

**TOPIC :** A comparative review of programs for adult education in Lesotho and the lessons that South Africa can learn from them.

**SUPERVISOR :** Professor Malcolm Wallis

**PRESENTED BY :** Shamnath Ramsamuj -  
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## **DECLARATION**

I declare that :

***"A comparative review of programs for adult education in Lesotho and the lessons that South Africa can learn from them"***

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

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## GLOSSARY

AAC	Anglo American Corporation
AACCF	Anglo American Corporation Chairman's Fund
AAEA	African Adult Education Association
AALAE	African Association for Literacy and Adult Education
AATD	African Association for Training and Development
ABE	Adult Basic Education
ABET	Adult Basic Education and Training
ADEC	Association of Distance Education Colleges
AE	Adult Education
ANC	African National Congress
ASECA	A Secondary Education Curriculum for Adults
AS and TS	Association of Scientific and Technical Societies
BCP	Basutoland Congress Party
BESA	Basic Education and Skills for Adults
BLL	Bureau of Literature
BNP	Basutoland National Party
CEPD	Central Education Policy Department
CLC	Community Learning Centre
CLD	Community and Leadership Council of IEMS Institute of Extra-Mural Studies
CIC	Career Information Centre
CIDA	Canadian Aid Agency
COSATU	Congress of South African Trade Unions
COSC	Cambridge Overseas School Certificate
DANIDA	Danish International Development Authority
DBSA	Development Bank of Southern Africa
DEI	Distance Education Institute
DET	Department of Education and Training
DLA	Distance Learning Association
DNE	Department of National Education

DSA	Development South Africa
DVV	German Adult Education Association
ERS	Education Renewal Strategy
ET	Education and Training
FAAE	Forum for the Advancement of Adult Education
FACE	Forum for Adult and Continuing Education
FE	Formal Education
GDP	Gross Domestic Product
GENMIN	General Mining
GOL	Government of Lesotho
HSRC	Human Sciences Research Council
IDT	Independant Development Trust
IEB	Independant Examinations Board
IEC	International Extension College
IEMS	Institute of Extra Mural Studies
ICAE	International Council of Adult Education
ILY	International Literacy Year
ITASA	Adult Educators and Trainers of South Africa
JET	Joint Education Trust
JMB	Joint Matriculation Board
LACOM	Labour Community Project
LANFE	Lesotho Association of Non-Formal Education
LCC	Lesotho Co-operative College
LDTC	Lesotho Distance Teaching Centre
MOE	Ministry of Education
NCCR	National Council for Repartriation
NECC	National Education Co-ordinating Committee
NEPI	National Education Policy Initiative
NES	Newspaper Education Supplements
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NLC	National Literacy Co-operation
NMC	National Manpower Commission

NOLA	National Open Learning Authority
NQF	National Qualifications Forum
NTB	National Training Board
NTS	National Training Centre
NTTC	National Teacher's Training College (Lesotho)
NUL	National University of Lesotho
NUMSA	National Union of Metalworkers of South Africa
OAU	Organization of African Unity
PAC	Pan African Congress
PDP	Population Development Program
PEMS	Paris Evangelical Missionary Society
PRISEC	Private Sector Education Council
PWV	Pretoria - Witwatersrand - Vereeniging
RDP	Reconstruction and Development Program
RTC	Regional Training Centre
SAALAE	South African Association for Literacy and Adult Education
SACABE	South African Council for Adult Basic Education
SACHED	South African Committee for Higher Education
SADF	South African Defence Force
SAIDE	South African Institute for Distance Education
SAIRR	South African Institute for Race Relations
SANDEF	South African National Defence Force
SIDA	Swedish Aid Agency
SODEPAX	Lesotho Society for Development and Peace Commission
TE	Technical Education
TEBA	Employment Bureau for Africa
TRC	Transformation Resource Centre
TVE	Technical Vocational Education
UF	Urban Foundation
UN	United Nations

UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNISA	University of South Africa
USAID	United States Aid Agency
VE	Vocational Education

## **ABSTRACT**

The dissertation is a review and comparison of the programmes for adult education (AE) in South Africa and Lesotho. The two countries share some historical affinities and are geographically contiguous. Thus much can be learnt from a comparative analysis of the two. An extensive description of the two countries' strategies of AE is made and how these have evolved over the years.

Much library-based research was carried out with respect to the position of AE in South Africa. In addition, some field work was also undertaken. This focussed mainly on the valuable role played by the South African Committee for Higher Education (SACHED). Interviews with the Director : Kwazulu Natal - South Africa (Ian Mkize), shed light on the work done by SACHED in the past and the direction it would be following in the future. It is a fact that this body is the foremost Non-Government Organisation (NGO) in South Africa in the field of AE. SACHED has also played an important role by making submissions which assisted with the drawing up of the Government White Paper on Education and Training. One of the important programs that SACHED is engaged in currently with is ASECA (A Secondary Education Curriculum for Adults). In conversations with the then ASECA Regional Coordinator, Dhaya Sewduth, the success of the implementation of ASECA was already evident. It seems clear that since the program has been so well received, the number of students enrolled is set to exceed all expectations.

The researcher obtained a great deal of information from the NEPI Reports - especially those concerning Adult Education and Adult Basic Education. These Reports have been the result



of great debate and research by some of the best academics and practitioners in the field.

All the resources, whether primary or secondary, enable one to make a few generalised conclusions :

- black education has suffered from centuries of neglect by the government of the day
- as a result, huge backlogs exist in schools, equipment and personnel
- although there is some disagreement as to the exact figure, the illiteracy rate among the adult population (i.e. in the age group 20 years or older) is very high - 31% according to the Development Bank of Southern Africa (DBSA) (1993; 6).
- present provision is grossly insufficient
- greater funding is urgently required from state, the corporate sector and NGO's
- the current poor state of education with the resultant high drop out rate means that AE will remain a priority for some years to come

- AE can be a valuable way of affirming the previously disadvantaged communities enabling them to take their rightful places in mainstream society

The AE experience in Lesotho was examined from a different perspective. Much time was physically spent in Lesotho and information was obtained from a wide spectrum of service providers and role players.

The Institute of Extra Mural Studies (IEMS) of the National University of Lesotho (NUL) is one of the main role players in AE. Thus much time was spent here collecting information and interviewing the key personnel. It became clear from these interactions that IEMS has direction and foresight and is clearly focussed on its central task - it sees itself not only as a trainer of AE but it also trains the trainers. One of the main drawbacks is the lack of funds. A most encouraging feature is that the rural areas are not neglected and receive their fair share of attention. The situation in South Africa is opposite to that in Lesotho and rural areas suffer from abject neglect. The Lesotho Distance Teaching Centre (LDTC) is mainly concerned with preparing students to pass exams on a part-time basis (Std 6, Std 8 and Cambridge Overseas School Certificate - COSC). However, it is also involved in AE and literacy work. Although the Centre clearly does sterling work in its chosen field, it does suffer from certain handicaps - the chief of these being insufficient funds to carry out all its desired projects and a very high staff turnover (mainly because of poor salaries). As a result, staff use the Centre as a starting point to obtain better paying portions in other departments of the public service.

The Lesotho Association for Non Formal Education (LANFE) has a large number of affiliates from different parts of the

country. The Organisation survives completely on funding provided by DVV (German Adult Education Association). Although LANFE does provide some training and a window for goods produced by members, it is completely at the mercy of donor funding and is unable to find ways of generating funds on its own in any other way. A matter of immediate concern is that DVV is currently to end its funding in 1996.

A characteristic feature of Lesotho is the large variety of NGO's operating in Lesotho because of the great poverty of the country.

Greater co-ordination is necessary to prevent duplication of infrastructure and services. Such resources are sadly wasted in a country where this should not be allowed to happen.

The poor state of full time schooling, especially primary education, is such that there will be high drop out rates for some time to come. Thus the provision of AE will be a continuing necessity. Lesotho has a wide diversity of service providers in the NGO sector.

A strong point in favour of positive results from AE is the homogenous nature of the population who speak a common language. South Africa on the hand has a wide diversity of people of different tribes, languages and cultural persuasions.

Some of the main lessons that South Africa can learn from Lesotho are :

- greater commitment from government regarding AE.

- greater amount of improvement attached to AE so that it features more permanently in the agendas and budgets.
- greater penetration of AE programs in the rural areas.
- increased funding.
- AE should be given greater prominence in the RDP budget.
- AE could become an important tool to affirm the previously disadvantaged and correct some of its worst excesses.

Lesotho can also benefit from the South African experience. One way could be by the establishment of Departments of Adult Basic Education and Training (ABET).

The AE experience in South Africa up to date has been a sad saga of grossly insufficient provision on a small scale for a potential number running into many millions.

Finally, greater commitment and resources are necessary from the state and the donor communities. However, there must be better co-ordination to prevent duplication and to allow for economies of scale.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 NEED FOR THE STUDY :**

The most important effect of the policy of 'Bantu' education is that millions of people have received either no education, or very little formal education of very low quality. The quality of life of these people is negatively affected because so many cannot read or write. They are disadvantaged in the following ways :

- they are unable to participate in the dominant forms of literacy
- they are disadvantaged in job-seeking
- they are often unable to participate fully in training or development programs
- they might be unable to provide the support for their own children's learning
- they might be unable to respond to the critical health and environmental issues which pose direct threats to their existence.

Society in general is also disadvantaged if large numbers of people are unable to participate in literate communication. Lack of specific literacy skills becomes a social barrier that advantages some people over others and thus thwarts the striving for democratic participation. It also has adverse effects for economic development as it limits the pool of skilled workers available for employment. Adult education (AE) or non-formal education (NFE) is increasingly being viewed as the means whereby some of this immense backlog can be addressed. However, until recently there was very little formal recognition of this need in South Africa. There is still no central authority responsible for organising, co-ordinating and providing this kind of education.

The population is rapidly growing and becoming urbanised and it is becoming clear that the demands for formal education will increase to the extent that the state will find it increasingly difficult to cope with the sheer weight of numbers.

Increasingly, it is apparent that an improved distribution of education opportunities in South Africa will contribute to redistributive economic growth. The contribution of education to development will be enhanced, moreover, by other social and economic reforms, opening up opportunities denied to blacks in the apartheid era. Education and training are accordingly at the centre of redistributive strategies for the South African economy.

While schooling contributes in the long run to developing a prosperous economy, effective AE yields its returns in the short term and is often closer to the changing needs of individuals and groups than formal education. Although the organization of AE is difficult as it needs to be responsive to divergent and shifting demands, it is an important and rewarding field. The Latin-American experience suggests that non-formal AE, often privately or non-governmentally provided, can partially compensate for deficiencies in public schooling. (Hutton; 1992; 39)

About 31% of the total population in the age group 20 years and older are functionally illiterate (DBSA; 1993; 6) and have inadequate basic schooling to take advantage of training or skilled employment prospects. The consequences are felt throughout the economy in low productivity, the quality of life of low income households and communities, and political and social instability.

Current provision of adult basic education (ABE) does no more than scratch the surface of this problem. State funding is inconsequential and private or non-governmental programmes are fragmentary and limited in scope. Indications are, furthermore, that the quality of existing provision is poor, leading to low retention and poor success rates of candidates for examinations. Language competence appears to be a fundamental problem, and is probably the appropriate focus for revitalising AE.

The experience of ABE and literacy work in African, Asian and South American countries in particular deserves comparative study and attention. State responsibility is strongest where, for whatever reason, literacy is seen as a right. Overall, there are certain international trends which seem to be strong :

- in Africa, centralized, government-run systems seem to be in serious decline
- successful AE operations do not seem to be state-run systems
- where state funding and control is present it seems to operate best through regional (states or provinces in federal systems) or municipal government
- direct provision, though state-funded, is often through NGO's and central government funding to AE is often targeted at special groups - such as the illiterate or the unemployed (Adult Education - NEPI Report; 1992; 61).

In order to discover what has been done elsewhere, and to see if lessons can be learnt for South Africa, it was decided to undertake field work in Lesotho. Significant lessons can be learnt from the experiences in Lesotho. Many conditions in Lesotho mirror those in South Africa. Some of these include :

- abject neglect of AE in the rural areas



- poor financial support from the state
- much involvement of NGO's in this sector, among others.

Thus there is a need to examine programs for AE, study relevant management structures and make evaluations of the success or failure of such programs. Finally, conclusions can be drawn as to the lessons that can be learnt from the case study.

## **1.2 DEFINITIONS AND TERMINOLOGY :**

### **1.2.1 ADULT EDUCATION :**

In recent years, there have been several attempts to provide a comprehensive definition of AE. It is increasingly being seen in its totality. From the great variety of definitions, the following are some common features :

- AE is a process involving persons who no longer attend school on a regular or full-time basis
- people involved consciously wish to gain new knowledge, information, understanding or skills, appreciation and attitudes
- it helps individuals achieve self-fulfilment and increasing social participation.

The UNESCO (1974) definition is helpful :

"the term adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development."

(Coles; 1978; 5/6).

### **1.2.2 NON-FORMAL EDUCATION :**

To avoid any ambiguity in the use of the word "adult", the term non-formal is often substituted. Many people see this term as freely interchangeable with AE. This was especially so in Lesotho where all such providers collectively belong to LANFE (Lesotho Association for Non-Formal Education). The situation in South African schools is that there is a high drop out rate of scholars well before even primary school completion.

Thus there are a large number of youths who are in need of education to equip them with skills necessary to earn a living.

Clearly NFE seems to be all more embracing than AE as it also includes youth.

However, the term "non-formal education" is itself not wholly satisfactory. It is negative and is likely to be confused with informal education. The use of the term has had the important effect of drawing attention to the many inadequacies of the formal system and of the necessity of providing the essential complement to it.

The definition by Coles (1987; 1) deserves mention :

"any organized learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community - be they children, youth or adult."

Thus the formal education system clearly cannot meet all the demands and needs for education. NFE is greatly needed to complement the formal education system.

### **1.2.3 INFORMAL EDUCATION :**

This type of education involves a flexible, less-structured experience. A formal class might, at a certain point, change approach and become informal. In the same way, it is often desirable for an informal discussion to be opened in a more formal manner with a set talk. (Coles; 1978; 93).

#### **1.2.4 LIFELONG EDUCATION : ('EDUCATION PERMANENTE')**

This refers the concept of education being a continuous process throughout life, from the cradle to the grave.

According to Adult Education - NEPI Report (1993; 9), lifelong education :

"is a comprehensive and visionary concept which includes formal, non-formal and informal learning extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and professional life. It views education in its totality, and includes learning that occurs in the home, school, community, and work place, and through the mass media and other situations and structures for acquiring and enhancing enlightenment."

The idea of permanent and continuing education is not new in itself. It was advocated by Plato, and throughout history it has always been enjoyed by a number of privileged individuals. What is new is the idea of making it accessible to everyone. The concept of the democratization of education is one of the basic elements of the ideology of lifelong education. The aim is to provide the individual with the means of becoming master of his own fate and of influencing the life of the community in such a way that it is truly shaped by all the component groups.

Lifelong education should not be confused with schooling continued until death. The significant notion here is that of

Lifelong education should not be confused with schooling continued until death. The significant notion here is that of alternation between periods of education and periods of productive work.

The significance of this approach is gradually being perceived since it has implications not only for AE but also for the content of and approach to formal education. If people are really given the opportunity of continuing education, school curricula, methods and processes must clearly be designed as a prelude to the learning which will take place later in life.

#### **1.2.5 RECURRENT EDUCATION :**

It describes a mode of operation for a form of AE. People of post-school age need to be able to make repeated (recurrent) entrances and exits from institutions in the formal system. Such institutions have previously been regarded as primarily, and sometimes exclusively, for those still within the formal system. (Coles; 1978; 9)

#### **1.2.6 OUT-OF-SCHOOL EDUCATION :**

This is a term which some people use as though it is the same as AE. However, much adult and NFE will take place in schools and other institutions of the formal system (possible after hours). Therefore, it would be incorrect to regard AE as synonymous with out-of-school education.

### **1.2.7 CONTINUING EDUCATION :**

"means planned formal and NFE programmes for adults who wish to continue their education beyond the point reached through the system of formal initial education during their youth." (Adult Education - NEPI Report; 1993; 8)

Thus continuing education could be referred to as a "master" term in that it :

- preserves the strength of both formal education and NFE, including certification
- resists the weakness of becoming a poor substitute for formal education
- addresses adult needs, and
- provides scope for the targeting of areas and groups where it can have the maximum developmental impact.

Continuing education is mostly used by, and is most useful to, the well educated. However, it also has implications for the redistribution of education provision and compensation for past education inequalities. It would require great government pressure to make it genuinely accessible to the marginalised, poorly educated and unemployed. It is logical to expect that there would be pressure from the better-off sections of the population for continuing education, but this will be counter-

balanced by the overwhelming demand by the bulk of the population (black) for initial education for their children.

In South Africa, continuing education is also beginning to prove an influential model. The need for continuing education is clear from the appalling statistics on the results of inadequate initial education, both in relation to school drop-out rates and in terms of the analysis of results at the matriculation level. There is, therefore, a need for continuing adult basic and secondary education that is appropriate for young adults, most of whom are unemployed. This should enhance their chances of obtaining employment if targeted appropriately.

#### **1.2.8 ALTERNATIVE EDUCATION :**

Alternative education is any form of education that is alternative to that which is provided, planned and controlled by a political authority whether on local or national level. It presents options that can be utilized alternatively or concurrently with public schools as time, need and opportunity dictate. Alternative education can supplement, rather than replace formal education. For example, alternative education programs can provide adults with skills they missed during their school years.

Unlike informal education, alternative education is usually tightly structured. At present, subject teaching takes place where subjects are taught as unrelated to one another. Integrated studies develop a mind that discerns the totality of

experience. They, therefore, constitute the heart of alternative education, keeping teacher and student constantly in touch with their physical and human environments. (Es'kia; 1990; 36)

#### **1.2.9 INCIDENTAL EDUCATION :**

It refers to those chance, often premeditated, unconscious moments when learning takes place in the life of an individual. From birth to death, each time a person perceives the world around him, there is the possibility of learning something new e.g. reading a newspaper. Public authorities and others who are responsible for the environment should remember that this form of learning is a very potent force and is happening all the time. Every care should be taken, therefore, to set the highest standards possible in design of all kinds. This is bound to have a beneficial effect on the level of cultural and aesthetic appreciation of the public as a whole. (Coles; 1978; 93/94)

#### **1.2.10 PEOPLES EDUCATION :**

The most important characteristic of peoples education in South Africa was that it was born of resistance, in opposition to Bantu Education and other forms of repressive education for black people. It was, for example, not to be centrally controlled by state bureaucrats. Instead it was to be controlled by communities elected from the people, both student and parent. Students, parents and teachers were to form a solid front in the implementation of peoples education. It was to be non -



authoritarian but relevant, chosen by the people and engaged upon actively by will, rather than forced on the populace from above. (Collin and Gillepsie: 1992: 54)

This occurs when the masses take education away from an oppressive and hierarchical elite and make it their own. They control and direct it and make it relevant to the daily lives of the people. The state of emergency was first proclaimed in July 1985 and was, to a large extent, motivated by the intense struggles over education which culminated, in late 1985, in the slogan "peoples education for peoples power." This slogan expressed a radical redefinition of the relationship between education and the social system. The core of the policy of peoples' education was that, under the specific conditions of apartheid capitalism in the mid-1980s, the creation of new education structures and the institution of new practices could contribute to a process of social transformation. This could be done both by challenging the role of bantu education as a mechanism of reproduction of apartheid and capitalism, and by intensifying the contradictions in the system through the subversive effects of alternative, radical education structures. (Unterhalter, Wolpe and Botha; 1991; 10)

By 1989 the repression exercised by the regime had had far reaching consequences on the form of the struggle for peoples education. It contributed, for instance, to a vast reduction in mass struggles in the schools and affected the content of those struggles.

Most programs have the following features :

First, when independence is won, mass education becomes a possibility. All the teachers and students in the nation are mobilized, given time off from school, receive a short training on how to teach people literacy and then sent into every corner of the country to live with the ordinary people and teach them how to read and write e.g. in some Latin American countries.

Second, the campaign is for everyone, young and old, peasants, workers and the unemployed. There are mass campaigns aimed at giving everyone a chance to become literate and thereby able to become a better kind of person able to function in a modern society.

Third, and most important, these programs have as their theme to make people more critically aware of the surroundings and to move to change things. While becoming literate, they may also learn how to organise a community group, a co-op or a trade union. They are helped to understand what it is in their surroundings that is keeping them poor, whether because of a rich landlord or because of the lack of natural resources or other factors.

Such programs (like all schooling), are political; they exist to make people think about and work towards a society in which everyone has some kind of voice, in which everyone has enough on which to survive, and in which no one is allowed to oppress others. In short, these popular education programs are

for the purpose of creating a new people living in a new and equal society.

All over the world, leaders who are interested in the masses, rather than in their own self-interests, have prompted these programs. Many of them have been very successful. Most of them have, in the past 20 years or so, been influenced by the writings of the Brazilian educator, Paulo Freire. All of these leaders have seen the importance of this kind of education in the continuing struggle for liberation.

