THE IMPLEMENTATION OF THE HERMENEUTIC-DIALECTIC METODOLOGY FOR AN ABET NEEDS ASSESSMENT IN A RURAL AREA OF THE NORTHERN PROVINCE

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ABSTRACT

A number of studies has shown that adult education is a matter of great concern in South Africa, and the Northern Province has been earmarked as one of the regions with which needs thorough redressing and restitution of equality. This is because this region is constituted of rural areas characterised by poverty, unemployment and lack of proper housing and infrastructure. Many adults, most of them middle-aged, and teenagers are illiterate because they either missed out on school or dropped out of school. It therefore becomes important that, given the situation in the province, ABET centres and relevant programmes be established and provided in order to fight against illiteracy.

The literature shows that good provision in adult education should go hand in hand with the identification and assessment of the needs of adult learners. Whatever investigation is made on the needs of adult learners, the social and cultural background of the learner should be considered because it is the context which guides and influences expression of their needs. This suggests that appropriate methods for conducting ABET needs assessment should be selected and used - methods which will adapt to the background of the adult learners.

The aim of this study, therefore, is to describe the process of conducting a needs assessment for the development of a programme for adult learners using the hermeneutic-dialectic methodology, and simultaneously assessing the viability of this methodology for developing appropriate needs assessment instruments in rural areas of South Africa.

This study was approached from a constructivist (interpretive) perspective. This perspective is one which asserts that there exists multiple realities which are socially
constructed. Within this perspective, the hermeneutic-dialectic methodology is suggested as a way of conducting research. Using this methodology as a framework, the open interview method was used in order to elicit constructions of participants.

It became evident that the hermeneutic-dialectic methodology may be one of the appropriate methodologies which can be used for conducting needs assessment in rural areas. This is because the methodology adapts to the social and cultural background of the adult learners.
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CHAPTER ONE

1.1 INTRODUCTION

This study focuses on the implementation of the hermeneutic-dialectic methodology for conducting ABET (Adult basic education and training) needs assessments in the rural areas of South Africa. There are a number of methods and techniques which are used to assess the needs of adult learners, and the study tries to assess the viability of the hermeneutic-dialectic methodology a methodology that can be used effectively to conduct needs assessments in adult education.

The learning needs of adult learners as well as their importance in establishing adult education programmes are discussed as part of the literature review. The literature shows that it is because of a sense of need that adult learners participate in ABET programmes. It is important that when conducting needs assessments adult learners should also be consulted in order for programme designers to come up with relevant programmes. Consequently, appropriate needs assessments will enhance the provision of relevant programmes which will also tend to motivate the learners because these programmes will be responsive to the needs of these adults. Needs assessment processes as described in relevant literature are also discussed in this study, for example, records and social indicators, survey and basic group processes. This is then followed by a description of the hermeneutic-dialectic methodology and the process of its implementation.

1.2 ORIENTATION

Adult Basic Education and Training is a matter of great concern in South Africa and the Northern Province has been earmarked, through a number of researches, such as the studies of Stevens (1994) and Hulst and Kerkhof (1996), as one of the regions
which need thorough redressing and restitution of equality. The Northern Province report, in South Africa’s Reconstruction and Development magazine (1998:6), indicates that out of the 61.4% literacy rate in South Africa, the Northern Province constitutes 52.7% of that rate. This is a clear indication that the province is one of the highest in the country which is characterised by a high illiteracy rate. These statistics show that many people in the Northern Province need to participate in ABET programmes.

The largest part of the Northern Province is constituted of rural areas which are characterised by poverty, unemployment, lack of proper housing and infrastructure. Many adults, most of them middle-aged, and teenagers are illiterate because they either missed out on school altogether in their formative years or dropped out of school. It is therefore important that given the situation in the province, ABET centres and relevant programmes be established and provided in order to alleviate the problem of illiteracy.

There exists already a number of centres offering adult basic education and training programmes in the Northern Province which were provided by non-governmental and governmental organisations. Whether what they offer is based on demand remains a mystery because there seems to be a duplication of activities. One wonders whether there were any attempts to conduct needs assessment in order to consider the felt needs.

Authors like Galbraith (1990:23) believe that the understanding of adult learners should go hand in glove with the identification and assessment of their needs. The other point to note is that whatever investigation is made on their needs, the social and cultural background of the learners should not be ignored because it is the context which guides and influences expression of their needs. Merriam and Caffarella (1991:1) state that learning is intimately related to the world and is affected by it. This
means that what one wants to learn is determined by his/her needs, and what is offered is determined to a large extent by the nature of the society at any particular point in time. Therefore, it is important, also, to look critically into the situation and environment in which adults find themselves.

Based on the foregoing background it is imperative to state that strategies and tools that are used in conducting needs assessment of adult learners should always take context into account since failure to do so may result in the omission of salient features. Kaufman and English (1979:8) argue that values of people, individually and collectively, are an integral part and undeniable factor of needs assessment. Therefore, in order to understand people, their needs, intentions, and so on, proper needs assessment should be conducted within the relevant social context.

1.3 STATEMENT OF THE PROBLEM AND AIM

As already stated, research literature emphasises that programmes for adult learners should take the needs of such learners into account. A needs assessment is therefore viewed as a necessary precursor to any programme planning. There are numerous methods or instruments that are used to conduct needs assessments. Such methods are usually in the form of surveys or based on social indicators and existing records. Many of these methods which are described in existing literature do not take, as their point of departure, the cultural background of the adult learners, hence I argue that such methods are not culturally appropriate. Furthermore, the methods used usually aim towards collecting either quantitative or qualitative data.

As argued before, it may be the inappropriate or incorrect identification and selection of needs of prospective learners which is at the root of much adult education failure. Therefore, I argue that the use of appropriate need assessment strategies and tools can greatly improve educational success in adult learning. The hermeneutic-dialectic
methodology as advocated by Guba and Lincoln (1989:173) differs from many of the mentioned methods since it does not dichotomise quantitative and qualitative data. Furthermore, it is a methodology which, when used in needs assessment, aims at eliciting the emic (insider) perspective of the people concerned. I thus argued that this methodology might be a viable methodology to use for needs assessment purposes.

In the light of the foregoing background, the purpose of this study was to describe the process of conducting a needs assessment for the development of programmes for adult learners using the hermeneutic-dialectic methodology, and simultaneously assessing the viability of this methodology for developing appropriate needs assessment instruments in rural areas of South Africa. Thus the following research question was addressed in this study:

Is the hermeneutic-dialectic methodology viable for conducting ABET needs assessments in rural areas of the Northern Province?

1.4 RESEARCH DESIGN AND METHODOLOGY

This study was approached from a constructivist (interpretive) perspective. The constructivist perspective as put forth by Guba and Lincoln (1989:86) is one which asserts that there exist multiple realities which are socially constructed. Constructions which are devised by individuals are interactive and are usually shared by people with the same cultural beliefs. This does not make the realities any more real but more commonly assented to (Guba and Lincoln, 1989:86).

According to the constructivist perspective derivation of knowledge is interactive. Epistemologically, it is argued from a constructivist point of view that during the research process it is not possible to separate the researcher and the respondents, hence Guba and Lincoln (1989:88) say that it is their interaction that creates the
information that emerges from the inquiry. Guba and Lincoln (1989:87) further assert that the findings of an investigation are not merely a report of "what is out there", but the creation of constructions during the inquiry process as such.

Within Guba and Lincoln's perspective, the hermeneutic-dialectic methodology is suggested as a way of conducting research. According to Guba and Lincoln (1989:89) this methodology is one which aims at exposing constructions of different people, open each to critique in terms of other constructions; thus making provision for the emergence of new constructions and revision of existing constructions. The process is hermeneutic because it involves developing successively more informed joint constructions (Guba and Lincoln, 1989:89). It is dialectic because it involves the comparison and contrast of diverging views which, according to Guba and Lincoln (1989:90), help in achieving a higher level of synthesis of these views or constructions.

Using the hermeneutic-dialectic methodology as a framework, I used semi-structured interviews in order to elicit the constructions of participants. According to Guba and Lincoln (1989:179) the use of the human instrument in collecting data is appropriate since it is flexible enough to capture the complexity, subtlety and constantly changing human experiences. As already mentioned, the first phase of the implementation of the hermeneutic-dialectic methodology was interview based. The second phase consisted of the development of a needs analysis questionnaire. The questionnaire took as its point of departure the findings of the interview-based investigation. In this study, the questionnaire was not implemented as it was meant to serve as a model questionnaire which can be used for needs assessment.

Gate-keepers in ABET, adult education practitioners as well as adult learners within Region 5 (Eastern region) of the Northern Province of South Africa were interviewed.
The sample was selected via purposeful sampling. Guba and Lincoln (1989:178) say that purposive sampling is selected and used because it serves a different purpose than representativeness and randomness. As Guba and Lincoln (1989:178) put it, the sample was selected serially. This means that other respondents were identified only after the preceding interview, with each set of succeeding respondents chosen being as different as possible from the preceding ones. One open/broad question about the needs of adult learners from Region 5 was asked across all the interviews, with salient themes emerging from foregoing interviews being introduced to succeeding interviewees. This approach helped in validating the data that was collected and also in ensuring its reliability.

Analysis of data was done through the constant comparative method of analysing data to determine salient themes as put forth by Maykut and Morehose (1994:134). According to these researchers, this method combines inductive category coding with the simultaneous comparison of all units of meaning obtained. Subsequently, these units of meaning are grouped into categories, with new categories formed in the case where the units are not similar. Maykut and Morehose (1994:134) argue that this process allows for continuous refinement where initial categories are changed, generated, merged or omitted and new relationships are formed.

A more detailed description of the research process will be outlined in chapter four.

1.5 OVERVIEW OF THE STUDY

Chapter one deals with the general orientation of this study. The problem statement and aim of the study are outlined. Theory regarding adult learners and their needs is spread out in chapters two and three. Chapter two basically focuses on the needs and other related concepts such as wants and demands, motivation and intentions of adult learners, whereas chapter three pays special attention to needs assessment processes.
This chapter provides a description of different instruments found in the literature which are used to conduct needs assessment.

Chapter four concentrates on a detailed description of the implementation of the hermeneutic-dialectic methodology, while simultaneously assessing its viability for conducting needs assessments in rural areas. In the final chapter an overview of the study is given and the implications, recommendations and conclusion are discussed.

1.6 PRESUPPOSITIONS OF THE RESEARCHER

I believe that when the needs of adult learners are clearly defined by the adult learners themselves, adult education will be offered effectively and efficiently. However, it is important to mention that final determination of what those needs are should not always rest only with the learners, because adult education practitioners may sometimes know better what is best for the learners because of their experiences as professionals.

Alongside the needs of the adult learners is the background of the learners which, I believe, has a direct bearing on the articulation and realising of those needs. Knowledge of the social and cultural background of the people and how it influences learning needs is important in the sense that it is ultimately the community that determines a particular lifestyle for a particular group of people irrespective of their individual interests and expectations.
CHAPTER TWO

EDUCATIONAL NEEDS OF ADULT LEARNERS

2.1 INTRODUCTION

This chapter focuses mainly on the educational needs of adult learners. Firstly, the concept "adult learners" is briefly discussed in order to come to a conclusion which will help with defining the concept of needs and for whom adult programmes should be designed. This is followed by the section on needs which is explored in depth - a section which encompasses other related concepts such as wants and demands, motivation, aspirations and intentions and the influence of context on the needs of adult learners. Before tackling all the issues described in the preceding paragraph, it is imperative to offer an overview of the whole issue of adult education which, it is argued, should be responsive to specific and identified needs of learners. In choosing goals for a learning activity, in defining the target audience and the means of implementation, certain values take precedence over others. Often these values go unexamined or are assumed to be held in common by both the policymakers and the recipients of the intervention.

Who has to decide about what should be learnt and for what purposes? This question about who has to decide may be the same as who has the power to decide what learning programmes should be offered to adults. In essence, at least, it is the adult learners themselves who should decide what is to be offered (Merriam and Caffarella, 1991: 270). When one studies literature, it becomes evident that prospective learners are viewed as one of the significant stakeholder groups whose needs should be taken into account when planning programmes. This proves that adult learners' needs are important, but definitely not the only needs to be taken into account.
The voluntary nature of most adult learning reinforces consideration of the learners, in that many adult education activities are characterised by voluntary participation in contrast to the compulsory nature of pre-adult schooling. It should be noted, therefore, that most adults will not volunteer to participate in formal or non-formal learning activities that are not responsive to their needs.

The modus operandi of most providers of adult education programmes is to offer a set of activities that they assume learners will want. A response, however, is often predicated upon the assumptions that the learners know about the programmes, can attend at the time offered, and can afford it, that the sub-culture of the institution or organization is conducive to the adult learners' own, and that what is actually offered corresponds with what the learners need. However, it is often not the case. It is this confusion which necessitates an investigation and assessment of needs of adult learners before any provision of programmes can be made. This implies that whatever provision is made for adult education programmes, there needs to be consensus on the needs of adult learners as individuals and as members of the community in which they live.

The following section will try to define the concept “adult learners” and give characteristics of these people whose needs should be identified.

2.2 WHO ARE ADULT LEARNERS?

As argued previously, adults are often attracted to learning programmes because of a particular need which they feel. Their attendance often comes as a wish to satisfy a gap or need which they themselves feel. Therefore it becomes necessary to define who these people are and what characterises them so that the programmes that are designed for them should be concrete, life-related and constantly changing to meet new needs. As such, if the target group is well defined, efficiency and effectiveness may be ensured.
Many definitions exist as to who an adult is. The question is what do we mean when we call someone an adult? The answer to this question will, of course, help in distinguishing adult education, adult training and adult learning from education, training and learning in a more general sense. Some definitions of the concept “adult” are literal whereas some are figurative, some are contextual in the sense that they are restricted to cultural and societal appreciation of what an adult is. Wlodkowski (1985:5) says that a person is adult to the extent that, that individual is performing social roles typically assigned by culture to those it considers adults. The roles referred to are those of worker, spouse, parent, responsible citizen, soldier, and the like. Titmus as quoted by Tuijnman (1996:11) adds by saying that a person is regarded as adult when the society to which that person belongs views such a person as an adult. Thus, the definition does not confine adulthood to age, because no single age can define an adult even within societies. For example some traditional societies believe that after having gone to a circumcision school, a person becomes an adult.

Tight (1996:14) agrees with the idea that the concept adult should not be directly connected to age, but that it should be related to factors such as achieving physical maturity, being capable of providing for oneself, moving away from parents, exercising a much greater role in making own decisions and choices. This definition, therefore, allows people to see an adult as chiefly a status distinction.

On the same note, Rogers (1986:7) contends that full development, perspective and autonomy are traits that mark off an adult from a non-adult in most societies. The idea of full development is one which people acknowledge as being associated with adulthood. It is one which incorporates things like personal growth, the expansion and utilisation of all the individual’s talents and the process of moving towards maturity. Perspective on the one hand has to do with reasonable judgement, being able to achieve a more balanced approach to life. On the other hand, autonomy has to do with being a responsible decision maker.
In its policy document (1997) the South African Directorate of Adult Education and Training defines adult learners as adults and out-of-school youth, aged 15 years and older, who have had no or inadequate schooling. It seems, though, that not all definitions of adults take age as their point of departure, but they consider responsibility and accountability, and full development. Rogers (1986:6) believes that a better and sound definition of adult learners may be to identify some of the characteristics of adults. Rogers (1986:131) distinguishes generalised characteristics of adult learners as the following:

- They are adult by definition - showing aspects of self-development, perspective and autonomy.
- They are engaged in a continuing process of growth - physical, intellectual and emotional growth.
- They bring a package of experience and values in which they have a great deal of emotional investment.
- They usually come to education with set intentions - they find that they need a specific skill or knowledge or understanding to enable them to fit more easily into some existing or new situation.
- They bring certain expectations about education itself.
- They all have competing interests.
- They possess set patterns of learning.

The central assumption underlying this characterisation is that learning in adulthood means growth in self-direction and autonomy. According to Merriam (1993:29) recognition of this fact helps adult education practitioners to allow adults (and in some cases teach them how) to take more responsibility and control in the learning process. Smith (1982:38) mentions four other characteristics of adult learners. These characteristics also distinguish adults as learners from pupils, and are closely related to those mentioned by Rogers.
Adult learners have a different orientation to education and learning than children. This means that as children enjoy playing or being at school, adults have multiple roles, tasks, responsibilities and opportunities. Their different orientation towards life and their broader experiences make them approach learning differently from pupils. They can identify what they need to learn.

Adults have an accumulation of experience. The accumulated experience usually includes many events of impact and stress. Despite similarities in adult roles and responsibilities, the sum of each person's experiences makes for uniqueness. It is this different experience which calls for different learning needs, learning styles, personalities, and so forth. At the same time, it is past experience which determines what information, meanings, values, strategies and skills should be dealt with first.

Adults are characterised by special developmental trends. Adults appear receptive to education and learning related to reassessing personal goals, reasserting themselves as valued members of society, and reconfirming their self-esteem. This they do during periods of transition or following major events of change. Knox as quoted by Smith (1982:43) says that the events, which can represent either losses or gains, may entail either increased vulnerability or increased potential for positive change. This means that people can react by feeling overwhelmed, withdrawing, seeking assistance or even by forming and activating plans for using their potential. However, while major events can produce such positive effects as increased motivation for education, it is also true that several such events may result in something negative.

Many adults experience anxiety and ambivalence when they enter educational programmes. Adult learners may typically confront educational opportunity and participate in learning with mixed feelings and even with fear. If adult educators understand these reactions, they can help them to learn more effectively. Learners (adult), then, need to seek help and practitioners need to help provide a learning climate that
minimizes anxiety and fosters confidence. It is normal to have some tension, but adult education practitioners should avoid or seek to modify approaches and requirements likely to have negative effects.

It is important that adult education practitioners should have an understanding of adult learners' characteristics because in adult education the learners should not be viewed as there just to be taught but as an important resource in the learning process. Adult education practitioners should remember that adults are still in a mentally and physically developing process, thus they can learn and develop. Furthermore, they have experience of life and would therefore have a set of intentions for their participation in adult education programmes.

Against the foregoing background an adult learner could be defined as adult persons who are involved in organised learning activities. That person is physically and mentally developed, and is able to make reasonable judgements and is responsible for him/herself and others. The adult learners to which this specific study pertains are people with little or no schooling, who have obligations to their families and societies, who are responsible and can define their goals when participating in educational programmes. Hence, the idea of adult cannot directly be connected to age, and Tight (1996:14) argues that it is related to what generally happens as a person grows older.

In this section, an attempt has been made to define the concept adult learner, which serves as a step towards defining their needs. Needs, wants, demands and motivation are related concepts. Therefore, in order to define the educational needs of adult learners, all these other concepts will be addressed.
2.3 DEFINING EDUCATIONAL NEEDS OF ADULT LEARNERS

2.3.1 Educational needs

However combined and arranged, the felt needs of adult learners are seen in the literature to lie at the heart of adult education programmes. As argued earlier, the majority of adults approach adult education programmes out of a sense of a need that they would like to satisfy, and adult education practitioners should try and offer programmes which are in line with those needs of adults.

The concept "need" is not easy to delineate. Need is sometimes referred to in the literature as wants and other times it is interpreted as demands. In order to discuss the concept, need, I will firstly address what needs are in general. This will be followed by a brief discussion of wants and demands, and their relationship to needs. The final part of the section will then focus on why adult education practitioners should take the needs of adult learners into consideration.

The concept of needs involves judgement (Rogers, 1992:149). This is why one adult learner's list of needs will inevitably differ from another's, and why a list of needs will always be changing as new values and new standards are set. Reading and writing, for example, were once a luxury, now it is a need for all people in rural communities. Needs vary from individual to individual, and from place to place: in many rural communities, a radio may be seen as a need, in others it will be a luxury. Needs then are value-loaded and relative, they vary from context to context and change over time.

Mckillip (1987:7) defines needs as value judgements. What Mckillip is suggesting is that a target group, adults in this case, may have problems that can be solved. Problems are violations of expectations, and these expectations are categorised into four, that is, formative, felt, expressed and comparative (McKillip, 1987:7 & Collins, 1991:60). On
the other hand, although concurring with McKillip, Witkin and Altschuld (1995:9) see a need as a gap or discrepancy between a present state and a desired end state, future state or condition. According to them, a need is neither the present nor the future state; it is the gap between them. Therefore, a need is not a thing in itself, but rather an inference drawn from examining a present state and comparing it with a vision of a future state or condition. In more general terms, a need is like a problem or concern.

Queeney (1995:3) makes a similar point when expressing the idea that needs are discrepancies between an actual condition or state and a desired standard. On the basis of that it is further argued that standards used to define these needs vary greatly according to the purpose for which the needs are being defined, the circumstances and the person or persons defining them. On the same note, Knowles (1973: 128) adds that a learning need is a gap between where a person is and where that person wants to be with regard to a particular set of competencies. This means that whatever adults feel as learning needs is actually what they do not possess, which in essence they are supposed to have in order to function well. Learning needs are described by Peters (1980:58) as specific cognitive, affective and psychomotor gaps which are presumed to constitute important obstacles to developing capabilities.

What the needs of adult learners are is a matter of argument. Goulet as quoted by Rogers (1992:99) suggests three: life sustenance, esteem and freedom. Others writers have used the generic term, livelihood, to cover them all. A list of needs of illiterate adult learners are presented in the study of Malale (1996:114). The needs are job-related, health-related, education-related, personal enhancement, communication with husbands and employers, etc.

Collins (1991:60) categorises needs into basic human needs, felt and expressed needs and normative needs. Basic needs as applied in this study refers to the notion that individuals are universally motivated to attend first to their personal survival
requirements such as food, water, shelter, etc., and to their safety before turning to the satisfaction of an ascending order of concerns. This categorization scheme is drawn directly from Maslow's hierarchy of human needs (Vella, 1995:3) which seeks to explain why higher levels of needs do not become motivators for adult learners until deficiencies at lower levels are satisfied. However, it is important to mention that in provinces such as the Northern Province which is greatly rural, different levels of needs may run parallel to each other. While on the one hand people would like to satisfy the lower level of needs, on the other hand they would like to know how to read and write, and be aware of, and informed of, circumstances around them.

Apart from the fact that the natural order of progression postulated within Maslow's hierarchy is problematic, it is hard to counter Collins' assessment that the vague, general and debatable nature of basic human needs does not facilitate the educational and ethical decisions which the adult education practitioner must make. The exclusive focus on the individual within the model precludes a consideration of critical social, cultural and political influences which are particularly important.

Against the preceding background one can argue that needs can be defined as gaps in performance. They are the difference between what is and what should be, a gap between the real and the ideal. Such gaps may be found at many levels of human performance.

Most often, however, people use the term 'need' to designate individual want or desire. It is this interpretation of need that has led to the notion of felt needs which is frequently invoked in adult education. In this sense, a felt need is regarded as an unmet need. According to Collins (1991:61) felt needs are typically identified for the purpose of operationalisation by inviting the individual to choose between, or to rate, a number of predetermined educational options.
Needs should be distinguished from other concepts such as wants and demands. Needs differ from wants and demands. By far the most widely used alternative to need is want, that is, something people may be willing to pay for. There is a difference when someone says “I want you” or when saying “I need you”. Most businesses, and many human services and education providers, seek to satisfy people’s wants by providing goods and services that people are willing to trade something of value for. The focus of wants is utilization. If a product does not sell, it is not wanted. According to Mckillip (1987:16), the credibility given to wants comes from a marketplace in which individuals freely choose how to spend their resources. The question of whether a wanted service solves a problem is rarely raised.

Adult learners have many wants. A number of these will be more strongly felt than others, and the term needs is often used these, that is, they are felt or perceived needs. Perceived needs and wants then should be distinguished. Wants are wider than perceived or felt needs (Rogers, 1992:150). Some of the wants which adult learners identify will fall into the category of needs as identified by people outside, but others will not.

Wants and needs overlap, so that the wants of adult learners may be divided into two categories: needs-wants and non-need wants (Rogers, 1992:150). Figure 2.1 illustrates the relationship between needs, perceived needs and wants. The needs-wants are shared by both people who are affected/involved (insiders) and people who are not (outsiders), but insiders will not normally distinguish between those things which they want which fall into outsiders’ category of needs and which do not fall into their (insiders) category.

Figure 2.1 Relationship between needs and wants (Rogers, 1986)
Queeney (1995:4) points out that a person may want to participate in an educational activity because the content is attractive, the instructor is entertaining or the setting and facilities have an appeal. By this, is meant that wants are not as strong as needs. As mentioned earlier, adult learners may not come to adult education programmes because of their wants but their needs. Wants are legitimate motivating factors, but they cannot be considered as needs. They are usually not sufficient basis for educational programming because they are limited by individuals’ perceptions of the scope of potential opportunities available to them.

It is clear through this distinction between needs and wants that the former may serve as a powerful driving force behind adults to follow adult education programmes, unlike the latter which may result out of willingness and personal interest. Collins (1991:61) concurs with this when saying that the want alone is an inadequate measure of real need in that it is limited by the respective perceptions of individuals, that is, their awareness and willingness to engage in adult education services. This is an indication that wants imply interest and perhaps motivation, but may not reflect a discrepancy of any type.

