to conduct my research activities in order to complete my Masters studies.

I wish to conduct a research entitled 'Problems affecting management at Kobeng, Dientjie and Kadishi Public Adult Learning Centres'. My aim is to investigate problems which affect the management of these three Public Adult Learning Centres.

It is the objective of my study to identify problems affecting the management of these centres based on the responses of the participants in these centres and to recommend ways of improving the management of these centres.

For more insight please read the attached copy of my research proposal.

Your positive response in this regard is highly appreciated.

Yours in education

Vinolia Thokozile Mokoena

Appendix 2: An application letter to the centre manager of Kobeng Public Adult Learning Centre to conduct a research

Tel:0137699850

E-mail: vinoliamokoena@yahoo.com

mokoenvinolia@gmail.co.za

University of Limpopo

Turfloop Campus

Private bag X1106

Sovenga

To: The Manager/Co-ordinator

Kobeng Public Adult Learning centre Sabie Circuit

From: Mrs Mokoena V.T

Student: Adult Education

Date: 12 July 2011

SUBJECT: REQUEST TO CONDUCT RESEARCH AT YOUR CENTRE

I Vinolia Thokozile Mokoena Student number 200911592 hereby request permission to conduct my research activities in order to complete my Masters studies.

I wish to conduct a research entitled 'Problems affecting management at Kobeng, Dientjie and Kadishi Public Adult Learning Centres'. My aim is to investigate problems which affect the management of these three Public Adult Learning Centres.

It is the objective of my study to identify problems affecting the management of these centres based on the responses of the participants in these centres and to recommend ways of improving the management of these centres.

For more insight please read the attached copy of my research proposal.

Your positive response in this regard is highly appreciated.

Yours in education

Vinolia Thokozile Mokoena

Appendix 3: An application letter to the centre manager of Dientjie Public Adult Learning Centre to conduct a research

Tel:0137699850

E-mail: vinoliamokoena@yahoo.com

mokoenavinolia@gmail.co.za

University of Limpopo

Turfloop Campus

Private bag X1106

Sovenga

To: The Manager/Co-ordinator

Dientjie Public Adult Learning centre Sabie Circuit

From: Mrs Mokoena V.T

Student: Adult Education

Date: 12 July 2011

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Yours in education

Vinolia Thokozile Mokoena

Appendix 4: An application letter to the centre manager of Kadishi Public Adult Learning Centre to conduct a research

Tel:0137699850

E-mail: vinoliamokoena@yahoo.com

mokoenavinolia@gmail.co.za

University of Limpopo

Turfloop Campus

Private bag X1106

Sovenga

To: The Manager/Co-ordinator

Kadishi Public Adult Learning centre Sabie Circuit

From: Mrs Mokoena V.T

Student: Adult Education

Date: 12 July 2011

SUBJECT: REQUEST TO CONDUCT RESEARCH AT YOUR CENTRE

I Vinolia Thokozile Mokoena Student number 200911592 hereby request permission to conduct my research activities in order to complete my Masters studies.

I wish to conduct a research entitled 'Problems affecting management at Kobeng, Dientjie and Kadishi Public Adult Learning Centres'. My aim is to investigate problems which affect the management of these three Public Adult Learning Centres.

It is the objective of my study to identify problems affecting the management of these centres based on the responses of the participants in these centres and to recommend ways of improving the management of these centres.

For more insight please read the attached copy of my research proposal.

Your positive response in this regard is highly appreciated.