#### **1.2.11 TRAINING :**

"Training applies to the systematic development of the attitudes, knowledge and skill patterns required by an individual in order to perform adequately a specific, often vocational task."

(Adult Education - NEPI Report; 1993; 18)

In practice, there are considerable problems in separating education and training. AE now includes skills training which was once regarded as a wholly distinct activity from education. It must be remembered that most training contains an educational component since the recipient needs to have some background if the training is to be successful. The shortcomings of training without education may be hidden for a long time until something unusual happens, for example, when it is revealed that the person has no ability to face and

tackle a problem which has not actually been taught and which requires some faculty for logical reasoning.

#### **1.2.12 LITERACY :**

The United Nations (UN) proclaimed 1990 the International Literacy Year. In addition, the 1990's was declared the Decade of Literacy. This highlighted one of the real problems facing mankind in the 21 Century. Although there has been remarkable progress internationally in the efforts to eradicate illiteracy, there are presently more than one billion illiterates in the world today.

South Africa is no better off with more than 8,3 million people currently illiterate on the basis that they have had insufficient schooling to be classified as literate. Statistics also show that the ranks of the potential number of illiterates continue to swell each year. (Coetzee; 1991)

There is general consensus that literacy involves the ability to read and write. However, there is much debate about the content of what should be read, how well, in what context and for what purpose.

Definitions of literacy have been put forward in relation to its uses and purposes and social relevance. However, many do not regard literacy teaching as neutral. Thus, a definition which focuses on the empowering and fundamentally political nature of literacy work is all important to such people. It is

evident, therefore, that the definition of literacy has changed over time according to different agendas. The term is increasingly used to refer to the basic education of adults rather than to the strictly technical skills of reading and writing.

There are a number of pre-conditions for the success of literacy programs (Adult Basic Education - NEPI Report; 1992; 32)

- the learning experience should be wholly functional in intent.
- the material utilized in literacy programs must be relevant to the daily lives of the adult participants.
- it must improve the lives of the adult participants .
- the time scale in which events take place must be lengthened; illiteracy will not be eliminated by a short campaign but rather through continuing, painstaking endeavour, supported by thorough planning at national and local level.
- the climate, social and political, in which everything takes place.

- the degree of priority and prestige given to literacy by government and the employment sector will largely determine how enthusiastically men and women make the necessary effort and sacrifice to learn.

Literacy must thus be viewed and planned in the context of the total educational plans of a nation.

Some features which impact directly or indirectly on the attainment of literacy are :

- the accessibility of primary school facilities is constrained by:
  - ~ the apartheid policies of the past
  - ~ insufficient funding
  - ~ poor holding power of primary schools for blacks
  - ~ poor quality of primary education
  - ~ medium of instruction
  - ~ rapid urbanization
- the question of legitimacy is still prevalent because of the slow pace of change even with a democratic government in place.
- limited resources to cater for an estimated 8,3 million (1991 figures) people to become literate.

- high level of poverty among the disadvantaged communities.

The high incidence of illiteracy in South Africa requires a more dedicated and planned action program from the government. Also, it should form part of a comprehensive approach together with private sector and NGO's to alleviate poverty and to stimulate broad economic development. (Coetzee; 1991).

#### **1.2.12.1 Functional Literacy :**

The term "functional literacy" is most often associated with the work of UNESCO. It originated in the United States army during World War 2 when it was realized that soldiers were more efficient if they could read instructions properly. It was felt that national development could be assisted if literacy levels were improved. Thus literacy was seen as a capital investment in humans which had demonstrable economic and social returns.

Since then, the UNESCO strategy has tended towards more regionally planned and implemented programmes. A two-pronged strategy to reduce illiteracy is currently being used : primary education and AE. The year 1990, which heralded the start of the UN "Decade of Literacy," has led to renewed commitment to basic education as a right for both children and adults.

An estimated 5,3 million people (20 years or older) or 31% of the total population in this age group, are functionally illiterate. Approximately 4,6 million blacks are functionally illiterate, with less than a Standard 4 qualification, representing 41% of the black population in this age category. The situation is worse in rural areas where 56% of blacks above the age of 20 could be regarded as functionally illiterate. About 1,8 million people, of which blacks constitute nearly 90%, are without any education at all. Although not strictly comparable, it seems as if South Africa with a 60% adult literacy rate finds itself roughly between least developed countries and all developing countries, having adult literacy rates of 53% and 69%, respectively. (DBSA; 1993; 6, 7)

Rather than an end in itself, functional literacy should be regarded as a way of preparing man for social, civic and economic roles that go far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards. Reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better understanding of the surrounding world. (Coetzee; 1991)



### **1.3.1 RELATIONSHIP BETWEEN NFE AND FE :**

NFE is a complementary approach to formal education. NFE and FE should be viewed as a partnership and at its best there should be mobility between the two.

NFE will continue to stress that its main clientele will be the urban masses, rural dwellers far from the centres of development, women and girls who continue to be discriminated against, and nomadic people.

It has been estimated that 77 out of every 100 students who enter first grade in Lesotho, do not make it beyond the elementary level of schooling. Clearly, there is a great need for NFE institutions to provide second chance opportunities and enhance quality of life in Lesotho.

Approximately 15 million people in South Africa are not functionally literate. According to the December 1991 DBSA figures, 34,46 % have no or unspecified educational qualifications. Although 45,17% have primary education, some of this would include dropouts who have not achieved complete literacy. (DBSA; 1991; 3/4)

In South Africa, the linkage between NFE and FE is very weak. There are very few connecting links that allow for movement from NFE and FE (and to a lesser extent, vice versa). Many curricula are specific to a particular institution or company and are non-transferable. An enormous stumbling

block to any plan to forge links is the rigid and oppressive dominance of formal examinations, and in particular the matriculation examination.

The ex-DET and other education departments did provide certification but this opened a path to further study within the AE section of the particular education department. Private training centres and technikons are attempting to organise some form of 'linkage' for technical training. This has not yet been finalised.

The amount of influence FE and NFE have on each other may depend on the type of linkage which exists between them. For example, they may share only physical facilities and the amount of overlap between the two modes may be minimal, as where adults learn literacy at night using rooms occupied by children during the day.

At the other end of the continuum are programmes in which the two modes fuse into a total learning experience. Formal programs which use field experiences as the basics for the curriculum provide examples for this type of close linkage. In between these extremes are many other types of linkage. For example, some programmes share the time of students between field experiences (e.g. programmes in rural areas) and the formal curriculum at university.

A somewhat closer relationship is that of faculty-sharing e.g. NFE programmes may use the expertise of faculty members in

projects related to health, family planning, food, nutrition or agricultural production.

Other types of programmes permit NFE students to work towards re-entry into the formal system. An even closer relationship is that represented by training programmes offered by formal institutions for NFE personnel.

FE and NFE are viewed as mutually supportive alternative modes, each to be considered in terms of its relative advantages and disadvantages in fulfilling a given educational purpose.

For example, NFE :

- can focus sharply on immediate learner needs
- build on the learner's day-to-day experiences
- be applied immediately
- adjust time-wise so that classes do not interfere with learners' other responsibilities, and
- use community resources to expand educational opportunities.

On the other hand, some of the advantages of formal education are :

- it tends to expose students to a number of different teachers as role models
- often widens opportunities for social mobility
- stresses continuity from one year to another, and
- introduces students to a wide range of subjects rather than just offering training in a limited number of skills.

Three types of linkages occur between NFE and FE i.e. personnel linkages, linkages in the educational content of the programme, and institutional linkages.

#### **1.4 SKILLS REQUIRED OF AE TEACHERS**

Much success of AE programmes are dependent on the calibre of the teaching personnel. According to Konrad Elsdon (1984: 7,8), some of the skills required of AE teachers include :

- an understanding of the individual learning process and obstacles to learning of adults in general
- an ability to identify the motives of learners
- an ability to identify learners prior experience, knowledge, skills and attitudes

- an ability to form effective, responsible and mutually supportive learning groups
- sensitivity to enable the teacher to become empathetic to the great variety of individual differences, difficulties and strengths to be found in any group of adults and to exploit these in the learning processes
- flexibility and adventurousness to deal with different types of situations and conditions which are often far from ideal
- humility and respect in the realization that the skilled teacher can learn more than he teaches as a specialist
- maintenance of high standards in the pursuit of skills and knowledge
- a willingness to be self-critical, and skill in the observation and evaluation of qualitative and quantitative changes which the educational process causes in the learner and the teacher himself / herself.

### **1.5 CONCLUSION :**

This chapter has been more in the nature of an exploration of the topic and the boundaries of the study. Definitions of terminology and a discussion of the relationship between education and training are necessary to eliminate

misconceptions at the outset. The literacy figures make depressing reading and show the extent of the problem. There can be no denying that the years of neglect of black education will need urgent remedial action by all stakeholders (especially the state) in order to achieve some measure of redress.

## **CHAPTER TWO**

### **ADULT EDUCATION IN THE SOUTH AFRICAN CONTEXT**

#### **2.1 THE AIMS OF ADULT EDUCATION :**

Community-based organizations and NGOs see adult and NFE as a way of promoting community development and political and civic awareness. These organizations and the churches respond to the need in the community for education. Industry usually becomes involved in continuing education in order to improve productivity or industrial relations within the company, as part of corporate responsibility, or recently in response to trade union demands. State departments have conducted small AE programmes for reasons similar to industry : increased productivity, or as a part of their community extension programmes (Department of National Health). The motives of these departments are usually to promote their existing policies or to increase public awareness of a particular issue such as AIDS or immunization rather than the general education of adults.

The process of empowerment of the less powerful can be peacefully and effectively promoted by NFE. Passive acceptance of inferiority remains one of the most serious obstacles in South Africa. Empowerment of the people is one of the most important ways of eradicating this malaise. AE is also seen as an agent of social transformation and

development. It claims to be able to address needs that other agencies of society may not be equipped to deal with alone.

The National Education Policy Initiatives ( NEPI ) has five principles that have a special significance for AE :

- non-sexism
- non-racialism
- redress
- democracy, and
- a unitary system

Most actual and potential education learners are those who have suffered from racialism, sexism, lack of democracy and lack of unified education system. They need their education deficiencies redressed. The aims of AE are concerned with what is needed to address the effects of apartheid education. It is concerned also with researching ways to develop equity and democracy in education structures and practices. The aims of AE must address inequalities related to race and gender. The burning question is - can effective AE compensate people for the education they were deprived of in their youth? This is an issue of affirmative action because it is also about redressing the racial imbalances produced by apartheid education.



In the Education Policy Guidelines (1981) in Lesotho, NF and AE have been given major prominence. The policy statement describes the aims of education as follows :

"The aims of non-formal and AE must reflect the needs of those who participate. For those who are excluded from the formal education system, NFE should provide training in literacy, numeracy and skills which will enhance the quality of life. For those in employment, or who are self-employed as farmers or artisans, NFE should provide instruction and materials related to income generation and increased production. For professional persons and those in government and in business, continuing education should be available to improve vocational and managerial performance." (Setsabi; 1985; 47).

In Latin America, Freire (1970; 31), perceives NFE as a tool for attacking traditional styles of education by first making the masses aware that their present situation can only be changed by themselves. Although their degrees of conscientization differ, the ultimate objective is that :

"Through education, adult illiterates must arrive at a new awareness of their own selfhood and start to look critically at their own social situation in order to take steps to change the society that has previously denied them an opportunity to participate. To Freire, education should be a revolutionary force that would encourage critical analysis of the current situation or reality." (Setsabi; 1985; 49)

From the literature, it is evident that general goals may include :-

- to bring about social change through AE whose ultimate goal is 'to set free the oppressed.'
- if AE is an agent for social change its target group tends to be the poorest of the poor.
- conscientization of the masses i.e. making them aware or arousing their interests about the situation in which they find themselves in an option open for improvement, appears to be similar.

Maclellan (1982) viewed the aim of education as :

"AE was the means for attaining the good life and it had to be motivated as to enable people to visualise their possibilities and thereby release their dormant energies."

It is envisaged that AE assumes a special importance to the extent that it may be decisive in the success of non-adults' school activities. Childrens' primary education cannot be dissociated from their parents' educational levels. The rising generations cannot be properly trained in an illiterate environment. Thus we have a vicious circle. AE can no longer be a fringe sector of activity in any society. It must be given its own proper place in educational policies and budgets. This means that school and out-of-school education must be

linked firmly together. Since present facilities are lagging far behind the world adult population's educational and cultural needs, step-by-step progress is not enough. What is required is a giant leap forward. For more children out of school today means more adults needing education and training tomorrow.

There are thus strong grounds, based on common justice for all as well as the need for improved economic competence, for AE to be taken seriously as a branch of education worthy of consideration equal to that accorded to the conventional formal system.

The main aim of AE is to help every individual make the best of life. No system of AE can do all that is needed and priorities will have to be established because all wants cannot be met. However, the primary aim should not be obscured :

- **to assist each individual to develop their potentialities to the fullest extent possible.**

The words of ex-president Julius K. Nyerere of Tanzania are both bold and wise when he said :

"the education provided must therefore encourage the development in the citizen of three things : an enquiring mind; an ability to learn from what others do, and reject or adapt it to his own needs; and a basic confidence in his own position as a free and equal member of the society, who values others and

is valued by them for what he does and not for what he obtains." (Nyerere; 1973; IN : Coles; 1977)

The ingredients signify the liberation of man from ignorance, not to become a thoughtless robot passively receiving and executing orders without dissent, but to be a creative, sensitive, aware, participating member of society, making the fullest contribution of which he or she is capable. A country which adopts such aims should not fear the consequences when its citizens have been lifted from enslavement and transformed into enquiring and confident individuals. (Coles; 1977; 11)

There is a growing international recognition that AE is one of the best ways of redistributing wealth and resources because it can be a productive investment for the country. AE could be a highly visible and acceptable way of offering compensation to the victims of apartheid. It could benefit those who will not immediately and automatically gain from the political transformations currently in progress viz. rural people, the poor, the illiterate, the unemployed, the squatters, and a more organized trade union constituency.

### **2.1.1 NATIONAL AIMS FOR AE :**

These should provide broad guidelines. It is important that our country should draw up its own set of aims both for education as a whole and also specifically for AE. This will give direction to the development of AE and indicate the

importance which government attaches to it. At the current moment, the Ministry of Education has released a 'Draft White Paper on Education and Training' (No. 15974 dated 23 September 1994 entitled : 'Education and Training in a Democratic South Africa : First Steps to Develop a New Nation').

It is published by the Ministry of Education for comment by the public. After revision and presentation to Cabinet (and approval by Cabinet), the document will be published by the Minister of Education as a statement of government policy. Adult basic education and training (ABET) receives special mention in the document. The Ministry of Education views it as a force for social participation and economic development, providing an essential component for all RDP programmes. The objective of policy is a national ABET programme, focussed on particular target groups which have historically missed out on education and training. The establishment of partnerships of all constituencies with a vital interest in the ABET enterprise, including organised labour and business, womens' and youth organizations, civics, churches, specialist NGOs, learner associations, all levels of government, media and other stakeholders, must take place. The partnerships are expected to undertake planning, arrange public advocacy, sponsor research and development, and mobilise financial resources for the programme. A representative national ABET Council is expected to be established as the authoritative voice of the field, and to advise the Minister.

A professional directorate for ABET is planned for the new Department of Education. Its tasks will include provision of a national focal point for government's commitment to the field, to undertake or sponsor research on structure and methods, to develop norms and standards for the field, and to liaise with the RDP Office, the Department of Labour Affairs, and provincial departments of education.

The Ministry of Education has already established a national ABET Task Team to carry forward the extensive work which has already been undertaken by the community of ABET stakeholders and practitioners. The Department of Education will work with the Task Team to help translate proposals into implementable policy.

An innovative development, mentioned in the White Paper, is the idea of Community Learning Centres (CLCs). These can be envisaged as a network of facilities, usually pre-existing, which offers regular support and services to students of all varieties in pursuing their learning. They would call for a new type of learning facilitator, and have the potential to be connected electronically to almost unlimited data sources and networks. They need not be confined to the basic phase of learning. Prototypes of such centres already operate in some South African communities.

The above developments indicate increased government interest in ABET - this is most encouraging and indicates a sincere attempt at redressing the inequities of apartheid

education. It is hoped that these proposals will soon become official government policy.

## **2.2 THE NATURE AND SCOPE OF ILLITERACY :**

Illiteracy goes hand in hand with hunger, poverty and isolation. While it may not preclude knowledge or wisdom, it bars access to modern knowledge and deprives its victims of a means of active participation in the life of the community. There is still a widening 'gender gap' between male and female literacy. The situation regarding the education of women is especially serious; one woman in three is illiterate, as compared to one man in five.

At the same time, the sense of interdependence has become stronger. Whereas it is for each country to face the problem of illiteracy within its own frontiers there is a feeling that the question of world illiteracy is of common concern to all, and a realization that measures to improve the situation will be in vain if isolated from attempts to improve conditions of health, housing and employment. It was in this spirit that 1990 was proclaimed International Literacy Year (ILY) by the UN.

Although millions of men and women around the world engaged in activities related to ILY, South Africa was still on the eve of historic events to lead to its democratic elections. The situation regarding education is difficult, even dramatic, in many developing countries, especially in the poorest of

them. The last decade has been a period of economic crisis and social tensions.

There are an estimated one billion illiterate adults (15 years of age and over) and over 125 million children between the ages of 6 and 11 years, who are not enrolled in school and hence are at risk of becoming the adult illiterates of the 21 Century.

Action is imperative to check and reverse the decline of education, the stagnation in growth and the erosion of quality. The economic cost of this situation is enormous. The human suffering it entails is inestimable. Conscience and common sense alike demand that we act vigorously to confront this global problem, which is so wasteful of human potential, so unjust and so unnecessary. (Ryan; 1990; 10)

The highest concentrations of the totally illiterate are to be found in the densely populated areas of the globe, notably in Asia, where they number some 700 million (490 million in China and India alone), and in Africa where, in 1985, 54% of the population consisted of illiterates, of whom 65 % were women. (Lourie; 1990; 13)

Some governments have made very good progress in the fight against illiteracy. At the end of the Second World War, 75,4% of the population of Albania, for example, was illiterate; ten years later this proportion had been reduced to under 30%. In 1962, 90% of the population of the United Republic of Tanzania was illiterate; by 1978 the figure was down to 53,7%. In 1970, there were more than 10 million illiterates



aged over 10 in Ethiopia; by 1983 this figure had been halved. In Latin America, Mexico went from an illiterate rate of 77,7% in 1900 to one of 9,7% in 1985. (Lourie; 1990; 14)

Some countries, unfortunately, are far from having achieved such good results. Burkina Faso and Mali, for example, have illiteracy rates that exceed 90%. In Afghanistan, Benin, Guinea Bissau, Liberia and Togo, the figure is over 80%. Literacy education must be seen as one of the necessary instruments of emancipation, mobilization, higher productivity and the satisfaction of individual needs. This allows for the employment of the whole arsenal of tried and tested methods and techniques to be brought into play. UNESCO advocates a two-pronged strategy of effective schooling for children and literacy training for adults. (Lourie; 1990; 13, 14)

It is important to note that the ways in which literacy statistics are obtained mean that they can serve only as an indication of trends. They are usually based on a census question which asks respondents whether they can read or write; or a census question which asks the interviewer to judge whether they can read or write; or on the percentage of the population who have completed a certain number of years of formal schooling.

It is common for countries to inflate literacy levels to prove that the country is progressing and therefore even more deserving of international loans and multinational investment.

Literacy rates mirror structural inequalities both nationally and internationally.

The use of levels of schooling attainment to work out the extent of illiteracy is not considered accurate enough.

Internationally, the level of schooling that is generally required for successful retention of standard literacy skills is still a matter of debate and research. The accuracy of data is questionable as regards the following aspects :

- accuracy for urban and especially rural areas
- problems of undercounting
- lack of legitimacy of past state-run surveys
- statistics are usually based on numbers of years in school, but it is a fallacy to assume that a certain number of years of schooling result in the same literacy level for all individuals across different circumstances.

Limitations of literacy statistics generally are that they usually make provision for only two categories, literate and illiterate, and ignore the large range between complete inability to read and write, and high literacy skills. No distinction is made between literacy in one's mother tongue and functional English literacy. (Adult Education-NEPI Report; 1992; 5)

There was very little AE and literacy teaching in South Africa until recently. The major reason for this has been the devastating impact of the policy of apartheid. Even before formal legislation in the 1950s, there was no formal provision of AE for black people. However, the onslaught on black schools from the mid-1950s, sought deliberately to get rid of night schools and literacy classes for African people. The success of the policy of apartheid is evident. As much as 50% of the South African population is functionally illiterate; one-quarter are semi-literate and lack adequate functional literacy skills. Approximately 20-30% of adults can be considered functionally illiterate.

(Adult Education - NEPI Report; 1992; 10)

Data indicates that the number of adults with limited schooling is widespread and is not confined to particular regions or language groups within the black population. Information in this section was obtained from the 1991 Census, research reports from the DBSA and from the NEPI Reports.