On the other hand, wants differ from demands, because the target adult learners rather than a service provider, usually originate and present a demand. Mckillip (1987:17) argues that it is probably because of the absence of a market that educational needs are frequently identified by politically-oriented techniques. This means that often, needs involve the recognition of a problem by observers. They (needs) have a more dispassionate quality than a demand and because of this, are more popular to planners and academic researchers than politicians. In a similar vein, Queeney (1995:4) regards a demand as something which may occur when education is sought to correct a problem, prepare future activities, or provide enrichment. But the education pursued may or may not be appropriate for meeting the underlying needs.
Needs, wants and demands have each a valid place in the planning for adult education and training activities, and in fact each can be identified through assessment. According to Vella (1994:4) listening to adult learners' wants and needs helps to shape a programme that has immediate usefulness to adults. This listening effort, it appears, will promote effective teaching and learning insofar as adult education is concerned, hence it will enable practitioners to distinguish between needs, wants and demands.

Many people come to adult education "as a way of satisfying some deeply felt needs" (Minton, 1991:102). It is this standpoint which enables Wlodkwoski (1985:108) to argue further and say that felt needs are in the consciousness of the adult learners and they are needs that the learners want or desire to qualify. This means that felt needs are usually stated as goals, desires, or interests, most of which can be fitted into Maslow's hierarchy of needs.

Based on the above, a need may, therefore, be defined as a circumstance in which something is lacking; something felt to be necessary which adult learners do not possess.

It is on the basis of the characteristics of adult learners that were outlined in the preceding section that it is imperative to allow adults to define their own learning needs, because it is believed that they can take responsibility of their own learning activities. It may be argued that individuals can determine that they lack (and therefore need) something for themselves. The word 'lack' in connection with a need indicates, according to Rogers (1992:149), that the missing item is present in other people's lives or places or that it has been present at other times, that the locality once had it but no longer has it. For instance, one person may lack literacy skills which other people possess. That becomes a need.

However, Gravett (1997:38) argues that the paradigm of "meeting needs" should not mislead practitioners in the sense that the expressed needs of learners can and should not solely determine the course content and educational processes. This holds true that adult
learners do not exist as entities, but are also members of communities, some are employed, which, therefore, makes their needs to be affected by other factors such as the economy of the country at large.

The most hallowed rule that the customer is always right is often educationally wrong. According to Brookfield (1995:21) the “meeting need” assumptions serve the interests of those who believe that education can be understood and practised as a capitalist economic system. This means, therefore, that when education is viewed this way, people devote a lot of energy to keeping the adult learners satisfied because they would not want them to feel angry and confused. Brookfield (1995:21) may be correct in his contentions that equating good teaching with a widespread feeling among adult learners that they have done what they wanted ignores the dynamics of teaching and prevents significant learning. It is, of course, important not to allow the expressed needs of adult learners to overshadow education processes, but the base of adult education programmes should still rest on the needs of those these programmes are designed for. According to Vella (1994:12) adults desire to be subjects and decision makers. Accordingly, when the adult education practitioner approaches adult learners as subjects he/she will be able to distinguish between their suggestions and decisions. It should be noted that the ability to distinguish between the two, suggestion and decision, will enable the practitioner to free the educational encounter from being a slave to expressed needs of adult learners.

Needs of adult learners appear to be a very important step to consider before planning for programmes. It is, therefore, important to determine the needs of adult learners within the context they exist. The next section will therefore discuss the needs and the context of adult learners.
2.3.2 Needs and context of adult learners

2.3.2.1 Introduction

Definitions of adult education and literacy are placed in the context of society. What is the environment of the adult learner? The inner circle of someone’s social environment is the family, a larger unit may be the village or ward that a person lives in, still further a city, then a province, the nation and finally the world. Within these, as it were concentric circles, are other spheres that are part and parcel of a person’s environment: the workplace, the sports club, the political party, the professional organization and similar social groupings.

In each of the social groupings a particular attitude and behaviour are expected of the participants. It is these expectations which may ultimately influence the needs of individuals in that particular grouping. This is visible in, for example, the way the members of such a group dress, the way they treat each other, and so on. Thus a person may exhibit behaviour in his or her sports club which is different from his or her behaviour in the family. In this way, one person belongs to many subcultures, with sometimes conflicting norms and behaviour, hence different interests.

As a result of the difference in interests, the need for and use of adult education differ in the various subcultures to which a person belongs. Dubbeldam (in Verhoeven 1994:411) maintains that not all members of society or family have the same need for adult education. In societies where the social and economic role of women is restricted, their need for adult education will be limited. At the village level, adult education may have a facilitating role in receiving information from a wider society, specifically in terms of information from government or, for example, agriculture, health and population planning. It can also stimulate economic development in the form of small business development and cooperatives.
The following section will try and show how needs may be influenced by the culture of the learners.

2.3.2.2 Needs and cultural influences

According to Dubbeldam (in Verhoeven, 1994:411) adult education will be functional if it is integrated into at least part of the culture of a people. If the ability to read and write along with the possession of other skills does not fulfil a need that embraces the whole society, it is useless to learn or maintain those skills. Stercq (1993:58) makes a similar point when expressing that not knowing how to read and write is costly to society. However, reading and writing only should not form the core of adult basic education but part of it. This will of course enhance the development of the society as a whole. Illiteracy as such is costly to an individual, to society and the economy. It is thus important that adult education practitioners take into consideration the needs of an individual learner and also those of the entire society. They (practitioners) should have a holistic understanding of the adult learner.

Planning and planners (of adult education programmes) may be accused of ignoring values if they do not take into consideration their importance. It is believed that values are orientations towards existing and possible goals and objectives in life, that is, they are predispositions to act in a given manner in a specified situation. It follows, therefore, that education and training should occur in the context of the people concerned. When needs are identified, when determinations of “what is” and what “should be” are being delineated, the values of people are part of behaviour (Kaufman and English, 1979:29). Values, and, therefore, the culture of people, individually and collectively, should be an integral part and undeniable fact of needs identification.

Change enhances development, and as society changes, people feel a particular gap which they need to fill. For instance, as the society changes technologically, it is apparent
that the educational system must keep pace with it. Not only must the schools produce individuals who will be capable of operating the machines which the society depends on, but even more importantly, “they must also provide the remainder thereof” (Bernbaum, 1977:23). By this, it is indicated that needs of individuals may be influenced by the society in which they live. For instance, in societies where the social and economic role of women is restricted to the home, their use for literacy, numeracy and other skills will also be limited. Verhoeven (1994:476) goes further and says that the dual rationale for adult education programmes is that they result in substantial good for the individual and for the larger society. What the society experiences as a gap or problem will definitely affect the individual, therefore some educational programmes should try and cater for the needs of the individual and society. The relationship between individual needs and societal needs is illustrated in figure 2.2 below.

Figure 2.2 Relationship between individual needs and societal needs

The contextual and perhaps cultural conditions necessary to create sufficient motivation for adult learning appear to differ. It is, therefore, important to plan for and introduce programmes that will create and sustain motivation throughout the learning process.

The preceding section concentrated on the educational needs of adult learners; a section which made an attempt to show that these needs are or may be a prerequisite for the establishment of adult education programmes. Other related concepts such as wants and
demands were also discussed in attempt to show their relatedness to the main concept of needs.

Following will be a section on motivation for participation in adult education programmes.

2.4 ADULT LEARNERS' MOTIVATION FOR PARTICIPATION

2.4.1 Introduction

This section concentrates on some aspects of motivation for participation in adult education programmes by adult learners. Emphasis will be put on what motivation is, that is, why adults become involved in adult education programmes, their intentions and perhaps the possible deterrents to participation. As it was mentioned in the preceding section that needs should be context related, adult education will only be functional if it is integrated into at least part of the culture of a people. If the ability to read and write does not fulfil a need that people feel, they will not learn it or maintain the skill. The strongest motivation for people to involve themselves in adult education programmes is that it may strengthen their social position. Though they can participate in the change of information in their environment; it increases their ability to receive information but also enables them to contribute their own ideas, and for the improvement of their living conditions. Therefore adults will continue to learn new skills and maintain them only if there is a need and are motivated to do so.

The following section will make an attempt to examine the concept of motivation in adult learning and understand what it is.
2.4.2 Adult learners and their motivation to participate

2.4.2.1 What then is motivation?

In order to have (potential) adult learners attending adult education programmes there is a need to motivate them or, at least, a degree of curiosity has to be raised. This can be done by designing a curriculum around topics that are within the core of the adult learners' cultural, social or economic interests. According to Rogers (1986:61) motivation is usually defined as those factors that energise and direct behavioural patterns organised around a goal. It is frequently seen as a stage within the individual that moves him or her to act in a certain way. Although not differing with Rogers, Waklin (1990:1) regards motivation as the arousal, control and sustenance of behaviour necessary to satisfy a need or to attain a goal. This implies that a favourable attitude to learning can be developed in adult learners provided they are motivated to achieve some goal that they have set themselves.

Witkin and Altschuld (1995:10) on the other hand regard motivation as an incentive, something that has a tendency to move to action or to spur on. In the case of adult education this will imply something that drives or motivates individual learners to participate in learning programmes. Motivation in adult education, therefore, is that compulsion which keeps a person within a learning situation and encourages that person to learn.

The concept of motivation is also intertwined with needs. Adults are motivated to learn as they experience needs and interests that learning will satisfy (Knowles, 1973:31). On the same note, Mwamwenda (1995:261) advocates that needs serve as the source of motivation. There is no way that adult learners can go through all this "trouble" of learning if there was no need to fulfill. A question can be asked as to what motivates adults to attend educational programmes? Many reasons are found in literature and will
be discussed later in this section.

It is further indicated that adult learners may be “confronted with a wide variety of learning situations and yet walk away with little or no change in their state of knowledge” (Walklin, 1990:1). Why would that be? If the situation appears to have no bearing on the needs of their societies, or is considered to be irrelevant to their work or future prospects, then they will definitely attend to other matters that seem to them more profitable. It is therefore the role of adult educators to try and provide a learning environment designed to attract the learners’ attention and provide inputs and resources with which their needs may be fulfilled.

Motivation is related to the needs of adult learners in the sense that if programmes are not addressing the needs of the learners, then there will be no motivation to participate. Of course, many people see motivation as internal urges and drives (Rogers, 1986:12). A drive is a motivational force causing behaviour. For example, if a person feels hungry, he/she seeks food, finds food, eats it and no longer feels hungry. A motive can therefore be a learned drive directed towards a goal, regarded as a search for the reduction of tension.

Walklin (1990:3) emphasises the fact that adult learners may have primary and secondary drives. It is the latter which forms the basis for understanding a person’s behaviour. If the lower levels in the needs hierarchy (Maslow’s hierarchy) are satisfied in part, the motivation to other levels will be automatically triggered because it may be inherent in each individual adult learner. In the same way, Boshier as quoted by Titmus (1989:149) mentions the fact that motives for participation are associated with the extent to which participants have satisfied the lower order needs in Maslow’s needs hierarchy. For example, poverty and lack of proper shelter/houses. This clearly indicates that adults will be motivated to proceed with learning activities only if their needs are being satisfied.
Motivation is seen as being dependent on either intrinsic or extrinsic factors.

* **Extrinsic motivators:** These are factors which consist of external incentives or pressures such as attendance requirements, external rewards and/or punishment or exams, to which learners are subjected. Walklin (1990:212) argues that extrinsic factors include vocational concepts, such as when the employed enrol in learning programmes to gain a marketable skill that will open doors to work, where the skill can be applied and remuneration received. This is reward in terms of observable outcome. Included in this would be gaining knowledge, skills or work experience that would enhance career prospects, promotion or employability chances should a planned change of occupation be sought.

* **Intrinsic motivators:** These consist of a series of inner pressures and/or rational decisions which create a desire for learning changes. According to Rogers (1986:61) it has been argued that it is desirable in all forms of education to move from motivation based on extrinsic factors to that based on intrinsic factors. Why? Maybe because motivation is a drive to fulfill various needs, and it should emanate from inside individuals. Intrinsic factors provide a potential drive to satisfy the need to achieve or for challenge, or the desire to master something new. This need is felt by individual adults concerned, and others may quite be unable to detect it as a person’s main reason for enrolling on a course.

It is, of course, necessary to indicate the fact that all adults have an ability to learn and on that note Van der Kamp (in Tuijnman and Van der Kamp, 1992:192) contends that adults want to learn and will learn effectively when they have a strong inner motivation. Clearly, he emphasises the fact that intrinsic motivation is a key factor in effective learning.
Motivation for learning is related to the goals set and accepted by the adult learners. It should be noted that motivation can be highest in those who are most concerned with the learning process itself; who are satisfying their goals in each learning task, whereas those who have sights set on goals further away, for example, to pass an examination, may have a lower level of motivation (Rogers, 1986:13). Motivation, therefore, depends largely on the goals that individual adult learners set for themselves. Again one may mention that motivation seems to be related to the nearness of achieving the desired goals.

Confidence may also play a major role in this instance. Adult learners may become more positively motivated when they become confident that they will ultimately attain the goal, that they cannot only cope with the learning situation but alter it to meet their own needs. Adult learners who may in time see role models in the adult education practitioners experience a sense of confidence and encouragement, therefore, they may come to accept the practitioner’s assessment of their own ability to learn. This will enable the learners to believe that they can cope, hence are motivated.

The following section will briefly dwell on the aspirations and intentions of adult learners.

2.4.2.2 Aspirations and intentions

If people already have aspirations and then intentions, the task of increasing motivation in those people will be substantially easier. Adult learners with realistic aspirations will be relatively more easily motivated to take action than those without. However, Rogers (1992:151) argues that aspirations need to be distinguished from intentions. Intentions, according to Rogers, relate to the aspiration-wants which the adult learners intend to do something about. In other words, intentions are the fruit of decision making and reflect the confidence of the adult learners themselves.
Edwards, Siemiski and Zelding (1993:22) identified three categories of adult learners, that is, those who participate to fulfil conscious objectives (goal-oriented), those who pursue knowledge for the love of it (learning-oriented) and those whose reasons for participation are not connected to the programme purpose or content. Rogers (1986:30) refers to these categories as learning orientations. Henry and Basile (1994:65) quote Houle as one of the influential contributors who divided adult learners into three categories based upon their motivations for participation.

**Table 2.1 Adult learners' intentions**

<table>
<thead>
<tr>
<th>Category/Orientation</th>
<th>Intention</th>
<th>Activity-Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented</td>
<td>Achievement; problem-solving</td>
<td>They wish to use education to achieve some clear-cut external objectives, for them learning comes to an end after the objective has been achieved.</td>
</tr>
<tr>
<td>Learning oriented</td>
<td>Interest in subject</td>
<td>They desire skills for their own sake. They pursue subjects out of interest and may continue doing that even without the assistance of formal programmes of adult learning.</td>
</tr>
<tr>
<td>Activity oriented</td>
<td>Social or personal growth needs</td>
<td>They attend because they get something from the group apart from the subject-matter involved. This group tries to meet needs that are mainly personal and social.</td>
</tr>
</tbody>
</table>

However, adults still come with different expectations to adult education programmes, and these will be discussed in the following section.

### 2.4.3 Expectations and motivation

It is important for adult education practitioners to know what motivates learners to attend and also what they expect from the programmes. It is the expectation which will spur some drive and therefore participation. It is this overall idea which leads Van der Kamp (1992:192) to adopt the view that adults learn effectively if they consider the relevance of the material to their needs and interests. Adults have needs and would therefore expect
something from adult education programmes. If their expectations are not met they are demotivated to attend and ultimately, drop out of the programmes.

Rubenson as quoted by Titmus (1989:150) adopts the expectancy-valence theory to account for motivational problems manifested in drop-out cases. It is maintained in the theory that adult learners persist if a programme or learning activity satisfies an important need (positive valence) and if they expect to be able to cope with and complete the programme (positive expectancy). Although emphasis is placed on the importance of expectations, the model does not specify factors that can be manipulated to enhance valence and expectancy. Therefore adult educators should create an adult-oriented learning climate which is relaxed, informal and responsive to learners’ needs.

Adult learners will only persist to attend educational programmes which meet their expectations. At the same time they have different goals which they would like to accomplish. The next section will concentrate on the motives of adult learners.

2.4.4 Motives for learning

Motives for joining adult education programmes, or not to, are sometimes unexpected, and Verhoeven (1994:415) mentions a scenario in which women participated in a literacy group because of its social nature. For those women it was nice being there, on the other hand they knew the stories told. Anyhow, it is important for adult educators to determine motives for participating in adult education programmes.

Adult education practitioners should be concerned with understanding the motives of their learners. If they identify some of the reasons which have brought each adult learner into their classes, it will provide a valuable first point of contact, and also give them access to a most powerful stimulus to learning.
Boshier as quoted by Titmus (1989:149) argues that motives for learning in adults are associated with the extent to which participants have satisfied the lower order in Maslow's need hierarchy. However, as discussed previously, it is important to note that adults do not have only one motive for joining adult education programmes. For instance, a man who comes to a programme which he hopes will help him with promotion at work might also be interested in finding a captive audience for his political views. Although his apparent motive might be vocational, he might as well, subconsciously, be equally attracted by the opportunity to dominate and control other learners.

As mentioned, there are a number of motives that motivate adults to attend programmes, the section below attempts to outline some of the motives which are described in the literature.

* Vocational motives

Rogers (1971:11) says that the most important single reason for undertaking further education at all appears to be the vocational one. This is because a vocational motive is the one that might improve prospects of promotion and help in other ways at work. Perhaps one may mention that the main reason for this motive, on the one hand, is to get a skill that will help in making money. On the same note Dubbeldam (in Verhoeven, 1994:412) adds that a vocational motive can be equated to the motive to achieve for economic development, to enhance chances of finding employment, or to enable one to run one's own business better so as to improve one's personal and/or family income. On the other hand, Titmus (1994:149) regards the vocational motive as a motive for professional advancement, that learners want to secure professional advancement, higher status in their job and increased chances of employability.
Seliff-Devellopment

The whole vocational area of motives often blurs imperceptibly into motives which can be roughly grouped together as desire for self-development or personal enrichment. These might include the wish to improve one’s general education, or a desire to pursue an interest in a particular subject or creative hobby. Sometimes, adult educators who expect their learners to have primarily vocational motives may be surprised to find that those learners seem to be stirred and sustained by a genuine wish to extend and improve themselves.

As is increasingly recognised, one of the most easily diagnosed and best publicised social problems has been the recognition that young mothers/women and wives can feel isolated and trapped by their families and homes. For that matter Rogers (1971:19) argues that they clearly recognise their own need for self-development and that they will certainly provide an increasingly important clientele for adult education. Of course this can be realised particularly if day-time classes which are provided with creches can be made available to them. This category of women is usually anxious to improve its general education; a way of showing that they still can be independent individuals capable of intelligent thoughts.

Social motives

Adult learners may come to class for social reasons. Certainly it is not difficult to see that the isolated housewives may have social as well as intellectual motives for attending a course; that many other adult learners may have some social hopes for taking up a course. However, the social motive appears to be far from being the most commonly given reason for enrolling in a class in the first place (Rogers, 1971:13). Social motives may be treated as the least, only to find that one of the
main motives is to satisfy social inadequacies.

Although Dubbeldam regards the social motive as the strongest, this appears not to be always the case. The vocational motive or hope for economic improvement is often the strongest motive. Anyhow, Titmus (1989:148) supports the idea that adult learners attend programmes because of a need for social contact. They come out of a need to make and consolidate friendship, to be accepted by others, to gain insight into personal problems, and to improve relationships and social position.

* Cognitive interest

Participants who enroll out of cognitive interest merely enjoy learning for its own sake. They just want to satisfy an enquiring mind or seek knowledge for the sake of it. These will be the adults who are learning-oriented.

It may be difficult to determine what the motives of adult learners are, but if a proper needs assessment is conducted it will enable adult practitioners to know what these motives are. Identification and knowledge of the motives would also help adult practitioners to meet the expectations of adult learners in their adult education programmes.

Adult learners may have different motives for participating in adult education programmes, on the other hand there may be other factors which deter them from attending such programmes. Below is a discussion of some of the barriers which may hinder adults from learning.
2.5 BARRIERS TO ADULT LEARNING

Citing lack of motivation as a reason for nonparticipation or dropping out can be problematic as it may lead to a tendency to blame the individual for not participating, rather than the enabling or disabling conditions surrounding him or her. It must be made clear, then, that the use of the term motivation is not meant to imply that individuals actually make a choice based on personal preferences about whether or not to participate. Indeed, the individual condition of being motivated depends much on the contextual conditions, and perhaps other factors as well, surrounding that individual. This implies that although people may be motivated to participate in adult education programmes, there may be a number of factors which can deter them.

A number of authors (Hirsh and Wagner, 1995 and Henry and Basile, 1994) have grouped the deterrents into four categories; the situational, institutional, dispositional and informational factors. Each of these factors will be dealt with.

2.5.1 Situational factors

Situational factors involve circumstances that are related to an individual’s external situation at a given time. According to Henry and Basile (1994:67), financial constraints can be a barrier to learning for adults. Adult learners may not be able to afford to pay for the programmes and as such can not participate in them. Lack of childcare facilities, for instance, can also be a problem for women especially. These factors are, as Hirsch and Wagner (1995:164) state, relatively uncontrollable demographic features. They also include circumstances such as the age, gender, level of prior learning, number of children, etc.
The following is an excerpt from a speech given by an adult learner at Confintea V (AETASA Newsletter, 1997:1).

"I want to continue to learn and progress with my learning but there are many difficulties for us adult learners; for example, we learn under conditions that are not conducive to learning and we also do not have money to pay for ourselves to continue with our education".

2.5.2 Institutional factors

All circumstances about the institution that discourage participation are referred to as institutional deterrents to participation. Hirsch and Wagner (1995:164) regard these as those factors that include the features of a particular adult learning programme. One may give examples such as the place where the classes are located, the content of the programme, qualities and gender of the educator. Other examples would be the presence of child care facilities, or the provision of transport to and from class where needed. In the findings of the research conducted by Malale (1996:98), one educator indicated that male adult learners in their area have a tendency of not attending adult education programmes if they realise that most of the teachers are female.

Institutional factors also play a role in ABET programmes. Most of the time ABET programmes are conducted in the evenings and in areas where there is no electricity or where classes are located a bit far. This makes it difficult for adult learners to attend. In a pilot study on Basic Teaching Skills for Adult Educators conducted at the University of the North (1997), one of the participants mentioned the fact that men do not allow their wives to be out during the night to attend classes. This, therefore could contribute to the under-participation in ABET.
2.5.3 Dispositional factors

Dispositional factors may entail lack of confidence or guilt about conflict with domestic responsibilities, for example. Henry and Basile (1994:67) regard these as internal beliefs and attitudes about educational programmes that impede participation. Dispositional factors, referred to as “psychological” obstacles, by Merriam and Caffarella (1991:88) are beliefs, values, attitudes and perceptions about education or about oneself as a learner.

2.5.4 Informational factors

Informational factors involve not only the institution’s negligence in communicating information about the programmes, but also the adults’ failure to seek out and use the available information; for without it potential participants will not be aware of the existence of the programmes. These factors may be called structural barriers such as poor access to information and guidance and the absence of suitable training opportunities.

Information and awareness must be viewed in a slightly different way. This means that all those who register an interest in a specific adult education programme must in some sense be aware of the programme. Different sources of information may carry more weight with respect to actual participation. For this, Henry and Basile (1994:64) mention the efficiency and effectiveness of brochures on the one hand, and personal sources, which may have more credibility, on the other. The latter may indeed have more impact on the actual decision to participate.

However, Mikulecky (in Hirsh and Wagner, 1995:140) notes that simply providing a certain incentive as part of a programme should not be sufficient to enhance participation in the programmes. This is a substantial support to the more general observation that although it is the situational, institutional, dispositional and informational factors that are
most often addressed in efforts to improve the success of adult education, they are relatively minor components of an overall adult education context that determines motivation for, and hence participation in, adult education.

2.5.5 Other factors

In general, looking at the overall adult education context implies a comprehensive consideration of the various factors influencing learning and using what is learned in a particular community. Crucial factors that go beyond the four given factors include the opportunity available for an individual learner to benefit from the learning offered, the social or community support an individual receives, and the ability to perceive benefits that exist, all of which interact to form a motivational force influencing the adult learners’ lives.

Another fact to note is that adults may not participate in adult education programmes because of anxiety which may cause some resistance. According to Van der Kamp (1992:192) the learning of initially poorly educated people, who after long period of time return to school or participate in programmes of adult education, can be hindered by anxiety and resistance. For example, negative school memories (concerning Bantu Education) may emerge and it is also possible that acquired knowledge gets unsettled. These are factors which can undermine self-confidence. Another factor can be the fear of failing in front of the group and that may lead to lack of initiative, anxiety and resistance. Fear to approach some adult education centres also does contribute:

"Everyday we can see the University buildings. We always wonder if this big institution with all its knowledge can’t help us. But we don’t know how to ask, and we are afraid they will send us away."

This pronouncement is quoted from a research report on functional (il)literacy,
conducted by Stevens (1944:35) at a village called Ga-Mothapo in the Northern Province.