Yours in education

Vinolia Thokozile Mokoena

Appendix 5: A letter of approval from the circuit office to conduct a research

MPUMALANGA DEPARTMENT OF EDUCATION

House No. 2
Church Street
GRASKOP



Private Bag X429
Graskop, 1270
Tel: (013) 767 1780/1
Fax: (013) 7671804

SABIE CIRCUIT OFFICE

Litko Letemfundvo

Umnvango
Wefundo

Departement van
Onderwys

Umnvango
Wezemfundo

Enq: Mr. Sambo DJ
Tel: 013767178011
Fax: 013 7671804

Cell: 082 3136520

Email: johnsambo3@gmail.com

TO: Mrs. Mokoena VT

**FROM: Mpumalanga Department of Basic Education
Bohlabela District
Sabie Circuit
Circuit Manager
Mr. Sambo DJ**

**Subject: REQUEST TO CONDUCT RESEARCH AT KOBENG,
DIENTJIE AND KADISHI ABET PUBLIC LEARNING
CENTRES**

This correspondence is in response to your request to conduct research in the following ABET Public Centres:

- Kobeng
- Dientjie
- Kadishi

The Department encourages and supports personnel who develop themselves professionally to contribute towards the betterment of our education system.

It is upon this reason that your request to conduct research in the above mentioned centres is supported and granted.

I wish you all the best in your studies.

1



Thank you

ACTING CIRCUIT MANAGER
MR. SAMBODJ

DEPARTMENT OF EDUCATION
CIRCUIT MANAGER

SABIE CIRCUIT

2011-07-20

GRASKOP 1270
MPUMALANGA PROVINCE

Appendix 6: Interview guide for co-ordinators and managers

FIGURES AND FACTS

1. When was this centre established?
2. How long have you been a coordinator or manager in this centre?
3. What is the enrolment of adult learners at in this centre?
4. At what time do you start and knock-off with your lessons and for how days per week?
5. What do your learners do after the completion of their studies?
6. What are your views and feelings about this centre?
7. How many educators do you have in this centre?
8. How many Mathematics and Physical teachers do you have?
9. Can you comment on the level of their training in these learning areas.
10. Do you enjoy co-ordinating and managing this centre? Give reasons for your answer.
11. Do you think the offered learning areas are relevant to your students? Elaborate.
12. What are the problems you are experiencing when co-ordinating or managing?
13. How do you think these problems can be reduced?

LACK OF POLICIES

1. Which policies do you have at this centre?
2. Who are involved in the drawing of these policies?
3. Do you experience problems in the implementation of these policies?
4. How can these problems experienced in policy implementation affect the management of your centre?
5. What are the strategies for implementing the policies?
6. How are the policies monitored after they are implemented?

SHORTAGE OF LEARNER TEACHER SUPPORT MATERIALS

1. How is your learner teacher support materials ? Elaborate
2. Can you explain how the availability or the shortage of learner teacher support materials at the centre impact on teaching and learning?

3. Who should be providing learners and educators with materials for learning and teaching?
4. Do educators have their own offices or lockable cupboards for their storage and display of learner work and teaching aids?
5. How can shortage or lack of resources create problems for the management of this centre?

LACK OF INFRASTRUCTURE

1. How many classrooms do you have? State their conditions.
2. Do you have running water at your centre?
 - i. If no, what do you do?
3. How many toilets do you have for teachers and for adult learners? Describe them.
4. Do you have electricity at this centre?
5. How does the availability or the lack of electricity impact on learning and teaching?
6. As a co-ordinator or manager of the centre how does lack of infrastructure create problems for your centre?

LACK OF GOVERNMENT SUPPORT

1. As a co-ordinator or manager do you feel that you are adequately supported by the Mpumalanga Department of Education?
 - i. If yes, how?
 - ii. If no, why?
2. How can lack of Government support create problems of management?
3. Do you have a Centre Governing Body?
4. Do you have programmes funded by the Centre Governing Body?
 - i. If no, why?
5. Who is responsible for the training of your Centre Governing Body?
6. In your view, is your Centre Governing Body capacitated and knowledgeable enough to govern the centre? Explain.
7. Who are your other stakeholders supporting the centre in its service of educating the adult learners apart from the government?
8. Do you have vocational guidance at your centre?

If yes, do you have qualified educators for vocational guidance.
9. In which way can lack of vocational guidance create problems for the management of this centre?

UNQUALIFIED AND UNDER-QUALIFIED EDUCATORS

1. How many teachers do you have for Mathematics, Physical Science and Natural Science?
2. What is their highest qualification in these learning areas?
3. Do you think that your teachers are well trained in the learning areas they offer?
 - i. If no, how can this create problems for the management of the centre?