No reliable statistics are available from the areas previously called the 'homelands' or the 'self-governing territories.' The existing infrastructure is so poor that statistics are difficult to obtain. Adult literacy rates for the different races within South Africa (excluding the TBVC states) are quoted by DBSA as :

- 54% of Africans
- 66% of Coloureds

- 84% of Asians, and
- 99% of Whites.

Illiteracy rates are significantly higher in rural than urban areas.

The South African data on gender distribution of literacy skills still contradicts the international trend where illiterate women considerably outnumber men, in UNESCO estimates, by two-thirds. Employing the same standards used above, the overall levels of schooling completed by men are probably only slightly greater than for women. This variation from international trends has been explained by the effects of the labour market and the migrant labour system which encourages men to leave school to look for work.

Statistics on literacy levels by language are unavailable. Thus comparisons of literacy levels for mother tongue speakers of Tswana, Zulu, Sotho, Afrikaans, English and other languages were not able to be made.

The information available on age indicates that more younger people are literate than older people but due to population growth the actual number of illiterates is probably increasing. This tendency towards higher education levels for youth is consistent with international trends and is a result of the expansion of formal schooling. The schooling system has been in crisis since the early 1980s, and the frequent

breakdowns of the system through the 1980s make these estimates less reliable.

The present estimated population is 40 million. Approximately 50% of this number is above the age of 17 and therefore beyond the reach of formal education. It is estimated that 75% (15 million) of this adult group are potentially in need of some form of ABE. More than half are school drop-outs, unemployed or underemployed in informal sector activities. If only 10% (1,5 million) wished to enter ABE education programmes, this would require more than 30 times the current provision for approximately 150 000 persons. (Adult Education - NEPI Report; 1992; 10)

As literacy programs become more accessible and more publicized the demand is likely to increase. Motivation for adult literacy is currently high under conditions of political change, urbanization and pressure for jobs. The scale of illiteracy and the corresponding need for adult literacy provision is likely to remain high for many years i.e. until the formal school system is completely effective. (Adult Basic Education - NEPI Report; 1992; 8)

### **2.2.1 RELEVANCE OF ADULT LITERACY PROGRAMMES :**

The search for relevance in literacy raises the issue of the relationship of literacy with other desired learning material. Two main approaches have so far been tried. The first is to

teach literacy on its own on the grounds that literacy is a necessity for members of a modern society. The second (functional) approach teaches literacy as part of a larger package : health or agriculture etc. A third approach, often associated with the writings of Paulo Freire, seeks to teach in connection with action plans determined by the participants themselves.

### **2.2.2 CAUSES OF FAILURE :**

The root cause of ineffectiveness lies in the lack of political commitment to the cause of adult literacy. There must be some expression of governmental commitment to the programme.

Among the essential elements required for an effective literacy campaign have been identified as political will, rigorous planning and efficient implementation systems. (Rogers; 1993; 170).

The author suggests five points in addition to political commitment that would lower the risk of failure. These include:

- clarity of objectives will do much to improve the quality of literacy education
- a clearer knowledge of the local culture systems will be needed
- better methodologies are required

- there must be adequate provision made for post-literacy continued learning, and
- there must be increased training and support for the teacher/instructor.

### **2.3 HISTORICAL BACKGROUND :**

Missionary societies and the churches mainly provided education for blacks and coloureds prior to and during the 19 Century. However, subsequently black education increasingly came under state control. In 1948 the National Party came to power with a political platform based on apartheid.

The Bantu Education Act was passed in 1953. This was because government felt, in line with its policy of apartheid, that black children required schooling different from white children. After the introduction of this Act, the government introduced a ceiling on its financial contributions from the general revenues. In 1955/56, this was fixed at an annual level which was insufficient and substantially undermined the financial basis for the expansion of African education.

Thus with political and economic power firmly vested in the hands of a white minority, education was strictly segregated by the provision of separate education facilities for the four main groups.

In the 1960s and early 1970s, bantu education provided an expanded labour force, which though still formally unskilled and often migrant, had some literacy and numeracy skills. This labour force was directed towards supplying the needs of business in the unskilled and semi-skilled categories of employment.

The inadequacy of this strategy, however, became apparent to many after the mid-seventies.

In 1980, De Lange, among others, acknowledged the need to target education and institutional reforms in ways that would reverse the largely non-technicist character of the labour force.

(Unterhalter, Wolpe and Botha; 1991; 21)

### **2.3.1 LITERACY FOR BLACK SOUTH AFRICANS BEFORE WORLD WAR II :**

The South African Communist Party established night schools on the Reef in the 1920s and 1930s. These were concerned with worker education rather than with basic literacy. Contributions by Eddie Roux to the cause of literacy promotion during this period were invaluable. He was a powerful intellect and a talented teacher who devoted most of his energies to the publication of texts in easy English for adult neo-literates. Unfortunately Roux's work was to be the victim of repression due to strict censorship.



### **2.3.2 THE 1945 COMMITTEE ON AE AND AFTER**

In 1945 an official Committee on Adult Education was established. It included a number of liberals from the Institute of Race Relations. The Committee recommended that night schools be encouraged by state subsidies. The planning was supported by the United Party government. However, they were defeated by the National Party in 1948.

The influence of international interest in literacy work was reflected 10 years later in 1955 when the Freedom Charter was drawn up in Kliptown. It aimed for a 'mass state plan' to end adult illiteracy and called for the doors of education and culture to be opened. Hopes for a government-supported national literacy campaign were to remain unfulfilled, however, for more than 40 years.

### **2.3.3 THE STATE AS A NEGATIVE FACTOR**

The advent of the Nationalist government in 1948 was bad news for the policy of support for night schools in a number of ways - applications for subsidies were often neglected or refused. A number of legal constraints were placed on non-governmental literacy programmes. This was especially so if these programmes were of a liberal or radical nature.  
(Hutton; 1992; 56)

Community-based literacy work suffered a major blow as a result of the banning of the Communist Party and later the

ANC and PAC. Many committed literacy workers were members of these organizations. People engaged in non-governmental literacy programmes have continued to be restricted by legislation until very recently. All organizations engaged in literacy work were required to register with the Department of Education and Training (DET) - a bureaucratic process that was unacceptable to many. (Hutton; 1992; 56)

The state itself took no positive steps to promote AE and literacy work until the mid-1970s. Since then, however, the various official education departments for blacks have become major providers in the area. By the 1980s, the DET took on a more benign attitude to unregistered non-governmental literacy projects. It took the view that its resources were too slender to cope with illiteracy on its own and that anyone helping was welcome to do so.

#### **2.3.4 THE ROLE OF NGOs IN PROMOTING ADULT LITERACY WORK :**

NGOs were instrumental in promoting adult literacy work. A brief note on each of the important role players is included. Most of them are members of the National Literacy Co-operative (NLC) - an umbrella body.

#### **2.3.4.1 THE BUREAU OF LITERACY AND LITERATURE (BLL) :**

This Organization was started and driven by Maida Whyte. She established a small group of literacy workers from the Institute of Race Relations (SAIRR) in Johannesburg. This began her lifelong involvement in literacy work.

The Organization received some financial support from the government. The growth of the body resulted in its registration as an autonomous body in 1964. By the end of the 1960s, economic growth in South Africa and the increasing international publicity for world literacy movements were creating more local demand for adult literacy work.

The mid-1970s saw the Organization occupy a floor in a Johannesburg office block and establish a satellite office in Namibia (then South West Africa). At its height, the BLL had a permanent staff of 30 and reached as many as 60 000 learners. Then a gradual decline began. By the 1980s its permanent staff had dropped to one person. No new materials or services were developed.

#### **2.3.4.2 OPERATION UPGRADE :**

This organization was set up in 1966. It follows almost exclusively the Laubach approach. This approach best exemplifies the missionary approach to literacy work. It sees literacy work as a primary weapon in the global battle for the

hearts and minds of illiterates in the world. (Hutton; 1992; 30)

The Organization is committed to spreading the gospel, but its focus is on literacy work. It offers :

- short teacher training courses
- courses in writing for neo-literates, and
- courses in managing literacy projects.

The Organization has pursued its goals with zeal. Over the years, Operation Upgrade claims to have trained over 13 000 literacy teachers. (Hutton; 1992; 60)

Operation Upgrade nearly ceased to exist in the mid - 1980s. A number of major clients dropped their support because of dissatisfaction with the services or methods. However, the organization has recently taken on new life. The head offices are in Durban and the organization has a virtual monopoly of influence in east coast industrial and church literacy projects. Its advantages are its strength of faith and the success that it promises by adhering to a few simple techniques and principles, easily managed by unsophisticated educators.

## **2.4 PARTICULAR PROBLEMS RELEVANT TO THE SOUTH AFRICAN SITUATION :**

There are numerous problems facing AE in South Africa. Some of these are peculiar to our own country while others are more general in nature.

Lack of good and cheap transport is one of the most important factors affecting attendance of adults in education programmes. Most black adults in South Africa do not possess motor cars. At the same time, most cities do not have good public transport systems especially after 6 pm. Walking long distances to AE centres is tiring and dangerous, especially after dark.

Adult learners are often mocked and ridiculed by neighbours, youth and other community members. Fears are also expressed by adult learners about appearing stupid in front of teachers and fellow learners, or having to sit with children in a classroom.

Many people also worry about being 'too old to learn.' A sensitive and extensive media campaign showing AE as a normal part of life could help to challenge such attitudes.

Other problems include : lack of money to pay for the course and transport, limited free time to attend classes, lack of information on available programmes, leaving homes and children unattended, and the dangers of being out at night.

In particular, the devastating impact of the lack of child-care facilities in places of education must be addressed. Without these facilities most women cannot be free from minding children to attend classes.

Literacy is merely the first step in an on-going education which opens the doors to formal schooling, vocational training, ongoing skills training, and non-formal and informal education. However, these skills cannot survive without the creation of an environment which encourages literacy - an environment in which a reading habit or culture is fostered. The Draft White Paper On Education and Training makes special mention of the return of the need for the restoration of the culture of learning and teaching under the heading : Central Goals and Principles of Education and Training Policy.

The present and immediate past environment in South Africa has been one of violence, turmoil and upheaval. Large numbers of people have been senselessly slaughtered. As a result, large numbers of people are homeless, orphaned, jobless and without any hope for improved conditions in the future. Such a climate is surely not one that encourages a culture of learning and self-improvement.

Large numbers of people have migrated to the cities and have created huge slums in the form of squatter camps. Most of these people have little hope of obtaining adequate housing

and basic health facilities in the near future. Such conditions are not ideal for the provision of AE.

The injustices of the system of Bantu education in apartheid South Africa have left behind a legacy of millions of illiterate people. It is a physical impossibility to provide education for all those in need of it.

The legacy of apartheid has left millions of blacks with feelings of inferiority. Such deep-seated feelings are not easily removed.

The migrant labour system has resulted in the relocation of black males to the cities and mines. Females are left in the rural areas to keep house and home. Thus a disproportionately large number of rural females lack basic education and have very little opportunity to change this situation.

South Africa has suffered because the multitude of education departments did not provide for standardization - issues such as certification, clear entry and exit points and testing. Such matters must be quickly resolved. The Government White Paper on Education and Training proposes the establishment of a National Qualification Framework (NQF) to standardise levels and certification.

With the arrival of the 'new' and 'free' democratic South Africa, there is a danger of unrealistic expectations by the masses of the people. Limited resources cannot provide for unlimited wants.

AE has no legislative base and a poor resource base, whether it be of institutions, professionals, money, research or associations. It delivers on far too small a scale and is fragmented.

AE has to be seen in its political context. The full development of a system whereby adults can obtain educational nourishment must inevitably have political repercussions. It is for this reason that AE is often regarded with apprehension by politicians. AE has a tremendous transforming power on individuals, communities and nations. Once people have been encouraged to think, life will never be the same again. This has been amply demonstrated by the literacy teaching methods advocated by Paulo Freire .

Adults frequently lack confidence in their own ability to learn easily and effectively. This lack of confidence increases in proportion to the length of time since they were last involved in systematic learning.

Adults are generally less quick and possibly less efficient at the more primitive forms of learning at which the young tend to excel.

Some adults may be increasingly affected by physical changes e.g. the arrangement of teaching rooms, lighting, audibility and physical comfort.

Increasing concern has been expressed at various international



forums over the problem of the loss of cultural identity. This complex process, which has historical, social, political and economic roots, has been termed 'ethnocide.' It means that an ethnic group is denied the right to enjoy, develop and transmit its own culture and its own language, whether collectively or individually. This involves an extreme form of massive violation of human rights and, in particular, the right of ethnic groups to respect for their cultural identity and the right of all individuals and peoples to be different, to consider themselves as different and to be regarded as such, a right recognized in the Declaration On Race And Racial Prejudice adopted by the UNESCO General Conference in 1978.

The danger of rapid extinction facing cultures and collective identity was of particularly menacing proportions as a result of apartheid and the establishment of Bantustans; the concept of ethnic groups was used to paralyse, divide and destroy the personality and basic structures of an entire people.

These various processes were accompanied by far-reaching changes in value systems, patterns of thought and of transmission of knowledge which give the full measure of ethnocide.

Education has borrowed extensively from foreign models, thereby helping to reproduce these models and spread their effects around, in a way that is at variance with education. The restitution of certain powers to communities at the grassroots level, in order inter alia to enable them to organize

themselves and manage their own environments, is the essential precondition.

The use of African languages should be encouraged, especially within the framework of an appropriate educational system to be designed in close liaison with the productive sectors and with the grassroots communities.

## **2.5 AE AND MONEY :**

According to Cheryl Carolus of the ANC (Finance Week : Education Revolution; January 13 - 19, 1994; 9), South Africa has an education system that overall is not delivering in terms of the needs of the economy. A simplistic solution essentially based on some 'throw more money at it' formula is rejected. She maintained that it was the quality of the service to the end users where the problem lay and not the money or resources that was lacking.

The country now spends some 7,3% of GDP on education. This is a high figure by any means. Even ex-Finance Minister Derek Keys has argued that South Africa devotes too high a proportion of its GDP on education. What makes this situation even more frustrating is that the country is not getting the returns on that hefty education expenditure that could then be seen as justification. South Africa's education budget is higher than some country's entire GDP, yet we have a much higher level of illiteracy.

Obviously, there is a great deal more to the issue than this. The primary cause of the long-running crisis in education is obviously the whole legacy of apartheid, and especially the doctrine that blacks overall must not be educated beyond the requirements of white South Africa. However, it is not the only factor. Many black leaders, some now holding senior office in government, who preached doctrines such as 'liberation before education' must stand criticized by the reality that they helped create.

Nevertheless, there should be no giving up on that critical remedial need. Basic courses in adult literacy and numeracy allied to training programmes in both the public and private sectors can still do much to raise the aggregate skills of the workforce.

The amount of human resources available does not seem to be a problem, at the moment. In almost every sector of the economy, there are more people available, than there are jobs. This is so even in a number of skilled areas. In the semi-skilled and unskilled areas, unhappily there are millions desperate for work that is not there.

South Africa is especially in need of artisan and professional technical skills. A possible solution is better tax incentives for staff training at all levels. The country cannot realistically hope to achieve its economic reconstruction goal without an abundance of skills at all levels. This is the long term task of educational reconstruction.

## **CHAPTER THREE**

### **THE PROVISION OF AE IN SOUTH AFRICA**

#### **3.1 INTRODUCTION :**

The NEPI Report (Adult Education; 1992; 10,11), refers to six types of AE in the last 30 years :

- alternative school education for black adults through a variety of distance education means
- group dynamics and human relations teaching, initially located within churches but now more frequently in the business world
- literacy organizations
- projects run by NGOs
- night school system run by the state
- extra-mural departments at university level

At present, there is no AE system in South Africa, although there is a tremendous need for it. There is no central authority responsible for organizing, co-ordinating and providing this kind of education. However, prospects are improving.

### **3.2 THE STATE :**

Apartheid divides : South Africa was the only country in the world where the state had not sought to educate for national unity.

The installation of the government of national unity has put a new complexion to prospects for AE. Mr S. Bhengu has been sworn in as the new Minister of National Education. He is well qualified for his new task, having just vacated the rectorship of the University of Fort Hare. Many positive changes have been noted in areas not related to education. Education has been the one sector which has been slowest to show change. The privileged white sector has been most resistant to relinquishing their position of privilege. A recent example will illustrate the point : Up to 4 million school children could be left without schooling if the Transvaal Agricultural Union carries out its threat to close farm schools. This ultimatum was sent to the Ministry of Education if it (the Ministry) changes the model C school system. The threat is in the Union's comment on the White Paper on Education and Training. (The Sunday Times, October 23 1994).

The White Paper clearly calls for the establishment of a Directorate for Adult Basic Education and Training (ABET) for the new Department of Education, but it is to be expected that there will be much discussion and many additions and deletions to the document before it becomes law. The importance of literacy and AE was highlighted recently when

President Mandela mentioned AE as one the priorities of the government of national unity in a speech to President Clinton and the American people in the gardens of the White House. (Daily News; 5 October 1994).

The RDP document lists the launch of a National Literacy Programme as one of a number of lead projects. The implementation date for this project is January 1995.

### **3.2.1 THE DEPARTMENT OF EDUCATION AND TRAINING :**

In 1975, the then - DET created a new section dealing with AE, concentrating on literacy and night schools. This was the only government department in the country which had AE explicitly on its stated agenda. Other state departments made contributions to AE indirectly through technical training and community extension programmes. The ex - DET has two sections that contributed to out-of-school education viz. AE and VE (vocational education). AE is offered through the night school system (Adult Education Centres), which provide literacy and formal education for adults and facilities for ex-DET schoolteachers to upgrade their qualifications. VE is provided through technical colleges.

The De Lange Report on Education and Training (HSRC - released in 1981), mentions AE extensively. It consists of massive doses of vocational guidance and technical education. Within the strategy to satisfy manpower needs more readily, a

pronounced emphasis is placed on non-formal (adult) education.

The Commission's concern was not only to tighten the link between education and industry, but also to serve the corporate sector's direct involvement in the process. As Principle 7 of the Report declares on NFE (HSRC Report, 15) :

"the private sector and the state shall have shared responsibility."

The Commission recommended a system of formal (academic) education running parallel and 'interfacing' with non-formal (vocational) education structures. The non-formal and formal education structures were recommended to fall within a single education department. The cost of vocational education was to be borne primarily by the corporate sector. This sector was also required to bear some responsibility for the provision of technical education. Some of these proposals are relevant for present day purposes. As recently as March 1992, AE was not referred to at all in a list of priority tasks of the DET for 1992. (Adult Education - NEPI Report; 1992; 23)

The budget for AE in the DET system was 0,49% of the total DET budget (1992). The priorities for the DET AE section for 1992 listed in the new education package are :

"the improvement of the educational qualifications of adults," and "the general improvement of adult literacy," but no extra

money had been allocated for improving or extending the service.

(Adult Education - NEPI Report; 1992; 22)

**TABLE : 1 ENROLMENT OF ADULT LEARNERS  
AT DET SCHOOLS :**

YEAR	NO. OF ADULTS	NO. OF CENTRES	NO. OF TEACHERS
1988	104 452	419	5 656
1990	67 528	258	4 275
1991	67 067	N/A	N/A

**TABLE : 2 ENROLMENT OF ADULT LEARNERS  
AT INDEPENDENT AND NON-  
INDEPENDENT STATES :**

1988	58 288	825
1990	45 196	757

It is clear from the data that the actual overall enrolment at AE centres (both DET and independent and non-independent states) has decreased. The DET Annual Report of 1990 attributed this fall in numbers to political unrest, the DET's lack of credibility with local communities, poorly trained teachers, non-functional courses and budgetary constraints. At a conference in May 1992, Betty Croeser, a DET AE specialist, said that the DET simply did not have the money to



increase greatly the scale of its AE and literacy provision. She pointed out that in future, industry would have to pay more.  
(Adult Education - NEPI Report; 1992; 23)

Educators have argued that the state should not allow the night school system to decline. They argue that it should in fact be expanded so that every school has a role as a community learning centre and place of cultural creativity. Such centres could respond to the needs of local communities to deal with issues such as career training, consumer awareness, environmental concerns, local history and culture, government policies and civic and political education.  
(Adult Education - NEPI Report; 1992; 24)

### **3.2.2 DEPARTMENT OF NATIONAL HEALTH AND POPULATION DEVELOPMENT :**

This department was divided into Health Planning and Population Development, Social Welfare and Administration. Some of their budgets were spent on education and information programmes.

Much material in English, Afrikaans and most African languages has been produced by the Department of Health on topics such as contraception, nutrition, epilepsy and childcare. Some of these publications have been well received by learners in literacy classes. AIDS education is another priority at the moment.

The PDP has established a correlation between low levels of literacy and high fertility rates. This explains their interest in mapping literacy statistics. They use mainly non-print media for their education programmes - radio, television, video, audio and discussion group facilitators. Radio is the main medium used. Since programmes are now targeted at the whole family, it is difficult to ascertain how much of the PDP education programme is aimed specifically at adults.

### **3.2.3 DEPARTMENT OF MANPOWER :**

The role of the Department was to improve the competency levels of the labour force through training and development. For employed workers, the Department provides advice to employers on training, provides a legal framework and financial assistance and incentives to employers.