It may happen that both men and women suffer from confused National or even Provincial policies which, on the one hand, seek to encourage increased participation in adult education, whilst, on the other hand, creating bureaucratic barriers to prevent adults from gaining access to and pursuing education. For instance in the Northern Province efforts in Adult Basic Education were not coordinated. This lack of coordination can deter participation and cause lack of confidence in adult education. Factors such as these can be deterrents in adult education but may not obviously appear to be that. Henry and Basile (1994:67) add that external contextual variables, social background and social roles, personality and intellectual factors, as well as attitudinal variables should also be considered as barriers to participation.

2.7 CONCLUSION

This chapter focused on the needs of adult learners and how these needs can be influenced by culture. Adult learners and their characteristics were defined and outlined, respectively, to show who they are and what programmes can be offered which will best meet their needs. The concept of needs has also been described and how individual needs may be influenced by cultural factors.

It has been stressed through-out the chapter that needs of adult learners should form a basis for adult education programmes and provision thereof.

The next chapter will concentrate on needs assessment. The importance of, and different methods and techniques for, conducting needs assessment will be described.
CHAPTER 3

NEEDS ASSESSMENT PROCESSES

3.1 INTRODUCTION

This chapter focuses on processes that are used in conducting needs assessment. There are a number of methods that are described in the literature which can be used as needs assessment tools. Such methods include the survey, basic group processes, social indicators and existing records. As argued in the previous chapter, a needs assessment seems to be an underlying factor in the development of adult education programmes. This chapter will therefore try to show the importance of needs assessment as it proceeds through the different methods that can be used.

3.2 WHAT IS A NEEDS ASSESSMENT?

It has been argued in the previous chapter that a need is the difference between what is and what should be, that is, a gap between the real and the ideal. Therefore before applying solutions it is important that planners, providers, practitioners rank the potential needs of individuals and the society. A needs assessment is therefore regarded as the “wellspring of objectives-measurable statements of purpose” (Sredl & Chesney, 1992:4). This means that a needs assessment is a process that provides the direction for useful problem resolution through identifying, documenting, and selecting appropriate problems and opportunities.

Rogers (1986:172) says that a needs assessment is the collection of needs on which to base the development of programmes and their evaluation. This means that needs assessment is a decision-making tool for adult education practitioners to use in identifying the educational activities or programmes that should be offered to best meet
the adult learners’ and society’s educational needs. Although educational needs assessment, no matter how well conceived and executed, will not guarantee programme success, incorporating carefully planned and implemented needs assessment into the programme planning process can substantially reduce uncertainty regarding programme appropriateness and viability. Kessels and Smit as quoted by Tuijnman (1996:509) concur with this when saying that needs ascertain whether a perceived problem can or cannot be resolved by appropriate training interventions. In essence a needs assessment is a forward-looking, pro-active planning, which determines in advance which gaps to close.

Queeney (1995:1) contends that a needs assessment most often is concerned with educational needs which are related to programme content and the population to be served, rather than with operational needs such as programme scheduling. Witkin and Altschuld (1995:5) make a point when expressing the fact that needs assessment is predicated on the assumption that a group of people have needs that are not being met or not being addressed adequately. For this, Wlodkowiski (1985:108) suggests that needs assessment should be used as a technique to discover and emphasize the felt needs of adult learners in the learning process.

Needs are analysed after problems have been identified. Which are most important for the target group? Which are most relevant to the mission and experiences of service providers? How are multiple and conflicting indicators to be integrated? A needs analysis will be most useful for decision-making if identified needs are evaluated against explicit and appropriate criteria. This is the task of needs assessment.

The next section will focus on the importance of conducting a needs assessment.
3.3 WHY NEEDS ASSESSMENT?

A needs assessment is conducted to derive "information and perceptions of values as a guide to making policy and programme decisions that will benefit specific groups of people" (Witkin and Altschuld, 1995:5).

Queeney (1995:61) argues that the reasons for conducting an educational needs assessment may be varied and multiple, and they may relate to any aspect of programme design, development and delivery. It is Queeney (1995:62) and Witkin and Altschuld (1995:5) who make the assumption that adult education practitioners conduct a needs assessment in order to use the information obtained from such an assessment to define programme content that will enable them to serve their adult learners effectively while meeting their organization’s goals and objectives. The contention is valuable and serves as a guide for adult educators when they have a desire to establish adult education programmes.

Galbraith (1990:8) contends that needs assessment can help one to review assumptions about the educational needs of potential participants; can assist in being responsive to the adult learner through the appropriate selection of materials and projects; and can encourage adult learners to persist, learn, and apply what they learn if the programme focuses on addressing their needs.

Kaufman and English (1979:8) also give a number of reasons for conducting needs assessment:

The first reason is that a needs assessment helps to facilitate constructive and positive change. Many societies seem to be fuelled by a desire for change. According to Kaufman and English (1979: 8) it is therefore necessary to know what to change, from what to what and why change? These are the critical questions that should be asked before any change, and needs assessment is a tool to realise constructive and positive change.
Kaufman and English (1979: 8) further argue that it should not be solely driven by controversy, “quick fixes”, and situational crises, but should be more rational, functional change which meets the needs of people. Subsequently, needs assessment represents a systematic attempt to determine and close the more important gaps between “what is” and “what should be” (Kaufman and English, 1979: 8). If people are to change it makes sense to correctly identify what should be changed; armed with such information, it is easy to know what interventions to select to bring about the required change.

Secondly, it helps to identify, harvest, justify and select those needs to be addressed. If people choose incorrect needs to attend to, they will not in essence achieve what they envisaged. According to Kaufman and English (1979: 8) the nature and importance of the needs assessment is critical, therefore it is important that the correct needs are screened. Needs assessment, then, is central to identifying the correct problems for resolution and will provide the necessary information for intervention.

A number of methods and techniques used to conduct needs assessment will be discussed next. It is the choice of appropriate needs assessment tools, techniques and strategies which will lead to appropriate identification of adult learners’ needs.

3.4 METHODS FOR CONDUCTING NEEDS ASSESSMENT

3.4.1 Introduction

There are a number of methods for conducting needs assessment, and selection of the most appropriate method depends on the context of the assessment, and the kinds of decisions to be made on the basis of the findings. There is no “right” or “wrong” needs assessment method (Kaufman and English, 1979:56), perhaps the only difference may be whether a particular method or combination is appropriate or not in a given situation.
It is important that when selecting the appropriate methods consideration should be made concerning the target group whose needs will be assessed, that is, the people who can give the information about their needs. Witkin and Altschuld (1995:50) argue that a particular data-gathering method might be constrained by certain characteristics of target groups. For instance, illiterate adults may not be able to respond on questionnaires.

Methods may be combined, however it is imperative to mention that individual methods may yield different results about the same phenomenon. A questionnaire may yield very different indicators of needs than an interview or any other type of method. In fact, some needs assessment studies have found that different methods produce contradictory data (Mckillip, 1987:8). This means, therefore, that a careful selection of methods is important.

Below is a detailed description of different methods for conducting needs assessment and the techniques thereof.

3.4.2 Records and social indicators

This section will discuss records, social indicators, unobtrusive-measures and observations, and rates-under-treatment as some of the techniques that can be used for conducting a needs assessment.

Records

The record method is a non-reactive research method. The use of existing records is generally cheaper and requires less time than creating new information sets. On the other hand, such records are rarely designed expressly for the purpose of needs assessment; consequently needs must be inferred from them, with the inferences subject to value judgements and questions of interpretation and validity. According to Witkin and
Altschuld (1995:104) it is important for needs assessors to be alert constantly, for alternative explanations of data existing in sources.

A number of agencies and institutions keep records in the normal course of a service, some of which may be useful sources of needs assessment data. Records are necessary for understanding the people served and the nature of services available through organisations. In adult education, for instance, tutors may keep records on the participants' gender, address, the nature of the problem that they experienced, and other relevant information. As the participants move through the system other records may be generated for services provided and the nature of the process involving the participants, such as attendance and degree of progress. Outcome measures at the end of the involvement are also collected.

The result of this type of record keeping has great potential for analysing, understanding and resolving needs. However, Witkin and Altschuld (1995:111) give a warning on some caveats that do exist. Records may not be maintained at a reasonably high level of quality, such that both their reliability and validity may be suspect. Bless and Higson-Smith (1995:126) argue that bias may arise from lack of information on the actual way in which the recorded data was collected. For instance, if practitioners have to rely on existing information about the needs of their adult learners, the possibility is that the information may not be accurate and perhaps even distorted.

Again individuals may provide little or no information about others, perhaps being unwilling to make judgements about others. Tutors or counsellors may feel uncomfortable about judging others and consequently enter only the softest of statements and notes into the records.
Social indicators

According to Mckillip (1987:43) social indicators are aggregate statistical measures that depict important aspects of a social situation and of underlying historical trends and developments. Social indicators are not gathered for the needs assessment itself but are local, state or government statistics. Witkin and Altschuld (1995:104) describe them as variables representing important characteristics of a group or social situation, which agencies keep track of over a period of years.

Social indicators provide three types of information useful for needs assessment. Firstly, it is possible to obtain facts about the current situation, what Witkin and Altschuld (1995:104) call the “what is” condition. From this, one is able to know the situation of a group or the delivery of services to the group. Secondly, implied or actual norms are inherent in some social indicators, so that discrepancies between current and desired situations can be deduced. Finally, social indicators can provide information on which to base predictions about future needs. For example, in adult education there are statistics on the (il) literacy rates in South Africa. Estimation may be made from these records about a number of people attending literacy programmes and perhaps how many will be (il)iterate in the near future. From this information, education professionals and policymakers better understand the dimension of the problem and the assistance that might be required. In such a situation, “the magnitude of the need is estimated not from the difference between what is and what should be” (Witkin and Altschuld, 1995:105).

Unobtrusive measures and observations

According to Witkin and Altschuld (1995:107) an unobtrusive measure is an observation of a situation or event of interest, usually without the people observed being aware of the observation, that furnishes information beyond the observation itself. Bless and Higson-Smith (1995:126) also say that when using this method respondents should not be aware
that they are subjects. This kind of method is an indirect method of getting information. For instance one may observe people of a specific area when using bank facilities or post office services. It will be from that observation that deductions are made on whether there is a need to establish adult education programmes in that area. Mckillip (1987:84) also states that social indicators such as poverty, unemployment, high illiteracy rate serve as observational measures.

These kinds of indicators, that is through observation, are not biased because they were not created expressly for needs assessment purposes. However, Witkin and Altschuld (1995:109) advocate that the use of unobtrusive sources should be in conjunction with other techniques and data sources.

# Rates-Under-Treatment (RUT)

This technique requires that a needs assessor use institutional records together with census information from one area in order to understand the potential need for services in another location. For instance, in adult education records of one area/region may be examined, to determine the nature of the adults being served and the needs that are being catered for. Then, those needs and participant characteristics would, according to Witkin and Altschuld (1995:118), be compared with other areas of similar demographic make-up to estimate what type of needs should be expected and services provided. Most rural areas are characterised by almost similar conditions, such that it may be possible for similar adult education programmes to be set up.

RUT sounds to be a logical approach to needs assessment and is particularly useful for planning purposes. But because it relies extremely on the use of existing records, it has all the advantages and disadvantages of existing records.
The fore-going section was meant to describe how data from social indicators can be used in conducting needs assessment. The following section will concentrate on other methods of needs assessment and techniques thereof.

3.4.3 Survey

A survey is a general view of a situation. Bless and Higson-Smith (1995:43) define a survey as collection of information on a wide range of cases, each case being investigated only on the particular aspect under investigation. According to McKillip (1987:70) surveys are usually a popular method of gathering data, a necessary component for linking the problems revealed by social indicators. Needs assessment can be done through a need survey, that is, a survey on needs should be done then followed by assessment. However, adult education practitioners must be cautious of the type of survey they employ because Queeney (1995:143) contends that a poorly conducted survey is worse than no survey at all, for it will yield bad data which may possibly lead to bad decisions.

Rogers (1992:148) comes up with several ways to clarify the needs of adult learners. To come closer to these needs, a variety of approaches to needs surveys can be used:

- ‘Satellite’ observation, where the expert, sitting at a distance from the community or region, draws up a needs list from an overall position.

- the ‘space invaders’ approach, where field inspections are made by groups of experts, but no direct communication is held with the target group.

- The ‘explorers’ approach, where the visiting experts meet local residents and listen politely to the (uninformed) comments of the local spokesperson before going away to write up their report.
Most rarely is the ‘surveyor-in-residence’ approach where the visiting expert(s) spends more time in the local community, listening and talking with people, sharing insights, before the list of need is drawn up.

Needs surveys differ, and, of the types of surveys described above, none of them, except for the last type, will be suitable in identifying, analysing and assessing the needs of individuals or community (society). The ‘surveyor-in-residence’ approach will, and may, sound to be one of the most appropriate and relevant techniques in needs assessment in the sense that the surveyor comes closer to the people in question. Thereafter, there must be an interactive feedback (looping). Hence, adult education practitioners must take the type of techniques they employ in this whole exercise of assessing needs into consideration. It would be useful to identify the general needs of a society and then of individuals before embarking on adult education programmes.

There are two kinds of survey methods; namely, questionnaires and interviews. These methods, if well designed and carefully implemented, may be appropriate for a comprehensive needs assessment and can provide “a wealth of information on people’s education interests, problems, perceptions and preferences” (Queeney, 1995:143). The next discussion will focus on the two survey methods.

# Questionnaires

Questionnaires compose but one part of a needs assessment strategy, and that is they may be used to gather specific kinds of information. Witkin and Altschuld (1995:129) do not concur with assessors who consider a written questionnaire synonymous to needs assessment. They suggest that questionnaires be implemented only after other more exploratory methods have been employed.
Questionnaires may be in the form of written surveys. Scheirer, as quoted by Wholey, Hartry and Newcomer (1994:55), says that they usually come with pre-structured questions to obtain data by mail or in-person from providers. Written surveys are relatively easy to administer to either small or large groups. However, many steps for developing such a survey require specialised knowledge and skills. A questionnaire may use too broad a brush for instance; if the survey is too short, it is usually too general to be useful. Such surveys are rarely evaluated for validity and reliability. A good questionnaire for ABET needs assessment should try and cover all the necessary aspects that will be of use to a study. The wording should be comprehensible so that every respondent is able to understand what is required. On the other hand, administrators should be trained to work with adults who may not be able to read and write, hence it is argued by Gilmore, Campbell and Becker (1989:33) that when developing questions it is imperative to keep in mind the type of survey, who will be surveyed, and how the data will be collected.

According to Gilmore et al (1989:33) a researcher should consider whether someone else has developed questions that could be used before rushing into developing own questions. However, it is important to adapt such existing questions to the context within which the survey will be conducted, as existing questions which exactly fit the situation under study may be difficult to find.

As a general guideline, a questionnaire should be as attractive and brief, and easy to respond to as possible. A poorly designed questionnaire can derail any research project. According to Gay (1996:256) a sloppy looking or lengthy questionnaire which requires lengthy responses turn people off. To meet this guideline, a researcher must make sure that careful planning on both content and format is made.
Gay (1996:257) provides a number of “do nots” which should be kept in mind when compiling a questionnaire. First, leading questions that suggest that one response may be more appropriate than others should be avoided. Second, questions which are touchy and may not require honest responses should be avoided at all costs. For example asking a teacher if he/she attends to the class everyday will be like asking a mother if she cooks for her children everyday; the answer will always be “yes.” Another major “do not” is not to ask questions that assume a fact not necessarily in evidence. Such questions present alternatives neither of which are acceptable. For instance asking a question like, “have you stopped offering ABET programmes?” This question calls for a simple yes or no answer, but how do people respond if they have never offered any programmes?

After having developed the questions, it is important that respondents get directions which specify how the people should respond and where.

The second type of survey method is the interview which will be discussed below.

# Interviews

Interviews are a good alternative or an adjunct to the written survey. The principal characteristic is that the interviewer asks questions and records the answers. Interviews may be held face-to-face or by telephone. According to Mckillip (1987:71) a face-to-face interview allows for in-depth, person-to person exchanges. Accordingly, it is the most appropriate of all survey methods for impaired or otherwise marginal members of society.

Face-to-face interviews have the advantage of facilitating the interviewer’s establishment of a rapport with respondents. The establishment of this relationship in an interview allows for longer and detailed answers. Queeney (1995:166) further argues that sensitive issues can be dealt with most successfully, because of the possibility of nonverbal communication and of course, Rubin and Rubin (1995:17) argue that this technique
requires intense listening, a respect for and curiosity about what people say, and a systematic effort to really hear and understand what people say. Interviews therefore, can provide information on what people need, why they need that and possible solutions to their problems. To understand complicated problems such as the needs of adult learners, the topic should be explored with the stakeholders.

Interviewing is one of the main techniques used in development studies, and according to Mikkelson (1995:102) interviews address questions on behaviour, experience, opinions, values, and on needs. An interview may be closed or open-ended. Mikkelson (1995:103) says that in open-ended interviews the exact wording and sequence of questions are determined in advance, and that in closed interviews questions and response categories are also determined in advance. This indicates that when using closed interviews there is little flexibility in relating the interview to particular respondents. Eventually, information that is sort from the respondents may be distorted because of the limitations of the formulated categories. Standardised wording of questions of the open-ended interviews may constrain and limit the naturalness and relevance of the responses that would be given.

These contentions about interviews are embraced in Wedepohl’s principles and practical hints on doing a survey (1988:60). The principles are stated as follows:

- **Tell people what the survey is all about.** It will be difficult to start eliciting information from people without explaining what the interviews are all about. It is better to make a good introduction of who you are and what you are doing. This introduction makes people feel at ease and develop trust in researchers. If researchers are open about who they are, people are more likely to respond in a similar way. This principle links up with the principle of getting to know each other, which requires that if a researcher is not a resident in that particular community he/she should start mixing with the people in that community.
Wedepohl (1988:61) says that in that way one will get to know the people's tradition and culture thereby respecting their certain ways of doing things. The two principles give rise to a natural environment, that is, interviewees will feel at home and relaxed.

- **Ask permission to keep a record.** It is always important to ask for permission to record or write down the participants' responses. This will help in avoiding suspicion on the part of the participants, as some would fear to lose their jobs or get into some other form of trouble if they talk about certain issues. This principle also gives rise to the principle of confidentiality. If people are prepared to talk openly, it is important to assure them of protection against any possible consequences which might occur to them, for example, that their names will not be mentioned at any stage during data analysis and data presentation. So the participants need to be told what the information is meant to do.

- **Do not raise expectations.** Researchers should try not to raise expectations of participants by promising something which they, at a later stage, cannot provide. If the promises are not fulfilled the likelihood is that those participants will no longer have trust in researchers and would, therefore, not want to give information anymore.

The foregoing principles serve as guidelines for conducting interviews, and according to Caudle, as quoted by Wholey, Hatry and Newcomer (1994:88), there are a number of strategies that a researcher may use when using the interview method. First, the interview format should be flexible. This means that although there is a list of questions, the interviewer should not strictly follow the order on the list or the exact words of the questions. This flexibility will help in making follow-up questions and linking prepared questions to what the respondent might have said. Besides, flexibility of the design is helpful in yet another sense. Rather than being locked into one set of questions for all
interviewees, it is better to adjust the questioning so that individuals are asked about particular parts of a subject that they know best. For example, when asking about policy on provision of ABET programmes, adult learners may not be able to respond satisfactorily.

Secondly, leading questions that may give the respondents clues to preferred answers should not be asked and should be avoided at all times. Guba and Lincoln (1989:153) say that even if initially an interview may be unstructured, thereby allowing the respondent to make constructions in his/her own terms, it is important that as the constructions become clearer, the interviewer asks more pointed questions. This suggests that the interviewer must be alert to what the respondent is saying, so as to probe further for clarification.

Finally, Caudle, as quoted by Wholey, Hatry and Newcomer (1994:88) argues that using multiple interviewers, either in tandem or singly, in questioning key informants is one strategy which may increase the likelihood of obtaining more comprehensive and accurate information. This approach will help in comparing the perceptions and interpretations of several members of the interviewing group. However good this strategy may be, interviewers should be cautious not to over-engage respondents, lest they will get bored with the whole process of being interviewed by many people on the same issue.

For structured interviews, the interviewer usually records answers on an interview form; and with unstructured interviews, the interviewer either writes down the responses immediately or tape-records them for later analysis. However, it is important to explain why a session is to be taped and therefore obtain permission to do so.

According to Rubin and Rubin (1995:145) an interview is made up three kinds of questions. The first one is the main question. Before any interview a researcher prepares
main questions which serve to direct the interview. The main question should be open
enough to encourage interviewees to express their own opinions and experiences. Probes
are the second type of a set of questions that are asked in an interview. Rubin and Rubin
(1995:148) say that probes help in specifying the level of depth that the interviewer
wants, they signal the interviewee that more detailed and elaborate answers are wanted.
Put more simply, probes are mainly for clarification and completion of the answers. The
third type of questions are the follow-up questions. These are questions that can be
worked out during or after the interview. Follow-up questions can be asked when
narratives have been left open or when there are contradictions or statements that sound
guarded. For instance if one was talking about why adult education programmes failed
in a particular area, and goes on to talk about the area, the obvious follow-up is to ask
about the causes of the failure.

As with any needs assessment method, it is important to ensure that the respondents are
the best qualified to know about the needs at issue. Not only should participants be
representative of the stakeholders, but the survey must avoid the bias of non-inclusion.
When used appropriately the survey can be a significant part of a comprehensive needs
assessment.

3.4.4 Basic group processes

Besides the survey and other methods outlined earlier, group processes are regarded as
the most widely used methods for gathering opinions and information for needs
assessment. Galbraith (1990:247) says that this method can take different forms, but the
salient feature is the opportunity for face-to-face interaction among those who have
pertinent knowledge or are stakeholders in the needs assessment process.

According to Witkin and Altschuld (1995:153) group processes are important to conduct
needs assessment because the processes demonstrate the willingness and interest of the
needs assessors to understand and take into consideration the views of stakeholders. This means that people who participate have the opportunity to present and exchange views in a more fluid and livelier fashion than is possible with written questionnaires, for example. It is, however, recommended that the method be used in conjunction with other methods.

Witkin and Altschuld (1995:154) give four purposes of group processes in needs assessment as:

- to determine areas of great concern to the community;
- to identify frames of reference and perspectives held about the needs;
- to identify potential priorities of the community; and
- to determine possible solutions and courses of action that might be acceptable to stakeholders.

There are three group processes which are frequently used in needs assessment; those are the community forum, the nominal group technique and the focus group interview. Each of these processes will be discussed below.

# The community forum

In an educational needs assessment context, the community forum is used to gather stakeholders’ concerns or perceptions of needs areas, opinions about quality or delivery of services, information on causes of present needs and exploration of community values (Witkin and Altschuld, 1995:161). This may simply be referred to as a public hearing or a community speak-up. Witkin and Altschuld (1995:161) argue that such a forum is most effective with a group of about fifty, but the size may be considerably larger in the case where a general invitation is issued.
Gilmore, Campbell and Becker (1989:75) argue that the advantage of a community forum is that it is relatively straightforward to conduct, in the sense that people are invited to come to a community facility to express their views on an issue one at a time. It also offers the opportunity to hear the views of all the segments of the community. However, researchers should be keen on the fact that participants in the community forum may be those representing special interests which can skew the planning process.

# The nominal group technique

A nominal group technique is a small group technique with generally six to ten people participating. Moore, as quoted by Witkin and Altschuld (1995:167), describes the nominal group technique as a method for structuring small group meetings that actually allow individual judgements to be effectively pooled out and used in situations in which uncertainty or disagreements exist. Nominal groups can be a suitable needs assessment method for adult education practitioners who have access to a number of individuals who are well informed about the issue to be examined.

Korhonen, as quoted by Galbraith (1990:248), says that the strength of this technique is derived from the power of individuals to generate, explore and communicate ideas. The sampling procedure for this technique differs from that of the community forum because one can convene a large group of people and divide them into small groups. Instead of issuing a general invitation, participants are selected from constituencies. Witkin and Altschuld (1995:168) say that these participants may either be chosen randomly or limited to key contracts or opinion leaders. It is, however, important to avoid forming a group containing people from the same organisation.

People who participate in a nominal group are asked to respond to a specific question by writing down their answers. These participants are then requested “one by one to share their written responses, and group members vote to rank or rate all the
responses” (Queeney, 1995:129). This voting process generates data with a quantitative component. In the case where several nominal groups are used, all the responses from the groups will be integrated into a final statement of needs, and this can be accomplished through another round of voting or by statistically combining the information from all the groups. The nominal group technique, therefore, avoids domination by one or two participants in the sense that all participants have an equal opportunity for input, and everybody's ideas receive equal consideration.

Korhonen, as quoted by Galbraith (1990:256), says that the nominal group technique encourages respondents to frame their own responses. It has an element of individual output. At the same time, it helps in sustaining individual autonomy during group pressure. This means that once a person is committed to a point of view there will be less influence from the group. The purpose of this type of technique is to produce and prioritise a large number of ideas regarding a topic and not to change the input made by an individual. However, involving (potential) adult learners when using this technique may be problematic because they may not be able to write down their responses, unless it is arranged in such a way that there are people to assist in this regard.