POOR COMMUNICATION CHANNELS

1. How do you receive information from your seniors in this centre?
2. Is the information you receive on time and relevant to you?
3. Are you as a co-ordinator or manager involved in the decision making of your centre?
4. As a centre do you have access to a computer and internet?
 - i. If yes, what do you use them for?
 - ii. If no, why?
5. Is accessing resource materials from the internet by educators or learners a problem in this centre?
6. If yes, in which way is this problem affecting management?
7. Do your educators communicate their problems and challenges to the Curriculum implementers?
8. In which way can poor communication create management problem for your centre?

REMUNERATION OF EDUCATORS

1. How are educators remunerated at your centre?
2. Do you often experience educator-turn out?
3. What do you think are the reasons for the turn-out?
4. How does educator turn-out affect management of your centre?

FINANCIAL CONSTRAINT/UNDER-FUNDING

1. Do your adult learners pay for their studies?
 - i. If no, where do you get your funds as a centre?

2. How do you rate your funds?
 - i. More than enough
 - ii. Enough
 - iii. Not enough
3. Do you as management receive training on financial management?
 - i. If yes, who trains you?
 - ii. If no, how do you manage our finances?
4. Do you have fund-raising programmes?
 - i. If no, why.
 - ii. If yes, explain.
5. Which business stakeholders help you financially?
6. What are the problems you experience through lack of enough funds?

SOCIAL BACKGROUND

1. What is the social background of your adult learners?
2. How does this background affect teaching and learning?
3. How will you rate the attitude of the community towards adult education?
 - a . Excellent
 - b. Good
 - c. Average
 - d. Below average
4. What problems are caused by poor learner social background in this centre?

Appendix 7: Interview guide for educators

FIGURES AND FACTS

1. When was this centre established?
2. How long have you been teaching in this centre?
3. What is your reason for teaching in this centre?
4. Which Learning Areas do you offer?
5. At what time do you start and knock-off with your lessons and for how days per week?
6. What do your learners do after completion in this centre?
7. What are your views and feelings about this centre?
8. How many learners do you have in this centre?
9. Do you enjoy teaching in this centre? Give reasons for your answer.
10. What are the problems you are experiencing in your teaching?
11. How do you think these problems can be reduced?

LACK OF POLICIES

1. Which policies do you have at this centre?
2. Do you participate in the drawing of these policies?
3. Do you experience problems in the implementation of your policies?
4. How can these problems experienced in policy implementation affect the management of this centre?
5. What are the strategies for implementing these policies?
6. How are the policies monitored?

SHORTAGE OF TEACHER SUPPORT MATERIALS

1. Do you have enough stationery, chalks and other teaching aids?
2. Do you have enough teacher's books and reference materials to use in your lesson preparations?
3. Who should be providing you with all these materials?
4. Do you have your own offices or safe lockers for storage and display of learners work and teaching aids?
5. How can shortage or lack of resources create problems for the management of this centre?

LACK OF INFRASTRUCTURE

1. How many classes do you have?
2. How many learners do you have per learning area?
3. Do you have running water at this centre? If No, what do you think is the reason?
4. How many toilets do you have for teachers? Describe them.
5. Do you have electricity at this centre?
6. How does the availability or the lack of electricity impact on your teaching?

LACK OF GOVERNMENT SUPPORT

1. As an educator do you feel that you are adequately supported by the government?
 - a. If yes, how?
 - b. If no, why?
2. Do you have a Centre Governing Body?
3. Do you have programmes funded by the Centre Governing Body?
4. If no, why
5. Who is responsible for the training of Centre Governing Body at your centre?
6. Do you think your centre managing body is well trained? Explain
7. How can poor financial management cause problem of management in your centre?
8. Do you have educators qualified to teach vocational guidance amongst you?
9. In which way can lack of vocational guidance create problems for the management of this centre?