#### **3.2.3.1 YOUTH TRAINING :**

A survey conducted in 1992 concluded that 52% of potentially employable young people of all races were unemployed. Strategies to deal with youth unemployment commonly entail both job creation and skills training. Changes in education and training, and attempts at job creation have characterized the state's approach to youth unemployment. Throughout the 1980s, outright repression was the most decisive form of state intervention to deal with unemployed youth. Later, training of the unemployed in regional training centres (RTCs) was

extended and a special employment creation programme begun.

A multi-faceted approach included proposals for :

- training and rehabilitation centres
- more career-oriented school-based education, and
- job training schemes.

The formation of the Joint Enrichment Programme (JEP), in 1992, initiated a process of researching and engaging 'marginalised youth.' In March 1993, the JEP brought into being a National Youth Development Forum. Control over the process of determining the future of unemployed youth was thus effectively wrested from the state.

### **3.2.3.1.1 STATE POLICY AND YOUTH UNEMPLOYMENT (1985 - 1992) : THE MARKET IN EDUCATION AND TRAINING :**

Very little training is available for the unemployed. What has been done by the state has been undertaken primarily by the RTCs. The training they provide is market driven and consequently narrowly vocational. The aim of the RTCs is to provide skills training to workers and the unemployed. They operate in the non-formal education sector and provide job-specific training with no theoretical or general instruction.

Employers who use such training centres pay 25% of the prescribed course fee while the remaining 75% is reimbursed to the centres by the state as a rebate in lieu of tax concessions. Training of the unemployed under the auspices of the Department of Manpower provides further subsidies to the centre.

RTCs do not require any educational qualifications for their courses. They date from 1975 and were originally established either by an association of employees or by the government. By July 1992 there were 10 RTCs with 52 satellites. By far the largest is Boskop at Potchefstroom, the agricultural training centre, followed by Chamdor on the West Rand at Krugersdorp, Apex on the East Rand at Benoni and Sentraal in Bloemfontein. RTCs serve employed workers and the unemployed. The former are sponsored by employers and the latter by the Department of Manpower and donor agencies. They train for both the formal and informal sectors. Although RTCs are to all intents and purposes privatised and decentralised institutions, the Department of Manpower has an important role but consistent with the view that training should remain the preserve of the private sector, with the state providing support where necessary.

Between 1987 and 1991 the main training categories at the 10 RTCs in existence were motor vehicle related work, labour relations and agriculture. Substantial numbers were also trained in building operations and security work. Far fewer were trained in supervision and leadership, domestic work,

salesmanship, catering and first aid. Courses are short, ranging from 5 days to 3 weeks and 9 weeks, leading to criticism of the quality and value of the training schemes. At present there are no uniform standards, and RTC courses do not carry much weight in the market place.

In 1991, the HSRC/NTBs (National Training Board) Report on the National Training Strategy proposed drawing RTCs into a national framework for training workers for industry, and also for the unemployed. RTCs could be useful to industry by researching training needs, developing training courses and providing accredited training to meet industry's needs. As far as the 'lost generation' is concerned, the report recommended that they be given full time training which was to be financed by the state and designed in concert with the private sector. The report recommended further that the Private Sector Education Council (PRISEC) assist in the design of such a programme for the unemployed. Courses would include literacy training, numeracy, communication, social and personal skills, technology, the working environment and working ethos, problem-solving and general job-related skills.

Moral and religious values were also to be inculcated. In line with the recommendations of the NTS (National Training Strategy), the RTC in 1992 proposed a programme of training first in literacy, then in job-specific skills and the principles and practice of entrepreneurship. In addition, this proposal for training the lost generation envisaged the establishment in

these RTCs of after-care responsibility for the placement and follow-up of trainees in jobs.

More recently, under the auspices of the IDT (Independent Development Trust), DBSA, the National Co-ordinating Committee for Repatriation (NCCR) and the EC acting through the Kagiso Trust, RTCs have started taking some responsibility for the training and employment of unemployed youth. Pressure from these quarters for speedy and quality training service promises to improve both the courses offered and the practices and values of the instructors. Chamdor RTC in Krugersdorp, for example, has taken a number of returning exiles for training. As a result, instructors have been forced to take greater account of the person as a whole and not just his or her capacity for skills training.

#### **3.2.3.1.2 SPECIAL EMPLOYMENT CREATION** **PROGRAMMES - (1985 - 1992) :** **DISCIPLINE THROUGH WORK**

In 1985 an amount of R600 million was made available by the government to alleviate unemployment. The primary objective was not to show an economic return but to create employment that served the public or community in some way. Training provided under the scheme was divided into the following categories :

- training for admission to the formal sector

- development of the informal sector
- training for the disabled
- training for entry-grade computer programmers for the SADF
- training for entrepreneurs

From the inception of the scheme in 1985 up to 31 October 1991 approximately 1,4 million unemployed people were trained. In 1987, the DBSA conducted a comprehensive evaluation of the programmes which strongly suggested that the entire exercise was a legitimate one. It revealed much goodwill among unemployed persons; it increased peoples' employability; exposed trainees to the work ethic and discipline and therefore better equipped them to enter the labour market. As a job creation programme it had failed. To help solve the problem the DBSA and the HSRC advocate a nationally co-ordinated, government-run public works programme which is both a skills-learning and infrastructure-creating exercise.

A high debt is owed to youth for their role for bringing about the transition to a democratic society. The reconstruction of society should take place in such a way that they actively participate in, as well as benefit from, the reconstruction. (Chisholm; 1993; 461-478)

### **3.2.3.2 VARIOUS TYPES OF TRAINING PROGRAMMES**

#### **PRE-EMPLOYMENT TRAINING :**

It includes the following types of training :

- training for workseekers or young people before they enter employment
- adult training programmes for the employed
- training for adults whose skills are deficient or obsolete
- special employment creation strategies by government
- vocational guidance

#### **IN-SERVICE TRAINING :**

Can be provided by individual employers or by the specific industry e.g. the training boards of the various industries in South Africa. The apprenticeship system and other trade-related training are examples of in-service training.

Compensatory education, such as literacy and numeracy courses, is in many instances part of the pre-service and in-service training programmes in South Africa to compensate for the shortcomings in the formal school system.



### **3.2.3.3 COMPLEMENTARITY BETWEEN EDUCATION AND TRAINING :**

There is a complementary relationship between learning in the formal school system and any subsequent out-of-school vocational education and training. Research results also indicate clearly that higher levels of education, coupled with training, usually result in higher earnings.

Although out-of-school training is an important component of skill formation and skill maintenance, it can be shown that the effects of training are greater in countries with a high general level of literacy. The fact that more than 8,3 million people in South Africa were illiterate on the basis of no or insufficient schooling in 1990 stresses the weak supporting link between education and training in South Africa. This places an unnecessarily heavy burden on the providers of training to rectify this shortcoming and calls for specific government intervention.

The controversy over the exact role that formal schooling should play in training young people for vocational competence is part of the complementary role between education and training. The answer seems to lie in a relationship where the school system provides literate, numerate and thinking candidates with a sufficient profile of career or vocationally oriented subjects on which the out-of-school training system can fruitfully build. Restructuring the education system to allow for appropriate exit points for pupils

to enter vocational and training institutions is therefore important.

According to Kraak (1991; 39), the search for an alternative education and training (ET) model is driven by three concerns :

"first, the need to eradicate the present narrow ET route and see an end to its divisive and chaotic infrastructure; second, the need for a substantial reorganization of work which recognizes and accommodates the greater contribution of a more educated and trained workforce; and third, the need for a substantial deracialization within education, training and the occupational structure."

Fanaroff, a senior official in the National Union of Metalworkers of South Africa (NUMSA) emphasized the need to enhance the education and training of the working class :

"I believe that we must develop a national obsession with education and technical training if we hope to have a stable and successful political future. Trade unions, the ANC, education bodies and vocational guidance organizations all share the responsibility for developing this obsession."  
(Fanaroff; 1990; 14)

NUMSA is actively engaged in the development of ET. The NUMSA Vocational Training Project is at present formulating an ET strategy for the metal industry. The Union undertook a

thorough comparative study of vocational training systems throughout the world. The reorganization of the Australian metal industry most strongly influenced the Union with its broad-banding of skills, multi-skilling career paths and paid time off for training. (NUMSA; 1990)

According to Kraak (1991; 52), the current ET system in South Africa is fragmented in a number of ways. First, there are institutional divides. These are the myriad barriers to both entry and exit, and to horizontal and vertical movement of workers and students within the ET system. The present South African ET system can be described as training for 'narrow occupationalism.' This is defined as preparing young people for single tasking in specific occupations rather than for adult life in general. This leaves workers vulnerable to changes in technology. They do not have a sufficiently broad ET experience to adapt to new technological processes - many will face retrenchment and unemployment.

A variety of training courses are aimed at developing an individualism which is central to the capitalist value system. This is not present in the black working class in South Africa today. Decades of workers struggles have led to the emergence of a working class defiance of capitalist exploitation.

A permanently urbanised and well educated and trained black labour force, capable of greater productivity and increased purchasing power, is now required.

Capital cannot be the major player in ET. All successful ET systems in the world have depended on a strong state. The current nature of the South African labour market points to the need for strong state intervention to eradicate racism.

A National Manpower Commission (NMC) investigation in 1981 revealed some startling facts. Most companies are driven by a short-term view on training. They invest in ET provision during boom phases but cut back drastically during downswings. As a result, no long-term improvement in the ET provision for the workforce is attained. Many small and medium-sized companies poach skilled labour from the large companies and parastatals who do much of the training. Almost two-thirds of skilled labour in the business sector is recruited from other companies. (NMC; 1984; 61)

COSATU proposed an ET system with multiple exit and entry points, career paths for all workers, job security and paid time off for further study. Many adult learners would be able to return to the ET system for further training. The modular structure of an integrated ET system could provide this as it would encourage part time study by workers to complete their school certificates and would allow workers to be credited for any relevant work experience and in-service training already required.

The recommendations focus on the need for reorganizing jobs within South African industry to accommodate a greater democratic participation of workers in production. A more

educated and trained workforce would make a greater contribution to the development of the country.

Many of the alternative proposals are vast improvements on current ET provision. A unified ET system, greater democratization of education and work, as well as improved job security and skilling for workers are all demands implicit in the Freedom Charter and in the many mass struggles since the 1950s.

#### **3.2.4 DEPARTMENT OF NATIONAL EDUCATION :**

This department is not directly involved in actual education delivery. It conducts research, promotion, and consultation in areas related to education and culture. In November 1992, the Department issued its policy document in the Education Renewal Strategy (ERS). This document was in reply to the New Education Policy Initiative (NEPI) Report. The ERS stated categorically that the primary role players in the provision of AE should be employer groups (public and private) and community or service organisations. The public media could assist by providing a 'school of the air.' (DNE, ERS; 1992; 34/35)

#### **3.2.5 SOUTH AFRICAN DEFENCE FORCE :** (Now SANDF)

As a result of employing people of colour, the SADF has had to provide AE. In 1992, the SADF had 17 AE centres

providing formal education for about 10 000 people, roughly half of whom are adult - army recruits and their families. Technical training is offered to recruits at a special training unit in Kimberley in various trades.

The SADF had plans in 1992 for literacy programmes for 11 000 recruits who are either from San units or are Portuguese speaking (ex-Angolans). Agencies assisting the defence force include Project Literacy, UNISA, Goudstad Training College, and Anglo Americans's Central Training Unit.

More recently, attempts are being made to make the SADNDF more representative of the people. Soldiers of the former liberation movements (Umkhonto Sizwe, Poqo, Apla) are being assimilated into a new all-embracing defence force. There is much dissension over the process of assimilation. However, the need for AE is greater now than ever before. Serious consideration could also be given to the use of army personnel for AE service to the general community.

### **3.2.6 SOUTH AFRICAN PRISONS SERVICE :**

As the prison population is mostly over the age of 16, both formal and non-formal AE programmes are important. The prison programmes fall into the categories of education (with nearly 9 000 prisoners studying literacy, DET courses, DEC courses, or correspondence courses), recreation education

(sport coaching and libraries), and training (with nearly 5 000 prisoners in vocational or skills courses).

The Department views its education and training programmes as a success. Various incentives are under consideration for prisoners on education programmes e.g. a system whereby prisoners, especially juvenile prisoners, will become eligible for reduced sentences if they pass Std. 5.

### **3.2.7 SOME OBSERVATIONS ABOUT STATE PROVISION OF AE :**

State departments are definitely making a quantitative contribution to AE. However, the following points must receive mention :

- much AE is provided in unco-ordinated fashion and government departments seem to work in isolation from each other.
- There is no authority within the state network that is responsible for AE planning or even information gathering.

This situation should change if the proposed professional directorate for ABET in the new Department Of Education (proposed in the Government White Paper) is established. According to the White Paper (1994; 17), the task of the directorate would be to :

"provide a national focal point for government's commitment to the field, to undertake or sponsor research on structure and methods, to develop norms and standards for the field, and to liaise with the RDP Office, the Department of Labour Affairs, and provincial departments of education."

Although many state departments, including Manpower, National Health and Population Development and National Education (old Department of National Education), talked about the value of informal and non-formal education, these concepts are not well developed within state structures.

In many of the state programmes the AE objectives were not always clearly stated. Many programmes and much expenditure was not properly evaluated or cost effective. The Department of Manpower had by far the largest budget for AE and training, but did not seem to have mechanisms for evaluating this massive expenditure or addressing the serious lack of cost-effectiveness.

The AE that is offered by the state, except for that which was provided by the DET, is not properly accredited. The courses are short and do not contribute to the general education of adults.

The effectiveness of the state's contribution to AE could be greatly enhanced by some monitoring, evaluation, and co-ordination of the different state departments.



Collaboration between government departments and NGOs could be more fruitful because the latter have had more experience experimenting in NFE.

The establishment of a single department (as is proposed in the White Paper) for acquiring and processing information on AE could assist state officials to make informed decisions.

Literacy training in South Africa is not certified and structured along recognizable paths of progression. This denies learners greater access to the formal education and training system. In the absence of effective certification, those learners who are employed have been unable to obtain better wages for higher literacy and related skills from their employers.

(Adult Education - NEPI Report; 1992; 29/30)

Apartheid policies, and in particular Bantu education, have been used to maintain the dominance of whites. However, the largest numbers of adult learners are enrolled in state AE centres. (Hutton; 1992; 41)

### **3.3 THE CORPORATE SECTOR :**

During the heyday of bantu education in the 1960s the state discouraged private sector involvement in education. State education policy permitted private sector investment in education and training facilities for blacks in the early 1970s.

In the aftermath of the Soweto uprising, major organs of the bourgeoisie - such as the Chamber of Mines, the Association of

Chambers of Commerce, and the Federated Chamber of Industries - began to beat the drums of reform with renewed vigour. It is significant that since 1976 in particular there has been a massive increase in corporate investment in education and training.

Over the years, the corporate sector has, it is true, derived enormous benefits from the close relationship between capitalism and apartheid. However, they could sense danger signals. Shortages of highly skilled labour became intensely acute by the mid-1970s, a demand that could not be met because of the restrictions on the use of black labour.

In November 1976, two of South Africa's major capitalists, Harry Oppenheimer (Anglo American) and Anton Rupert (Rembrandt Group) launched the Urban Foundation with the backing of every major corporation in South Africa. The declared aim of this organisation was to improve the quality of life of the urban citizen through projects relating to employment, education, housing and health, which were to be determined by the requirements of the black communities themselves. (Davies; 1988; 353)

The most significant private sector actors in education since 1976 have been the Anglo American Corporation Chairman's Fund (AACCF) and the Urban Foundation (UF).

In general terms corporate investments in both formal and NFE have sought to promote :

- amelioration to upgrade black education
- skills development
- in-house training and education for the employees of individual companies.

With shortages of skilled labour apparent in the early 1970s, many sections of capital started to campaign for the liberalisation of urban labour markets and the better provision of training for blacks. At this time the only vocational training facilities available for blacks were in the bantustans. It was not until the Black In-Service Training Act of 1976 that provision was made for the training of Africans in urban and border areas.

In September 1979, the Foundation spent 44% of its total expenditure on the establishment of the Jabulani Technical Centre in Soweto. In addition, the Anglo American Corporation (AAC) embarked on a number of educational advancement projects, including an AE centre for its black employees, and announced plans for the establishment of an undergraduate cadet scheme for potential black managers. The 1980s saw an intensification of corporate involvement in the education sphere. Anglo American sought to reinforce its cadet-training scheme for potential black managers and the American Chamber of Commerce in South Africa founded the first black commercial school in the country called PACE.

Only in 1981/82 was an amendment made to the Income Tax Act which made donations to educational charities or trusts tax deductible - this greatly increased the flow of resources into educational projects.

From the early 1980s the Urban Foundation emphasized the following areas :

- financing and construction of technical training facilities
- financial assistance to technical training institutions, and
- planning for new technical training methods, especially in the area of artisan training. (Urban Foundation; 1981-86)

In 1982 the Urban Foundation built a R4 million Teacher's Centre in Soweto. In addition, the Foundation supported 7 technical training projects ranging from a training unit for artisans in the Western Cape to the planning and establishment of technical high schools at Diepkloof and Mapetla. (UF; 1982) The most capital intensive project was the Jabulani Technical High School built in 1977 at a cost of R1- million. Another project was a technical college at Isidingo in 1983 in the black township of Daveytown on the East Rand.

Barlow Rand also invested in the construction of two technical high schools in the early 1980s (one in East London and the other in Lebowa).

The AAC's showpiece technical education project is the Mangosuthu Technikon which offers tertiary level training for blacks in the KwaZulu Natal province. The technikon, opened in 1981, was the first for blacks in South Africa. It offers technical and commercial courses with a strong emphasis on engineering courses.

The UF's showpiece NFE project, the Funda Centre in Soweto, was opened in 1984 at a cost of R3 million. The Centres main objective was :

"the improvement of teachers and trainers and [the] linking of formal, non-formal and informal education." (UF Annual Report; 1984; 20)

Funda is classified as a centre for NFE; thus some of the activities include the Teachers' In-Service Training Centre, a teachers' centre, an arts centre and an Adult Education Training Resource Centre.

Education and training have become, within the last 10 years, a major private sector undertaking. The Anglo American Chairman's Fund has been called 'South Africa's Other Government.' More money from this fund is ploughed into education than any other areas of its operations which include research, charity, and cultural and social development. (The Star; 28 October 1982) According to the same newspaper report, the fund's committee :

"considers that shortcomings in black education strain South Africa's social fabric more than any other factor."

Programs by mining capital cost millions, and include literacy and numeracy training generally not undertaken by other sectors since these are not tax deductible. In taking over a domain that traditionally belongs to the state, intervention by the corporate sector represents an entirely new phenomenon in South African educational history. Kallaway (1984; 397) has indicated that private sector involvement in education has taken three forms viz. :

- educational projects established and administered by independent trusts. These are initiated or directly assisted by private enterprise (multi-nationals or mining groups)
- private sector involvement represented by joint ventures with the state e.g. the running of technical high schools and teacher training colleges
- in-service training which involves schools in border industry areas, public and private in-service industrial training schemes

The quantitative increase in training facilities for black workers in South Africa is matched by an emphasis on the training of blacks at all levels in industry. A survey, undertaken by the Division Of Adult Education Of Wits University in 1982 revealed that the mining industry, the chemical, clothing, furniture, timber, paper, iron and steel

industries and the Chamber of Commerce were engaged in training blacks at all levels. The survey showed a general pattern of in-service training for management, supervisors, technical and artisan workers and operatives. Apart from courses designed for each category, there are also specialist courses. For example, Anglo American trains black workers for blasting certificates; other specialist courses include adult basic education in literacy and numeracy and industrial relations training.

The corporate sector provides a large range of education and training, both in training its own employees and as providers of education services for profit. Over the last decade it has become more involved in adult literacy and basic education activities. There is some international evidence that workplace learning and formal education account for more growth in economic output than do improved employee health, the composition of the work-force, population size, resource adaptation, or capital.

(Adult Education - NEPI Report; 1992; 30)

Much of the private sector intervention has not been co-ordinated and corporate efforts have met with much resistance from the communities in which they have operated. Corporate interventions have failed both to reduce social conflict and to improve the supply of skilled blacks in the economy. In the period before elections in 1994, the corporations were only beginning to learn that improvements in the quality of mass education for blacks was only likely to occur with a complete

dismantling of apartheid and a process of redistribution applied.

Some of the areas of corporate sector AE that are of particular interest are literacy and basic education, business education, and commercial correspondence colleges.

### **3.3.1 ADULT LITERACY AND BASIC EDUCATION PROGRAMMES :**

Since there is more interest in and funding for the provision of literacy and basic education courses, a number of commercial enterprises have become involved. They are designing courses, writing material, and training teachers and/or learners in the use of the material e.g. BESA (Basic Education and Skills for Adults Pty. Ltd) uses and markets material originally developed for General Mining (Genmin). It consists of a comprehensive package from mother tongue literacy through to Std. 10 and pre-technical studies, together with skill and management training courses.

(Adult Education - NEPI Report; 1992; 31).