It is imperative that the questions framed for the nominal group technique be clear and applicable to the problem being addressed; hence, Queeney (1995:130) argues that a nominal group technique requires an early definition of the question to be posed, and that usually only one broad question can be asked. The question should be clearly formulated and simply presented to ensure maximum understanding and also that it can elicit a range of responses.


# Focus group interview

It is also possible within the basic group processes to conduct a focus group interview. According to Dean, as quoted by wholey, Hatry and Newcomer (1994:339), a focus group interview is a small-group discussion designed to obtain in-depth qualitative information. Dean further contends that focus group interviews are useful when conducting exploratory research and are flexible. This is because respondents can make deliberations, ask questions and respond to comments made by other respondents. Mikkelson (1995:84) argues that focus group interviews have been developed to optimise the gathering of knowledge, attitudes and practices of different groups.

When using focus groups, generally interviews begin with a series of structured or simple fact questions which should enable the informant to be at ease. It is important, of course, for the interviewer to explain the purpose of the interview and how the results are going to be used, and ensure the respondents of confidentiality.

Focus groups interview is a form of qualitative research. This technique typically involves small, non-randomly selected samples. It is, therefore, not the appropriate technique for making inferences about a larger population; rather it offers a way to explore a topic in depth with a small group of participants drawn from an evenly often defined target population. On the same note, Queeney (1995:124) argues that the qualitative nature of the data collected and the fact that the results cannot always be generalised with confidence constitute some of the weaknesses of focus groups. Other weaknesses of a focus group, as described by Rubin and Rubin (1995:140), are that some people may be afraid to speak and are willing to let others talk or they may step all over each other. These therefore, suggest that the researcher should be watchful on such and try to shift the focus away from those who are talkative.
3.5 CONCLUSION

In this chapter methods for conducting needs assessment have been outlined, as well as different techniques involved in the process.

Needs assessment methods which range from highly informal to highly formal and in-depth analysis techniques have been described. However, it is important for needs assessors to consider also the context within which they are going to apply the methods. By combining data collected through informal findings with that collected through highly formal needs assessment process, a feasible design of programmes can be accomplished.
CHAPTER 4

IMPLEMENTING THE HERMENEUTIC-DIALECTIC METHODOLOGY
FOR ABET NEEDS ASSESSMENT

4.1 INTRODUCTION

The previous two chapters focused on the needs of (potential) adult learners and their motivation to participate in adult education programmes. Emphasis was also made of the importance of needs assessment and the instruments which are used in conducting the assessment.

This chapter outlines and describes the hermeneutic-dialectic methodology as one of the methodologies which can be used to conduct needs assessment in adult basic education and training.

A brief description of the constructivist research perspective as put forth by Guba and Lincoln (1989:79) and its methodology, the hermeneutic-dialectic methodology, will be carried out in this chapter. This, will be followed by a detailed description of the implementation process of the hermeneutic-dialectic methodology.

4.2 CONSTRUCTIVIST RESEARCH PERSPECTIVE (PARADIGM)

A paradigm is a basic set of beliefs (Guba and Lincoln, 1989:80). It provides a fundamental position which one may be willing to take. The interpretive paradigm, which is also referred to as the constructivist paradigm, is one which asserts that there exist multiple socially constructed realities. According to Guba and Lincoln (1989:86), these realities are constructed by people, and are often shared under the influence of a variety of social and cultural factors. Reality comes as a result of what people see, feel
and hear and is, therefore, not governed by natural laws. This means that reality is relative.

Guba and Lincoln (1989:86) further explain that constructions are devised by individuals as they attempt to make sense of their experiences, which are interactive in nature. Constructions come about through the interaction of the individual with information, contexts, settings, and other individuals, by using a process that is rooted in previous experiences and values.

It should be noted that according to this paradigm, truth is viewed as the most informed and sophisticated construction on which there is consensus among the individuals most competent to form such constructions (Guba & Lincoln, 1989:86). Guba and Lincoln further indicate that constructions that meet the "most informed and sophisticated" criterion can exist side by side. Mention should be made of the fact that constructions are never perfect and are therefore open to alterations and challenges, hence Guba and Lincoln (1989:87) argue that the development of more informed and sophisticated constructions should not be regarded as "truer" constructions, but as more informed and sophisticated.

The constructivist paradigm also stresses that it is impossible to separate the researcher and the respondents. This is because when the two interact, information is created from what emerges during the interaction. It is also important to mention that research and the conclusions that are reached are subjective and value-bound. Guba and Lincoln (1989:88) argue that the values of individuals involved also exert influence, mainly because inquiries always take place in value contexts. This means that the context within which all the people involved operate should be taken into consideration as it has an effect on the concerns of those particular people.

The following section will outline the hermeneutic-dialectic methodology which was
used in order to reach whatever constructions.

4.3 THE HERMENEUTIC-DIALECTIC METHODOLOGY

As indicated in the preceding section, the research process followed within the interpretive paradigm is hermeneutic-dialectal. It is hermeneutic in the sense that it basically allows development of improved constructions. The hermeneutic methodology is also referred to as the dialectic methodology because it involves the juxtaposition of conflicting ideas, forcing reconsideration of previous positions.

Guba and Lincoln (1989:174) argue that one of the requirements for the hermeneutic-dialectic methodology is that the study should be carried out in a natural setting. This implies that if a study is carried out in an artificial setting or environment, like, for example, a laboratory, the findings are likely to be questionable. For this reason, it is important that this study be conducted in the same context that the researcher seeks to understand because realities would be assumed and are dependent on the time and context of the people who construct them. According to Guba and Lincoln (1989:175), contexts give life to, and are given life by, the constructions that are held by the people in them.

The hermeneutic-dialectic methodology further requires that a researcher enters into the situation with an open agenda or questions; hence, Guba and Lincoln (1989:175) contend that it is not possible to pursue someone else’s emic constructions with a set of predetermined questions which are solely based on the researcher’s etic constructions. However, it should be indicated that it is not possible to enter a situation with a blank mind. For this Guba and Lincoln (1989:177) say that a researcher may incorporate and use tacit knowledge which should be brought to bear. This tacit knowledge and understanding of a situation is, precisely, the one that helps the researcher in the beginning of the research process.
When the aim is to elicit participants' emic constructions, a highly adaptable instrument is needed. The human being, however imperfect, is nevertheless virtually infinitely adaptable (Guba and Lincoln, 1989). The human instrument is thus regarded as the most appropriate instrument in the sense that it is possible to interact with people in the process, hence ensuring adaptability. It is asserted that humans are able to collect information best because of their direct use of senses, talking to people, observing their activities, etc. It is for this reason that qualitative methods are preferred as against quantitative ones.

The following section will concentrate on the hermeneutic cycle which will attempt to set out the methodology.

4.3.1 The hermeneutic cycle

The research process that was used in this study was hermeneutic-dialectic. This process is composed of four continuously interacting elements which cycle and recycle until consensus (or nonconsensus) emerges (Guba and Lincoln, 1989:177).

The first component is sampling, which will be briefly discussed in the next section. After the selection of the sample, there follows the continuous process of data collection, the interview process. At this stage, only broad-ranging questions should be asked from the people concerned so as to allow them to offer testimony in its own terms. This means that the question should be wide or rather, open. Guba and Lincoln (1989:179) say that it is like saying “Tell me the questions I ought to be asking and then answer them for me”. Responses that emanate from the general questions are analysed immediately so as to become part of the agenda of all the subsequent interviews. It is important that as the interviews proceed, the researcher refers back to what latter respondents said, thus building on constructions.
Data analysis is the next phase of the hermeneutic-dialectic cycle. According to Guba and Lincoln (1989: 179) as data collection proceeds, analysis should proceed at the same pace, generating more themes to guide subsequent data collection. This enhances comments and critique on the constructions that were already developed, hence moving towards joint constructions about which consensus can begin to form.

The final phase in the hermeneutic-dialectic cycle is that of the emergent design. Having selected a sample, recorded data and devised each element of the joint construction, the design may start focusing. This is when the cycling and recycling occurs until there is consensus. If there exists multiple realities, the possibility is that there may be a number of constructions, but, according to Guba and Lincoln (1989;180), there is hope for the development of one or more constructions, each of which will be internally consistent, with which respondents may form allegiances.

Below is a discussion of the method of data analysis which was used in the study.

4.4 METHOD OF DATA ANALYSIS

Data analysis involves organising what one has seen, heard and read so that one can make sense out of it. Glesne and Peshkin (1992:127) say that working with data makes one to “create explanations, pose hypotheses, develop theories and link one’s story to other stories”. In order for one to do that, data should be categorised, synthesised and interpreted.

In this study the constant comparative method of analysing data was applied. According to Maykut and Morehouse (1994:137) this method combines inductive category coding with a simultaneous comparison of all units of meaning obtained.
With the constant comparative method units of meaning or responses are grouped into categories. For instance, if the responses are similar, then they belong to one category, and if there is a different idea then a new category should be created. Maykut and Morehose (1994:140) argue that data analysis has to start with general ideas that one forms in the discovery phase. Each idea forms an initial category and the units of meaning (responses) that fit into that particular category should be put in there.

For example, if the data indicates that a lot of the adults that have been interviewed have fears of feeling stupid, therefore ‘Feeling Stupid’ will be a category. Then one will put all the responses that fit into this category, such as ‘people will laugh at me when I make a mistake’, or ‘if I go to classes people will know that I cannot read or write’, etc.

Then what follow are ‘rules of inclusions’. This means that one has to think of the information in the categories; that is, what it actually mean, and why some responses fit into particular categories while others do not. According to Maykut and Morehose (1994:141), the ‘rule of inclusion’ of a category results in a statement that reflects the essential meaning of the answers in that specific category. This is a way of summarising one’s data and moving towards one’s research outcomes.

It is better, after the preceding phase, to find out whether there are connections between categories. For instance, one may find that one category arose as a result of the other, and so on. However, there may be some categories which stand alone but at the same time describing sufficiently some aspects of the phenomenon under study.

The process of implementing the hermeneutic-dialectic methodology will be described in the next section.
4.5 THE PROCESS OF IMPLEMENTING THE HERMENEUTIC-DIALECTIC METHODOLOGY

The constructivist research perspective along with its methodology has been described in the preceding section. Following will be a description on the actual process of implementation of the hermeneutic methodology for needs assessment purposes.

4.5.1 Sampling

A sample is a subset of a population to be studied, and this study used the "purposive sampling" and the maximum variation sampling methods. The former means that a sample was selected to serve a different purpose. According to Guba and Lincoln (1989: 178), there are different types of sampling and, when implementing a hermeneutic-dialectic methodology, one opts for the maximum variation sampling.

Maximum variation sampling was chosen because it provides the broadest scope of information. When using this type of sampling, it is required that the sample be selected serially, which means that it is not possible to select, in advance, respondents until data has been collected from preceding respondents. Guba and Lincoln (1989: 178) further argue that the sample should be selected contingently. This means that succeeding respondents should be as different as possible from the preceding ones.

Respondents or participants in this research were selected from Region 5, the Eastern region of the Northern Province (see attached map, Addendum A), on the basis of their knowledge and involvement in adult education issues, and also on the basis of the familiarity of the researcher with some of the gatekeepers in ABET in the region. The first three participants were selected as gatekeepers in the region in the Bolobedu and Retavi areas in particular. These were the Regional coordinator, and two Area coordinators (stakeholder group 1). The sample was as such selected purposefully in
the sense that it appeared to be the appropriate sample which would be able to provide information on the needs of adult learners in the Region (also known in this case as "judgement sampling"). It should be mentioned that it was through consultation with the preceding participants within stakeholder group 1 that the next participants were selected.

The second group (stakeholder group 2) of participants comprised the adult education practitioners from four different centres in the Bolobedu and Retavi areas, followed by the learners themselves (stakeholder group 3). One practitioner and two learners were interviewed from each centre.

4.5.2 Data collection

Data was collected from respondents at their respective work-places and ABET centres. This was done to ensure that respondents were relaxed and felt at home; also taking into consideration the fact that the research should be conducted within the context which the respondents find themselves. In this study, for instance, respondents were visited at their centres in region 5 so that one could have a feel of the setting, situation, values and belief systems, circumstances, etc. of the people involved.

It is the nature of the problem which was under investigation that necessitated the use of a human instrument. According to Guba and Lincoln (1989:175), the use of a human instrument necessitates the employment of qualitative data collection methods and that it (human instrument) is highly adaptable. For instance, there were times when people could not comprehend clearly what the question was all about, and because of my presence I was able to detect the problem and clarify where possible. An open interview was used to collect data in this study. This was used so as to allow more informed and sophisticated constructions to be elicited as the open interviews made it possible for me to make references to preceding statements uttered by first interviewees. Further it was
possible to make observations and link them to what the respondents said during the interviews.

An overall/general question on the needs of adult learners in the Bolobedu and Retavi areas was asked to all the research participants. The open question for the interviews was formulated as follows:

*What do you perceive to be the needs of the adult learners in Region 5?*

Proceedings of all the interviews were tape recorded and later the verbal reactions were transcribed for data analysis (see Addendum B (stakeholder group 1), Addendum C (stakeholder group 2), & Addendum D (stakeholder group 3)).

A description of how the interviews were conducted follows:

The first interview, from stakeholder group 1, was conducted with the ABET coordinator of region five. The question about the needs of adult learners in the region was asked. This question is broad and, therefore, allowed the participant to speak freely and to flow in his perception of what the needs of the adults in the areas were. There were instances where clarity seeking and follow-up questions were asked in order to get to the gist of the needs as such.

The interview was transcribed and thereafter a preliminary analysis was done. This analysis was meant to determine salient themes which would be used in the succeeding interview with the area coordinator.
Key themes that emerged from this interview were:

Needs identification is a precursor to programme development.

Adult learners need to have literacy and numeracy skills.

Adult learners need to acquire income-generation skills to supplement their income.

Programmes which are based on the needs of adult learners tend to motivate them to attend such programmes.

The main participants in adult education programmes are women.

Resources should be made available to enhance effectivity and efficiency of adult education programmes.

These served as tools which would help in probing further in the second interview.

The second interview was held with the Area Coordinator of Bolobedu. The same open question about the needs of adult learners was asked and almost all the salient themes that were identified from the first interview served as a basis for probing further in the interview; however, it appeared during the interview that they (themes) unfolded as the respondent continued talking. It was only in a few instances that I had to reiterate and seek clarity, and perhaps seek confirmation on some information which was given in the preceding interview.

This interview was also transcribed and analysed to check if there were no new themes arising. This meant therefore that all the themes which were sought from the first and the
second interviews would be used in the third one.

The same procedure as outlined above was applied in the third interview with the other coordinator from Retavi area within the same region. The open question on the needs of adult learners was asked. The themes which emerged from the preceding interviews were introduced to come closer to more concrete constructions.

It appeared in all these interviews that the participants spoke with the same voice, in the sense that most of the themes which were derived from the first interview recurred in the rest of the interviews. The open question allowed the respondents to offer up testimony in its own terms.

4.5.3 Analysis of data

As suggested in the previous section, the process of data analysis commenced immediately after the first interview; however after all the interviews had been conducted, final analysis of data was done through using the constant comparative method of data analysis as put forth by Maykut and Morehose (1994:134).

Transcripts were read thoroughly in order to derive similar units of meaning. The units were then identified and selected from all the transcripts of, for example, stakeholder group 1, grouped and placed together. This was done in order for me to provide reasonable constructions of the data that were collected. From the units of meaning an idea which seemed to be standing out was selected. For instance the first provisional category from the stakeholder group 1 was consequences of illiteracy. A number of other categories were identified some of which were discarded at a later stage, while others were integrated.
Careful attention was paid to the units of meaning that were derived earlier. Similar units were then placed under a respective, relevant category names. The names of the categories were also refined. Rules of inclusion were written thereafter in order to convey the meaning of information gathered together under a category name. They were actually written to explain, briefly what was contained in the categories. Below is a presentation of the final categories, followed by the rules of inclusion and then some excerpts from the interviews.

The process outlined applied above and also applied for stakeholder groups 2 and 3.

4.5.3.1 Data presentation

This section provides a brief description of the themes together with the precepts from the stakeholder groups.

STAKEHOLDER GROUP 1:

The acronyms used in this section stand for the following:

A/C-1 = Area coordinator 1
A/C-2 = Area coordinator 2
R/C = Regional coordinator

1. ILLITERACY HAS NEGATIVE CONSEQUENCES ON THE LIVES OF ADULTS

It is as a result of not being able to read and write that adults experience personal and work-related problems. All these unpleasant experiences make adults keen to attend adult education programmes.

A/C 2 “... the first problem is to get money from the post...”
"The prices in the shops. Some say they are tired of asking, "how is it, how much is this article?"

"What I have heard now is about this coming elections. They say they are sick and tired of calling people to come and help them to choose the Party they want."

"One lady said that she wants to know how to control her child's work".

2. NEEDS ARE IDENTIFIED PRIOR TO INTRODUCTION OF PROGRAMMES

It is important before providing adult education programmes to identify the needs of adult learners. The gate-keepers emphasised that learners should be given the chance to express those needs. However, the coordinators themselves work on prioritising those needs because it is not possible as of now for all the ABET centres to provide for all people with different needs.

R/C "You see we let them put all their needs and we prioritise them."

"We...sort of do needs analysis but not in an intensive way."

"You ask them what they want... then you start prioritising them, together with the learners."

A/C-1 "... each circuit has identified its own needs; that is the reason I say needs will vary from one place to the other."

"... which of course means each circuit will have to go back to the learners as well as the tutors to identify the needs..."
"... I gave them a month to go and identify the needs with their communities..."

"I think it's better not to interfere. Let them (learners) identify..."

A/C-2 "I talked to the learners. Eh... we don't decide for them."

3. ADULTS NEED INCOME-GENERATING SKILLS

Most rural areas are characterised by poverty and lack of proper houses and unemployment; the main skill that people need is to receive training in order to improve their situation by participating in programmes which will help them to generate and supplement their own income.

R/C "People would like to be able to do some skill... income generating skill, that is the first one."

"They need also, which I think is the most need... to be taught survival skills."

".... but to them for now that is not very important due to the economic eh... down slip..."

".... checking them in firstly to level one, that is not what they want, they want money today... at the end of the day."

"The first one is not reading and writing per se, because of poverty."

A/C-1 "To make ABET an in-thing, why can't we supplement it with money-generating projects."

A/C-2 "Eh... the main thing is skill training, so that they can be able to generate income..."
“Skills training is necessary to these people in class, and if they would be able to generate their own income.”

4. ADULTS NEED BASIC LITERACY AND NUMERACY SKILLS

Most people, especially adults, in the rural areas lack the basic skills of reading and writing; however, it is not presented as the main skill that learners would like to achieve.

R/C “The second one is of course reading and writing. It is not the very first one... if a person can read and write then what next?”

“A/1 C-1 “Firstly, they need the basic skill of reading and writing.”

A/C-2 “Including eh... reading and writing.”

5. INTEGRATION OF SKILLS

The stakeholder group realised that the main need in adult learning is to generate income, so they try at all costs to incorporate basic literacy and numeracy with other training skills.

R/C “When we teach them how to read and write, it must be paired in such a way that it touches whatever they want to do with their hands.”

A/C-1 “Well, they can go on studying and at the same time getting something to supplement whatever their husbands are sending...”

“A/1 C-2 “Well, there is a need for social skills and there is a need for self-help skills.”

A/C-2 “We want to incorporate the skill training while we are busy teaching them how to read and write.”
6. provision, relevancy and sustainability of programmes

There are a number of endeavours to try and cater for the needs of adult learners. Adult education practitioners, together with other providers, ensure that projects which are already running are sustainable by teaching relevant content which is related to the daily needs of the learners. At the same time they try to introduce a number of income-generating projects which will draw learners to the centres. A sample of the respondents’ views testifies to this:

R/C "We have set out several projects ... in order to help them get some little money..."

"... we do refer them to other institutions..."

A/C-2 "The content is very relevant to everyday life."

R/C "We have zoned the area... unit one may be doing soap-making... then the next one may be concentrating on baking. For those ones to get a market."

"If we realise that needs clashes... we talk to them and request them not to duplicate projects."

"We never reached a stage where they say they do not have a market".
"Groups are baking directly for schools... so in that case they will sustain."

A/C-1 "... before you come with a project you must see as to whether there is a market..."
“You see penicillin, to avoid penicillin... every time you go to the doctor, penicillin... if they can produce one stuff then there will be no market...”

“...why can’t we go outside, ...castle is here, it’s hundred of years and all these other companies... and they are mushrooming.”

7. WOMEN ARE THE MAIN PARTICIPANTS IN ABET

Responses indicate that women are the main participants in adult education programmes as compared to men. This does not imply that the programmes are specifically meant for women; however the situation is like that. This is mainly because men might feel inferior when participating in adult education programmes, and also that women are left behind by their husbands to take care of the families.

R/C “Men... they are in the minority in terms of attending ABET classes. Not that they are more educated... but culturally they fear to go down, sit on the desk and compete with women.”

“A/C “90% of the people in projects are women. Maybe it is simply because men have migrated to Johannesburg.”

A/C-1 “... most of our learners are women... but still most of the learners if not all, in some centres are ladies.”

8. LEARNER MOTIVATION FOR PARTICIPATION

Adults are dedicated and feel motivated to learn, only if the programmes offered are in tandem with their needs, and vice-versa. Respondents believe that irrelevant programmes will lead to adults getting demotivated.
R/C “The adult learners get motivated when they do something outside reading and writing.”

A/C-1 “For the people to be motivated I think they need to come up with the programme.”

A/C-2 “.... because of seasonal employment, then the number drops.”

“.... but teaching how to read and write is somehow a luxury because it does not help them to get income...”

9. ATTITUDES OF PEOPLE AND PROBLEMS ENCOUNTERED DUE TO LACK OF RESOURCES

There are a number of problems which tutors meet in their centres which emanate as a result of attitudes of other people and lack of resources. There is little, or no funding for the ABET programmes/projects. It is difficult to cater for the needs of adult learners mainly because there are no sufficient funds to support existing programmes and to establish new ones.

R/C “Men cannot allow their women to attend classes. They fear that if this lady is educated, and they are not ... that woman will start going out with the group that can read and write.”

A/C-1 “.... they did not want to attend in the afternoon with ladies.”

A/C-2 “Eh... the problem... one is the resource, two is the people who can teach them the skills.”

R/C “No budget in terms of teachers who facilitate skills training.”
"... Agricultural field sponsored by Belgium."

"Donors do not give us money to pay the tutors."

A/C-1 "... these people, the money-generating skills teachers are not supposed to claim".

A/C-2 "Eh... what I can say is just if the department can help us to ... with enough money, ... if the department can budget for this section (ABET)."

"We have not started with the projects because of lack of funds."

10. COLLABORATION WITH OTHER STRUCTURES FOR ABET PROVISION

Provision for the needs of adult learners is at present the responsibility of the ABET section only. Practitioners believe that adult education should not be a one-person show because it involves a lot of other related aspects which should be taught to adult learners. As such different structures should work together to fight the problem of illiteracy.

A/C-1 "We tried to consult the Social workers and the Nurses, ... but unfortunately we are still waiting."

A/C-2 "There is the Department of Agriculture, they started with the community gardens."

"And now there is the Department of Works. Eh... they gave us a list of their learners. We must teach them how to read and write."
There are a number of issues which are perhaps outside the research question, but related, to which respondents made recommendations.

A/C-1 "Universities ... should try to train tutors in income-generating areas."

A/C-2 "The government should supply teachers who can teach skills to the adult learners."

The information which is categorised above is presented in a table below. This is meant to show how many respondents agree on certain issues, or rather which issues appear to be common to all the respondents.

The table below indicates all the responses in the form of key categories of stakeholder group 1.

Table 4.1: Stakeholder group 1 grid.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PARTICIPANT 1</th>
<th>PARTICIPANT 2</th>
<th>PARTICIPANT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R/C</td>
<td>A/C-1</td>
<td>A/C-2</td>
</tr>
<tr>
<td>CONSEQUENCES OF ILLITERACY</td>
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<tr>
<td>NEEDS IDENTIFICATION</td>
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<tr>
<td>INCOME-GENERATION SKILLS</td>
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<td>BASIC LITERACY SKILLS</td>
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<td>PROVISION AND SUSTAINABILITY</td>
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<tr>
<td>MAIN PARTICIPANTS</td>
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<td>LEARNER MOTIVATION</td>
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<tr>
<td>ATTITUDES AND PROBLEMS ENCOUNTERED</td>
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<tr>
<td>FUNDING FOR PROJECTS</td>
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<tr>
<td>COLLABORATION</td>
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</tbody>
</table>
STAKEHOLDER GROUP 2

This group constituted four adult education practitioners (AEP’s). They were selected from four different centres; two centres from one area and two from the other area.

The same procedure/process of data collection and data analysis as outlined above for the interviews conducted with the first group of stakeholders was followed with the rest of the other stakeholder groups

From their responses the following categories were evident:

1. **LEARNERS NEED BASIC LITERACY AND NUMERACY SKILLS**
   
   Adult education practitioners regard the needs of adult learners as being able to know how to read and write. They need reading and writing skills so that they can be able to communicate with other people. Some indicated that this may appear to be the main need.