UNQUALIFIED AND UNDER-QUALIFIED EDUCATORS

1. What is your educational background as a practitioner in this centre?
2. What is the highest qualification in the learning areas which you offer at this centre?
3. In your view, how can teacher qualification have impact on teaching and learning?
4. Do you think unqualified and under-qualified educators could create problems for the management of the centre?

POOR COMMUNICATION CHANNELS

1. How do you receive information in your centre?
2. Is the information you receive on time and relevant to you?
3. Do you have an access to a computer and internet?
 - a. If yes, what are you using them for?
 - b. If no, why?
4. How do you communicate with other teachers offering the same learning areas from other centres?
5. Do you communicate your challenges related to your learning areas with your curriculum specialists?
6. In which way can poor communication create management problem for your centre?

REMUNERATION OF EDUCATORS

1. How are you remunerated as an educator?
2. Are you happy with your remuneration?
3. If no, how can this affect your teaching at this centre?
4. If you were given a post in the mainstream education system would you accept it? Why?

FINANCIAL CONSTRAINT/UNDER-FUNDING

1. Do your learners pay for their studies?
2. If no, where do you get funds to finance the activities of the centre?
3. Are your funds enough to run your daily activities? Comment
4. Does your management receive training on financial management?
5. If yes, who train them?
6. If no, how can lack of financial management impact on the management of the centre?
7. Do you have fund-raising programmes to supplement your funds? Why
8. Which business stakeholders help you financially?

SOCIAL BACKGROUND

1. What is the social background of your learners?
2. How does this background affect teaching and learning?
3. How will you rate the attitude of the community towards adult education
 - a. Excellent
 - b. Good
 - c. Average
 - d. Below average
4. What are problems caused by poor social background in this centre?

Appendix 8: Interview guide for learners

FIGURES AND FACTS

1. How long have you been attending as a learner in this centre?
2. What is your reason for attending in this centre?
3. At what time do you start and knock-off with your lessons and for how many days per week?
4. What are you intending to do after the completion of your studies?
5. What are your views and feelings about this centre?
6. How many educators do you have in this centre?
7. Do you enjoy attending at this centre? Give reasons for your answer.
8. Do you think the offered learning areas are relevant to you? Elaborate.
9. What are the problems you are experiencing when attending lessons?
10. How do you think these problems can be reduced?

LACK OF POLICIES

1. Which policies do you have?
2. Are you involved in the drawing of these policies?
3. How can these problems experienced in the implementation of the policies affect the management of this centre?
4. Do you experience problems in the implementation of the policies?
5. What are the strategies for implementing the policies?
6. How are the policies monitored after they are implemented?

SHORTAGE OF LEARNER SUPPORT MATERIALS

1. Do you have enough textbooks and other learner's support materials?
2. Are textbooks and other learners' materials delivered on time?

3. Can you explain how the availability or the shortage of learner support materials at the centre impact on your learning?
4. In which learning areas do you do practical?
5. Do you have a fully equipped laboratory for those doing Science?

LACK OF INFRASTRUCTURE

1. How many learning areas have you registered for?
2. Is the class environment conducive for teaching and learning? Explain.
3. How many toilets do you have for adult learners? Describe them.
4. Do you have running water at this centre? If no, what do you think are the reasons?
5. Do you have electricity at this centre?
6. How does the availability or the lack of electricity impact on your learning?
7. How can lack of infrastructure create problems for the management of this centre?

LACK OF GOVERNMENT SUPPORT

1. As an adult learner do you feel that you are adequately supported by the Mpumalanga
2. Department of Education?
 - i. If yes, how?
 - ii. If no, why?
3. Do you receive all your learner support materials from the Mpumalanga Department of Education?
 - i. If yes, when?
4. Do you have adult learner representatives?
5. Are they involved in decision making by the management of the centre?
6. Is the adult learner representatives trained and workshopped for doing their task?
7. If yes, who is responsible for their training?
 - i. If no, why?
8. Do you have vocational guidance at your centre?
9. In which way can lack of guidance create problems for the management of this centre?