### **3.3.2 BUSINESS EDUCATION :**

A wide variety of courses are available to business people e.g. in human relations training, human resources development, management training, and organisational development.



However, often the fees charged are so high that most individuals likely to benefit from them cannot afford them.

There are so many more organisations offering training for management than for production-line workers. Business and commercial colleges and training companies have close links with business and industry. They are market-oriented and are sensitive to the needs of employers. They are well informed about changes in business and industry. They may also work closely with an industry on the design of a programme.

### **3.3.3 COMMERCIAL CORRESPONDENCE COLLEGES :**

These have assisted thousands of students achieve education and associated qualifications. As at 1992, there were about 60 registered colleges, offering over 100 courses and currently serving about 250 000 students. The Association of Distance Education Colleges of South Africa (ADEC) has seven members, including most of the bigger correspondence colleges.

The Correspondence College Act (No. 59 of 1965) enforces certain standards on all registered correspondence colleges. Minimum standards of service as well as qualifications of course writers receive attention. Correspondence colleges are also inspected regularly.

Most students pay for their studies, but employers are increasingly assisting with sponsorship and study-loan schemes for their employees. The ADEC members claim to work in close collaboration with more than 20 professional institutes. Employers are attracted by the appeal of ADEC because it makes available a wide variety of vocational and academic courses which do not burden the employer with lost productivity, because employees study during their leisure time.

Advantages of distance education to the country as a whole are:

- low cost to the economy
- no expense to the taxpayer
- available to all South Africans
- designed to meet employment needs
- able to reach hundreds of thousands of students

There are currently two distance education institutes in South Africa :

- DEI (Distance Education Institute), a largely university dominated body

- SAIDE (S.A. Institute for Distance Education) - operates more in the NGO field

#### **3.3.4 EDUCATION AND COMPUTER SOFTWARE AND HARDWARE PUBLISHERS AND MARKETERS :**

Since education and information has become a commodity that can be bought and sold, there are a large variety of packages, computer software and hardware for sale. Some of this material is of dubious merit and is sometimes already obsolete in the country of origin. Sales people for these goods often prey on the South African state and the corporate sector's known gullibility for technist hard-sells.

#### **3.3.5 SKILLS TRAINING IN INDUSTRY AND COMMERCE :**

Employee training by employers is the largest single delivery system for AE. Usually, training for workers takes place in-house.

#### **3.4 PROFESSIONS :**

Professionals (lawyers, medical practitioners, chartered accountants, engineers etc) usually look after themselves as well as the people they serve. There is a large amount of continuing professional education that provides various kinds of professional training and development, mainly through

refresher courses. The Association of Scientific and Technical Societies (AS & TS) provides a continuing education service to people in scientific and technical disciplines. (Adult Education - NEPI Report; 1992; 33)

### **3.5 UNIVERSITIES AND TECHNIKONS :**

The provision of AE is not subsidized by the state. Many of the centres for adult and continuing education are functioning more like NGOs than university departments. They have small budgets, small and overburdened staff and do not have the respect and status of other departments. These centres have played a vital role in furthering AE in South Africa. They have been particularly important in training (and employing) a core of professionals in the field. They include the following :

- University of Cape Town : Department of Adult Education and Extramural Studies
- University of Natal : Durban and Pietermaritzburg - Centres for Adult Education
- University of Western Cape : Centre for Adult and Continuing Education
- University of the Witwatersrand : Division of Adult Education and Centre for Continuing Education (including the Adult Literacy Unit), and

- Peninsula Technikon : Centre for Continuing Education
- There are also units at the Universities of Transkei, Bophuthwatswana and Fort Hare that are the beginnings of AE departments.

The departments started out as extra-mural units but recently have combined extra-mural, continuing education, and radical AE in an uneasy compromise. They are of crucial importance in the training of adult educators at a pre- and post-graduate level and in adult literacy and basic education work.

From the late 1970s, various universities did smaller studies related to adult literacy work, but it was only with the establishment of departments of AE at universities in the 1980s that a basis was created for academics working in the literacy field. In 1983, the University of Cape Town became the first university to involve itself in adult basic education. After publishing a survey of illiteracy in South Africa, the project went on to work on a supportive relationship with a rural project. Adult reading matter in Afrikaans, most of it produced by the learning community itself, was published. However, the fact that only three South African Universities have chairs of AE and none for literacy studies, is indicative of the low priority that AE has for most of these institutions. Various universities (UCT, UNIBO, UN, UNITRA and Wits) are now engaged in shaping different ways of developing resources for AE. Some of these universities are publishing materials for learners, others are involved in training initiatives

and developing materials for teachers. Nearly all these universities are involved in some kind of research and consultative work.

With current financial pressure on the universities, the adult and continuing education departments are increasingly market-driven, run as businesses and expected to pay increasing levies to the university for the use of the infrastructure. These departments require enhanced funding in order to play a crucial role in policy development and training of adult educators and educator trainees.

Adult learners in North American and European universities have open access to degree-equivalent programmes. South African university-based AE departments have not as yet been able to replicate such innovations. At present, part-time degree studies are not common because many universities discarded them years ago. This is partly because of the hideously restrictive matriculation and higher education regulations imposed by the recently past South African state. Most education policy-makers today agree on the need for a better system of certification and accreditation and for links between formal and non-formal education. Such links will exist when the provisions of the White Paper are implemented. Finally, it must be said that academics in South Africa have not yet made the kind of direct contribution which universities abroad have made to adult literacy work - creating resources, training facilitators, evaluating and advising programmes and developing theory.

A seminar on university AE in South-East Asia (Coles; 1978; 58), listed the following as being the functions of a university department of AE :

- study and researching AE
- provision of both liberal and vocational courses
- refresher courses for professional and similar specialized groups
- the training of community leaders in AE methods and techniques
- the holding of conferences and seminars for the study of special problems of community and professional interest
- co-operation with other organisations in AE
- advice and consultation
- the general stimulation of the intellectual and cultural life of the community.

The report added that universities in developing countries ought to be prepared to offer part-time degree, diploma and certificate courses.

Despite the initial establishment of technikons and groups of specifically targeted in-house training, there is little evidence of any state-funded project to provide an imaginative programme of industrial education.

In 1981, academics at UNISA published the results of their own research of 658 companies in the PWV area. They noted the low level of education and identified subjects for advanced study. Many of these were subsequently introduced into the technikons.

Technikons are also important institutions of vocational and continuing education. They offer a variety of courses of a vocational nature. These enable students to find jobs in commerce and industry. Many students (especially the more outstanding ones) manage to secure jobs even before completion of their courses. Employers also find technikons suitable to improve the skills levels of employees. Many adults attend technikons while in employment. Generally the cost of such tuition is borne by employees.

Enrolment of African students at technical colleges and technikons increased from :

<u>TOTAL ENROLMENT</u>	<u>YEAR</u>
6% -	1986
9% -	1987
15% -	1989 (NMC; 1989; 36)
25% -	1992 (DBSA; 1993; 7)



Technikons are also important institutions of continuing education since students can return from time to time to improve and update their qualifications. Since these institutions have lower entry level requirements and offer job specific training, they are most popular and are growing by leaps and bounds. However, only a limited number of students can gain entry because of their limited capacity. The most recent innovation is one which allows technikons to confer degrees. This will certainly raise the status of these institutions which were always regarded as the poor cousins of universities.

### **3.6 NGOs :**

These organizations have played a vital role in the provision of adult and non-formal education. They come in a variety of sizes and forms ranging from local community-based ones to large national bodies.

When compared to the large, unwieldy and until recently, uncaring bureaucracy, NGOs are relatively flexible and responsive to local needs. They can deliver services to remote and marginalised groups more effectively. Their main strength lies in the fact that they are usually small, locally controlled and often rely on volunteer involvement. Weaknesses of NGOs include the fact that their provision is localised and isolated, they struggle to provide services on a large scale, and they are vulnerable regarding their funding sources and local political and economic climates.

A large number of NGOs are providers at the level of literacy education - these include Operation Upgrade, USWE, ERU, Write English, You Speak, READ, English Language Project, Prolit etc. Most of them work within the IEB (Independent Examining Board) framework. Many NGOs provide AE but few regard this as their main or even secondary function.

### **3.6.1 SACHED :** (South African Committee for Higher Education).

The NGO which is the largest and one of the longest surviving providers of AE is SACHED. This organization was launched in 1959 and has a proud record of alternative education. Since 1989, SACHED has changed direction from support for secondary and higher education to AE. One of its chief priorities is to provide an education to the millions who were ejected from the apartheid education system.

SACHED develops its educational programmes in close contact with key national organizations. It aims to extend access to education through :

- training adult educators at a basic level
- training distance educators and administrators
- developing an alternative curriculum for adults at a secondary level

- pioneering a curriculum for primary educators to promote child literacy.

SACHED's resources are currently, among others, in three separate projects viz. :

**ASECA** : A Secondary Education Curriculum for Adults. The project aims to offer adults a second chance through a distance education package.

**Newspaper Education Supplements (NES)** : Education supplements are carried in 8 newspapers nationally.

**LACOM** : Labour Community Project - trains educators for transformation and development.

#### **3.6.1.1. ASECA :**

This program was designed to replace the night school system which has some serious flaws. The most serious drawback of the night school system was that the provider e.g. DET took the curriculum which was designed for children at fulltime study and imposed it on adults. The second disadvantage was that the curriculum was based on the hated Bantu Education system.

According to a report in a supplement in the Weekly Mail, June 1993, the numbers of adult learners at different institutions are as follows :

DET has	37 000	at its night schools
	10 000	in the homelands
	45 000	at Intec
	45 000	at Damelin
	40 000	at Technikon RSA

**TOTAL        177 000**

Thus, it is clear that there is much demand for AE. According to ASECA, the target audience consists of two main groups :

- 'marginalised youth' - mostly in their 20s and not in regular employment; their social and occupational mobility is blocked by the lack of proper qualifications.
- the second group consists of those working in the informal sector or are unemployed.

ASECA is the only program that was developed outside formal schooling i.e. an entire curriculum including syllabi, materials, delivery, training etc. The program was developed with the assistance of the University of Zambia, the Open University of the UK, Indira Gandhi Open University in India and the Australian Ministry that delivers AE. Inputs have also been received from other academia, labour, business, education and a syllabus advisory committee. Four years of development have gone into the program. Students will have to pass four courses for a national certificate : compulsory courses are Communications and Mathematics and a choice of two between Business Studies, Integrated Social Studies and Integrated Sciences (more courses to be introduced later).

There are two exit levels - one equivalent to Std.7 and the other to Std.10 (Matric). The certificates will have a similar knowledge base, competency level and public status as those of the school system. The curriculum is more appropriate for adults because it takes into account their previous experiences and does not presuppose knowledge about a chosen topic, allows for portability of skills (i.e. allows for transfer of learning). Instead of a content driven curriculum, SACHED has put forward a process driven curriculum where the emphasis is on skills and application of learning.

Courses may diverge at some points to suit learners needs. For example : some may take Mathematics for the small business owner, others Mathematics for builders, and yet others General Mathematics. The same educational objectives and skills will be learnt in each option, and learners will converge in the subsequent unit. The curriculum is about empowering people to make choices wherever possible.

ASECA hopes to address the two major weaknesses of distance education internationally : viz.

- inadequate administrative support, and
- tutor training.

Each student will be guided by telephone, correspondence and locally-based tutors.

Pupils write exams when they are ready. There are two sittings - in June and November. SACHED has already arranged for IEB (Independent Examining Board) certification, control of exams and accreditation. With the Joint Matriculation Board (JMB) losing a lot credibility because of its apartheid power base, the IEB has emerged as a legitimate and credible body. It is almost certain that the IEB will shortly replace JMB and take over all of its functions.

Study guides are supplied for each course. Two units make up a module. At the end of a module assignments, tests etc. are conducted. Thus there is modular accreditation. Students emerge with a portfolio which they can produce to enhance their job suitability and also show proof of their skill levels to prospective employers.

### **ADVANTAGES OF ASECA :**

- The ASECA program forms a continuing learning system for adults who can learn whenever they desire. This allows greater flexibility of study times. The program does not compel the student to attend classes like the night school system.
- The program provides increased access for adults; the learner can enter and leave the system at any time; this also provides for lifelong education.

- Populations in our country are very mobile because of violence and work (migrant mine workers); distance education supports this kind of education.
- The programme allows for the creation of community learning centres (CLCs), at a local level. These may be hostels, churches, clinics, schools after hours, farm managers house etc. The community has democratic ownership of the program and this encourages the spirit of democracy at the local level.
- Facilitators, tutors etc are chosen from the same area as far as possible and are fully trained; they best understand local conditions and make certain adjustments peculiar to their environment; this also acts as a source of employment.
- Students pay R90,00 per course per year. Flexible payment plans are available; although the price the student pays does not cover the costs incurred, they contribute towards the total cost.
- Times are flexible to suit learners; the learners negotiate with tutors the times that are mutually convenient for meetings.
- Resources are provided for students in the CLCs - these consist mainly of tape recorders, calculators and dictionaries.

- The program encourages independent learning.

### **Weaknesses**

- inability to supply on a large scale
- problem of funding.

A three year pilot is envisaged :

- |           |   |                               |
|-----------|---|-------------------------------|
| i.e. 1994 | - | approximately 600 learners    |
| 1995      | - | approximately 3 000 learners  |
| 1996      | - | approximately 10 000 learners |

ASECA hopes eventually to service 30 000 students.

Requests have been made by Telkom, Eskom, Numsa Workers, National Youth Service Initiative (Eastern Cape and Thokoza has already started) and industry.

The Education Minister of Gauteng province, Mary Metcalf is already delivering ASECA. The provincial government in OFS has contracted SACHED to deliver ASECA to 1 000 youth. They wanted delivery to 10 000 students but ASECA was unable to fulfil this.



### **3.6.1.2 NEWSPAPER EDUCATION SUPPLEMENTS** **(NES) :**

SACHED pioneered the delivery of educational materials through newspapers in the 1970s and 1980s with Learning Post, The Reader and Learning Nation. Presently, NES produces high quality educational materials for insertion into mass circulation newspapers. NES encourage adults to learn and read and thus help to develop a culture of reading amongst adults.

Liz Dilley completed 'An Evaluation Of Educational Media Initiatives in South Africa, in January 1993, for SACHED Trust and the Argus Group. Some important conclusions of her report, in respect of NES, are noted below :

- there is a wealth of educational material which is being written for the mass media in South Africa; most of this material targets black South Africa.
- most of the printed material evaluated had the potential to influence the learning environment substantially
- none of the projects are linked to schools and colleges on a formal basis - this limits the impact of the printed material on the education process. The number of schools reached is fairly small.

- distribution of material is limited in geographic outreach and in circulation. Thus large parts of the country still do not have access to the printed materials in the mass media especially in the (old) Northern and Eastern Cape, the Orange Free State, Northern Transvaal and parts of rural KwaZulu-Natal.
- evaluation of materials is sadly lacking mainly because of a lack of funds.
- 65% of the projects producing printed materials are dependent on overseas funding. There is a lack of permanency because donor funding is changing all the time.
- very little research has been done regarding issues such as target audiences, usage patterns and the impact of the material on the audience.
- duplication of effort occurs amongst the projects; this increases the cost of materials development and production.
- training in materials development is done on an adhoc rather than systematic basis.
- little attempt has so far been made to train teachers in the use of media-in-education (MIE) materials.

### **3.6.1.3 SACHED AND THE WHITE PAPER ON EDUCATION AND TRAINING : 1994**

In interviews with KwaZulu-Natal Director of SACHED, Ian Mkize, the following became clear :

- there was a great deal of input by SACHED into the provisions of the White Paper.
- most of the provisions of the White Paper were obtained from the ANC education document - Central Education Policy Document (CEPD).
- provision for open learning or lifelong education has been made in the White Paper with NOLA - National Open Learning Authority; it creates framework for NFE for adults and allows for articulation between the formal and non-formal sector with equal status and equal recognition.
- the problem with the White Paper is that it still marginalises AE; it is still relegated to the periphery.
- Not much has been said about the funding for AE e.g. there is no centralised funding; vague references are being made concerning donor funding. The creation of the Directorate of ABET even at provincial level has no meaning if it lacks funding.

- provision of AE is still splintered with references to AE in the National Ministry of Education and Training, Labour Ministry, Department of Public Works and the RDP; thus there is no consolidated provision.
- SACHED has made submissions concerning its reservations about the White Paper. These were made with SACABE (South African Council for Basic Adult Education) - is a new body with provincial membership and could soon have statutory recognition.

#### **3.6.1.4 CREATION OF JOINT BODIES :**

SACHED has been successful in bringing together NGOs with common aims and objectives. This has resulted in its participation in FAAE (Forum for the Advancement of Adult Education). This Forum is based in Johannesburg and has an active and enthusiastic membership and is clearly the beginnings of a professional association of adult educators and trainers.

In the Durban area, FACE was constituted in 1991 - SACHED co-ordinated the process. FACE - Natal now has up to 45 organizations/members involved in the field of AE in Natal. The Forum was established with the purpose of bringing together all providers and users of AE in the KwaZulu-Natal region. By this networking, FACE-Natal has facilitated co-operation and fostered the exchange of information between these organizations.

SACHED has also played a role in hosting the launch of ITASA (Adult Educators and Trainers of South Africa).

Ian Mkhize believes that SACHED will still be the major provider of AE in the future. He sees the future of SACHED as a thinning of the bureaucracy and an organization which is much more provincially based.

### **3.7 CONCLUSION :**

It is obvious that there is a large amount and variety of AE being provided in South Africa. This is accomplished by a number of service providers including government departments, non-government institutions, organisations and agencies. The great diversity and variety of AE provision gives it strength. But at the same time, it is obvious that there is a lack of general co-ordination between the various providers. Thus AE is not seen as a system as formal education is seen.

However, in spite of this, the fact is that there is a large adult population in South Africa with very little educational background or basic skills. With poverty as a reality of daily life, a culture of learning, reading and writing seems far removed from these realities. The Government of National Unity has inherited the problems of the past apartheid era. In response to the crisis, the White Paper on Education and Training has given some (some say not enough), prominence to future provision of AE.

The Reconstruction and Development Programme (RDP), so often referred to as a means to develop the country, further relies heavily on a literate and enskilled adult population. AE therefore stands as an important cornerstone in ensuring that the RDP is implemented.

It is hoped that the planned creation of a Directorate of ABET will be able to organize, co-ordinate and bring into being a system of AE in the country.

## **CHAPTER FOUR**

### **ADULT EDUCATION IN LESOTHO**

#### **4.1 INTRODUCTION :**

The kingdom of Lesotho is a small, landlocked country in Southern Africa, completely surrounded by South Africa. The country was a British protectorate from 1868 and finally became independent in 1966. Currently, Lesotho has a population of approximately 1,9 million. It covers an area of about 30 000 km and is extremely mountainous - it is frequently called the Switzerland of Southern Africa. There are three distinct topographical zones, namely, the mountainous region, the foothills and the lowlands. The country is predominantly agricultural but only about 10% of the land is arable; the rest is suitable only for the grazing of livestock.

Approximately 95% of the population is rural and the main crops grown include maize, wheat and sorghum; livestock include cattle, sheep and goats. The most important source of income for most households, however, is wage labour in South Africa, where as many as 120 000 Basuto are employed as migrant labourers. (Ferguson; 1990; 3)

One of the important characteristics of the Basotho is their proud and stubborn conservatism. Their history and strenuous life in the mountains has strengthened this trait, but at the same time they have bestowed upon the people a degree of

national homogeneity and cohesion that is unequalled in Africa.

(Smit et al; 1969; 2)

The country receives a tremendous amount of assistance from a large number of international agencies and non- and quasi-governmental organizations. The purpose of this aid is to alleviate poverty, to increase economic output, and (prior to April 1994) to reduce dependence on South Africa. The dispersal of this aid has resulted in the employment of hundreds of 'experts' and expatriate consultants.

Few countries faced such bleak economic prospects and were so ill-prepared as Lesotho when it gained independence in October 1966. In few countries of the world was economic independence more remote from political independence. It was, and still is, basically, a traditional subsistence peasant society. But rapid population growth resulting in extreme pressure on the land, deteriorating soil, and declining agricultural yields led to a situation in which the country was no longer able to produce enough food for its people. For many, the only employment opportunities are in neighbouring South Africa.

The Government of the Kingdom of Lesotho (GOL) and donor agencies are increasingly recognizing that, as the country's natural resource endowment is severely limited, Lesotho must emphasize human resource development as the key to its future economic growth. This means that the GOL will need



to formulate and implement policies and programs to educate and train Basotho in a cost-effective manner for future employment opportunities at home and within the Southern Africa region.

The importance of cost-effective human resource development has been stressed in a number of GOL policy documents, including the Fourth Five year Plan (1988), in the World Bank's Country Economic Memorandum (1987) and Review of Public Expenditures (1988). These reports emphasize particularly the need to strengthen Lesotho's education and training system as the central element in a strategy for human resource development. The key to success in this effort will be found in the area of education and training.