   AEP/1 “The needs? They want to learn how to read and write their names. That is the most important thing.”

   “Another thing is that they cannot communicate with others, mostly in English.”

   AEP/2 “The most important thing that our people are looking for is education... where you find that most of our people have different problems when they want to do certain things in town or when they want to express themselves.”

One tutor also indicated that there is a dire need for the people to learn how to read and write. One of them mentioned the fact that it is through literacy that perhaps doors may be opened to all the people who have suffered social exclusion in the past, especially women. According to the women, the need for reading and writing is one which is more
2. **INCOME-GENERATION SKILLS**

As with the main gatekeepers, tutors also believe that adult learners are looking for other skills than reading and writing to help generate income for their families. This they say is because rural areas are characterised by poverty and unemployment or even low income for others.

*AEP/1* "They just say that maybe it can happen that they get some jobs."

"... here they have the scheme where they sell cabbages, tomatoes and the like. So they themselves are trying to do something to get money."

*AEP/2* "... you find we train communities in sewing, knitting, and brick-making, so that people can be able to have those skills and do their own things where they can maybe generate income for their families."

"These things go hand in hand. While people are learning how to read and write, they should also take that skill and apply it when they want to engage themselves in things like income-generating projects."

After the interview with the foregoing practitioner, as we were walking out, he indicated that these days, with such a high rate of unemployment and poverty and low economy, there was no way one could keep people in the classroom, especially adults, without coupling what they learn with self-help skills: Skills which will enable them to keep their families going.

One of the practitioners (the third), was mainly involved with teaching women how to sew. The reason given for doing only that was that she realised that most of the women
were illiterate and could not, therefore, find themselves good jobs. So teaching them a sewing skill would help them sell the products to get some money, and even sew for their families.

The other practitioner indicated that he had realised that even though the adult learners wanted to know how to read and write they would still ask about how they would go about getting themselves jobs; sometimes they would ask if this literacy would ultimately help them to be employed. So to cater for them, they try to create a number of projects in which the adults will be able to learn about certain skills and perhaps be able to utilise those in a fruitful manner.

3. **MOTIVATION FOR PARTICIPATION**
   From the responses given by all the participants, it is clear that adults are motivated to learn. However, they realised also that teaching them how to read and write only would not quench their thirst as such and may lead to a high dropout rate. Practitioners are therefore trying by all means to provide services which will be of use to the learners even outside the learning environment.

4. **WOMEN ARE THE MAIN PARTICIPANTS IN ABET**
Adult education in the Northern Province and everywhere in the country is meant for everybody who has not attended school in his/her early days, or who dropped out of school. However, it appears from the findings that most participants are women even though the programmes are not specifically meant for them.

AEP/1 “I have got women. Many of them are participating.”

“I think the problem with men is that they just see many women and they are shy to be together. I only have two men in my class.”
"I think most of our learners are women. Even though our organisation is gender sensitive, we also feel that men are supposed to be involved but it is very few men that are involved in our programmes."

"The reason is that in most rural villages men have migrated to urban areas to look for work. Well, when we interview some of the learners they will tell us that it is the issue of culture. Most men, especially adults, do not feel comfortable when they are sitting around women, learning and discussing other things."

One of the practitioners mentioned that men do not want to expose themselves that they are illiterate. The sewing tutor indicated that although she does not work with men in her sewing class she has observed from the literacy classes that there are less men than women.

5. LACK OF RESOURCES

The issue of resources seems to be one of the most important factors for the tutors to cater for the needs of adult learners. It is very important for all providers of ABET programmes to have sufficient funds and tutors to function effectively. Almost all the respondents indicated how strenuous and demotivating it is to work under financial constraints, which also impact on the learners themselves.

"Coming to the learning situation, there is a problem of finance. It is not simple for me to get some facilities."

"So, if it can be possible for the government to provide those, I think the learning would be smooth, learners could be able to cope."
AEPI/2: “The issue of human resources is not much of a problem because there are a lot of people who are unemployed right now; with different skills that we can draw into the organisation and continue with our work. The problem is where will we get money to pay these people and to finance our projects?”

According to one other practitioners some of them work voluntarily, which does not present them with much motivation but that they are doing it for the communities. Some of them were retrenched as a result of the organisation being unable to pay them. This does not work well for the learners because then they are left without tutors and have to stop the lessons, and so on.

In one of the centres the tutor let me come in and observe what was taking place in there. The idea was to let me see the conditions under which they work. There was only one sewing machine for a group of more than fifteen learners. This shows that there is really a need for sufficient resources, otherwise learners as well as their tutors will be demotivated.

The categories as presented above is be shown in a table below indicating how much agreement exists among the respondents.

Table 4.2: Stakeholder group 2 grid.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AEP/1</th>
<th>AEP/2</th>
<th>AEP/3</th>
<th>AEP/4</th>
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<tbody>
<tr>
<td>BASIC LITERACY &amp; NUMERACY</td>
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<td>INCOME GENERATION</td>
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STAKE-HOLDER GROUP 3

Eight learners were interviewed, that is two learners from each centre. The important thing to note is that all the learners interviewed were women, mainly because they were the ones present and mostly willing to talk to me. There was in one centre two men, but because of language barriers they could not be interviewed. These learners were asked about what their needs were and what problems they encountered as a result of being unable to read and write and count. All the respondents were interviewed in the Northern Sotho language and their responses will be written in that language and translated into English. The translation will be put in brackets alongside their original statements.

All the learners indicated that their needs were reading and writing and counting and being able to get a job. Some indicated that as women they needed to get together with other women and share their problems. It should be noted that under the category of being able to read and write, there are a number of domains that the learners need to satisfy with the skill. They need the skills for their private use, for example the first thing is being able to write their names, then to read and write letters from and to their relatives and to make telephone calls, to use postal services, to append signatures and fill in forms in the banks, to read prices in the shops, etc. They also need the reading and writing skills for employment. Some are employed and cannot handle, for example, the correspondence at work, or even take messages from a telephone.

The acronym used for this stakeholder group is LE which stands for learner.

1. BASIC LITERACY, NUMERACY AND SKILLS NEEDED FOR GENERATING INCOME

Most adult learners feel that they were not given a chance to go to school when they were still young, and therefore are attending ABET programmes to improve on their situation. Their needs include being able to just read and
write their names, to append signatures, to communicate with others, to be able to read and understand issues around them, get employment or be able to generate own income, to be able to read prices in shops, etc. Their responses concerning their needs will be noted in the following statements:

**LE/1**

"Ke tšisitse ke go ba ke ne pelaelo le cheque ya ka ya pay." (I came to the centre because I had problems with my pay cheque.)

"Nna monye ke saene leina la ka." (I should be able to make a signature on my own.)

"Ke dio tseba go bala Beibele, ke otlwe letala gore le re ke ene." (I just want to know how to read the Bible and understand what it says.)

**LE/2**

"Ntone re no banna ba berekela kgole. Ga ke kgone go apa le yena ditaba gore ka mo gae go no' mathata." (We have husbands working far, and we cannot communicate with them when there are problems.)

"Ke fostela go yo ithuta gore nkhe tle ka re ge ke nyaka go apa le monna wa ka ditaba ka re ngwana a ngwalele. Ke lesapa." (I force myself to go to adult classes so that when I want to talk to my husband I should be able to do so without asking my child to do it on my behalf. It is a disgrace.)

"Re a sokola ge re khe tsena shopong ka go botsisa. Batho ba re tseela ditshelete ka baka la bo botsisa." (We struggle in shops by asking people how much things cost and we get crooked in the process.)

"Go na ntong ke rekile motshene wa go roka. Motho ge a ka tla mo ga ke kgone go mo theipa." (I bought a sewing machine but if a person comes I cannot take his/her measurements.)

"Ge re khe fihla diposong re nyaka go tsea ditshelete, ba a re patedisa, ba nyaka..."
When we get to the Post Offices to collect our money they want us to give them R10.00.

Okay, nna I’m a graduate. Ke na le B.A. degree. So, ke dutse three years, and then this year ka bona gore o ka re diposo di ka se be available, it is better to do something.” (I’m a B.A. graduate. I stayed for three years without a job and realising that even this year there won’t teaching posts available, I thought it would be better to do something.)

“Up till now I have no money...”

“I have a degree and o a bona ga ke na mmereko. So ke tla re it is better ke berekise matsogo a ka ke roke.” (I have a degree and not employed yet. So I thought it is better to use my hands and do sewing.)

“Ge re le mo, sometimes le mentally re a relaxa.” (When we are here we sometimes relax mentally.)

If we can be self-employed and use our hands, we can be able to maintain our families.

My intention is to maintain my family.

We had problems because when you are employed they want you to write your name and not make a cross.
“And ge o fihlile kua pankeng ba nyaka go re o saene o be o tlatse le dipampiri.”
(And when you are at the bank they want you to sign and fill in forms.)

"Bothata bja ka, ke be ke sa kgone go ngwala leina la ka. Ke tlo saena bjane ke sa kgone go ngwala leiana laka?.”
(My problem was that I could not write my name. How can I sign if I do not know how to write my name?)

"Ge ke fihlile posong ke be ke sa kgone selo. Ge ba re saena mo, ke be ke sa tsebe gore go saena ke eng.”
(When I get to the Post Office I could not do a thing. When they asked me to sign I did not know what they were talking about.)

"Nna ke ithuta go bala le go ngwala kagore ke be ke sa tsebe go ngwala”
(I am learning how to read and write because I could not.)

"Ga ntone le go thusega ka mo mosomong ke thusitswe ke Ithuseng. Ke kgona le go kokotletsa tshelete ya go patelela bana sekolo-fisi”
(Now I even got a job from Ithuseng - the organisation where they learn how to read and write - and am able to pay for my children’s school fees.)

"Ge ke fihla toropong go reka, ge topa selo ke thoma ka botsisa motha gore ke bokae.”
(When I get to town to buy, I have to ask someone how much the items cost.)

2. MOTIVATION FOR PARTICIPATION
The other two stake-holder groups indicated that there is insufficient or no resources to enable them to cater for the needs of adult learners. From the responses of the learners themselves, one could see that some are aware of the shortage and how it impacts on their activities. However, they seem motivated and committed to what they want to achieve, irrespective of the
lack of resources.

Besides the stated problem, they are generally motivated to continue in adult education programmes and do show a zeal to keep on. It appears, from the responses and reactions, that the existing centres do offer relevant programmes which meet their needs, although there is a call for more projects.

The following are the excerpts from their statements:

**LE/1**  “Nkhe tlowe, ke, ke ya nayo pele.” (I will not leave the centre, I will continue.)

“Nna ke re le ge ke khekotle, ke belaela go dio tseba go ngwala leina la ka.”
(Even though I’m old, I want to learn how to write my name.)

**LE/2**  “Re a ba bitsa go re a re yeng ka mo sekolong...” (We call them to come to school.)

**LE/3**  “The problem is we have no equipments, but my performance is very good”.

“Ke ba motivated ka gore re a kgona go discussa all of us.” (I become motivated because we are able to discuss.)

**LE/4**  “Nna ke be ke naganne gore ge re roka... re ka ithuta le go apea, go dira dijuice le dipolish.” (I was thinking that as we continue with sewing, we could also do others like cooking, making juice and floor polish.)

**LE/5**  “Bjale ga na bjale ke be ke nyaka go kwela pele ka dithuto tsa batho ba bagolo.”
(Now I want to continue with adult education.)
“Ke gare ke dira boipiletso bja gore ka mo re a fahloga... re gare re a rutega.”
(I’m calling to others, that here we are busy learning.)

LE/6  “Re gare re a ya. Re gare re tswela pele.” (We are still continuing.)

“Nna ke a kgona bolena. Nna ke kgona go ngwala, a le bone?” (I am able to write, can’t you see?)

“Ke tlo kgona. Ke belaetle.” (I will make it because I have the zeal.)

“Le mo ke fihlile gae ke a botsa ke re hei, sekolo sa basadi se a re thusa.” (When I get back home I do tell them that women get help at the centre.)

The foregoing learner had all the work-books with her and as we were talking she was showing me what she has been writing. She seemed happy about it and more motivated to continue learning.

LE/7  “Ga se nke re no re a tloga. Re tla ya ka?” (We never think of leaving this place. Where will we go?)

It is significant to mention that the needs of adult learners are in most cases similar, but may differ according to age. One of the things that became evident through the interview processes was that old women need to learn how to read and write, whereas those who are younger would like to learn those plus other skills which will enable them to generate income.

An indication of the responses of all the stakeholder groups with main categories, is presented in table 4.3. This is meant to show the degree of consensus reached concerning the needs of adult learners in Region 5.
### Table 4.3: All stakeholder groups

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>STAKEHOLDER 1</th>
<th>STAKEHOLDER 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INCOME-GENERATION SKILLS</td>
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<tr>
<td>BASIC LITERACY &amp; NUMERACY SKILLS</td>
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<td>NEEDS IDENTIFICATION</td>
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<td>MAIN PARTICIPANTS</td>
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<td>MOTIVATION</td>
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Table 4.3 above indicates the consensus reached among the three stakeholder groups. The findings thereof will be presented below.

### 4.5.4 Important findings

(a) **Consequences of illiteracy:** It is evident in the responses of the three stakeholder groups that illiteracy is viewed as having negative consequences on the lives of adults. Their responses have made it clear that involvement in educational programmes by adults comes as a result of a number of obstacles and problems that adults encounter in their daily lives. It was evident during the interviews that adult education practitioners are also aware of the unpleasant life experiences that lead adults to ABET centres, hence it was stated in the literature review chapter that adults bring a package of experiences to learning which should be taken into consideration.

Some of the adults are robbed by their literate friends or neighbours and children when making bank transactions, buying in shops or collecting parcels from post offices. They also experience problems when they have to read letters from or write letters to their relatives who stay far from them, because then a friend or neighbour has to do it on their behalf which results in distorted and misleading
information which ruins their lives. They are actually deprived of privacy and secrecy on personal matters.

There are those that suffer from poverty and lack of employment. They also attend ABET programmes with the hope of getting employment thereafter, and being able to provide for their families. A lot of these negative factors or experiences stated as consequences of illiteracy may be viewed as discrepancies between the adult learner’s present and desired end or future state.

(b) The outcome of the interviews of all the stakeholder groups indicates a strong support for the introduction of income-generation programmes for the adult learners. Due to the state of affairs in the province in terms of poverty, unemployment, high rate of illiteracy and lack of proper houses, the respondents feel that it is important to incorporate other skills training with the main goal of reading and writing.

It is important to mention that some of the participants from stakeholder group 3 have passed their matric and are participating in ABET programmes just to get training in programmes that will enable them to generate income and be able to maintain their families.

(e) Although the stakeholder groups believe that income-generation skills are important, they also feel that basic reading and writing and numeracy are equally important. This, they say, is because for one to be able to get training in other skills, that person should be able to read and write. For instance if a person is doing sewing or cookery courses, that person should be able to take and make some measurements, should be able to read the instructions and so on. Hence some of the learners indicated that they participated in ABET in order to learn to read and write so that they can function in other spheres of their lives.
In their responses stakeholder groups 1 and 2 indicated that their original provision is basic literacy and numeracy, but as a result of the situation and circumstances that their learners find themselves in, they then try and bring other skills training in their programmes. It should be noted that their main and initial concern may be basic literacy and numeracy but due to the need of the people they serve, income-generation skills appear to be the most important.

With regard to the stakeholder group 3, which constitute learners, there is clear indication that the need for literacy skills depends solely on the age of the learner. Most of them indicated that they went to ABET centres because they wanted to maintain their families - be able to provide for their families. Most members of this group are middle aged women, some can read and write and others are still learning how to read and write. However, their ultimate goal is to acquire income-generation skills. The rest of the group which constitute the elderly people, would like to learn to read and write so that they can communicate with their relatives without involving other people, and be able to cash their cheques at the bank and be able to collect their parcels at the post office.

It is clear that the main need of adult learners is reading and writing which will enable them to function in other spheres or practices and thereby improve their life situations. In his study, Malale (1996:114) show that the needs of adult learners are job-related, health-related, education-related; they have need for personal enhancement and for communication with other people at work or at home. To attain most of these needs, it is essential for adult learners to first gain skills in reading and writing and then proceed to more in-depth training in specific areas.

Identification of the needs of adult learners is necessary before any provision of ABET programmes can be made. Results of the interviews with stakeholder
groups 1 and 2 have been very positive about this. They indicated that they do needs identification and analysis at all costs. This exercise enables them to offer relevant programmes which ensures sustainability. Some argued that as long as the programmes are in tandem with the needs of the learners, they can be sure of their programmes running for a longer time. Others mentioned the fact that if the programmes are not relevant, there would be no market for such programmes. The idea of needs identification supports the fact that adult learners unlike children come to ABET centres out of a sense of a need, such that if that need is not identified and well catered for then there would be no adult learning in the centres.

Needs can be identified, they said, but it is important for them to analyse those needs and then prioritise them. This they do because they want to avoid total failure in all they do. This means that having realised the problem of lack of resources they try and limit the needs of the people to what the centres are able to offer at a time. There may be a list of things that their adult learners need and would therefore want to learn, so the adult education practitioners and organisers together with the learners select those that are more important and concentrate on them. On the other hand this analysis and prioritisation helps them to avoid duplication of programmes. On this note Kaufman and English (1979:8) argue that needs identification is central to selecting the correct problem resolution and will therefore provide the necessary information for intervention. For instance with income-generation projects, tutors and organisers make sure that there are no similar projects running in neighbouring villages or centres to ensure that there is enough market for their products in all the centres. Ultimately, this type of approach will also help them to generate revenue and ensure sustainable projects.

(e) The main participants in the ABET centres are women. From the interviews
It is clear that there are more women attending adult education programmes than men. Respondents from stakeholder groups 2 and 3 indicated that men are shy, feel intimidated and would like to maintain gender distance. Others indicated the fact that most men in the rural areas work in the farms and cities, such that they are not, at all times, with their families and do not have time to attend ABET classes. The other reason worth noting is that women were part of the group which was discriminated against in the past era. They had little or no access to education whatsoever as it was believed that they belonged in the kitchen. This is the reason why there are many of them attending adult education programmes.

According to stakeholder groups 1 and 2, the attitude of men towards adult education poses a lot of problems because they go to the extend of deterring women from attending the programmes. Besides, it becomes quite a big concern that the issue of illiteracy will never be totally eradicated if there are still sections of the population who do not see the importance of adult education.

Respondents indicated that there were limited, and in some cases, no resources. This is a big problem because it is difficult for them to operate without resources. The main problem that they have with regard to resources is money. There are enough teachers, except that there is a shortage of teachers who can teach income-generating skills, but the financial aspect is lacking. Hirsch and Wagner (1995:164) also indicate that lack of resources discourages participation if not a deterrent to participation.

If there is no money it becomes almost impossible for the tutors and organisers to introduce other programmes and buy equipments and machinery for training in other skills such as sewing, brick-laying, welding, bread-making, and so on. For that matter, the needs of the learners will not be met because the skills that are
mentioned are exactly what they say they need in order to get something which will keep their families going: income. On the same note Henry and Basile (1994:67) argue that financial constraints can be a barrier to learning for many adults.

Lack of resources extinguishes the determination of both providers and learners. They get demotivated; on the one hand tutors may stop going to their workplace because they sometimes do not get paid. On the other hand learners drop out because their needs are not catered for, thus they see no need to continue the adult education programmes.

In one of the centres there were more than twenty adults who learned how to sew and there was only one sewing machine which they could use. The machine belonged to their trainer, so they had to take turns in using the machine. The learners that were interviewed said that even some of the small things like needles and cotton thread belonged to the trainer. One can imagine how painful the learning process becomes if the situation is like that. All the learners want to see themselves being able to sew for their families and maybe selling some of the garments or even searching for jobs in the factories as seamstresses. Then a question for them becomes, “how long will it take us to be better seamstresses?” This feeling may demotivate them.

Motivation for participation is spurred by the type of programmes that are being introduced and run for adult learners. Respondents believe that it is really the relevance of the programmes which will keep adults in their classes. Some of the respondents indicated that the fact that there are adults attending classes, it means there must be a real cause. It was therefore shown that it is imperative to provide relevant programmes for adults; they will be motivated to attend, and will further pull those who are not yet part of the programmes into the pool. Surprisingly, while it has been indicated in the foregoing section that lack of
resources may demotivate adults from attending adult education programmes, respondents from stakeholder group 3 proved the opposite. There are a number of barriers mentioned earlier in the literature review that hinder the learning process of adults. Those barriers such as the institutional and situational factors (as discussed in chapter two), were evident during the research and on the basis of that the motivation of the learners appeared questionable. However, the adult learners indicated that they were aware of the shortcomings and problems, but that this was something which would never hinder them from continuing with learning and getting trained. They were positive that with time things would improve. They actually appreciated the endeavours by their tutors and organisers to continue with the ABET programmes despite the constrains. They were motivated to continue, and some even indicated that they already saw some change in their lives ever since they started with adult education.

One of the motives that appear to be the strongest is the vocational motive. Adults attend ABET programmes with the hope of improving their employment opportunities and to find new jobs, or to be able to, at least, generate their own income. Some of the respondents from the stakeholder group 3 hinted on the social motive as one of the driving forces that led them to ABET programmes. They indicated the fact that when they were with other women they could relax, both mentally and physically. They were able to talk about the problems and frustrations they encounter as women. This is an indication that ABET centres can also serve as social meeting places for some of its participants, hence the importance to conduct needs assessment in order that all the different needs of adult learners should be catered for.

\(\text{(h) Strong recommendations were made with regard to the provision of sufficient resources for ABET programmes. Stakeholder groups 1 and 2 strongly urged that the government should involve itself fully in the daily running of ABET and}\)
make funds available for the programmes and projects that will help in catering for the needs of adult learners and for payment of tutors. Although stakeholder group 3 was very appreciative of the programmes that were already running, they also indicated that they need more on income generation skills which depends, largely, on the availability of resources. Some even solicited for ideas on how they could go about raising funds in order to purchase the type of equipments they needed. This was also a concern of the practitioners and organisers - fundraising skills.

For the institutions that offer ABET training for practitioners, there was an outcry that those institutions should not only concentrate on theories but also on practical work that will enable the tutors to train the learners in other skills that they may require. Practitioners argue that adult learners need to learn other skills as well which will help them to generate income. There are some Adult Education centres which offer training courses such as welding, motor-mechanics, carpentry, and others. Centres which offer these kind of courses are mostly NGO’s. In centres which are run by the government such courses are scarce. Besides, the practitioners working in government centres are skilled in teaching basic reading and writing skills. Most of the practitioners do not have enough skills to train adult learners in the area of income-generation skills, hence the idea that training institutions should cater for that.

The next section concentrates on the trustworthiness (validity and reliability) of the study. This is meant to answer questions such as: To what extent can people place confidence in the outcomes of the study? Will people believe what is being reported?
4.6 MEASURES OF VALIDITY AND RELIABILITY

In this discussion I will draw heavily on Guba and Lincoln (1989) in describing the measures I took to strive for valid and reliable findings, while implementing the hermeneutic-dialectic methodology. I will however not use the terms credibility and dependability which Guba and Lincoln prefer because the terms validity and reliability are still the acceptable ones within the research community.

Reliability on the other hand refers to the consistency, stability and repeatability of the respondents' accounts as well as the researcher's ability to collect and record information accurately. Validity on the other hand is concerned with how accurately the observable measures actually represent the concept in question or whether, in fact, they represent something else. Guba and Lincoln (1989:237) say that instead of focusing on a presumed "real" reality, "out there," the focus should move towards establishing the match between the constructed realities of respondents and those realities which are presented by the evaluator and attributed to various stakeholders. Measures to ensure validity and reliability are closely linked.

First, there is peer debriefing which involves engaging in extended and extensive discussions concerning one's findings and conclusions. This process helps in testing out what somebody has said. For example in this study area coordinators were engaged in clarifying what the regional coordinator said. This measure leads to the second one, member checks, which allows for the researcher to provide some sort of feed-back loop in the sense that information provided is checked later with the same people who provided it in the first place. In this study this was only done with the gate-keepers. I sent the transcripts of the interviews to the regional coordinator and the two area coordinators for approval. This helped them to verify, and give information also on sections that are sensitive and also to develop new ideas and interpretations.
The third measure has to do with *prolonged engagement*. As I indicated in the section on sampling, the gate-keepers are people that are familiar to me - people I met in ABET conferences and workshops, it was not difficult to establish a rapport with them. Again, I visited some of the ABET centres before this study could be undertaken; therefore, I am familiar with and understand the context within which they operate. This knowledge and familiarity helped in minimising distortion and misinformation. The use of the hermeneutic-dialectic methodology was also helpful in this regard in the sense that information from preceding respondents was verified with succeeding respondents. Besides, because I was conducting the interviews at the ABET centres, it was easy to observe the situation against what the respondents said.

The final measures are those of *dependability audit and confirmability*. According to Guba and Lincoln (1989:242) the two have to do with documenting the logic of process and method decisions, and assuring data, interpretations, and outcomes of inquiries which are rooted in the data, respectively. I tried to do this by providing a detailed discussion of the findings from the interviews.

Below is a discussion on the development of a questionnaire for conducting needs assessment.