UNQUALIFIED AND UNDER-QUALIFIED EDUCATORS

1. In your own view, is teacher development important? Why
2. How many Science teachers do you have in your centre?

3. How is the performance of learners in this centre? Choose which is applicable
 - i. Excellent
 - ii. Good
 - iii. Average
 - iv. Below average
4. Do you think unqualified and under-qualified educators could create problems for the management of the centre?

POOR COMMUNICATION CHANNELS

1. How is information communicated to you as adult learners?
2. Is the information you receive on time and relevant to you?
3. Do you have an access to a computer and internet?
 - i. If yes, what are you using them for?
 - ii. If no, why?
4. What other challenges of communication do you have as adult learners?
5. In which way can poor communication create problems for the management of the centre?

REMUNERATION OF EDUCATORS

1. How often do you experience educator turn-out?
2. What do you think could be the problem?
3. How does educator turn-out affect the management of the centre?

FINANCIAL CONSTRAINT/UNDER-FUNDING

1. Do you pay for your studies?

2. Do you think there are enough funds to run the day to day activities of the centre? Why
3. Do you have fund-raising programmes to supplement your funds?
 - i. If no, what is the reason?
 - ii. If yes, how?
4. How can lack of funds impact on the management of the centre?

SOCIAL BACKGROUND

1. Can you please tell us about your social background?
2. How does your background affect learning and teaching?
3. How can you rate the attitude of your community towards adult education?
 - i. Excellent
 - ii. Good
 - iii. Average
 - iv. Below average
4. What problems are caused by poor social background in the centre?

Appendix 9: Observation instruments

ISSUES OBSERVED

- Infrastructure and space
- Accessibility of the centre
- Facilities
- Furniture
- Availability of teaching and learning materials
- Lesson presentations
- Learner attendance
- Stationery

Appendix 10: An example of a data matrix used in this study.

Variables	Centre Manager	Educators	Learners
Inception of the centre			
Number of learners			
Number of educators			
Learner's age group			
Aims and objectives			
Learning areas offered			
Working hours			
Views about the centre			
Community attitude towards the centre			
Policies			
Shortage of resources			
Lack of Infrastructure			
Lack of Government support			
Unqualified and under-qualified educators			
Poor communication channels			
Remuneration of educators			
Financial constraint/ under-funding			
Social Background			
Problems and Challenges			

Negative elements of the centre			
Positive elements of the centre			

Appendix 11: This is an example of data matrix used in this research based on interviews with the Centre Manager, Educators and Learners of Kobeng Public Adult Learning Centre.

Variables	Centre Manager	Educator	Learners
Inception of the centre	1999	1999	1999
Number of learners	There are 60 learners	60	At least 28 in a class
Number of educators	2 qualified and 1 under-qualified educator	2qualified and 1 under-qualified educator	3 educators
Learner's age group	Between 19 years and 60 years	Between 19-60 years	Between 19- 57 years
Aims and objectives	To create a safe environment that is conducive adult for learners to complete their studies	To create a safe environment that is conducive adult for learners to complete their studies	
Learning Areas offered	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care
Working hours	2 Hours	2hours	2hours
Views about the centre	Educators are experienced.	Kobeng Primary educators treat them well and supply them with chalks and dusters.	The educators are very good to us and passionate about their work.

Community attitude towards the centre	Below Average	Below average	Below average
Policies	Centre Policy	Centre Policy	Not very specific but learners are requested to attend classes regularly and to write and submit all tasks.
Shortage of resources	Learners textbooks are not enough	Learners textbooks are not enough	Learners textbooks are not enough
Lack of Infrastructure	2 well furnished classes. A lockable wall cupboard.	2 well furnished classes. A lockable wall cupboard.	2 well furnished classes.
Lack of Government support	Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE	All learners appreciated the support of Mpumalanga DoE by supplying them with textbooks.
Unqualified and under-qualified educators	2 qualified educators. 1 unqualified educator	SPTD ABET Diploma ACE:LO	Upgrading of teachers is something very good.
Poor communication channels	Circulars No access s to a computer	Circulars No access s to a computer	Information is received through the Centre Manager or the teachers. No access to a computer
Remuneration of educators	Educators are paid through a contract system	Educators are paid through a contract system	There is a high rate of educator turn-over at the centre.
Financial constraint/ under-funding	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.
Social Background	Poor.	Poor	Poor
Problems and	High learner	High learner	High learner