#### **4.2 INDIGENOUS EDUCATION : THE ROOT FOR MODERN NFE**

Long before 1868 when Lesotho became a British protectorate, the Basuto had over the years developed their form of education, for both adults and the youth. In Lesotho, traditional education covered a wide variety of activities and learning experiences which included :

- initiation schools for male and female
- apprenticeship

- direct instruction by mothers, fathers, peers and other knowledgeable members of the society
- self-instruction through trial and error methods as well as imitation and observation.

Much education was carried out orally and was passed from generation to generation. Practicality was a vital component of indigenous education; the result was many proverbial expressions which guided the Basotho :

'learn as you do'

'see and believe'

'travelling produces wise men' etc. (Moletsane; 1977; 106)

Education existed long before Europeans came to Africa. In fact, the security and well being of any tribal community depended upon the efficacy of the training given to its members from infancy to adulthood. Indigenous education still exists even today as seen, for example, in initiation schools for boys and girls. Here various cultural aspects are formally taught to the children.

### **4.3 CHRISTIAN MISSIONARIES :**

The first schools were opened by Christian missionaries in the early nineteenth century. The three main missionary societies involved are :

Roman Catholics - since 1806

Paris Evangelical Missionary Society (PEMS) - since 1860s

Anglicans - since 1870s

Thus missionaries were, and still are, the main providers of education. Education in Lesotho is often described as bookish, mainly because the missionaries had, as a priority interest, the Basotho being able to read the Bible. 98% of the primary schools are run by the churches. Teachers are paid by the state. Syllabi are controlled by the government. There are a few state secondary schools; however, most still belong to the churches.

Until recently, there has been great rivalry in the competition between churches for aid. This had prevented consolidation of schools and encouraged the continued existence of certain small and uneconomically operated schools.

### **4.4 TEACHING STAFF :**

Teachers receive training at the National University of Lesotho (NUL) and the National Teachers' Training College (NTTC). Some unqualified teachers study through LDTC (Lesotho

Distance Teaching Centre) to upgrade qualifications. A large number of teachers are lowly qualified and are mainly suited as primary school teachers. However, many of these teachers are employed in secondary schools. A large number of foreign teachers are also present. The quality of these teachers is variable - they include untrained teachers, peace corps and other volunteers, professional teachers and teachers who are economic or political refugees. Countries of origin include Nigeria, Ghana, India, Tanzania, Shri Lanka and Uganda. Many of these teachers are employed on contract. Teachers from countries like Britain, Canada, Ireland and Germany are paid by their governments to teach in Lesotho.

Most Sotho graduates are not inclined to teach in Lesotho, rather preferring to leave Lesotho and work in South Africa (almost 50% according to David Ambrose - Senior Honorary Research Fellow : NUL).

#### **4.5 COSC RESULTS :**

Full time education, both primary and secondary, appears to be in crisis. At independence, 70% of the candidates who sat for the Cambridge Overseas School Certificate (COSC), were successful. Today the figure is 25%. There must be a lot wrong with a system whereby 75% of the candidates fail to meet the minimum requirements. This is the lowest of all the countries that take the COSC examinations.

#### **4.6 MALE/FEMALE RATIO :**

There are many more females in Lesotho, especially in the age group 20 to 45, because of the large number of men who are migrant workers. Women have a weak position legally. The husband owns everything; when he dies the eldest son or some other male is placed in charge.

Women are usually much better educated, especially in rural Lesotho, because boys have to go on herding duties. More girls are found at primary school and at all levels of schooling even up to university level.

Abortion is illegal in Lesotho and good family planning is not available in the rural areas; it is mainly found in Maseru. As a result, pregnant girls drop off all along - from primary school through to university; a few return to complete school or university.

#### **4.7 RETRENCHMENT OF MINeworkERS :**

According to the Employment Bureau for Africa (TEBA), 105 000 Basotho men were working as miners in South Africa in 1989. By August 1991, this number had dropped to 93 415. It is not only seasoned miners who were affected by the miners' staff cutback. Recently, young men approaching TEBA and other mine employment agencies in Lesotho have been turned away. Jobs at the mines are becoming increasingly scarce because of the falling gold prices in the

world markets, rising production costs and a greater number of South Africans being employed on the mines. The majority of Basotho men regard mining as their natural job choice. For well over a century, mining has been the backbone of Lesotho's economy. Lesotho was, in effect, the first homeland : a black labour reservoir, providing men to work in the mines, without giving South Africa the responsibility of caring in any way for the families who were left behind in Lesotho. The average Mosotho man spends 14 years (a third of his working life) working as a migrant labourer in South Africa. After earning a good wage, a retrenched miner is totally desperate because he does not receive any form of social security or unemployment benefit. Very few jobs are available for ex-miners in Lesotho. Most miners do not leave the mines with proof of proficiency since the South African authorities demand that a man must have completed Std 8 at school before he is eligible to take his trade test.

Several donor-funded projects are already being planned to assist in rehabilitating mineworkers who have lost their jobs in South African mines. In particular, the United Nations Development Programme (UNDP) has advanced funds for a project for retraining mineworkers. Other smaller projects are already in action. Lack of basic education is a grave problem facing many ex-miners. Traditionally, a man could go to the mines without schooling.

Consequently, many boys work as herd-boys before applying to be miners. The Ministry of Education is funding the

upgrading of technical institutions, to train people for skills. But technical education cannot be given to men who have never learnt to read or write. Thus primary education must be extended to all, including herdboys - the LDTC and UNICEF are currently collaborating on a project aimed at increasing literacy and numeracy among herdboys. They have set up 'learning posts' around Lesotho. Volunteer teachers man the posts and teach herdboys with the aid of specially - developed teaching materials. However, the herdboy tradition should be changed, so that these boys can receive education. Unless boys get an education now, they risk unemployment later.

#### **4.8 POLITICAL INSTABILITY :**

The country has undergone much upheaval and political turmoil in its brief history. The ruling party, the BCP (Basutoland Congress Party) was voted into office in April 1993. As a result of dissatisfaction with the previous military government, the BCP won an unprecedented 65 out of 65 seats. However, this effectively means that there is no opposition party in Parliament.

The dissatisfaction of the opposition BNP (Basotho National Party) and military elements was clear. The result was a military takeover of the government. However, after the successful intervention of the leaders of the Southern African states - especially President Nelson Mandela - democracy was restored. These events, however, underlie the tensions that are present just below the surface.

As far back as 1970, when the BNP lost the general election, they took over the government by force. At that time, the BNP banned the Protestant newspaper and all political opposition. The BNP has a mainly Catholic membership.

#### **4.9 NATIONAL LIBRARY SERVICE :**

There exists a National Library Service but effectively it is just one library in Maseru. This library is not well equipped and there are two branch libraries - one in Khatse in the north and one in Mafeteng. It is obvious that a poor library service exists for the citizens of Lesotho. School library services are scanty or are non-existent.

#### **4.10 MAIN PROBLEMS FACING SCHOOLS IN LESOTHO :**

Schools in Lesotho are surely in crisis with high drop-out rates, poor-quality teachers and high failure rates. The main problems facing schools would include the following :

- Pupils experience great difficulty in being schooled in English; although Sesotho is recognized as one of the official languages, effectively the country is ruled in English with virtually all written and printed material in English.
- The curriculum is foreign controlled by Cambridge University. Many practitioners believe that it should have greater local African relevance.



- Education is mainly bookish because originally the Basotho were educated so that they could read the Bible. In addition, the British administrators had jobs for clerks and interpreters.
- Education is not free; poor pupils drop out because of their inability to pay school fees and examination fees.
- The quality of teaching and education is poor with lowly qualified staff. Teachers are not sufficiently motivated and poorly paid.
- Classes are grossly overcrowded with high teacher-pupil ratios; some schools permit school leavers to teach juniors.
- Graduate teachers are paid such low salaries that most of them leave Lesotho to work in South Africa for better pay.
- Girls are usually burdened with household chores such as cleaning, doing laundry and cooking before they even go to school. After school, most have to cook, babysit and washup before they can do their homework.
- small (often one teacher), scattered schools mainly in the highlands. The terrain makes it difficult for schools to be consolidated.

- the poor physical condition of the school buildings is most distressing; also schools are poorly equipped with furniture and other school material.
- high wastage; 1976, one out of three pupils entering primary school completed the 7 year primary course. But while girls can perform their domestic duties and still attend school, boys may be withdrawn to herd livestock; there are thus fewer drop-outs among girls than among boys.

#### **4.11 THE SCOPE AND PROBLEM OF ILLITERACY IN LESOTHO :**

Adult illiteracy in Lesotho is estimated to be 38% of adults aged 15 years and above. A large proportion of this group is found among the rural male population.

In 1985, 50,2% of 6 year old children were not enrolled at school; more than half of these children were boys. In the age group 6 - 12 years, 33,2% of males and 14,2% of females were not at school. It is therefore clear that not only do boys start school at an older age than is desired, but quite a large number of them are not able to complete their primary education.

Functional illiteracy is estimated to be even higher, at around 50%. Herdboys and miners returning from South Africa constitute the largest group of the functional illiterates. In addition to this group, there are large numbers of primary school dropouts who annually leave school before achieving

functional illiteracy. Just prior to independence, Lesotho's literacy rate was claimed to be higher than that of any other black African country. It did have a very high primary school enrolment of nearly 91% of all children of school-going age. However, the literacy rates were not nearly as impressive as suggested by enrolment figures. The basic defect lay in attempting to accomplish too much with too limited funds. In practice, this led to a proliferation of small schools, high and rising pupil-teacher ratios in primary schools (54 : 1 in 1960 and 61 : 1 in 1964), a high percentage of untrained or only partially-trained teachers (40% of all primary school teachers in 1963), and a lack or serious shortage of teaching material, to name but the most glaring shortcomings (Smit et al; 1969; 5).

LDTC, in its 1985 Adult Literacy in Lesotho, estimated the illiteracy rate to be somewhere between 38% and 54% making a distinction between simple and functional literacy, that is, 62% have simple literacy and 46% have functional literacy. Simple literacy is not judged adequate for working with figures on the job nor for understanding more than very basic writing. If an average of these rates is taken to reach one's illiteracy rate, the result is 46%. This places Lesotho 8 points below the literacy rate for Africa (54% - UNESCO 1986) and about 20 points above the figure usually given for Lesotho. (28% - UNESCO 1986) (Excerpt from BANES/NFE Report to USAID, January 1990). LDTC judges people to be literate after completion of Std 5.

In mid - 1987 the GOL and World Bank agreed to conduct an education sector review, that would assess the capacity of Lesotho's education and training system to meet the future and employment requirements of the local and regional labour markets in an efficient manner. Its main findings and recommendations are summarised below:

- the GOL must strive, through negotiations and other methods, to maintain and possibly even expand the number of Basotho working in the South African mines. There may also be significant opportunities for Basotho to find work in other manufacturing and service industries in the RSA, especially if Basotho job applicants possess the required technical and managerial skills as a result of superior training in Lesotho.
- the country must develop a large stock of well-educated primary and secondary school graduates who can adapt themselves quickly to changing job opportunities. It will also require that Lesotho develop more effective mechanisms for transmitting labour market signals to the education sector.
- Lesotho's education and training system must be developed on the basis of the principles of adequate funding, efficient resource allocation, cost-effectiveness, and equitable cost - sharing. Specific details of the measures to be adopted are too numerous to reproduce here.

- **Primary Education** : In order to reverse the recent decline in the quality of primary education and enhance cost effectiveness at the same time, the following package of priority actions needs to be adopted :

- # a program to reduce severe overcrowding in primary schools
- # to enhance learning performance, basic school furniture should be provided
- # a national pupil testing system should be developed, and more primary school inspectors hired and deployed in the districts

**Secondary Education** : to improve the quality secondary education :

- # MOE (Ministry Of Education) should implement a plan to eliminate the remaining unqualified teachers (approx. 350 individuals) over the next five year #
- MOE, foreign donors and local communities should together establish, staff and furnish school libraries in the 50% of secondary schools where such libraries currently are not functioning
- # MOE should continue offering the highly successful special enrichment programs for math and sciences which are vital in preparing Basotho for future employment in technical fields. To increase the efficiency of secondary education, the average pupil : teacher ratio should be raised from 21 : 1 to a minimum of 25 :1, and probably to 30 :1 before the end of the 1990s. Secondary enrolments could expand by nearly 7 000 students (an 18% increase), without hiring more teachers with a ratio of 25 : 1.

By achieving a ratio of 30 : 1, enrolments could grow by nearly 18 000 students (an increase of 42%).

- **National University of Lesotho (NUL) :**

- # to enhance the relevance of teaching, the University should expand natural science programs further
- # to improve the quality of academic programs at NUL
  - the structure of university committees should be streamlined
  - the university should establish a system of staff upgrading
  - the university should prepare and implement an explicit staff development plan for members of each department
  - NUL should set up a research fund for faculty and graduate students
- # to increase the efficiency of resource use :
  - NUL should prepare and implement on an urgent basis a plan for reducing non-teaching expenditures
  - NUL officials should set higher targets for student:faculty ratios - thus enrolments could be increased by up to 20% without hiring additional faculty
- # to safeguard the financial sustainability of NUL :
  - the university should raise cost recovery through fees, so that students bear a substantial share of

the actual cost of tuition, board and lodging  
(perhaps 50% or more)

- the student loan scheme should be revamped to incorporate stricter eligibility, a competitive interest rate on outstanding loan balances, and tighter enforcement of terms and conditions for repayment.
- the government should defer major planned investments at the university, until a program is implemented to reduce unit costs, boost revenues through higher fees, and utilize fully existing classroom and laboratory capacity.
- **Technical/Vocational Education (TVE) :**
  - # the GOL should encourage NGOs and the private sector to expand TVE enrolments
  - # to improve the quality of TVE instruction, MOE should work closely with training centre staff and employers to enrich TVE curricula
  - # to improve the financial viability of the TVE system, MOE must examine options for increasing cost recovery in Government institutions, to cover at least 50% of recurrent costs. MOE should also promote the use of employers training grants to TVE institutions as another potential source of recurrent funding.

The GOL should seriously consider developing a clear and concrete action plan for the reform and revitalization of

education and training in Lesotho. In this manner, Lesotho would obtain the maximum benefit in its efforts to improve the relevance, quality, and efficiency of its education and training system. (Report : Education Sector Review of Lesotho's Education and Training System; World Bank; 1987)

#### **4.12 SERVICE PROVIDERS OF AE IN LESOTHO :**

The most important of these are :

4.12.1 **LDTC** : Lesotho Distance Teaching Centre

4.12.2 **NUL (IEMS)** : The Institute Of Extra-Mural Studies  
of the National University Of  
Lesotho

4.12.3 **LANFE** : Lesotho Association of Non-Formal  
Education

4.12.4 **TRC** : Transformation Resource Centre

4.12.5 **Centre for Self Study**

4.12.6 **Department Of Health**

4.12.7 **Department Of Prisons**

**4.12.1 LDTC :**



Distance education at its best must necessarily adopt a systems approach. (Edelson; 1984; 28). Its use has grown enormously throughout the world in recent years, though it has existed informally or with the aid of libraries and through correspondence ever since the art of writing has been practised. As a method it has important strengths :

- it frees the learner from institutional calendars and timetables, thus avoiding the need for attendance which may be inconvenient or impossible.
- it does away with problems of travel and its costs, and distance is no obstacle.
- it can free learners from the fear of criticism or competition by their fellows.
- while it requires a substantial initial investment, it is very cost effective in the long run.

However, distance education also has drawbacks. In addition to the practical problem of sustaining student motivation :

- it cannot on its own provide for interpersonal communication, reinforcement, or the stimulus of co-operation with a group and a teacher.
- distance learning materials can and often do restrict student creativity and independence, and they are open to abuse by

producers who, consciously or otherwise, emphasize particular views, theories or attitudes.

- it does not provide learners with access to the wider choice of teaching and resources available within an institution.

There are ways of reinforcing the strengths and minimising the weaknesses of the system. They include thorough, efficient and ethical preparation of materials and conduct of the process, 'flexi-study' and other means of reinforcing it by face-to-face tutoring and group support, personal tutoring, study circles and local groups.

NFE courses are provided by the MOE through the LDTC and 3 other ministries (Agriculture, Health and Interior). LDTC was established by the MOE in 1974 through the sponsorship of the International Extension College (IEC) in the United Kingdom. It was found that formal education was not effective enough since large numbers of people were unable to enjoy its benefits. Thus LDTC was originally founded and structured to provide an alternative system of education for out-of-school youths using distance education methods.

Although the LDTC is under the control of the MOE, it is a semi-autonomous body. The Centre is divided into 8 sections to reach its target sector throughout Lesotho. Its main aim is to improve the standard of living in Lesotho through distance teaching. The sections include :

Literacy and Numeracy

Basic Rural Education  
Service Agency  
Writers Section  
Students Advice  
Audio Visual (Education Radio)  
Research and Evaluation  
Printing and Production

LDTC has been awarded two major international awards which indicate the respect that they command for the valuable work rendered to the community.

1983 - NADEZHDA KRUPSKAYA PRIZE :

This prize, established by the then USSR in 1969, was awarded to the LDTC in 1983. The achievements of the Centre to merit receipt of the award include radio broadcasts, LDTC's newspaper for new literates Moithuti, specially developed teaching materials and 28 learning posts (at the time).

1992 - UNESCO's LITERACY AWARD :

This is, of course, fitting reward, for an organization that does a lot to uplift the lives of people by making them literate.

One of the important functions of the LDTC is that of research into NFE. A number of reports of their findings have been released over the years. One such research report has indicated that NFE has developed homogenously throughout

Lesotho and that it has been highly responsive to regional educational needs. In other countries, NFE programmes have been found to be clustered in and around urbanized zones to the detriment of rural and village areas. (National Study of NFE in Lesotho : February 1982, LDTC)

LDTC has, in spite of many problems, continued to fulfil its mission. The following are examples :

- As a service agency, the Centre has developed and produced a variety of teaching and learning materials such as booklets, 30 manuals, leaflets, posters and reports. It has organized workshops, surveys and NFE programmes. An assistance Fund was also developed to provide loans to deserving groups.
- On basic and rural education, LDTC has produced Sesotho booklets on topics such as vegetable growing, family planning, crocheting, cattle diseases, expecting a baby and caring for a child.
- On literacy and numeracy, it has developed literacy work books, distributed literacy and numeracy materials through various channels and established learning posts using primary school buildings.
- On helping private candidates, LDTC has produced instructional materials suitable for JC and COSC. Annual subject enrolments have grown from 211 in 1975 to 1780 for JC in 1993, and from 47 to 1973 for COSC in 1993.

An interesting development has been the interest shown by some gold mines in South Africa (e.g. Harmony Gold Mine in OFS) in the correspondence courses and literacy programmes for the Basotho who are employed in their mines. This resulted in LDTC programmes being established in the mines. There is much co-operation between LDTC and other service providers, especially IEMS and LANFE. LDTC, as an affiliate of LANFE and co-partner in the DVV (German Adult Education Association) funding, has taken part in LANFE activities. The Assistant Evaluator of LDTC has been selected to serve as the Secretary-General of LANFE for 2 years (1993-1994).

Financial support has been supplied by the Irish Consulate in Maseru, Australian government, DVV and recently, UNICEF. An evaluation report on the LDTC was commissioned jointly by the MOE and the UN Development Programme-Lesotho. This was done by Professor Jeckonia D. Odumbe of the University of Nairobi. A few of its more important findings are summarised below :

- very few staff are employed for field operations
- very high staff turnover probably because of the low pay
- the Centre is operating with minimal facilities especially in printing and studies and in a squeezed space making expansion difficult

- the educational programmes of LDTC have addressed the needs to a limited extent
- there has been a lack of science staff positions and facilities
- only a limited proportion of illiterates have been reached because of the small number of grassroots level staff
- generally, it was found that NFE is not considered as the responsibility of the MOE by the field officers but they have been assisting purely out of personal initiative

The following are some important recommendations of the report :

- the staff at the districts and grassroots level should be increased and the vacant professional staff positions should be filled
- there is a need to establish the Board of Basic and Continuing Education with representation from both government and NGOs to guide the provision of NFE in Lesotho
- the printing, transport and computer requirements need to be provided to enhance the Centre's production and dissemination capacity

- LDTC should work with other organizations and agencies involved in NFE to organize a National Convention to discuss and mobilize forces and resources for the improvement of life and education for all people
- it is necessary to make primary education free and compulsory to eliminate illiteracy by the year 2000
- a panel of Basic and Continuing Education should be established to provide the guidelines for NFE and synchronise its activities with the formal education
- to manage the NFE programmes at LDTC there should be two divisions, viz. Continuing Education and Basic Education headed by a Deputy Director each
- finally, there is a greater need to co-ordinate the work of NFE by both government and NGOs by having an umbrella Board or Committee

At present, the LDTC is engaged in a literacy and post-literacy programme targeted at both the immediate and long-term needs of adults, herdboys, out-of-school youth and returning mineworkers. The last mentioned group constitute a special group who must be assisted to integrate into the economic life of Lesotho. A major thrust in literacy and numeracy has been the Learning Post Programme catering mainly for the herdboys who constitute about 41% of learners. At present there are about 98 Learning Posts in 5 of the 10 districts reaching about

2 000 learners in total. It is estimated that about 50% of the learners have had no previous school and 42% have had less than Std 3 education.