4.7 **DESIGNING A MODEL QUESTIONNAIRE FOR ABET NEEDS ASSESSMENT**

4.7.1 Introduction

In chapter one it has been mentioned that the strength of the hermeneutic-dialectic methodology is that it does not dichotomize data. Thus one can employ both qualitative and quantitative data collection methods when implementing this methodology. Guba and Lincoln (1989:176) argue that there is nothing wrong with using quantitative
methods as long as it is appropriate to do so. Researchers can still use questionnaires if they want to gather information from more people "once the need and utility of that information has been established by grounding it in the emic views of local respondents" (Guba and Lincoln, 1989:176).

The questionnaire requires a lot of factual information about adult learners. However, it is important to note that the "first precept of questionnaire design is that each of the questions proposed should be judged against the purpose for which the study is to be conducted and the uses for the information it will generate" (Wholey et al., 1994:282). This means that the aims and objectives of the study should be taken into consideration when formulating questions. It is helpful to formulate questions which are in line with the research focus to avoid unnecessary questions.

Questions are open-ended and close-ended so as to accommodate all respondents. Wholey et al. (1994:282) say that open-ended questions do not put words into the mouths of respondents and do not limit them to the options that may be provided. If respondents have, for instance, competing opinions about two or three options hidden in each question, then they will have a place to express all of them. This, however, can be accommodated in the interviews.

It should be noted of course that open-ended questions have their own pitfalls, but in this study of needs assessment, they appear to be the most appropriate. On the other hand, close-ended questions are also of great value as they require respondents to give more specific responses. For the development of the questionnaire for this study, many of questions are closed because a lot of information had been gathered already from the interviews.
4.7.2 Development of the questionnaire

A needs assessment was conducted in the preceding section where three stakeholder groups were interviewed. The interview method was regarded as the most suitable approach to gather information which would provide answers to the research question. However as indicated before that the hermeneutic-dialectic methodology can employ both qualitative and quantitative approaches, it became vital therefore, to develop a questionnaire which could be used for conducting a needs assessment. After implementing the hermeneutic-dialectic methodology to elicit constructions from stakeholders, it was necessary to follow it up with a questionnaire. When using the hermeneutic-dialectic methodology, only a limited number of respondents is involved, therefore the questionnaire is vital in the sense that more people are included.

The questionnaire formulated was meant for both adult learners as well as the tutors and organisers. The language used for both questionnaires is English, which suggests that there must be well trained people (to administer the one for learners) who will ask, interpret the questions and write down the responses, in the case where respondents are totally illiterate. The reason why the English language has been used here is that the Northern Province constitutes different ethnic groups with different languages spoken by the various groups. It was not possible, at this stage, to write the questionnaire in all those languages.

The questionnaire was formulated from the existing information which had been sought during the interviews with the different stakeholder groups. The responses that came out of the interviews gave rise to most of the questions in the questionnaire. There are only a few questions which do not emanate from the preceding findings. These questions, on sex, age and educational level of adult learners were meant to collect biographical information. They seek answers on the issues of “how many?” and “who?”.
The type of information that the questionnaire seeks is basically about the needs of adult learners, their motivation for participation and their intentions, as well as to identify the main participants in the adult education programmes. As mentioned earlier the information should be collected from learners, tutors and /organisers involved in ABET.

Below is a model questionnaire developed for both adult learners and adult education practitioners and organisers.

**A MODEL QUESTIONNAIRE FOR CONDUCTING ABET NEEDS ASSESSMENT.**

**A. ADULT LEARNERS**

*(Tick the applicable box)*

1. Gender:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

2. Age group:

<table>
<thead>
<tr>
<th>15 - 20</th>
<th>21 - 25</th>
<th>26 - 30</th>
<th>31 - 35</th>
<th>36 - 40</th>
<th>41 - 45</th>
<th>46 - 50</th>
<th>51 +</th>
</tr>
</thead>
</table>
3. What is your highest school qualification? __________________

4. Which adult education programme/s do you attend? (Tick the applicable box/es)

<table>
<thead>
<tr>
<th>Mother tongue</th>
<th>Second Language</th>
<th>Numeracy</th>
<th>Workplace literacy</th>
<th>Other</th>
</tr>
</thead>
</table>

5. Why do you attend such programmes? (Tick the appropriate box/es)

<table>
<thead>
<tr>
<th></th>
<th>Mother tongue</th>
<th>2(^{nd}) Language</th>
<th>Numeracy</th>
<th>Work-place literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-development</td>
<td></td>
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</tr>
<tr>
<td>Vocational</td>
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<tr>
<td>Social</td>
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</tr>
<tr>
<td>Cognitive interest</td>
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</table>

6. (a) Are there resources to enable you to learn better?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

(b) If yes, are the resources enough to enable you to learn better?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Enough</td>
<td></td>
</tr>
<tr>
<td>Not enough</td>
<td></td>
</tr>
<tr>
<td>No resources</td>
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</table>

7. Do you think that your adult education centre offers relevant programmes?

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<tbody>
<tr>
<td>Yes</td>
<td></td>
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<tr>
<td>Partially</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
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</table>

8. If you answered yes, do such programmes meet your needs?

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<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Partially</td>
<td></td>
</tr>
<tr>
<td>No</td>
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</table>

9. (a) Are there any barriers that hinder your intentions?

<p>| | |</p>
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<th></th>
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<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
(b) If yes, Which major problems? (Tick the applicable box by putting 1 for the major barrier and proceed to the least)

<table>
<thead>
<tr>
<th>Family</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

If you ticked other, please specify:

__________________________________________________________________________________

10. Do you encounter learning problems?

<table>
<thead>
<tr>
<th>Always</th>
<th></th>
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<tbody>
<tr>
<td>Regularly</td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>Seldom</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
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</tbody>
</table>

11. If you do encounter problems, what major problems?

__________________________________________________________________________________

12. Will you recommend the adult education programmes to other adults?

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Please motivate your answer:

__________________________________________________________________________________
14. General comments:

---

B. ADULT EDUCATION PRACTITIONERS/PROVIDERS

1. What motivates adults to attend adult education programmes? (Tick the applicable box/es).

<table>
<thead>
<tr>
<th></th>
<th>Mother tongue</th>
<th>2nd Language</th>
<th>Numeracy</th>
<th>Work-place literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. With regard to gender, who are your main participants?

Men | Women | Both

3. Which learning needs of adult learners does your centre cater for?
4. Prior to offering programmes, do you conduct any needs identification?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

5. If you answered yes in 4, how do you identify such needs?

<table>
<thead>
<tr>
<th>Community needs survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual interviews</td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

6. Do you try and integrate different skills in your provisions?

<table>
<thead>
<tr>
<th>Always</th>
<th>Regularly</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
</table>

7. Do you think your present programmes are relevant for adults?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

8. Do you (sometimes) encounter problems in catering for adult learners?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
If yes, which major problems?

________________________________________

9. Do you think collaboration with other structures is necessary for facilitation of adult education programmes?

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
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</tbody>
</table>

Which structures:

________________________________________

10. Do present adult education centres/programmes need any improvement?

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
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</tbody>
</table>

Which improvements:

________________________________________

11. General comments:

________________________________________

4.8 CONCLUSION

This chapter has served for the description of the hermeneutic-dialectic methodology which can be used to conduct ABET needs assessment. Two model questionnaires, emanating from the findings, were developed. These questionnaires can be used on wider scale to supplement what has been sought through the interviews. They can serve as
guides for conducting ABET needs assessment. The chapter has also attempted to give a picture of what the needs of adult learners in the Northern Province, Region 5, are. It is important to mention that, because most regions in the Northern Province are characterised by similar conditions and context, the findings can be generalised.
CHAPTER 5

OVERVIEW, EVALUATION AND CONCLUSION

5.1 OVERVIEW AND AIM OF THE STUDY

This study focused on the implementation of the hermeneutic-dialectic methodology for conducting ABET needs assessment in rural areas. It was therefore, necessary that as the methodology is described and implemented, a description of the educational needs and other related concepts be made. Also, it became important that other needs assessment processes be discussed in detail. The literature study has reviewed the educational needs of adult learners as the most important factor to consider when planning programmes for adult education and training (Chapter 2). It has been shown that adults come to adult education programmes out of a sense of need, and that it is important for adult education practitioners and providers to take into cognisance that fact. However, mention has been made of the fact that the input of adult education practitioners should not be overlooked as they may also know what is good for the learners.

Most adults in the Northern Province of South Africa are illiterate. This is a result of the past imbalances which left them unskilled in reading and writing. It is stated in Chapter One that the lack of literacy skills results in unpleasant experiences in the life of the adults, such that it becomes imperative for these adults to improve their skills, taking into consideration the changes that take place around them. The importance of conducting needs assessment has been stressed, which has revealed that it is the proper response to the needs of adults and to ensure the relevance of programmes which will motivate them to participate further in educational programmes. This needs identification also helps in determining the different motives that adults bring along.
Adults may define their own needs and specify their intentions and motives for participation at any time, but it is important to note that there may be barriers which may deter them from participating in adult education programmes. It is within this context that the background of the learners should be considered. Besides background, are other factors such as the institutions/organisations themselves which may hinder the flow of participation for adult learners need to be considered. Adult education providers should try and find out why, given the situation in the province, there are not many adults attending ABET programmes. Needs may be felt and expressed, at the same time if the situation that the learners find themselves in is not conducive to learning, then adult learners will vote out with their feet while potential learners will dare to start.

Needs assessment has been presented as an important process in developing programmes for adult learners. As such it is important that adult education practitioners and providers make a proper selection of the methods that they would like to use when conducting needs assessment in order to achieve what they have set out to do. A number of methods, such as the survey and others, are described in the literature review in order to show their diversity. It is the diversity of the needs assessment methods that will enable the practitioners and organisers to select those methods that are most appropriate.

The hermeneutic-dialectic methodology was employed in this study to conduct a needs assessment. The idea was to determine whether this methodology is appropriate and viable for conducting needs assessment. The following section will therefore concentrate on the evaluation of this methodology to determine its viability in conducting needs assessment in adult education.
5.2 EVALUATION OF THE HERMENEUTIC-DIALECTIC METHODOLOGY

The hermeneutic-dialectic methodology has proved to be an appropriate approach for conducting needs assessment in adult education. I should mention, though, that it is a time consuming and expensive approach. This is because when conducting interviews I had to visit each respondent one at a time. Most of the respondents were scattered and it was not possible, because of the approach, to interview more than one respondent in one visit. When using the hermeneutic-dialectic methodology for conducting needs assessment, one should be prepared to travel in order to reach the respondents and be prepared to invest more time in the research itself.

On a more positive note, the hermeneutic-dialectic methodology was appropriate. Firstly, this is because of its sampling procedure. It was helpful to use purposive sampling because then only relevant respondents who would provide relevant information were selected. It is important that when information is needed on a particular topic, people who are involved should be approached. It would not help just to get people at random, and striving for representativeness when the respondents who are approached would serve the particular needs of the research itself. However, because of the fact that respondents are selected serially and contingently, one should be cautious; because respondents may only refer one to friends or people that they work well with knowing that perhaps the information will be as they have already put it.

Secondly, using the interview method was very helpful because then while interviewing the researcher is available to clarify issues to the respondents in cases where they did not understand properly or direct the interview in instances where they went astray. My presence as a researcher during the interview ensured the maximum collection of valuable data. It is also imperative to mention that being present at the interview enabled me to make personal observations. My observations helped me to confirm silently what
the respondents said about particular issues. Furthermore, they (observations) enabled me as a researcher to probe further, basing my questions on what I was observing. It is mentioned in Guba and Lincoln (1989:174) that an interpretative should be pursued in a natural setting. Context and situation are important because one is sure to find true and relevant information. Hence I have mentioned earlier that if one is there; that is, at the place where the practitioners work and the learners attend the programmes, it is possible to look at other variables that could help in confirming what is being reported. A natural setting minimises the chance for false or distorted information. Even if the possibility is there, an alert researcher will guard against such a possibility.

One open question was asked to the respondents during the interview. The question allowed the respondents to flow in their responses, revealing a lot of other aspects which were important for the inquiry. Within their responses a lot of other issues unfolded. This approach was very helpful in the sense that the question was not restrictive and closed. One can imagine that in cases where mainly structured questions are asked, responses would be short and not elaborate.

Embedded in the one question were a number of sub-questions which were answered as the respondents talked. Therefore, it was not possible using this type of approach, to preempt what the respondents would say regarding a particular issue. When conducting the interviews it is important that the researcher should be alert that not too much information is given, especially that which may not have any significance to the study. This implies that researchers that implement the hermeneutic-dialectic methodology should be skilled interviewers. During data analysis one should be in a position to select important aspects only. Continuous data analysis may be tiresome, but I should mention that it reduces those hassles that may occur in the final analysis. Besides, it allows for more constructions to emerge, which lead to a more informed inquiry.
The interview method also helped in validating the information that was collected in the sense that it allowed one to check with other respondents on issues which were raised earlier by preceding respondents. Respondents were allowed to comment on and review critically what other respondents said. This also helped in ensuring the validity and reliability of the information that was collected. I should mention that the feedback-loop process was a bit difficult because of the time constraints and accessibility of adult learners. However, it is still important to do the feedback-loop because it helps in validating data and getting more information, that is, filling the gaps.

The other strength of the hermeneutic-dialectic methodology is that it allows the utilisation of quantitative methods after completing the first part which aims at eliciting constructions from participants. The use of quantitative methods helps when the researcher wants to gather information from more people.

It can be concluded that the hermeneutic-dialectic methodology can be a viable methodology for conducting needs assessment. It provides for a possibility to elicit vital information from respondents; information which is valid and reliable since it would be grinded and sifted through the interview process with different stakeholders. The end result of such a methodology is that ultimately there will be information which is commonly assented to and which could serve as a basis for a quantitative investigation.

5.3 CONCLUSION

The literature and the empirical study attempted to show the importance of the needs of adult learners for programme planning. Borne out of the foregoing argument was the fact that appropriate needs assessment methods should be used to that effect. It is the proper selection of needs assessment methods which ensure better identification of the needs of adult learners. Hence, in this study the hermeneutic-dialectic methodology was described and then implemented to conduct the needs assessment. Among all other possible
methodologies this approach was used as one possible approach and also to assess its viability to conduct ABET needs assessment.

The hermeneutic-dialectic methodology proved to be a appropriate and viable methodology because it could adapt to the cultural situation of the adult learners. It is interactive, iterative and most open.
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INTERVIEW ONE: ABET REGIONAL COORDINATOR

AFTERNOON AND WELCOME.

What do you perceive to be the needs of adult learners in the Bolobedu area?

Response:
Oh thanks. Eh... I will say generally there are two basic needs that the learners would want to see after sometime. The first one eh... is not the reading and writing per se, because of poverty. You know that our province is very poor and more rural. People would like to be able to do some skill... income generating skill, that is the first one. Then the second one is of course reading and writing. It is not the very first one but I would say is the second one. Because if a person can read and write, what next? Eh... they want to earn at the end of the day.

What provisions are there to cater for the needs?

Response:
Eh... there are several programmes that are being run by the teachers and the ABET officers around the Bolobedu area. Eh... maybe I can just give an example, there are a group who are making bread, we call it a Bush Bakery, there are those who are doing needle work, sewing and knitting, there are those who are doing Agriculture. I think they are fortunate because they got sponsorship from ... Belgium, for almost about R30 000.00 to do the extensive eh... farming.

Based on the reading and writing what is it that you feel that people cannot do as a result of being illiterate?

Response:
In terms of skill training? (Yes). Eh... they, they can do but eh... is not always because people are not educated at all. They are very good in memory, they can even memorise a recipe, that one cup of this plus that will do this. The... they can do. I would not say they can’t do a thing, but it won’t be as perfect as all that, In case where they... they forgotten that part of the recipe they have nowhere to refer except to the memory. But in terms of Agriculture for example, there is no need to remember a recipe when planting and so on.

What type of skill do they really want to learn in income generation?

Response:
It differs from one person to another in terms of interest. But the majority of them are for needle work and cooking. Eh... because they can cook, or they can bake scones, cakes, sit on the streets and start selling straight away. Can
bake today and start selling today, rather than farming where you will have to wait for three months to get your products. In short, they are going straight on quick cash.

How did you get to know about the needs of learners?

Response:
We... we sort of do needs analysis but not in a intensive way. For example if here the class of twenty learners, you ask them what they want to do, each one mention what they want to do. Then you list all the what they want and you’ll realise that maybe is up to fifty items. Then you start prioritising them, together with the learners. You simply ask them questions, for example, let’s say it’s needle work, You say okay... who would like to do needle work? You count them right, they will eliminate themselves. Then you will take the ones with big numbers. And those who are of course will follow the big numbers.

What about potential adult learners who are not yet in your classes?

Response:
Ya there are about seven hundred and fifty eh... adult learners who in Bolobedu who are not inside the classes, who are not doing the reading and writing. In fact they are almost fifty-fifty. We’ve got Seven hundred in class and seven hundred and fifty outside the class. Those who are only doing skill training only. They are not interested in reading and writing and we cannot force them. So we do get them. They know that if they come to us and what they want is skill we go and help them.

Who is in charge of the skill training?

Response:
Yes... partially yes in the sense that the teachers are facilitating that and the ABET officers are facilitating that, but there is no budget in terms of paying those teachers who facilitate skill training. We are still negotiating for payment because that is part of community development.

What type of projects are there for the people who are not interested in reading and writing?

Response:
A...As I mentioned earlier on there is a Agricultural field sponsored by Belgium, they are in that field, some of them are doing Bush Bakery, that is baking bread and selling to schools. Eh... and some of them have their own small plots where they are running their practices.

So those who are in classes just learn reading and writing only?
Response:
Eh... some of them yes they are just learning the reading and writing, they are just interested in that, but some of them do couple the skills plus reading and writing. But they are not part of the Seven hundred and fifty. That seven hundred and fifty does not go to the class, totally completely, ya. The other seven hundred do have their own training on income generating skills.

Any other thing concerning the needs?

Response:
Ya, as I mentioned sometime ago that they want a market. It’s useless to have articles and keep them for display. They want a market and as a result we’ve zoned the area, that this area people are... can only do one two and three and this area can do three four and five, so that at the end of the day they could exchange or even sell the products easily. We got a place where they are making this gel soap and other detergents. The other ones are specialising in Agriculture, the other ones are specialising in needle work and clothing so that they could not do... they must not do the same thing all of them. They will never have a market.

What does the market look like to them?

Response:
Ya we don’t have a problem as far as the market is concerned because we sort of grouped them. We never reached a stage where... where they say they don’t have a market. Since is far as rural people do buy those dresses for their children, and especially those who are making powdered soap. ...is cheap as compared to the... what is found in the shops. So they buy them in bulk. You have to place an order in order to get them.

What can you say about the sustainability of the projects?

Response:
Eh.. I’m not sure about that one of Agriculture because it has just started. But the other ones for baking, for example, you know that there are feeding schemes at schools, so those groups are baking directly to that school and they get the cheques from the school... schools ya. So in that case will sustain, they know that they’ve got a fixed income.

THANK YOU.

END OF INTERVIEW.
INTERVIEW TWO: ABET AREA COORDINATOR 1

Good-morning.

What are the needs of the adult and also the potential adult learners in the Bolobedu area?

Response:

Needs use to differ from centre to centre, because in our case our area is divided into semi-urban and rural areas, so in rural areas they are very much interested in money-generating projects, that is, whenever I pay visit to a centre they will ask me as to whether we can come with a project and I say fine. So, unlike at Kgapane where of course there’s no space, you know sites are expensive in urban areas, so they prefer reading and writing, learning further without maybe supplementing that with eh... money-generating projects. But eh... In our area, say Bolobedu, to show this, we’ve got... Bolobedu is comprising of six circuits, and then each circuit has identified its own needs, that is the reason why I said needs will vary from one place to the other...maybe you know a place like Mamokgadi, where the soil there is good, and then they decided to come up with clay pots making. And then we’ve got Motupakgomo, next to Tzaneen, it is about 26 to 30km from here (Tzaneen) well they are doing eh...soap and eh... sewing. So, eh...places like Mawa which is another circuit, they are doing a gel, of course they have given it name it’s ABET-gel, but eh... really it’s very interesting, and eh... according to me they like to be taught and the same time get something in return.

So whatever projects that you introduce in those areas or in different centres, how did you come about introducing them? Like what is it that you did to find out what is good to introduce to a particular area?

Response:

In fact they were not introduced by me, that is, as the area coordinator. What I did, because these people need motivation, what I did I called them together, all the six circuits, suggest that to make this eh... ABET maybe an in-thing, why can’t we maybe supplement what the Government is giving us, or UNISA is giving us, with eh... the money-generating projects, which of course each circuit will have to go back to the learners as well as the tutors, to identify the needs, but well, I...I only demonstrated the beer- brewing and then from there I said okay each one of you just go and identify. For example beer-brewing, according to me I said I don’t think it is good to have such a project, especially in rural areas, where there is no money, and then to buy beer you know beer is expensive, ya. So in urban areas is is alright and in semi-urban is okay, but well I discouraged them from, cause in fact they wanted me to teach them how to brew. I discouraged them that otherwise we are going to turn our province or South Africa into citizens of... a drinking nation, ya that’s right. So I gave them a month to go and identify the needs with their community and then during the second month when we meet then they came up with their suggestions, so I had to...to...to take them because you see they were from the people, although, I only tried to make them aware that before you come with a project you must see as to whether there is a market, because it won’t help anything to manufacture a thing that will make no business at all, and these people are going to be discouraged. So I’m happy
for example Motupakgomo, their soap don’t last, the powdered soap don’t last, the problem is that we don’t have money to can buy maybe a hundred bags of fats or something. So even Pholoa’hlaba’s sewing also, even this shirt is from the centre, the shirt that I’m wearing, ya the shirt that I’m wearing. In fact they are two. So really we can see that eh... Our people if they can continue with this..., well they can go on studying and at the same time getting something to supplement whatever their husbands are sending and so on.

Talking of husbands sending money to... to... what do you perceive to be the cultural influence on the needs, for instance whether male or female, if they try to utter what their needs are, are they not hindered somewhere somehow by the culture or tradition that they find themselves in?

Response:
Hmm... that one we cannot run away from it. You see well they used to utter that, he supervisors used to from the reports that I used to request they used to mention that you see during this point in time we’ve got fewer number of learners, because one, two three, the reasons, because of the husbands, but I have realised that immediately when money-generating project is been established, then the husbands now start to understand, that now it seems as if this education now is helping, Unlike going to school coming back, cooking, nothing

And what do you see to be the attendance to this ABET classes and to the different projects that you offer in terms of men and women, what is the ratio?

Response:
Ya... you see it’s culture again. See our centres, most of our learners are women and then there’s only one centre where I found what? About 15 men, but they requested me to attend in the evening, they did not want to attend in the afternoon with the ladies. So we made provision for that, that is last year, we made provision for that. But when coming to a number according to me what I have realised is that, we’ve got centres that do not offer eh... projects, sewing and so on. So if you can compare the statistics, centres that supplement eh...literacy with money-generating projects have got many learners unlike those that don’t have, but still most of the learners if not all in some centres are ladies.

What can you say on the motivation of the learners themselves?

Response:
Ya... you see to moti... I...I think, well I will give the example of our area, see for the people to be motivated I think they must come up with the programme, what they want, and then really they will come in large numbers, but if maybe we dictate to them, in some centres they will attend maybe for about one month and then from there the centre is deserted. But so one other thing is just, I’m trying to target it time and again, the money-generating project is motivating learners, because if ... if maybe I want a centre to have two hundred and three hundred learners, as long as I can come up with money-generating project, maybe making Stay-soft, maybe candle-making the whole
village will flock in, just to can make this. And thereafter maybe the enrollment will come down and if you come with another project now then they come. So to get the knowledge and then go and use it somewhere because most of our learners some of them are selling in town some of them are selling at street corners and so within maybe five years, I think even OKAY will come or even these big shops will come to Bolobedu to purchase candles, and then eh... liquid soap and so on. There is no doubt because even in Zimbabwe, you see these big companies prefer to buy from the people near to them than getting them from Metro and so on. It is expensive. You see many people in Zimbabwe ya they are now rich. Ya they started their business from class and then backyards and now they are in big businesses.

It is like emphasis is placed on money-generation skills, what happens in the case where you have people who do not have the basic literacy and numeracy skills and what do you do to sort of combine the income-generation and literacy and numeracy skills?