Challenges	absenteeism. No office for the staff	absenteeism. No office for the staff	absenteeism. No office for the staff
Negative elements of the centre	Classes are used by learners of Kobeng Primary School. There is only 1 photocopier to be used by the Primary and the centre.	Classes are used by learners of Kobeng Primary School. There is only 1 photocopier to be used by the Primary and the centre.	Classes are used by learners of Kobeng Primary School.
Positive elements of the centre	There is enough water. There are 4 pit toilets which are kept clean. Availability of electricity	There is enough water. There are 4 pit toilets which are kept clean. Availability of electricity	There is enough water. There are 4 pit toilets which are kept clean. Availability of electricity

Appendix 12: This is an example of a data matrix used in this research based on interviews with the Centre Manager, Educators and Learners of Dientjie Public Adult Learning Centre.

Variables	Centre Manager	Educator	Learners
Inception of the centre	1999	Unsure	1999
Number of learners	69 learners	66 learners	66 learners
Number of educators	1	1	1
Learner's age group	Between 19 and 60 years	Between 19 and 60 years	Between 19 and 60 years
Aims and objectives	To offer adult learners an opportunity to learn and to improve themselves so that they can compete in the world of work.	To offer adult learners an opportunity to learn and to improve themselves so that they can compete in the world of work.	To offer adult learners an opportunity to learn and to improve themselves so that they can compete in the world of work.
Learning areas offered	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care
Working hours	2 Hours	2hours	2hours
Views about the centre	The centre needs more educators.	Receive good treatment from Dientjie Primary educators	Treated with respect by the educators.
Community attitude towards the centre	Below average	Average	Average and good

Policies	Centre Policy	Not aware of any.	Not sure but learners are expected to be in class daily and to submit their work.
Shortage of resources	Textbooks for adult learners and educators are not enough. No staff office.	Textbooks for adult learners and educators are not enough. No staff office.	Textbooks for adult learners and educators are not enough. No staff office.
Lack of Infrastructure	There are 2 well-furnished classes	There are 2 well-furnished classes	There are 2 well-furnished classes
Lack of Government support	Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE
Unqualified and under-qualified educators	ABET Diploma SPTD	ABET Diploma SPTD	1 Natural Science teacher. 1 Maths Literacy educator. Learner performance in the 2 LA is poor.
Poor communication channels	Telephone Circulars	Telephone Circulars	Centre manager Educators No access to a computer.
Remuneration of educators	Contract system	Not yet paid but believe it will be on a contract system	High educator turnover.
Financial constraint/ under-funding	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.	All learners do not pay for their education. Centre Manager uses her own money to help run the centre.
Social Background	Poor	Poor	Poor
Problems and Challenges	High learner absenteeism. No own office. Cannot initiate new programmes	Have to carry learner's books home daily because they do	Cannot use the classes to study because they are used by Kobeng Primary learners

	because of lack of funds.	not have their own office.	during the day and are locked after 5:00
Negative elements of the centre	Shortage of educators. High staff turnover.	Shortage of educators Educators overloaded	Shortage of educators
Positive elements of the centre	There are 4 toilets. Enough water. Availability of electricity. The centre is allowed to use the schools photocopying papers and ink.	There are 4 toilets. Enough water. Availability of electricity. The centre is allowed to use the schools photocopying papers and ink.	There are 4 toilets. Enough water. Availability of electricity. The centre is allowed to use the schools photocopying papers and ink.

Appendix 13: This is an example of a data matrix used in this research based on interviews with the Centre Manager, Educators and Learners of Kadishi Public Adult Learning Centre.