The overall objective is to improve the literacy rate and educational opportunities of Basotho mineworkers, herboys , out-of-school children and dropouts through provision of alternative learning opportunities in order that they acquire basic education.

The program is scheduled for the period 1992 - 1996 (5 years). Thus it is still in the implementation stage. Preliminary reports indicate encouraging results to date.

Some of the other activities of the LDTC include :

- publishing and distribution of monthly copies of the newspaper 'Moithuti' for new literates. This is circulated both in Lesotho and South Africa.
- the Research and Evaluation Section has been able to conduct research for many organizations
- to assist private candidates studying for the Junior Certificate (JC) and COSC in Lesotho, LDTC offers a range of correspondence courses and radio programmes. Serving secondary school teachers were recruited to act as part-time tutors to private candidates



- the Correspondence Courses Section offers academic subjects for the upgrading of unqualified primary school teachers
- among other things, the Literacy and Numeracy Section designs materials such as educational games and workbooks to help young people to gain adequate skills in literacy and numeracy.

A reorganization of the senior positions in the MOE took place in 1993. This was one of the recommendations of the evaluation report of Professor Odumbe. In the LDTC, the reorganization introduced the following changes. There were to be two Deputy Directors :

- a Deputy Director for Administration and NFE matters
- a Deputy Director for Correspondence and Development of Learning Materials

Professional positions have been upgraded to make them more attractive and to help reduce the high staff turnover.

To an increasing extent, the LDTC is living up to its twofold objectives of intensifying its role as a central government organization charged with the responsibility of facilitating and co-ordinating NFE in Lesotho and of ensuring that the roots of NFE and distance education in Lesotho are deep enough to outlast the rigours of change.

#### 4.12.2 IEMS :

The University of Lesotho decided to establish the extension arm of the university to bring the university to the people and the people to the university. At the same time the university advised the then Colonial Government to establish a Department of Community Development. Thus the university piloted the modern AE concept in both theory and practice.

The Institute is a development oriented NFE organisation. It was founded in 1960 on the Antigonish Movement philosophy, which is one of helping people help themselves through education.

The recommendation for the establishment of a Department of Community Development was implemented in late 1961. The aim of the new Department was to provide AE generally and community development in particular. In the latter half of 1962 and the early part of 1963, all but two districts were visited to establish Adult Education Committees attached to District Councils. The District Council concerned called a meeting of people interested in AE to plan a one week course at the District Headquarters. These people were asked in which particular subjects or problems they were interested and then lecturers were found in these subjects. At the end of each one week course, a Committee for AE was set up to organise the work of study and community development in the district. Specific aims of these Committees were to encourage the

study of local self help schemes and projects such as water supply, roads, clinics and community gardens.

In 1966 the Lesotho government initiated a new policy for the Department of Community Development. The Department was to be a national program and a process by which efforts of all government agencies were to be co-ordinated with those of the people. In collaboration with other departments and agencies, the Community Development Department would provide orientation and training in community development techniques to all those whose duties took them to the people. In order to accomplish this, a new cadre of community development officers was thought of. Toward the creation and training of this cadre, a six month course for 13 officers was conducted by IEMS from February to July 1967. The specific purpose of the course was to provide a learning experience for those officers in the knowledge, skills and attitudes of the process of community development. The value and content of the course was recognized by the university by giving it academic status through the authority of the senate.

As a result of this course, co-operation between the Department of Community Development and IEMS in the field was strengthened, and joint programs were undertaken where feasible. From June 1971 to July 1972, for example, the Extension Department staff lectured in about 70 Community Development meetings.

Credit Unions (savings and credit associations) were used as vehicles for AE since the beginning of 1961. It took much time and effort by both IEMS staff and the community involved (generally a period of over a year each), before the credit unions were considered ready to start operating.

#### **4.12.2.1 CO-OPERATION OF IEMS WITH OTHER RELEVANT GOVERNMENT BODIES AND NGO's :**

AE as a tool for development was used in collaboration and co-operation with other relevant government ministries and departments, as well as with NGOs.

#### **(a)AE AND DEVELOPMENT THROUGH CO- OPERATIVES :**

The Lesotho Co-operative College was established to cater for the continued need for education and training of co-operative members.

#### **(b)AE AND DEVELOPMENT THROUGH THE BUSINESS SECTOR :**

Most of the commercial activities in Lesotho are controlled by business initiatives from South Africa. It was realized that one of the best ways to ameliorate this situation was to train local business people already engaged in, or aspiring to be in, business. This education in practical skills was initiated in

1974. This was a joint venture of IEMS, the Government Ministry Of Commerce and Industry, the private sector and some donor agencies. The venture is still continuing today and covers all 10 districts of the country. The staff has grown from 1 to 15 between 1972 and 1994. In the 1991/92 academic year, for example, over 37 short courses, seminars and workshops were organized for nearly 1 000 participants.

(c)AE AND DEVELOPMENT THROUGH LABOUR  
EDUCATION :

The workers, realizing that AE had been initiated at the community level and for business people, started demanding that relevant education should be provided for them also. For this reason, the Institute of Labour Studies was set up in 1978. Its aims and objectives included training and education of workers at grassroots leadership levels, as well as research in labour matters. This was a joint effort of the workers, IEMS and Department of Labour. The Danish trade union movement and the Danish International Development Authority (DANIDA) became partners as sponsors. Through this venture, relevant education is given to the workers and research programmes are implemented. Current research and training programmes have a bias towards retrenched migrant workers who are without jobs at home.

(d)AE AND DEVELOPMENT THROUGH CHURCHES :

In 1969, IEMS piloted what is called the Lesotho Society for Development and Peace Commission (SODEPAX), through the Lesotho Council. Through this organization, churches in Lesotho were urged to work together for the development of all the people irrespective of their religious denominations. The work of SODEPAX is still continuing today mainly through the Thaba-Khupa Ecumenical Institute and a training centre for girls. There is continued co-operation also in such projects as Migrant Workers, education for democracy and human rights, and peace and justice.

(e)AE AND DEVELOPMENT THROUGH OTHER NGOS :

Through the Community and Leadership Division (CLD) of IEMS, more and more contacts continue to be made with a number of NGOs operating at the grass roots community level. This is done mainly through organization of courses, and workshops at four university centres catering for the education and development needs of the people in the south, north, centre and the mountains.

During the year 1991/92, over 100 courses were held for nearly 2 000 participants. Courses offered included leadership, AE methods, co-operatives and management. Income-generating projects include handicrafts, home economics, tie and dye, sewing and knitting, weaving and poultry.

(f)AE AND DEVELOPMENT THROUGH UNIVERSITY  
LEVEL EDUCATION :

At this level, certificates and diplomas have been awarded to deserving candidates in business studies through part-time studies since 1972. Certificates and diplomas through part time studies are also awarded in adult education. A degree program in this field started in 1994. In the 1991/92 academic year, almost 500 students, of whom over 70% were female, were enrolled. Over 80% of the candidates who sat for the final examinations passed.

In an attempt to decentralize, and to take the university to the people, four regional centres have been established. These are:

Southern Regional Centre	-	Mohaleshoek Centre
Northern Regional Centre	-	Mahobong
Mountain Regional Centre	-	Thaba Tseka
Central Regional Centre	-	Roma

Each Regional Centre is headed by a Regional Co-ordinator who represents the Institute in the area. Classrooms, work and office space is provided in each of the above Regional Centres. At the head of IEMS is the Director and the Deputy-Director is immediately subordinate to the Director. There are five departments :

(g)ADULT EDUCATION DEPARTMENT (ADE) :

This department conducts academic programmes in AE or related disciplines at Certificate, Diploma and Degree levels, all on a part-time basis.

(h)NON-FORMAL AND CONTINUING EDUCATION DEPARTMENT (NCE) :

Provides opportunities for active grassroots developmental programmes as well as the organization of outreach non-credit remedial courses.

(i)DEPARTMENT OF RESEARCH, EVALUATION AND MEDIA (REM).

(j)BUSINESS AND MANAGEMENT DEVELOPMENT DEPARTMENT (BMD).

(k)CENTRAL ADMINISTRATION DEPARTMENT (CAD)

The Institute has, for the first time, offered a degree programme in AE. This degree, to be called the Bachelor of Education in Adult Education, will take four years to complete.

IEMS operates on the premise that community development and social reform can successfully be achieved through education. Using NFE, IEMS works with development organizations, government and directly with community groups to initiate and manage economic development projects.



In 1993 out of a total enrolment of 1 919 students, 448 students were enrolled at IEMS and 1 471 students at the Roma campus. IEMS also sponsors conferences, where diverse groups of people can work together to find solutions to complex development problems. The Institute's commitment to community and leadership development is extended by :

- training middle and upper level managers
- promoting Basotho business enterprise
- educating the migrant labour force
- educating community and regional leaders
- aiding development organizations in planning, research and evaluation
- promoting co-operatives and credit unions
- conducting social research
- developing educational materials

The IEMS Media Section produces radio programmes aired by Radio Lesotho. The programme is called 'University Lesotho' and reaches every village in Lesotho and the majority of Basotho living in South Africa.

The Media Section also publishes a monthly newspaper called 'Lehlaahlela' or 'The Contact' in English. This is distributed, free of charge, in Lesotho and South Africa. Through the use of radio and newsletter, Media normally covers general education, university current news, announcements and topics on development projects, courses, conferences, seminars, self-help projects, public relations and topics of special interest related to the objectives of IEMS and the university at large.

The fact that IEMS is situated in Maseru makes the Institute more accessible to the majority of the people. Roma, where the main campus of the NUL is housed, is much removed from the bulk of the population in Maseru.

The Institute is financed by the University and a number of aid organizations including DVV, Kellogg Foundation, USAID - Lesotho, SIDA (Sweden) and CIDA (Canada). In fact the DVV Project Office is housed on the IEMS campus. The DVV has a co-operation agreement between itself and three Lesotho partners in the field of AE i.e. with IEMS, LDTC and LANFE. Through the liaison office, managed by a DVV advisor, activities referring to education and training for multipliers and grassroots organizations, development and production of information and teaching materials, research and evaluation, scholarships for students of business studies at IEMS as well as building up the organizational and material infrastructure of the partners have been supported. (Schindele; 1993)

The co-operation between IEMS and DVV has led to a considerable expansion of its activities and a strengthening of the organization itself. Through assistance by the project numerous courses, seminars and workshops could be run at the headquarters as well as at the four regional centres and other places all over the country. Journals, reports, information and instructional materials have been printed and a video film on IEMS produced. Textbooks for students of AE courses as well as for small scale entrepreneurs are under preparation.

The material infrastructure of IEMS has been strengthened through the provision of equipment and vehicles for the Institute and its regional centres and through the erection of staff quarters at two regional centres.

One of the criticisms of IEMS has been the poor utilization of funds and low income-generating capacity at IEMS Regional Centres. With this in mind, the Institute aims to be 50% self-reliant i.e. it will finance 50% of the operating costs (except salaries) through its own efforts. The cost of hire of the facilities at regional centres, as a result, were increased and placed on more market-related levels. This has, however, had the reverse effect of prospective clients not hiring the facilities because of the increased costs. The Institute must also redouble its efforts at developing and producing more teaching materials. Its production capacity, in this respect, has been limited up to the present. Greater emphasis needs to be placed on training and other activities in the fields of :

- environmental and family life education
- political education
- informal employment sector
- literacy (Schindele; 1993)

Finally, the Institute has been accused of being direct providers of AE when it should train the trainers. The cost of direct AE provision is very high when one considers the tremendous capital involved in both plant and personnel. In an interview with the Deputy Director Mrs.L.A. Sebatane, she maintained that the Institute does both forms of training. However, it makes good sense for IEMS to utilize its resources in training teachers so that they could have a multiplier effect.

#### **4.12.3 LANFE :**

This Association was established in 1979 with the support of the African Adult Education Association (AAEA - presently AALAE), to which it affiliated. Members of a number of different organizations including Lesotho Credit Unions, Women's organizations, trade unions, IEMS, Institute of Labour Studies etc. got together to form LANFE which was legally registered in 1980.

LANFE is a private, no-profit making, non-political, non-partisan, voluntary organization with the following as its objectives :

- to promote NFE in all its forms
- to promote efforts to eradicate illiteracy and poverty in Lesotho
- to publish and encourage publication and production of materials contributing to the advancement of NFE
- to organize educational excursions within the country and internationally. The headquarters of LANFE has been at IEMS from its inception up to February 1993. Through financial assistance from the DVV, LANFE acquired an office building in Maseru. Staff were employed, an Executive Secretary, a cleaner and security guard. Office furniture and sewing and knitting machines for women groups were purchased.

LANFE NEWSPAPER : An editorial board was appointed to produce a quarterly newsletter 'MOHAHLUALA' (The Wanderer). It covers topics mainly on NFE, AE, political education, literacy, gender, environmental issues, income generation and health education. The newsletter is increasingly becoming an important mode of disseminating distance education between/among members and other NFE practitioners.

Some of the recent activities undertaken by LANFE include :

- management courses for voluntary organizations
- project management courses
- public relations courses
- leadership courses
- conducting training needs assessment surveys for rural people
- writing project proposals for dairy and poultry farming
- spearheading the certificate and diploma programmes in AE
- assisting member organizations with training and advisory services.

LANFE is member of international organizations such as :

- African Association for Literacy and Adult Education (AALAE)
- International Council of Adult Education (ICAE)
- African Association for Training and Development (AATD), and,

- Distance Learning Association (DLA) Boleswa. It also has excellent relations with the German Adult Education Association (DVV) in Bonn.

The achievements of LANFE include :

- membership of 74 associations/institutions and 169 individuals
- planning and execution of annual activities in all of the 10 districts
- conducting of essential courses for its affiliates
- assistance in basic materials for its members eg. for sewing, knitting, baking etc.
- successful monthly meetings of its Executive
- production of post-literacy materials
- environmental education network launched in 1993.

Financial assistance, among others, is provided by DVV. They encourage the development of teaching and learning materials which can be sold not for profit but rather for continuity. It has been realized that both IEMS and LANFE do not have sufficient teaching and learning materials.

Assistance is also provided by DVV directly to affiliates of LANFE.

The DVV has signed an agreement with LANFE in terms of personnel, material infrastructure and activities which enabled the Association to fulfil its role in the field of training and co-ordination to a remarkable extent. The number of affiliates grew to 74 organizations and 169 individuals. Hence, LANFE comprises the largest spectrum of competence and experience in non-formal education in Lesotho.

The support of DVV put LANFE into the position to establish an office of its own and to work continuously with a small team. The provision of a vehicle and of various office machines and equipment, as well as the running costs for office and vehicle, were funded by the project. The acquisition of a building in the centre of Maseru means that LANFE can use it for administration, training and display of products by LANFE's affiliates.

Based on such an improved infrastructure, LANFE's activities in the NFE sector were boosted to a large extent. Thus the Association implemented numerous training events for its members, particularly to impart organizational, administrative and practical skills. The literacy sector was supported through a national seminar and the development of functional reading materials for neo-literates.



LANFE affiliates were sponsored through material inputs and the funding of seminars and workshops, mainly in the field of income-generating skills and literacy.

LANFE has agreed that the following aspects have been neglected to some extent and to place greater emphasis on these in future :

- increased support to self-help groups, small development projects and LANFE affiliates
- development and production of more teaching materials
- more training and other activities in the fields of :
  - # environmental and family life education
  - # political education
  - # informal employment sector
  - # literacy

LANFE's financial viability is extremely poor, since the organization has nearly no finances of its own to keep up its structures and functions. It is for this reason that the DVV is committed to assist LANFE at least until 1995. DVV is hopeful that further assistance will lead finally to a self-reliant organization which can run its programmes with its own resources.

In recent years, criticism, has been directed at the direction in which LANFE is moving. Specifically, it is said that the

organization is moving towards grassroots level and assisting directly the people in the rural areas. However, the intellectuals, who were involved in the Association's formation, have been left behind. The past officials of the Association have included prominent academics from IEMS (Dr.A.M. Setsabi, Mrs. L.A. Sebatane, among others). However, they do not exercise the same degree of influence over the Association as they did previously.

#### **4.12.4 Transformation Resource Centre (TRC) :**

The Centre is manned by a small band of dedicated people who are ecumenical and non - racial. They are committed to the mission statement of the Centre which is to work for peace, justice and transformation. Policy and forward planning is decided by a Management Committee that meets quarterly. The objectives of the Centre include:

- development and transformation of people.
- to assist in understanding the causes of people's problems and to assist in devising ways to solve these problems.
- to acquire and maintain a library of written and audio-visual resources for the use of all concerned about working for justice and human development.

#### **4.12.4.1 ACTIVITIES OF THE CENTRE :**

LIBRARY : A large number of books, magazines, current periodicals, and newspapers dealing with a variety of topics of African and specifically southern African socio - political situations, theology, biography and history. There is a small annual fee for users, who may borrow two books at a time for three weeks. Newspapers may also be read at the Centre and include such papers as the New Nation, The Weekly Mail, Lesotho Weekly papers, South African daily papers, The Guardian Weekly and the International Herald Tribune.

AUDIO VISUALS : The Centre houses video tapes, cassette tapes and slide shows, and a meeting room where these can be viewed by individuals and small groups. Subject areas include South Africa, African history and culture, food and development, religion and change, unemployment and inflation, drama, music and others. In addition, audio-visual materials may be rented for a small charge.

PUBLICATIONS : Two quarterly publications, Work for Justice and Litaba tsa Lesotho deal with issues of justice and development in Lesotho and Southern African contexts. Topics have included Basotho migrant labourers in South Africa, the social impact of the Lesotho Highlands water project, the state of the church in Lesotho and youth ecumenical activities.

NETWORKING : Assistance is provided to other groups in research, orientation programs, facilitating workshops and in networking. The Centre identifies needs, locates and shares resources and helps make connections between individuals, field workers, community groups, churches, projects and other organizations.

#### **4.12.4.2 RELATIONS WITH OTHER ORGANIZATIONS :**

Outreach and Liaison : form a major part of TRC's programme - they work closely with a number of organizations - Christian Council of Lesotho ( CCL ), Highlands Church Action Group, Community Legal Resource and Advice Centre, Lesotho Human Rights Alert Groups, LANFE etc.

Workshops by other organizations : staff play an active role in attending and in assisting facilitation of workshops conducted by others, not only in Lesotho but Southern Africa in general.

Research : Occasionally, outside organizations contact TRC to conduct evaluations of organizations in Lesotho. The fee paid by such organizations is a welcome source of income for the Centre.

Visitors : Range from Southern Africa and from around the world.

Finance : This is a thorny issue and one which, in the final analysis, dictates the number and type of activities in which the Centre can engage. Most money is from overseas funding organizations - they include :

Misereor, Methodist Church, Church of Sweden, Anglican Church of Canada, United Church of Christ.

Although TRC is not directly involved in the provision of AE, it plays a secondary role since it is involved in assisting other organizations which are more directly involved. Also, it provides resources for AE learners with its library and audio-visuals loans.

Few workshops and conferences held by the main AE players ie. IEMS, LANFE and LDTC find TRC not playing at least a supporting role.

#### **4.12.5 SELIBA SA BOITHUTO - CENTRE FOR SELF STUDY :**

The Centre supports people who study on their own. There is space for about 30 learners, as well as the tutors and organiser. Independent learners are provided with :

- a quiet place to learn
- learning materials
- a peer-learning network and,
- a network of tutors.

The learners must be self-motivated and be prepared to learn from the materials provided.

A learner can come to the Centre at any time during the arranged opening times, pay the users fee, use the materials available, consult with the tutors or study in pairs or in groups.

The learning materials can only be used by the learner at the Centre. It is not a lending library. A photocopier may be used at cost price to copy essential sections of the materials, or tests, which can be worked on at home. Self-study materials provided by the Centre include all school text books in the JC and COSC subjects, other textbooks, reference books, syllabi, assignments, tests and exam papers (with answers for the learners to check their work). Also available are all correspondence materials from LDTC and Turrett Correspondence College in South Africa which has been made available. Computers, printers and essential software and computer handbooks complete the inventory of materials supplied.

A nominal annual fee and a users fee per evening was set. These had to be reviewed by the end of the first year in operation. Although tutors have been available, the low amounts collected from users fees does not even cover the expenditure to pay the tutors.

The Centre encourages learners who study the same subjects or topics, to work together. This peer learning has numerous advantages :

- it breaks the feeling of isolation

- it can create better motivation
- a learner can often explain better to a fellow learner than a tutor, and
- it can maintain better study discipline.

Financial assistance has been provided mainly by the Embassy of the Kingdom of the Netherlands and by the DVV. The Centre is a member of LANFE.

#### **4.12.6 MINISTRY OF HEALTH :**

The Ministry spent an amount of R84 861 in January to December 1993 for the purpose of Information, Education and Communication. Much of this amount was spent on education awareness programs for specific groups of adults. eg. migrant labourers, armed forces etc. In its organogram, the Ministry makes provision for a Head of Health Education.