Response:
Well unfortunately I don’t have one group which...literacy group. What we are doing in Bolobedu because the money-generating project is not catered for by the government, in other words those who are teaching these people the money-generation skills are not supposed to claim, they are not paid, so what we do is this, let’s say teacher A is teaching maybe mother-tongue, they in that group, in every group whether Tsonga, Sotho, you will have to look inside as to whether maybe there is somewhere where they are talking about health, or if it is numeracy when they are talking about measurements and then let’s say maybe I know that next week Wednesday we are going to start making maybe stay-soft or powdered soap but these people cannot read nor write how are they going to measure. Then what we are going to do in that book the teacher will have to do think that, okay, here’s measurement, and the teacher will start by teaching them kilograms, grams, and so on. So, knowing that on Wednesday, maybe it’s Monday or Tuesday knowing that on Wednesday we are going to start with making something, then what we are going to do on Wednesday the very same teacher or another teacher who knows how to make stay-soft will have to take that group. Mind you he’s not going to be paid, but he’s teaching another class reading and writing. Then he’ll say okay, teacher so and so on Monday and Tuesday taught you about kilometres and then taught you about grams and so on. So, knowing that on Monday and Tuesday taught you about kilometres and then taught you about grams and so on. So we have maybe stones, maybe bigger objects, the ... this stones weighs so many kg’s this one so many grams. Even the soap that we use is measured in grams. Then we maybe take empty, empty boxes, but because at the centres we don’t have boxes we use plastics to pack our soap, then this is 1kg, this is 500, this 250, then they will start measuring the powders. From there then they will start manufacturing the soap, Okay, we said this is 500g, pour soap inside, pour in this one, pour in this one. Then from there this one is 4kg, 500, and so on. Then of course they cannot make it in a day, it is a process, and then from there they will go away and then the teacher will continue. Immediately when they finish making that then this two teachers will have to come together, okay, next time what do you want to teach them? I want to teach them maybe to make this and this, maybe sewing now or whatever. Then the teacher will still go through the manuals. The products that they are going to produce there is measured in ..., let’s say maybe sewing now, fortunately for sewing the Department use to pay, and then for sewing the teacher is going to teach them about metres and centimetres knowing that next
Apart from the stated skills what other skills do you teach?

Response:
Ya, you see we are ... understand that we are from a different world altogether and so everything is just mixed up. There is a need for social skills and there is a need of self-help skills. That is true. Well unfortunately here in our case we tried to consult with the Social workers and the nurses so that we can form a team because we cannot fight this alone, but unfortunately we are still waiting, and then for them to come so that we can meet together. So that they can also be part and parcel of ABET because ABET is for everybody, it is not one man’s show.

Having talked to the Regional coordinator, it was indicated that you also recognise prior learning, and also make some referrals in cases where you do not have projects which can accommodate them. What is your comment on that?

Response:
Well, normally in our area, I've got my personal welding machine, but there are those that we do not have, but if such a person as we used to have, what we normally do is to refer to a particular person meaning the one who is working around let’s say our area to teach him. In other words that person will have to work for free of charge, he won’t be paid because he’ll be gaining knowledge. But our aim was to use maybe the Technical schools, maybe the Youth Colleges like Modjadj, but unfortunately they don’t have equipments, so that thing is painful really because it’s true, they used to come and say you see, I only want to be taught welding so that I can go and work. So, we don’t have eh... machinery, we normally... is to misuse them because sending them to a person who won’t teach them. He will hold an iron or rod for quite three months without really showing them how to use. So we are still fighting maybe to can get some machinery so that we cater for individual needs.

What is it that you can do to keep your projects up to standard? (To avoid dropouts)

Response:
Ya, you see, this eh... eh I used to tell them, you see in our area, you see penicillin, to avoid penicillin, whenever you go to a doctor, penicillin, you see that is what we used to call it. So what I’m doing, if maybe let’s say this area, let’s say area A, they are maybe manufacturing candles, we won’t allow... we won’t allow any other area to produce that, because we think of sometimes buttering. Now for our country to survive we’ll have to go back to buttering, where maybe if centre... circuit A is producing candles and then circuit B is producing maybe clay-pots, they’ll have to exchange, so that you see, we must not produce candles all over, because really if they are produced all over, it’s... people will be selling it, and sometimes we are strict, I’m sorry to say that, with the ingredients, avoiding that, that if they can produce one staff and then there will be no more market now, you see So we are trying to avoid that although in my case I won’t eh hundred percent agree with you, that eh maybe if every one is producing candles
maybe... well they will vote with their feet from the classes, saying that ah what is the use of going to classes, because our aim, our... my aim is to make this people rich, to can be able to support their families, to can dress well and build homes. Immediately when the products, if they can produce eh in large numbers, why can’t we go outside, why can’t we teach them because we are supplementing this with Business Economics, at literacy there is Business Economics, why can’t we go outside because castle is here, it’s hundreds and hundreds of years and all these other companies that grow juices, sweets they are here and they are mushrooming, but business is there, Why can’t we go outside and make business, we can come up with very big company.

Any other thing?

Response:
Ya well, the... the... the needs is... if maybe for the purpose of getting the needs of the community or any other community, I think it is better not to interfere. Let them identify I’m telling you, you will hear miracles, but immediately if you can start to give directives they are going to fold their arms, even the tutors they are going to say hai this one knows better. But if you can say, okay just go and identify, let everybody come with whatever, I’m also illiterate in this, I’m telling you they will be free, then they will come.

And one... maybe the last thing is, I think there is also a need for UNIN to come up with money-generating... we know it is difficult, it expensive, but if they can come up with sort of micro-farming and so on. Like at home, well I managed to establish... that one is... I can say is a multi-million project in farming, where I’m staying. And then I personally started, I requested land from the chief, we have a chief - our local chief, one hector okay. I’m telling you I’m now coming well and the aim was even to introduce eh... literacy, and then I’ve just now started with training the youth, marginalised youth. Others completed standard ten, no work, others are teachers, no work. So I started that project, and then I’m still busy with the constitution so that they... we come up with micro-industry. But the one that I’m saying that one is a multi-million project is eh... fifty-five hectares, and then well we were so fortunate other countries, well, were ready to help us, like Belgium. We requested them to help, and Japan also promised to help. Now countries that refused us from the start because we are just saying we are going to do this and this and this... they are now coming back to see what we are doing. Then we are going to employ more than two to three hundred people. So I think if... in that if UNIN can just try to come up with something like that so that maybe after obtaining... getting the ABET certificate I can go back home and be creative. Like with other institutions where we get a lot of theory but when you go back home really you cannot be creative.

THANK YOU FOR YOUR TIME.
END OF INTERVIEW.
INTERVIEW THREE: ABET AREA COORDINATOR 2

Good-morning and welcome.

What do you consider to be the needs of the adult learners in region 5?

Response:
Eh... the main thing is skill training, so that they can be able to generate income if they are trained.

What is it that you want to train them for in terms of skills training?

Response:
It depends on the area. Eh... some want to do communal garden, some prefer brick-making, and part of dress-making.

So is the concentration only on skills training?

Response:
Including eh... reading and writing, those who cannot read and write, yes. We want to incorporate the skill training with while we’re busy teaching them how to read and write.

What did you identify as the main need as the learners approached your centres?

Response:
Firstly, it was just to teach them how to read and write, but as time goes on we realised that eh... it is not enough and after that eh... even these people after completing their reading and writing skills they... they are just idling, yes, and with the result that they even forget how to read and write, because there is no practice.

How did you get your classes, did you conduct needs analysis, or... was it the tutors or area... who decided on which programmes to offer?

Response:
It was the learners themselves.
We have not started with the projects because of lack of funds, yes, but they are interested in those skills but because lack of... because of we have no resources.

How do you relate your programmes to the living conditions of these people. Are the programmes relevant to improve the living conditions?
Response:
Yes, yes, the programmes are very relevant, yes.

What else can you say about the needs, for instance do you communicate with the learners about what projects they would like to participate in?

Response:
Yes I did that. I talked to the learners. Eh... We don't decide for them.

How do you see to be the participation and motivation of the adult learners, are they motivated irrespective of whether the projects are enough or not. Like if you have people enrolling for your classes, do they stay static, do they increase or decrease?

Response:
It is constant at a certain, during the certain season. But when it comes to the picking up of oranges, because of the seasonal employment, then the number... the attendance rate drops.

This means that they get temporary employment and therefore do not come to classes? What does it show to you when people run for employment, what can you conclude from that?

Response:
This shows me that eh... skills training is necessary to keep these people in class, and if they would be able to generate the... the... their own income, 'cause where they are going, where they are employed, it is there for few months. It is not permanent. After the season they come back home, but if they can be taught to do skill training they can be skilled somehow. It means they will be able to keep on with their projects.

What is it that you feel the people cannot do as a result of being illiterate?

Response:
No I can't... there is nothing that they cannot do. Ya... if they are exposed to that type of thing or if they were taught how to read and write then they can .. there's nothing that can stop them from...

Ya, but before they learned how to read and write, let's say before they approached your centres, what is that they felt "The reason why we came is ...?"

Response:
Okay, Okay, eh... the first problem, to get their money from the post, it was the problem , because the clerks at the post office eh don't have time to help them to sign those... they tell them to go and look for somebody outside who
can sign on her behalf. That is one factor that which forced them to come the classes and this eh...the prices in the shops. Some say the are tired of asking "how much is it, how much is this article"? And the other... what I have heard now when I was opening new centres is about this coming elections. They say they are sick and tired of calling somebody to come and help them to choose the... party she or wants. Yes. And one other thing is one lady said she wants to know how to control her child’s work to see if he did attend... go to school that particular day, to know the date...

Do you see your centres being able to solve these problems that the learners have?

Response:
Yes.

What is your vision about this integration of projects or skill training with the reading and writing?

Response:
Eh... the problem we are just having a problem. Eh... one is the resource two is the people who can teach them the skills, ya.

Are there any attempts towards solving this problem and getting people who can teach the skills?

Response:
Ya, I... I once contacted Mr.... because he... that one knows a number of skills. Ya but because of time we could not make it.

What about the government? Is it not supposed to help in introducing the projects at centres or funding a number of projects or getting people who can teach those skills?

Response:
The department should do that but not yet. They have not yet started or embarked on that. There is the department of Agriculture, they started with the community gardens. Then they are doing that and they are... we go there. There is a relationship between Agriculture and Education. They will start the project then the department of Education will provide a teacher. And now there is the department of Works. Eh... they have given us a number of list of their learners, and we should have started la... started now but there is... eh there are some problems here and there. They have submitted the names of their learners to all area offices. (The people) will be taught during working hours so that those who are lazy should also join.

Don’t you think if people need to be trained on skills and such programmes are not there they will be demotivated, what do you think about this?
Response:
Ya, you know adults are very... they are somehow very sensitive. Eh...once he has accomplished his or her aim he will disappear. Eh... one may attend this ABET classes for one purpose, that of knowing how to write his name or her name. After that he will disappear, but teaching how to read and write is somehow a luxury because it does not help them to get an income at the end of the week or at the end of the month. But if eh, really, the government can help in getting people who are... who know certain skills to go around in the areas to teach our adult learners the necessary skill then our centres will eh... flourish very well.

What is it that you can do as area coordinators to keep adults coming to centres irrespective of the problems that exist, taking into consideration the concept of lifelong learning?

Response:
As I've indicated that eh once they have achieved their aim, if there's nothing... if you... but if you can promise them that there is this other book which you must use, for example this books (pointing to a stack of books in the office) they are from level 1, is module 1, level 1 up to 13 for English, and then module 1, level 2. We tell them after completing this books there are still others that you must also learn about. I think this books will help us to keep them in classes, after they have learned how to read their names.

Now, the contents of the books, is... what type of content is in this books?

Response:
The contents is relevant to the everyday life to the everyday life.

Response:
Eh... what I can say Miss Rakoma is just eh... if the department can help us to... with enough money, eh... if the department can budget for this section I think we can be able to achieve our aim. For instance this claim forms are not paid, they are for 1997, from April until September '97. Even some of the teachers who have not taught for this year they are not paid. If this teachers are paid timeously or every month then the section can do well, can prosper. But as it is now, no. Teachers are becoming demotivated because they are not paid.

THANK YOU VERY MUCH.
END OF INTERVIEW.
Interview: Tutor 1

Good-morning and welcome.

What do you think are the needs of adult learners in this area in particular?

Response:
The needs... they, they want to learn how to read and write their names, that is the most important thing. Most of them when I ... I teach them, they just want to know how to... how they can write their names. And another thing they just want to know numbers. Hm... some of the... the adults they can just read numbers by just talking and when coming to the numbers on the...in the written what you call, they cannot read. So their need is that they want something or a person who can help them, mostly to read 1, and this is 2, 3... something like that.
It is the problem to them. Most of them.
Another thing is that they cannot communicate with others, mostly in this English or... they have a shy what you call... so I think what they need... they need to be encouraged that they can talk. You have seen that here I've chosen someone that she can replace someone but she refused because she is shy. So I think what they need they need to be encouraged and it is at school where one can know how to... to be with others or to talk or to make relationships.

In the preceding interviews the issue of income-generation skills has been emphasised, how do you see this from your learners?

Response:
Eh... some of them they... they... we are busy. Like we... they just say that maybe it can happen that they get some jobs but they told themselves they... here they have the scheme where they sell cabbages, tomatoes and the like. So they themselves they are trying to do something for themselves. Hmm... after school here, after learning they go to... outside there to garden. So, and sometimes they do visit with the... the... what you call... the farmers,. They do visit them to teach them how to make their gardens well, ee. So they can try to help themselves.

What do you think of their motivation:

Response:
They always come, and they make sure that if he/she does not come he/she notify me.

What about potential adult learners, are they not attracted to your programmes?
Response:
They are attracted, because hm... the learners that I’m having they do tell them that we are learning this and this and you can be able to write your name, something like that or you can be able to help yourself by having a garden because they are learning how to eh... make their own gardens well... something like that. So I do have... someone, someone to tell me that they will come but at this end they did not come, but they do have something to... a zeal.

Who do you see as the main participants?

Response:
Coming to that, I’ve got womens. Many of them are participating. I think the problem to the mens is because they just see many of the womens. Some are just shy to be together with the womens. So... and it is not simple for me to meet some of them then... I... I think that this one can be at my school, I think I can... It is not simple to visit them, but the... the womens if I tell one they can be able to talk too much outside there and tell hm... others like that, but I do have mens. I only have two.

What problems do these women encounter when participating in your programmes?

Response:
Okay, coming to that no one is having a problem like that. Coming to the childrens, they do come with them. They just put them far and play. Some they just put them outside. And coming to the problem of husbands or something they did not tell.

What does the financial situation of the centre look like?

Response:
Okay, mostly the garden scheme they do get properties. I... I don’t know where, who provide them, but I just see them having something like that. So coming to the... the learning situation there’s a problem of finance. Is not simple for me to get some facilities, say maybe I want to photocopy something is not simple for me and the other thing is that I did not make them fill the forms because they... they are many and the copies are too many so it is a lit of money.

How do you view the content of the learning material, is it relevant or not?

Response:
The content is relevant because hm.... if I can go through the... the content of the adult person, they can be able to cope. So I think it is relevant.
What were the problems the people had before coming to the classes?

Response:
Eh... I... I heard some... some... one lady explaining to me that she had a problem. One of the... her colleagues when they... some pensioners, so she just told her that, you what we are using cheques. So she just tell her do not change your mo... cheque here. Let's just go to Tzaneen you’ll get all your money, because here they will take R50.00 of yours in order to change.

So she... she just go with her and then she tell her nothing. When they get to the... the... that lady took a pen, start writing. And that invited lady asked what are you writing? She just said hmm... you don’t know? Here you write your name and surname and your ID number. So she just asked why didn’t you tell me from home?
So she just looked at her. She write and take the pen and give her from there she does not know what to do. She just take tha... tha... that... her cheque and a pen and give it to eh... a white man and help her. From there she have seen that she must know how to read and write, and she must go to school. And from there when she came back she tried to... to... to make herself available, so that she can be able to... and that is the cause to be here.
About others... ah... I’ve just asked them. They do just have the interest of having knowledge or something from here.

Is there any other thing that you would like to say concerning the needs of adult learners?

Response?
The... the need o... o f adult learners I... I can say that if we can get more facilities, because in our facilitators file there are... they’ve told us that, while we were at the course, they were using many... and many facilities were there but here they did not deliver us. So if it can be possible for the government to provide those I think the learning will be smooth, I think they can able to cope.
One more problem I experience is that coming to the non-beginners, I can teach the lesson three days and still they just understand little because they know nothing.

THANK YOU VERY MUCH FOR YOUR TIME.

END OF INTERVIEW.
INTERVIEW: TUTOR 2

Good-morning and welcome.

I would like to ask you what do you think are the needs of the learners in Region 5 and especially around your area?

Response:
Hm... okay, the... I should think there are several needs, eh... from different learners in our area especially in the rural area. So... the most important thing eh... that our people are looking for is Education, especially in terms of ABET... where you find that the...most of the people when we come across with them you find that they have different problems when they want to... eh... do certain things in town or when they want to express themselves you find that they have some difficulties.

So... eh...eh... I think the issue of education is very very important more especially because most of the people here in the rural areas, especially women, who are always at home you find that they did not get a chance to go to school in those days, but now they realise that there is a serious problem. They are left behind... eh... there are lot of things that are going on around them... eh... these days. So you find that they are out of touch. So... I think the issue of ABET is very important. Even though is... there are very few organisations eh... if not eh... government who are... you find that eh... they have learning centres in different villages, for example, eh... there is this organisation in the name of Bulamahlo learning project which only covers some certain areas or certain villages within Region five and some other few NGO's. And... even if the government is there you will find that it only covers some few areas not all the areas.

There is still a big portion where people are not involved in the issue of ABET. So I think the issue of ABET is very very important need that the people are looking for. Not forgetting the issue of eh... employment because most of the people are unemployed now. Eh... most of these people that we come across eh... in the past were working on the farms, but now there is the issue of... the economy is very low and they are retrenched and you find that now, right now that they unemployed. So the issue of employment is very very important.

The third, the third issue is the issue of eh... eh... the third issue I think is the issue of skills training. Where you find that eh... most people are unskilled. They are just sitting around and they are very few institutions especially in Region 5 who is responsible in maybe training people in skills training or skills development. Eh... even though we as the organis... as Non-governmental organisation as Bulamahlo we are also trying to offer different skills to different learners or different communities. Where you find that we train communities in sewing, knitting and also the issue of eh... eh... brick-making... so that people maybe at the end of the day can be able to... eh... have those skills and do their own things where they can maybe generating income for their families. I think basically those are the three serious needs that are affecting our communities.

And eh... as you look at those needs what is it that you feel is the most important need, that is which one is the dominant need?
Response:
Ya. You mean amongst the three... Ya, actually what is actually happening is that eh... they are... these things go hand in hand. While people are learning are learning how to read and write they should also take that skill and apply it when they want to engage themselves in things like income-generating projects. Maybe in any other... in any other field, because, for example if people are going to learn how to... maybe they want to be based in the sewing project they must be able to calculate, read, add and so on. So they use the numeracy or the Mathematical skills to... to... maybe to acquire their goal.

Who are your main participants, men and women?

Response:
Eh... I think most of our learners are women. Ya, even though our organisation is gender sensitive, gender sensitive. We also feel that men are supposed to be involved but is very few men that are involved in our programmes, you find that maybe out of eh... 20 women is only three men. Ya, the reason is that the eh... I should think in most of the rural villages most men have migrated to urban areas to look for work and it is only their women who are left behind. And some other... well we interview learners and they will tell you that eh... well you see the issue of culture. Most men especially adults they don’t feel comfortable when they are sitting around women, learning or discussing some other things. Ya, so you might find that we have some problems, especially where culture is dominating in those type of villages. Ya...

And what can you say about the issue of eh... the issue of resources. The issue of financial or human resources which help to cater for the needs?

Response:
Ya, well as a project we do have some problems especially these days. You know in the past we usually used to be financed by different funders from within the country and also outside the country. But right now the policies have changed. Most of the donors have shifted the focus on supporting NGO's in South Africa. Because Mandela is... would go around telling them that if they want to sponsor all South Africans they need to channel their money through the government. That is where all of us are going to get our shares from the government.

So what normally used to happen in the past is that eh... donors would channel their money directly into the organisation, but now there is this thing of the legislature on the issue of Bills which says that all people who want to support organisations in the country will need to... through the government. And right now they are busy forming one big organisation which is going to look into the issue of funding NGO’s in the whole country.

In... with the issue of human resources we don’t have much of a serious problem because there are a lot of people who are unemployed right now, with different skills that we can draw into the organisation and continue with our work but the problem is where are we going to get funds to pay these people. Ya...

I think I’m satisfied unless there is still something that you need to say about the needs of adult learners.

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Response:
Well, I think eh... I think basically that is that. Ya... sure.

THANK YOU.

END OF INTERVIEW.
ADDENDUM C: STAKEHOLDER GROUP 3

INTERVIEW: LEARNER 1

Thobela.

Ke eng seo se le hloheleditsego go tsenela dithuto tsa go bala le go ngwala?

Response:

Eh... ke tlisitse ke go ba ke ne pelaelo le cheque ya ka ya pay.
Kua cheque ya pay, ke hatisa monwana ka ha nkhe ka khone ho ngwala leina la ka, akere? Bjale hona moo ka otwa e le gore ke ne kimelelo ya goba, betere ke dio tsebe go ngwala leina la ka, goba, e nkaba... gongwe ke kua ofisi ba re saena leina la gago nkheye ka re mongwe ntshaenele. Nna monye ke saen leina la ka. Ee, ke ntho ye e ntlisitsego sekolong.

E hee, ee... go tseba go tseba go ngwala leina ka ka le. Ke ntho ye e ntlisitsego sekolong.

Namile, ge le ka tseba go ngwala leina la leen le a tloge?

Response:

Aowa, a ke tlowe, ke ya nayo pele... ke tswela pele. Ee.

Ke eng tseo le bego le palelwa go di dira ka baka la go se kgone go ngwala le go bala?

Response:

Gabotse, problem ya ge nkaba nka phela, ke be ke e gare nkhaya le thuto pele, ke dio tseba go bala Bible... ke otwe letala gore le re ke ene... ke moseni wa kereke... gore nkha otiwa ka go balelwa nna monye nke ke lebelele go re ene... e re ene.
Goba ka khe khuba ka nako ye nngwe ga ke khone go swara... ka hlogo ga ke khone . Bjale ge ke lebeletle ke khona go bona gore ke khone go ya le mosomo pele.

Mola le thomago go tla mo le bona go ne mohola?

Response:

Go no go fapana, ka gore leina ka ka ke a le tseba. Ee, le tse dingwenyana, ee.

Ke eng se se sengwe se le bonago go re Centre ye e ka le direla sona gore le kgone go tswela pele?
Eh... go ba go no ngwana wa ka a e Johannesburg... go ngwe ke ne problem ye ngwwe ka mo gae, ... ke ne number phone ya 'gwe go re ke kgon ego mo founela. Nkhe ye ka re ga mongwe ka re nhlabahlabele ke khone go realo ke khone go apa le ngwana wa ka kua a bene gona.

Go ka ba go kile gwa ba le batho ba go le dira matsotsi ka baka la ge le sa kgone go ngwala?

Response:
O...kay. E ka ba ngwana wa ka a le Johannesburg, o romela tshelete akere? E kua panka. Bjale ke ye ga mongwe ke re nhlabele... ya ba le nna monye ke beile tshelete kua panka, bjale ge ke e beile kua panka bjale ke a e nyaka go e tsea. Bjale nkhe khone go ya ke yo hlabahlaba, ke ra mongwe ke re nhlabele moo, ke mo fa nomoro yela a... yela ke re ntlele... nkhe tshutleni motho yola, akere? Nkhe tshutleni o bone nomoro yela ya ka. O a hlab, wa hlab, wa hlab. Ke tsea tshelete yela, o mphe nomoro yela. A nkhe tloga o sala a yo hlab weeer yena, akere? O tsea yela ke be ke isiile... o tsea tshelete yela ke be ke e siile. Ge nkhe boela ke re ke yo nyaka tshelete ke khumana go khana khelo, e fetle! Akere? Ke lebaka la go hloka tsebo, ya go re mongwe ntlele.

Bjale le bona go ne thuso mo, mathitshere wona a bjang, le kgotsofete ka bona?

Response:
Ee, di a re thusa. Ee, re khotsofatile.

Bakgotse ba lena le a ba hlohleletsa?

Response:
A! ba bangwe ba omile dihlogo... ba omile dihlogo. Le a ba bona bakgekolo bale ba rego ga re tsebe go ngwala maina a rena? Pele ga ge re ka thoma go tsena mo, re ka dia kherapa khewe le... re psa mere mo... a ... re khe e tla khekolone...Ke khekolo khaene kha bokhekolo? Nkhea tsena khekolo nkhe nna o mo hlokhu ke tli tosena khekolo mola ke khekotle, le go bona nkha bone? A re bone... ka moka ga rena ga re none. Nna ka re, nna le ge ke khekotle, khe belaelo kha ka ke belaela ka go dio tseba leina la ka goba nkhere motho yo mongwe ke re ntshanele. Tsa ka motshwane ga ke di tsebe... ka motshwana go tlo tso ga go tshentshile dilo tse di le ka mokgw’o mongwe... di diile ka tsele ye ngwwe di nkha nyaka go re motho yo mongwe a go diele. Bjale go na moo ke mo ke khumangang gore go noo phapang, nkhe nyake gore ke re motho ntlele. Ke nyaka go ya le mosomo pele... mo ke hlaelwelwago ke tlo no ba ka a hlaelelwa mara... ke gare nkhe khotlelela nkhe ya pele.

Ga le hlakane le mathata a go le paledisa go tla sekolong, mohломongwe bana goba mokgalabje a le ganetsa go tla sekolong?

Response:

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Ba ka se mpotse. Le ge a ba a e gona mokgalabje, ... a be ae sego... ke i controller ka nna monye ka gore ke nyaka khe khe mpelatsago ka gare ga pelo ya ka, ee.