Variables	Centre Manager	Educators	Learners
Inception of the centre	1999	1999	1999
Number of learners	71	24 learners per class	24 learners per class
Number of educators	9	9	9
Learners age group	19-60 years	19-60 years	19-60 years
Aims and Objectives	To make provision to Inclusive Education and develop all learners and make them well equipped to face their challenges outside and performing top jobs outside their areas.	To make provision to Inclusive Education and develop all learners and make them well equipped to face their challenges outside and performing top jobs outside their areas.	To make provision to Inclusive Education and develop all learners and make them well equipped to face their challenges outside and performing top jobs outside their areas.
Learning areas offered	Life orientation, Natural Science Travel and Tourism Ancillary Health Care Mathematical Literacy Sepedi Home Language English 1 st Additional Language	Life orientation, Natural Science Travel and Tourism Ancillary Health Care Mathematical Literacy Sepedi Home Language English 1 st Additional Language	Life orientation, Natural Science Travel and Tourism Ancillary Health Care Mathematical Literacy Sepedi Home Language English 1 st Additional Language
Working hours	14:00-16:00	14:00-16:00	14:00-16:00
Community attitude towards the centre	Below average	The centre knocks off early	Learners are satisfied with the

			quality of education they receive at this centre especially Maths Literacy. Learners feel well respected by their teachers
Policies	Centre policy, Inclusive Education Policy ABET Policy	Average	Below average
Shortage of resources	Learners textbooks are not enough	Centre Policy	Not sure but learners are expected to attend regularly and write their work.
Lack of Infrastructure	There are 4 old mobile classrooms. There are 3 lockable cupboards but they are still not enough. Each class has old type of chalkboards.	Learners textbooks are not enough	Learners textbooks are not enough Classrooms are not conducive for learning.
Lack of Government support	Inadequate support by Mpumalanga DoE	There are 4 old mobile classrooms. There are 3 lockable cupboards but they are still not enough. Each class has old type of chalkboards.	There are 4 old mobile classrooms. The desks are old fashioned and meant for school children and not adults. Each class has old type of chalkboards.
		Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE
Unqualified and under-qualified educators	STD JPTD ABET Diploma ACE: LO	STD JPTD ABET Diploma ACE: LO	1 qualified Maths Literacy educator. 1 under-qualified Natural Science educator Learner's

			performance in these LAs is average and poor.
Poor communication channels	Telephone Circulars Has an access to computer	Centre Manager Circulars No access to a computer	Centre Manager Educators
Remuneration of educators	Contract system Claiming system	Contract system Claiming system	High educator turnover
Financial constraint/ under-funding	All learners do not pay for their education. Centre Manager uses her own money to help run the centre. Shakwaneng satellite centre has a vegetable garden used as a fundraising project to help finance the centre.	All learners do not pay for their education. Centre Manager uses her own money to help run the centre. Shakwaneng satellite centre has a vegetable garden used as a fundraising project to help finance the centre.	All learners do not pay for their education. There is a vegetable garden used as a fundraising Project at Shakwaneng Used to finance the centre.
Social Background	Poor	Poor	Poor
Problems and Challenges	High teacher and learner absenteeism. Some Level 4 learners have not received their exam results since 2010 despite all follow-ups. It is too expensive to finance the centre and its satellites centres from own pocket. The administration of the satellite	Learner teacher support material is not enough. CIs do not conduct workshops to help teachers. Making photocopies of SBA for all learners is too expensive for the teachers because the learners are many. Level 4 results are not released on time	Level 4 exam results are not released on time, for example, some learners have been waiting for their results since 2010