Ke a leboga.

END OF INTERVIEW.

INTERVIEW: LEARNER 2

Ke a lotsha mma.

Ke mathata a fe ao le kopanego le ona ao a dirile g gore le tie mo dithutong tsa batho ba bagolo?

Response:
Mathata a ka nna ke go bobo... ke sa kgone go ngwala le go bala. Ntone re no' banna ba berekela kgole. Ga re kgone go re ge a khe nyaka go apa ditaba, gore ka mo gae go no' mathata, or le a dya or le a sitega or go no' ntho e... ya bohlokwwe ke kgone go ngwalela monna wa ka.

And go no' go re o tsamaye o ye shopong... re a sokola ge re khe tsena shopong ka go botsisa. Batho ba bantsi ba re tseele ditsheltele ka baka la go botsisa. Ga re khe fihla diposong, re nyaka go tsea ditsheltele, ba a re patedisa, ba nyaka gore re ba fe R10.00. Bjatse, ke nthwe e diilego gore re fostele go tla sekolong. Ee, ge ba re ge go no' seko! sa batho ba bagolo re fostele go tlo ihuta ka gore... gore ge o khe nyaka go apa ditaba le monna wa gago o se ke wa re ngwana a go ngwalele lengwalo. Ke le sapa. O ka ba wa re ge no' taba ya go re matsatsi a ditaba ga di sa tshabisa bana, mara nna ke no otlwa o ka re di a tshabisa, go re ke re ngwana a... ditaba... ge ke nyaka go apa le bopapagwe, ke re ngwana...

Tse dingwe tseo e lego go re le be le palelwa ke go di dira ka baka la go se kgone go bala le go ngwala ke dife?

Response:
Ke tse di ntsi tseo ke bego ke palelwa ke go di dira. Go na ntong ke rekile motshene wa go roka. Motho a ka tla mo a nkhone go mo theipa. E tlo ba e le gore ga ke tsebe saese ya gagwe, gore ge a khere o apara saese manc ke ti mo theipa bjane. Ka baka la gore nkhe a khone... nkhe a khone go... go... bala. Ke swanetse go tseba gore ke mo balele, ke bale ke... ge a ka tseba gore ke apara thirty mang ke tsebe gore ke kgone go mo kala, ee.

Gona bjale le bona go ne phapang, Centre ye e ne mohola?

Response:
Ee, e re tswela mohola ka gore nna ke be ke dio tseba go ngwala leina la ka, le sefane. Ee, le sa bogadi bja ka, mara
go na tlong ke a khona go ngwala lengwalo, ke a kgona go bala lengwalo. Ee, mo nkhumana ba ngwatle gore... o tlo khumana ba ngwatle ka sekgowa mo... ke a khona go tswe bona gore ba ngwatle mola. Ke a khona go tseba gore shopo ya Tzaneen ye ke efeyo. Ge ke e Phalaborwa mo nka ya... board tsa mo pateng ke a di bona gore ye e ya kae ye. Ge ke fihlile Johannesburg ke a bona gore ye e ya kae, ye e ya kae.
Ke a kgona go bala... go bona, ee. Ke bona e ka re a thusega.

Bjale ka taba ya go ikokeletsa maseleang ka mo gae?

Response:  
Re be re nyakile. Ba rile ba tlo tlisa metshene ya go roka ra ihutha go ngwala. Batho ba bantsi ba be tlile ba re tlo ngwadisa gore... ba boela morago. Aa, tswelopele ga re e bone.

Ga go na mathata ao le kopanago le wona , go swana le a bana goba mokgalabje ba le thibela go ya sekolong?

Response:  
Bana ba ka ka moka ba sekolong, and bana ba ka ba a thakgala ge ke se khona go ipalela ka nna monye. Ee, le ge motho a ka tlisa lengwalo, gore ke la go rapiwa goba ke la di party, goba ke la ene... ke a kgona go bala nna monye.
Ee, bana ba ka ga ba worry ka nna ge ke etla sekolong. Sekolo ba kgona go tsoga vroeg ka gore... ba re file nako ya go tseba gore ba re file nako ya go tseba gore borena re tsoge nako mane, re die tsa go dy, re tle sekolong nako mane. Bjatse, ke a tseba gore ka nako ye itseng ke swanetseng go ka ke feditseng gore ke kgone go ya classeng, ke diele bana dijo.
Ba re nyefola ka maatla. Nna nkwa ka mo gaLekhotho ka mo. Ba go tla sekolong ke nna ke le one. Ke nna ke tlang sekolong. Ee, go na bjalo re bala puku ya English, ge o khe putla motho o tlo go botsisa a re nna o ya ka? O paletlwe ke go tsena khekolo o khe o monnyane... o se ka bommago le bopapago o tlo ba o tswenya monna?
Ee, ka go ba ke ferekane ke re ga go na taba. Nka se mo fete, ke no re aowa ke paletlwe. Batswadi ba ka e be ele ditshuana, ba paletlwe ke go nkisa sekolong. Ka mo lesa a le so, ka putla ka tla sekolong.

Bjale ga go kgonege gore le hlohleletse ba bangwe gore ba tle sekolong?

Response:  
Re a ba bitsa gore a re yeng ka mo sekolong re ye re ro fokatsa, yo mongwe a tla otlwa a khere nna re ne mosomo.
Wa mo fa mabaka a go re sekolo se ga re tsene letsatsi ka moka. Re a khona go ya dikgonyeng, re khona go dia mesomo ya ka gae.

Morutisi wa lena yena le bona a le bjang?

Response:  

Yo re bona... re kha kwa go thoma naye dikhwedinyana tse tsa go putla. Ee, mara yo re be re khe soma naye... hei o be a khere somisa ga botse. Le ge o ka tla o sa khone go ngwala leina le sefane. Ee, wa go laetsa wa tseba le mma le papa.

Yo a be a emo nka tla ka re o serious. Ee, o serious le go re rutisa ka gore... o re badisa English ra e kwesisa. Ka mokgwa wo a re badisang ka gona o ne tshomisano ga botse. Ke ngwana yo monnyane mara ga a re felele pelo. O tlo tla a khe suthela kgaufi a khe go supetsa gore o be o tlwisise. Ee.

Dilo tseo ba le rutago tsona e ka di sepeleleana le bophelo bja lena ka kua magae,... mohlomongwe ba le ruta ka tse dingwe tsa bophelo?

Response:
Ee, ba re botsa. Ka go re go ile gwa tia nako gwa tla ba... re tshuta. Ra ba tlwisisa mara ke bana ba bannyane mara ba be ba khere thusa mabaka a go khona go re... le go khona gore le kgothatsane ka mo motseng... le lesata o kha nyama wa fihla wa rogana ka gae. Re be re khe tlwisisa ka gore ba re botsa mabaka a mabotse a go khona gore re swarane le malapa a rena, re khone go go swarana le bana re renakgabotse. Ee, gore a tlo khona go go tlwisisa ngwana ge o mo fetola ga botse, ka gore ge o mo fetola ka go ya godimo ga a tlo kgona go go araba ga botse.

Go ne se sengwe seo le ratago go se bolela mabapi le go ithuta ga batho ba bagolo?
Response:
Ee, nka no re basadi ba bantsi ba se tshabe, ga di swabise. Re ne mokgalabje yo mongwe ba re ke... o gola pay. Bakgekolo ba bangwe ba gola pay. Basadi ba ba bantsi ke re ga ba tle sekolong re tle re ithute gore ka moso re tlo kgona go ithusa. Ge re fihla dishopong re se ke ra sokola, re se ke ra balela mangwalo ke ditshomi.

Ke a leboga.

END OF INTERVIEW.
INTERVIEW: LEARNER 3

Good afternoon and welcome.

Ke eng seo se go hloheleditsego go tlo tseunela dithuto tsa batho ba bagolo, o bone o hlaelwa kae mo bophelong bja gago?

Response:
Ke no thoma ka bolela fela? Okay, nna I’m a graduate. Ke na le B.A degree. So, ke dutse three years, ke completile ka ‘95 and then ka ‘96 ka bereka three months ya accouishment leave. And then from there another three months in 1997, and then this year ka bona gore di poso o kare di ka se be available is better... to do something... maybe nka joina project ke ithute go roka. Ka gore... dilo tsa matsogo feela. Ka gobane ke bona o kare at least le ge ke le gae nka... nka roka, nka kgona go roka ka rekisa or... nna up till now I have no money ya gore nka reka something. Maybe ke batla di push-in I don’t have that money, or ke batla bedding I don’t have that money but I have my own hands that can do it. That’s why ke joinile this project. And then so... ke gore ke bona o ka re ge re le mo, go swana le nna ga ke kgone go roka, and then it’s for the first time ke roka, that’s why. Ke bona o ka re it’s sa... ke gore... ke gore... Ga ke tsebe go re nka e bolela bjanga mara ke bona nkare ke ntho e nka bonago gore because I have a degree and wa bona... ga ke na mmereko, so I can do something. So ke tla re is better gore ke berekise matsogo a ka, gore... go dira something go bontsha gore I can do it because sometimes ke bona o ka re ke useless. Ga ke bereke, after all just to... ke dule gae ke sa ire selo, ka cleana, ke e ja, ge ke fetsa go ja ka robala and then ka bona go re I’m not gaining. That’s why ka re a... it’s better gore ke no joina project, ge ke roka ke tlobe ke ... go roka. If di post di ba available ke tlo bereka but if di... ba sa... re fe mmereko I will continue doing something. That’s why ke... joinile project.
The thing is... kahle-kahle is to do something. To use my time to...

And up to so far are you satisfied with what you have been doing, ever since you joined the project?

Response:
Yes, I’m satisfied. The problem ke go re we have no equipments but my performance is very good, because I dedicate myself to... hm... this project that’s why I know... there is no difficulty, everything is simple. So...

And then ge o lebeletse lena as learners, what do you see your motivation like taking into consideration the fact ya go re you don’t have enough eh... facilities like... aren’t you becoming demotivated such that perhaps you vote out with your feet and go away... and so on and so on?

Response:
Hm.. Ke ba motivated ka gore re a kgona go... discussa all of us, or ga re na mm... di equipments or maybe ga re
na... metshene, and ga re na tselele ya go re ka reka because we are not working. So ra bona gore as long as re le united, and then re be le confidence we will end up having those equipments. And then sometimes we just talk, maybe what if we found someone eh... a... a re donatele re reke metshene. There after we can do our own things. For instance last week ne re ... re bolela ka gore what...why re sa... maybe ten rands, ten rands or twenty rands, twenty rands or thirty rands thirty rands, at least the way wena o bonago o ka re o tlo ba o ne le yona. Maybe ge o bona o ne le ten rands just bring the ten rands, if you have thirty rands just give us a ten rands. So we can buy the... we will see gore e tloba boo ka? And then re reke masela, digarane , dinelele tsa motshene. Problem ya rena ye ke bona o kare ke ye... ke... ga re na motshene. Eh... ke motshene wo one, and then most of us re tlele mo re sa tsebe selo ka motshene. O tlo humanar re... maybe everyday from two o’clock up to half past four, o tlo kereya gore at least three of the people ke bona ba berekisang motshene, the rest re swanetse re no... wa bona re etsa dilo tsa matsogo just to keep us busy. So... ke bona o kare if go na le somebody ya tlo... a bona o kare a doneita, whether batho ba di business or... ke gore motto yo mongwe le yo mongwe. Even eh... motto so, if you feel for us you can donate maybe machine. Go swana lemotho yola wa organisar ya rena, re berekisa motshene wa gagwe, ke gor e... yena o a bereka akere? That’s why o a re thusa maybe motsene wola for example ke wa gagwe le digarane. So ke bona o kare if go na le motto wo mongwe a ka re thusa ka go re motiveita gore re se ke ra loose hope. A ka no re fa motshene gore re kgone go ya... pele, but nna a ke nagane tsatsi le lengwe ka re ke a tlogela. Because ke bona... gae ke ba lonely, ke nagana ku... mara ge ke fihla mo ke a bona go re it’s not me ke le one ke sa berekeng. There are many people ba ba sa berekeng, and then it’s up to me go re I rather stay at home ke sa dire selo or I must come here to do something. Ge re le mo sometimes... le mentally o a relexa... ke gopola... before ke tla mo I was just wondering what must I do... why is this happening to me? I have no job but wa bona? Sometimes ke tlo end up ke le mentally disturbed. Mara ge ke tla mo re a boledisana go re hei why, why... o mongwe a tla le problem ya gagwe hee so so so. Ke motivation ye e dirago gore ke se ke ka loose hope, that’s why le ge ke bona... a... ke gore myself ke... ke gore ke kgona go ba le vision ya this project, ka bona gore okay as long as we together we can do something. Hm... wa bona? That’s why nna I don’t remember any day ke ba tla go tlogela.

And up to so far are you satisfied with your facilitators, di thitshere tsa lena...?

Response:
Yes, nna I’m very satisfied. More especially with Miss Tshimbane. She is very dedicated. Ke gore wa bona motto... ke gore ke yena a re motiveitang. Ge re re hee ga re na garane o tla bona a re fa garane, that’s why I’m very much satisfied. She is very kind.

Thank you neh?

END OF INTERVIEW
INTERVIEW: LEARNER 5

Thobela Mma. Le ka e?

Potsiso ya ka ye nnyane feela ke go botsisa gore naa ke mathata a se ao le kopaeng le wona mabapi le taba ya go palelwa ke go ngwala le go bala go fihla ge le bile le nagana go tla mo go tsenela dithato tsa batho ba bagolo?

Response:
Hei, re bone matshwenyego ka lebaka la gore ge o khe bereka go na bjale, gaba nyake ge o khe tia sefapano, ba nyaka... o ngwala leina la gago. And re gola dipankeng go na bjale, ga go na tshelete ya go fiwa ka letsogo. And ge o fihlile kua pankeng ba nyaka gore o saene, o be o tlatse dipampiri. Mara ga na bjale ke khumana sekolo se... se nthusitse sa batho ba bagolo. Se nthusitse ka gore go na bjale ke kgona go fihla pankeng ka... tla sa dipampiri nna monye ka kgona go gola. And ga na bjale ke bona ke maemong a godimo ka gore ke phasitse ke bala standard three. Ke bile ka khumana award le certificate. Bjale ga na bjale re be re nyaka go kwela pele ka thuto tsa batho ba bagolo, gore re kgone go bona bokammamoso ka gore mabaka a go na bjale naa ke sekgowa ga di kha tshwana, mabaka a gona bjale le a kgale.

E le gore award ye ba le filego ba le file gore le dirile eng?

Response:
Ke phasitse. Ee.

Le ne meloko ya kgole le kgaufsi yeo le ka e ngwalelago mangwalo?

Response:
Ee, ke na bo.

Bjale le kgona go bona gore go na bjale le kgona go ba ngwalela?

Response:
Ee, aowa ke kgona go bona ga na bjale gore ke tswela pele ka gore le fax ge e ka kwelela ke le mo mmerekong, ke kgona go e amogela, ke moka le founo ke a kgona go e araba. Ke be ke se kgone selo. Aowa. Go be go se na ntho ye ke ekgonago.

Okay. So le bona Ithuseng project e le thusitse?

Response:
Ee, aowa ke bona e nthusitse.

Le thomile neng go bereka mo?

Response:
Ke thomile ka ‘93.

Le be le ntse le thomile go tse na sekolo mo or?

Response:
Ke thomile go tse na mo Ithiseng ka ‘93. Ee.

Mara go na bjale le thabile gore go ne bokaonenyana bjo le bo dirilego?

Response:
Ee, aowa ke thabile kudu... ke kgona go bona gore naa go diega eng.

A go na mathata ao le kopanago le ona, mohlomongwe a ka gae le a batho feela, mohlomongwe o hwetsa e le gore ga le kgone go tla sekolong ka gore le sanetse le be ka gae?

Response:
Nna sekolo ke humana e le gore ke tswela pele, ka gore ke gare ke tse na e go na mo mmerekong. Ka one ke ya sekolong, ka two ke boela mmerekong. Le ba bangwe ke gare ke dira boipiletso bja gore ka mo re gare re a fahloga dithuto tsu batho ba bagolo, re gare re a rute ga mo Ithuseng.

Ke a leboga.

END OF INTERVIEW.
INTERVIEW: LEARNER 6

Thobela.

Ke rata go tseba feela gore ke eng seo le be go se le tshwenya ka baka la go palelwaa ke go bala le go kgwala go fihla ge le bile le e tla mo lthuseng?

Response:
Nna ke nna Mosima... Ke dula... Giyani. Bjale mo ke tlile ka pereko. Ke berekga ga... Ee, ke ka motseng. Bjale ke ile ge ke fihle mo ka otlwa gore go na le sekolo mo ga Ithuseng mo.

Bjale bothata bja ka be ke sea kgone selo. Ke sea kgone go kgwala leina la ka. Ke gore... le bana ba ka ke sea tsebe ge be boa kua gae ba re... ba ile o saene mo. Ke tlo saena bjane ka gore ga ke kgone go kgwala. Ke gona ge ke fihla mowe, ba re go ne sekolo sa basadi. Ka botsisa mme... a re ee. Ka ba ka re bjale ka gore ke a berekga ke swanetse gore ke die bjang?

Ba re ka two ke nako ye rena re thomago go tsentsha sekolo, sa go tshwanela lena le berekago. Re ka thusana le lena ka hour ka ntheenyana gore le kgone go gomela mmerekong. Ka gore le a sokola.

Nnete ka two ka tla.

Ba thomile go re badisa bo A, E, I, O, U.Ke moka re kgwala... Ba re thomang go kgwala maina a lena. Ra thoma go kgwala, ke moka ra kgona. Bjale ka bona gore sekolo se se ne mohola. Ke moka ba tla ba re... ngwalele, ba re ba fa examination gore re bone re a kgona naa.

Ra kgwala ba re aowa, bjale le a kgona. Ra kgwala dipalo. Ba re ngwadisa dipalo, ra kgwala. Ra kgwala test ya mafelelong a ngwaga. Ra kgwala. Bjale ka kgona go kgwala leina la ka le sefane, le maina a bana, le lenwalo bjalo ke kgona go kgwala, le go saena, le dilo tse ka moka ke a kgona.

Nka bona gore sekolo sa Ithuseng se nthusitshe ka matla a magolo. Ka gore ke kgona go nwa kgwala leina la ka. E be e le nna letshokhu le lengwe. Ge ke fihlile ga na mo go swana ga na mo diposong, ke be ke khone selo. Ge ba re saena mo, nna ga ke tsebe gore go saena ke eng. E no ba go no lebelela. Ba re ke kgwala soo, ba re aowa o se ke wa kgwala sefapano. Le nna ka bokhekolo, ke re a ke khone. Ba. Ba re ga wa ya sekolog. Ka re aowa ga ke a ya sekolog.

Ke re na bale ba gore... ga re ye sekolog re ka tla ra ba dilo tsa go se tsebaletsese. Re ka se ke ra bekiwa. Mola kgale be ba re ge o ka se nyadiwe ge o ile sekolog.

Bjale ebe e le rena ba go dula ka magae. Ke lebogile ka matla, sekolo se se nthusitshe ka matla.

Ke re nke se no ya pele se kgone go thusa le ba bangwe ba go swana le nna ba go re... ba be ba sa kgone go... gore re no tla re rute re khone ka matla go kgwala. Ke leboga ka matla.

Ke leboga ka matla. Ke leboga thuso ya bo lena.

Bjale go na bjale ga le sa tswela pele?

Response:
Re ga re a ya. Re ga re re a tswela pele. Le dipuku setse (Taking out all her work books to show me the work they
do in class; where she wrote). Ka mokgwa wo ka two re be re swanetse gore re tle bjale ba re phakisang go no moeng. Ka two ke be ke swanetse ke tle. Ee, ke tilio tla.
Nna ke a kgona bolena. Nna ke a kgona le go ngwala, a le bone? (she was showing me all the books and where she wrote).
Ke thomile ngwaga wa go feta. Ke be ke sa kgone. Le dipalo se di.

So, le ka mo le somang ga ba na bothat bjá gore le tsene sekolo...?

Response:
Mm, ka mo kgwa wo no ke no phima setofo ba re kitima o yo otlwa gore ba go ... eng. Ee.
Ee (re a ruteja), ka gore go na bjale ba re ruta English. Le yona dipuku tsa go na se di (showing me her English work-books).
Ke tlo kgona. Ke tlo kgona ka gore ke belaetle. Ke be ke sa kgone selo. Mm. Ke mo ke fihlile kua gae ke a ba botsa ke re hei, sekolo sa basadi se a thusa. Ba re re rute ka matla. Le ge re ka no kwa ka mo ba re principal o re re tle...
Go re re kgone go ba... re kgone go bona ka gore naga ya borena hei, e fase ka matla. Ga e na thuto. Ee.

Aowa ke leboga ge le tlile go tlo bolela le nna ankere.

END OF INTERVIEW.
INTERVIEW: LEARNER 7 & 8

Re a lotsha.

Ke rata go tseba gore ke mathata a fê ao le hlakanego le wona ka baka la go se kgone go ngwala le go bala go fihla ge le bile le tlo tsenela ditluto tsa batho ba bagolo?

Response (learner 7):
Nna re ithutile go bala le go ngwala ka mo... ka gore re be re sa tsebe go ngwala, o a bona? Mara le ga e ka se re... go ya pele tse dints'i re ga re a tseba go re mo ke ya go go na ke ya kae. Ee, ga ntone re be re kgopela gore le re fe lese di go feta moo. Gobane ngwaga wo ka January ke humane certificate sa... Sesotho. Ee, ga ntone le go thusega ka mo mosomong ke thusitse ke Ithuseng go tloga... re khumana e thomile mara re tse ne gare ga yona, mara maseana a re na a gare a godisa ke yona.

Sekolong re a kgona go kokodetsa tshelete, ra humana tshelete ra ba isa dikolong. Ke moka ge ba shota sekolo fisi ra ba patelela. And re a kgbakantsa ditshelo... ba...ba ba beela dshelete ke moka re e ya re tsea re gola.
Re be re kgopela gore re tswele pele, re se ke ra boela morago gobane ge re ka dia re se tloga re tlole lebala.

So pele le etla Ithuseng le ithuta go bala le go ngwala le ba hlakanana le mathata a fe?

Response (learner 7):
Oo, mathata a re be go re hlakanana le wona ke ge go swana le ge e le gore... mara be ba re file nako ya gore ge re bereka ab ka nna ba re fa nako ya go ithuta go bala le go ngwala. Bothata bjo re hlakanana go biona ge re soma kua... rebe re hlakanana le mathata afe? (asking her colleague). Mathata a re hlakanana nayo... ka gore barutisi ba rena bona ba be ba be re rutisa. O a bonang a se a tla o be a tilisa report a re re thatafile le se ke le mbelela, ke no mo ke pategileng.

Go ntone bothata bjo re hlakanana go biona ge se bjo bo kaalo. Be re no bona re tlwisisana ka gore re ba re kgona gore re ge re bereka ke moka... ge re tsheisa, ge e le lunch ke moka re na re sala re ruta go bala le go ngwala. Ke moka ge re fetsa ge e re two, ke moka re boela mosomong, ge e re three re boela mosomong ka three. Ee.

So, be bona project ye ya Ithuseng e le thusa kudu-kudu?

Response (learner 7):
Ee, yona e re thusa ka matla, ka gore ke kgale re... ge re khe sala re e so ke no le five years ke el ka mo Ithuseng. Ga senke re no re re a tloga. Re tla ya ka? Re no ba gona ka mo Ithuseng. Ee.

Aowa, ke a leboga.

Ke gore ke no rata le nthlalosetse gore naa, okay a kere ge le etla ka mo le be le sa tsebe go ngwala, le sa kgone
go dira selo? Ke nyaka le mpotse gore le be le hlakana le mathata a fe?

Response (learner 8)
ke gore dilo tse di bego di khe ntshwenay go swana le ge ge e gare ke ga na mo posong ke nyaka go saenelwa, ge ke humane selipi, ke ntho e be go e se ntshwenya yon yeo. Ge ke ile toropong go reka ke ntho ya gore ge o no topa selo o thoma wa botsisa motho gore nke o ntebelelele gore naa mo e ka b ake bokae. Hm, mara ga na ntone aowa, ke ile go tla ka mo ke thomile ngwaga wa go putla mara ga na ntone leina la ka ke petere ke a kgona go ngwala. Hm.

Le bona le kgotsofetse, le bona o kare le tla kgona go tswela pele?

Response (learner 8):
Hm, ke tlo ba kgona. Ge e le gore ke sa le go na mo Ithuseng ke gare ke sa no tswela pele le mosomo le sekolo se ga se a ema, aowa ke nyo’ko boa ka kgona, le sekgowa.

Ga le na maikemisetso a go tlo tloga mohlomongwe ge le bona o kare Ithuseng e le thusitse kudu la tloga la yo nyaka mosomo pele, mohlomongwe gauteng goba Tzaneen?

Response (learner 8):
Aowa. Re tla no soma ga na ka mo. Ge e le gore Ithuseng ga e ya hwa re tla no soma.
Ke kwisisitse, ke a leboga.
END OF INTERVIEW