	centres is a challenge because they are too apart.		
Negative elements of the centre	<p>The satellites centres are far apart.</p> <p>Educators from the merged centres brought with them their own working culture.</p> <p>There is high teacher absenteeism</p> <p>Level 4 learners have to travel to the main centre.</p>	<p>The satellites centres are far apart.</p> <p>Poor communication system of staff.</p> <p>There is high teacher absenteeism</p> <p>Level 4 learners have to travel to the main centre.</p>	<p>The satellites centres are far apart..</p> <p>There is high educator absenteeism</p> <p>Level 4 learners have to travel to the main centre.</p>
Positive elements of the centre	<p>The centre has well experienced and qualified educators.</p> <p>The centre has a volunteer educator for Maths Literacy</p> <p>There are 4 pit toilets which are kept clean.</p> <p>There is enough water.</p> <p>Availability of electricity</p>	<p>The centre has well experienced and qualified educators.</p> <p>The centre has a volunteer educator for Maths Literacy</p> <p>There are 4 pit toilets which are kept clean.</p> <p>There is enough water.</p> <p>Availability of electricity</p>	<p>The centre has well experienced and qualified educators</p> <p>The centre has a volunteer educator for Maths Literacy</p> <p>There are 4 pit toilets which are kept clean.</p> <p>There is enough water.</p> <p>Availability of electricity</p>

Appendix 14: Data matrix on cross-case analysis of the three Public Adult Learning Centres

Variables	Kobeng	Dientjie	Kadishi
Inception of the centre	1999	1999	1999
Number of learners	60	69	71
Number of educators	2	1	9
Learner's age group	19-60 years	19-60 years	19-60 years
Aims and objectives	To create a safe environment that is conducive adult for learners to complete their studies	To offer adult learners an opportunity to learn and to improve themselves so that they can compete in the world of work.	To make provision to Inclusive Education and develop all learners and make them well equipped to face their challenges outside and performing top jobs outside their areas.
Learning areas offered	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Maths Literacy, Natural Science, Art and Culture, Economics Management Sciences, Sepedi Home Language, English 1 st Additional Language Ancillary Health Care	Life orientation, Natural Science Travel and Tourism Ancillary Health Care Mathematical Literacy Sepedi Home Language English 1 st Additional Language
Working hours	15:00-17:00	15:00-17:00	14:00-16:00
Views about the centre	Has experienced educators	Needs more educators	The centre is too big it qualifies to be a pilot centre.
Community attitude towards the centre	Below average	Average	Below average
Policies	Centre	Centre	Centre Inclusive Education

			ABET
Shortage of resources	Learners textbooks are not enough	Learners textbooks are not enough Educators have one type of a textbook.	Learners' textbooks are not enough.
Lack of Infrastructure	2. well furnished classrooms No staff office	2 well furnished classrooms No staff office	4 old mobile classrooms
Lack of Government support	Inadequate support by Mpumalanga DoE	Inadequate support by Mpumalanga DoE	Inadequate support Mpumalanga DoE
Unqualified and under-qualified educators	2 qualified educator with SPTD ABET Diploma ACE :LO 1 unqualified educator	1 qualified educator and centre manager with SPTD ABET Diploma	All qualified educators with STD JPTD ABET Diploma ACE: LO
Poor communication channels	Telephone Circulars No access to a computer	Telephone Circulars No access to a computer	Telephone Circulars No access to a computer
Remuneration of educators	Contract system	Contract system	Claiming system
Financial constraint/ under-funding	Learners do not pay fees.	Learners do not pay Fees.	Shakwaneng has a vegetable garden project to help finance the centre.
Social Background	Poor	Poor	Poor
Problems and Challenges	High learner absenteeism No office. Educators use their own money to make SBA copies for learners and for transport to meetings and workshops	High learner absenteeism No office .Educators use their own money to make SBA copies for learners and for transport to meetings and workshops	2010 Level 4 results not yet available
Negative elements of the centre	The photocopier is busy always to be used by the centre.	Kobeng Primary learners take too much time to get	Teachers from merged centres have own working

		<p>out of the classes for use by the centre.</p> <p>High staff turn-over</p>	<p>culture different from the centres culture of working.</p> <p>The satellites centres are far apart and therefore making their administration too difficult.</p>
<p>Positive elements of the centre</p>	<p>There is enough water.</p> <p>There are enough toilets</p> <p>Availability of electricity.</p> <p>Has well experienced educators.</p>	<p>Allowed to use the photocopying papers of the Primary School.</p>	<p>Has a volunteer qualified Maths Literacy educator from Kadishi Secondary.</p>