The Health Education Department (HED), under the Head, provides special information and education, advice, skills and follow up support. Communication support is provided to the following public health programmes :

- sanitation
- water supply
- village health workers
- Bamako initiative
- nutrition

- tuberculosis
- smoking and drug abuse
- sexually transmitted diseases (including AIDS)
- breast feeding
- parent education
- safe motherhood initiative
- child to child programme

A major component of the national plan for the prevention and control of AIDS was directed at raising public awareness and the level of knowledge about HIV infection and AIDS. However, there are only 5 health educators. This situation severely restricts efficiency and meaningful impact on communities.

#### **4.12.7 DEPARTMENT OF PRISONS :**

The Department is a service provider of AE and is actively involved in adult AE; it participates in meetings, seminars and deliberations of LDTC, IEMS and LANFE.

##### **4.12.7.1 Female Prisons :**

It was decided that attention should be concentrated on total illiterates and semi-illiterates. Literate prisoners are advised to study with the LDTC's correspondence section.

Teaching and learning materials are purchased with funds from donations and from the sale of handicrafts. Young



prisoners are taught handicraft skills and profit from the sale of these products goes entirely to the prisoners who either save it or send it home. Literacy facilitators have not undergone training for the work they are doing.

#### **4.12.7.2 Juvenile Training Centre (JTC) :**

Learners are engaged at all levels of study - some are ready to write the Std 7 examinations - others are preparing to write it next year; some learners are corresponding with LDTC for the Junior Certificate (JC), others for matriculation. Many young prisoners are taking bricklaying, upholstery and carpentry courses. Some poultry is also kept for teaching and income-generation purposes.

Recycling of used paper is also on the increase through the financial support of Rotary International. Learners take long to acquire literacy skills because they write on the ground. This is because of the difficulty in obtaining sufficient funds for the purchase of writing materials.

#### **4.12.7.3 Central Prison :**

Apart from being similar to JTC, Central Prison has the most learners. Advanced learners are used to teach new or slower learners because of the shortage of prison teaching staff. The officers take a supervisory role in the literacy classes.

It would be a sign of good networking if the prisons literacy staff informs the LDTC monitors about prisoners who go to their respective districts after serving their sentences to enable them (the ex prisoners) to continue to learn either with the 'Each-One-Teach-One' method or through correspondence.

#### **4.12.7.4 International Literacy Day :**

This day was jointly celebrated by the Literacy Network and the Prisons Department on the 16 September 1992 at the grounds of the Prisons Department.

Many learners from the Female Prison, Juvenile Training Centre and the Central Prison actively participated in the celebrations making speeches, singing songs, and reading their own stories and poems.

#### **4.13 RELATIONS BETWEEN NFE AND FE :**

There exists a high degree of linkage between NFE programmes and FE. Teachers serve as instructors for several NFE programmes and are the participants in many others. Schools and training centres are used as important learning areas for many NFE programmes, and curricular topics include basic education, literacy and numeracy.

Many programme directors of NFE programmes have acknowledged the existence of inter-institutional relationships with FE organizations. Local schools are often mentioned, followed by semi-autonomous Centres and Institutes, the

Ministry of Education and the NUL. These collaborative activities have been the result of both positive interventions on the part of the formal sector, as well as the mutual interest in serving out-of-school populations well.

The types of relationships with FE institutions indicated clearly that the exchange of information and advisory services are the areas of greatest interest. There is a high demand on the part of NFE programmes for more work with institutions of the FE sector. This fact, coupled with the general orientation toward inter-institutional collaboration, could well lead to the development of a rich variety of new servicing and exchange activities.

#### **4.14 CONCLUSION :**

The building-up of an efficient AE structure should contribute to the satisfaction of basic needs, income generation, job qualification, participation and social mobility, thus improving the economic, social, cultural and political abilities and conditions of the majority of the people. Target groups are generally all parts of the population who need training and mobilization outside the formal education sector, particularly poor and underprivileged groups like women, youth without (sufficient) schooling, retrenched miners and people in the informal employment sector.

The action plans were implemented in different ways. Whilst IEMS normally realized its plans fully, LANFE to a lesser and

LDTC to a larger extent fell behind their expectations. The reasons for these deficiencies seem to be a still too little personnel capacity of LANFE respectively too bureaucratic and centralized structures and procedures of LDTC.

The DVV funding training events of the three partners (IEMS, LDTC and LANFE) reached more than 5 700 professionals, extension workers, adult educators, farmers, craftsmen, business people and women who were instructed partly in theoretical, but even more in practical matters. Training was supported by the production of teaching materials, research and evaluation efforts and the improvement of the material infrastructure. The partners expanded their activities and continuously adapted them better to the needs of the target groups. Here, a decisive role was played by the results of research and evaluation.

The imparting of income-generating and job-related skills resulted in many cases in a betterment of the economic situation of the participants. Educational and material assistance to co-operatives and other grassroots groups increased their self-help capability and, hence, the standard of living of their members.

Contents like health, nutrition, hygiene etc. contributed to an improvement of living conditions of the families. The dealing with political topics supported the democratization process in Lesotho. The ability to inform oneself independently was enhanced through literacy programmes. Ecological impacts

were reached by courses on erosion control, afforestation, appropriate agricultural and animal raising methods.

In general, the activities of the different providers contributed to raised consciousness, mobility, flexibility and participation of the target groups and hence created, particularly among women and other underprivileged population groups, opportunities for improved living conditions and social advancement. With regard to LDTC and IEMS, government funds are available to maintain at least most of their organizational, material and staff infrastructure. However, very scarce means are existent to run programmes like training, research and evaluation, development of didactical materials etc. As to LANFE, the situation is even worse, since this organization has nearly no finances of its own to keep up its structures and functions. For this reason, the DVV decided to continue the co-operation project with the three partners at least to the end of 1995. It is hoped that the further assistance will lead finally to self-reliant organizations which can run their programmes with their own resources.

## **CHAPTER FIVE**

### **CONCLUSION**

#### **5.1 SIMILARITIES BETWEEN SOUTH AFRICA LESOTHO :**

The appalling condition of the schools in both countries is the most obvious similarity. With few exceptions, most primary and secondary schools in the ex-DET are in poor condition. The physical condition of the schools (many of which have taken a battering from countless protest actions), is most depressing. They are poorly supplied with furniture and equipment and have limited sporting and extra-curricular facilities. Pupil-teacher ratios are very high (quoted elsewhere) and about 50% of schools do not have electricity. Farm schools are state-aided and are in even worse shape. The physical condition of the schools in Lesotho, although largely similar to black South African schools, are not the result of deliberate neglect by the state or protest action by the citizens. Rather, the situation is mainly the result of a lack of funds by the state. Thus the state is indebted to the churches, who make a tremendous contribution financially (one-third of the total education budget) and in other respects to provide primary, secondary and technical-vocational education to a large extent.

The poor qualifications and low levels of motivation of teachers is another problem common to both South African and Lesotho schools. Teachers are, therefore, unable to capture pupils'

interest and imagination and cause them to remain at school for a longer period of time.

Poverty is a factor which presents much difficulty to children in both South Africa and Lesotho. This may result in parents requiring the child's labour at home (eg. herdboys in Lesotho and to a lesser extent also in rural South Africa). Parents experience difficulty with the purchase of uniforms and the payment of school or exam fees. As a result, they are frequently forced to withdraw their children from school.

All of the above factors have the effect of high drop-out rates of pupils from schools. This has been the major factor in pupils not having sufficient education in school. Some pupils drop-out early enough so that they even fail to achieve literacy and numeracy. It is obvious that the majority of pupils who drop-out today will require AE tomorrow. Therefore, the situation in formal education will have to be addressed together with AE.

### **Some statistics :**

**South Africa :** In the 1950s and 1960s less than 2% of pupils enrolled in Std 1 completed secondary school. In the 1970s and 1980s, this proportion increased. Over 25% of pupils enrolled in Std 1 in 1979 were enrolled in Std 10 in 1988.

**Lesotho :** According to the LDTC National Study of Non Formal Education in Lesotho (1982; 11), 77 out of every 100 children who enter the first grade do not make it beyond the

elementary level. Although the situation has improved marginally, it is still an alarming scenario. Without some form of NFE, the contribution of this segment of the population to the country could, at best, be minimal.

These drop-outs highlight the gross inadequacies in teaching in black education today and the severe restrictions poverty, overcrowding, underqualified teachers and lack of resources place on African students. (Wolpe; 1991; 21)

Low growth in Lesotho of formal sector employment (about 2 000 additional jobs a year) in relation to new entrants into the labour force (20 000 persons annually) is creating serious employment problems.

In South Africa, similar statistics indicate that the situation has become increasingly critical. In 1991 and 1992, the absolute level of employment actually dropped by 266 000 while 764 000 additional people entered the labour market. (DBSA ; 1993)

## **5.2 DIFFERENCES BETWEEN SOUTH AFRICA AND LESOTHO :**

The sheer magnitude of the problem of AE separates the two countries. While Lesotho has to deal with less than a million illiterates, the corresponding number in South Africa is at least ten times this figure.

A large number of overseas aid organizations provide financial and other assistance to recipients in Lesotho. This assistance is



mainly unco-ordinated and there is much duplication. What is required in Lesotho is co-ordination rather than control of foreign financial assistance. Recipients have now become dependent on this aid and in some cases this has stifled self initiative. Although many NGOs are active in South Africa, foreign aid is not of the same variety and magnitude as in Lesotho.

Lesotho is a homogenous mix of people who speak a single language and have a common history and destiny. This history has bestowed upon the people a sense of national homogeneity and cohesion that is unequalled in Black Africa.

On the other hand, South Africa has a mix of people of different races, ethnic backgrounds, languages and cultures. This has resulted in a diversity which is not, perhaps, to be found in any other country. More than 20 languages are spoken by the people.

Archbishop Desmond Tutu recently referred to the people of South Africa as "the rainbow people".

As a result the medium of instruction is a serious problem - especially for rural blacks. Where urban blacks prefer English as the medium of instruction, the NLP (National Language Project) encourages a more flexible and gradual approach to changes in the medium of instruction. It argues for initial literacy in the mother tongue. Gradually more and more time would need to be given to English and the third language. When English is more widely accessible and not remain the language

of an educated elite, it can assist in the process of nation-building.

The number and variety of service providers for AE in both countries is vastly different. There are a large variety who are busy providing as diverse a service as possible in South Africa. Many are most imaginative. However, there are fewer providers of a less diverse nature in Lesotho.

South Africa is a large country with decentralization of education in the provinces. Much variety exists in the number and type of programs that are implemented in each province. Lesotho is a small country which has a centralized system of control from the capital in Maseru. One of the problems is the lack of ease of access to the mountain regions.

There is a greater need to co-ordinate the work of NFE by both government and NGOs by having an umbrella board or committee. The Government White Paper on Education and Training makes provision for such a board called the ABET Council. The GOL established the LDTC which it expected to take care of the NFE needs of the country. However, there is urgent need for a government body to take charge of NFE education and to co-ordinate its activities in the country.

Education in South Africa is primarily funded by the state. The private sector does make a limited contribution in this regard. In Lesotho, however, while the government plays a major role in funding and regulating education, an important strength of the

country's education and training system is the continuing major involvement of the private sector, especially church mission institutions, which own and operate nearly all primary, secondary and technical-vocational schools and account for about a third of the amount spent on education.

While the GOL budget is tightly constrained overall, education's share of the budget, at 16-19% of the total in recent years, is insufficient in relation to the sector's needs and is below the average budget allocation for education for sub-Saharan Africa. South Africa budgeted approximately 26% of the total budget in 1995 on ET. At R32,2 billion, this is the largest budgetary allocation. This figure is extremely high in relation to that of Lesotho and to most other countries.

In order to fashion an ET system which effectively enhances the employment of Basuto at home and their competitiveness in the regional market, it is important for the GOL to analyze the future opportunities/demand for labour.

Some broad objectives for Lesotho include the need to :

- train enough skilled Basotho to occupy certain job categories at home (e.g. engineering, accountancy etc.) where chronic vacancies exist.
- impart basic skills to the thousands of Basotho who will inevitably end up working in the informal sector and in small rural enterprises

- retain as many existing unskilled/semi-skilled jobs as possible in South Africa.
- protect the Basotho labour force against excessive dependency on one activity/industry in South Africa (e.g. mining), where job prospects might suddenly dry up, through efforts to diversify employment, and
- open up new avenues of employment for Basotho in South Africa, especially in skilled categories (e.g. teaching, medicine, clerical etc.) (Education Sector Review Report; World Bank; 1988)

### **5.3 ADULT EDUCATION AND TRAINING :**

These contribute to productivity and eventually economic growth. Since deficiencies in basic schooling have left entrants on the job market ill-prepared, basic education and basic skills training for adults are important elements in improving the labour absorption of the economy.

South Africa has a relatively well-developed training network. Existing facilities are, however, under-utilized. The level of training activity has dropped dramatically, with total registrations in various schemes down from 736 600 in 1986 to 434 600 in 1992. (DBSA; 1993; 13). They suggest that key

initiatives in the development of AE and training provision include the following :

- sustained transformation and upgrading of existing technical college facilities at a proposed cost of R56 million per year
- a programme of basic skills training aimed at 70% of the urban and 50% of the rural economically active persons with primary education aged 20 - 40, is needed. Existing capacity is sufficient to accommodate 230 000 trainees per annum
- consideration should be given for an adult literacy programme for the economically active population with no or insufficient education between the ages of 20 and 40 years, currently numbering 1,1 million, at an additional cost of R25 million per year.
- the finalisation of a National Training strategy involving government, employers, employees and providers. Approximately 2,5% of the total wage bill (R2 329million) is currently spent by employers on in-service training, compared to the norm of 5% for industrial countries. Government incentives, covering up to 20% of costs, may be required to encourage employers to double investment in training. In addition, appropriate national training standards and qualifications, improved levels of training activity, proper articulation and career path development, should be encouraged.

- an expansion to the present programme of in-service training for public servants (current outlay of R700 million) should be explored.

Undoubtedly, literacy among blacks has suffered deliberate neglect from the government. One of reasons for this has been the government's fear that an educated black population would undermine the basis of racial domination and exploitation. However, while the corporate sector supported state control, increasingly they needed literate workers because of technological developments. Thus the industrialists sought literate black workers to introduce new technologies in the workplace and to enable companies to maximise their profits. (Matabane; 1990; 342)

The appalling literacy rates for blacks, especially when compared to the near-perfect rates for whites, point to intentional, calculated measures by the white minority government to suffocate the intellectual development of blacks. (Matabane; 1990; 342)

According to statistics compiled by J.M. Calitz of DBSA (1990; 17) 9 731 800 blacks making up 90,19 % of the total in the category had :

"none or unspecified" level of education in the table :

" Education profile of the total population shown below :

Level of education	Population Group									
	Asians		Blacks		Coloureds		Whites		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
	('000)		('000)		('000)		('000)		('000)	
None and unspecified	114,9	61,0	9731,8	90,19	514,4	4,77	429,5	3,98	10790,6	100
Primary	221,0	1,51	12757,0	87,24	1081,0	7,39	564,0	3,86	144623,0	100
Secondary	611,1	5,60	5590,8	51,23	1622,0	14,86	3088,9	23,31	10912,8	100
Tertiary	65,9	3,82	164,7	9,55	101,1	5,86	1393,5	80,77	1725,2	100
TOTAL	1012,9	2,66	28244,3	74,23	3318,5	8,72	5475,9	14,39	38,051,6	100

It is obvious that the entire 10 790 600 are illiterate, and blacks make up 90,19 % of this figure. A substantial % age of the second group "**Primary**" would also be illiterate depending upon which standard they completed. These figures of 1990 make chilling reading even in 1995 when the situation would have surely deteriorated further.

A massive literacy campaign must be undertaken to bring the power of the word to the thousands who have been forced out of school under apartheid education. The campaign for literacy in a post-apartheid South Africa must facilitate the destruction of the lingering aspects of apartheid education. One of the things that should happen is that the content of literacy materials must promote understanding and unity among the different ethnic groups in contrast to the apartheid philosophy of divide and rule.

The method of instruction must promote shared responsibility between the learner and the teacher.

The literacy campaign must of necessity be an integral part of the empowerment process of the vast majority of the population who were marginalised by the apartheid regime.

One of the prerequisites is the conducting of a population census as soon as possible. This will enable the gathering of accurate information about the scope of needs in various areas and the availability of human and material resources needed to undertake this massive campaign. A holistic approach to literacy will enable the empowerment of the individual. The literacy campaign must do more than teach people numeracy skills and how to read and write. It must reach out and help provide meaning to their personal lives. Following on political lines, education became fragmented along racial lines. This pattern of development was consolidated through a process in which white schools were developed and black schools neglected. The victory by the National Party in the 1948 elections brought many changes. Segregated and inferior schooling was legislated for the different race groups and provided for :

"social segregation, economic exploitation and political oppression for these groups. " (Nkomo; 1990; 1).

Education has historically served as an instrument to ensure white domination over all blacks.



"Differential schooling for black and white have been an intergral part of South African history since the beginnings of settler occupation and domination of the territory. Blacks were not only compulsorily submitted to an inferior form of education designed to fit into subordinate positions in the racially structured division of labour and to make them conform to the developing forms of domination; they also had to pay for it." (Nkomo; 1990; 44)

Over the years, hundreds of literacy programs were and still are functioning in urban and rural communities. Most are community self-help projects while some receive donor finance. During the apartheid era, most were against apartheid education and sought to develop alternative educational content and materials. As a result, they faced harassment from the state. They also lacked adequate facilities, staff, learning materials and basic operating funds. As a result of the extremely difficult circumstances under which they operated, information about other community-based literacy programs, co-ordination and sharing of information and resources was virtually nonexistent. This situation cannot be allowed to continue. Encouragingly, the White Paper on Education and Training does provide for co-ordination of programs.

The net consequence has been high attrition rates; high failure rates; high illiteracy rates and a general alienation from the schooling process among blacks.

There are a vast number and diversity of stakeholders in AE. Each of them provides a valuable service. However, there is much duplication of effort. Therefore, there is an urgent need, not for control, but for co-ordination of the efforts of all stakeholders - be they state institutions, semi-government, corporate sector, trade unions or NGOs. All the above providers of AE/NFE need to link with the RDP. Thus there is need for a "system" of AE.

The numerous problems in Black education have resulted in millions of people being denied schooling or receiving inadequate schooling of poor quality. This situation must be redressed, because basic education is a right guaranteed to all persons by the new constitution. An increasing level of education and skill throughout society is required for national development. The White Paper for Education and Training is very emphatic about the need for and importance of ABET. Strategies have been laid out as to measures for establishment of a national ABET Task Team to get the preparatory work done. It is to be earnestly hoped that the Task Team will translate proposals into implementable policy.

AE under the apartheid regime obviously experienced a number of problems. Some of these problems included :

- lack of transport
- unsafe conditions
- ridicule or fear of ridicule
- lack of money
- lack of child-care facilities, among others.

Future strategies should include maximum utilization, and in fact, an extension of the night school system should take place. The culture of violence and crime at present rampant in the country has had a direct bearing on the night school system. People do not feel safe to leave their homes at night. Also, transport is infrequent and expensive at night. Every school should have a role as a community learning centre and as a place of cultural activity.

In South Africa the old reasons for the existence of NGOs are gone. They have served their purpose as service providers during the days of apartheid but now have no role to play. They existed purely to provide services which were previously not supplied by the state or poorly delivered. This is the statist mentality in the minds of some leaders - i.e. all services should now be provided by the state and that there is no further need for NGOs. However, with the great imbalances that exist in all sectors - education, housing, health etc., the state is already finding itself still incapable of providing all services. The old handicap still exists :

- how to cater for unlimited needs with limited means.

Thus clearly there is a role that NGOs can and should play. In fact, there have been some partnerships between the state and NGOs (e.g. State / UF; State / SACHED), that have yielded good results. There is no reason why such relationships or partnerships should be terminated. NGOs still have the ability to encourage foreign donors to assist with specific projects. The

magnitude of the problem of AE is so great that the country does not have the resources to cope on its own in the short term. However, the recent scandal involving the abuse of foreign donor funding (Danish) by the Foundation for Peace and Justice (headed by Dr. Allan Boesak), has been a poor advertisement for NGOs. As a result, potential donors to NGO projects might pull out because the NGO movement has lost credibility. It also signals that, at the very least, it will become more difficult for NGOs to obtain funding for projects. More stringent control measures will also become necessary.

More than half the employable youth of all races were unemployed in 1992 - the exact figure was 52% (Chisholm; 1993; 462). Thus it is obvious that urgent attention must be paid to education, skills training and job creation programmes. Presently, training is undertaken primarily by Regional Training Centres (RTCs). However, there is no theoretical or general instruction - but job-specific training is given.

The proposal of the National Training Strategy (NTS) of drawing RTCs into a national framework for training workers for industry, and also for the unemployed should be accepted. The report also recommended that the "lost generation" be given full-time training sponsored by the state.

The role of the SANDF in peace-time is one which draws question marks as to the need for such a large defence budget. Army personnel could be used to deliver AE services to the general community that needs the service. They could assist

with literacy and other NFE. All state departments should coordinate AE provision and deliver under the ABET banner rather than separately. Under the coaxing of the state, even larger numbers of the corporate sector could also be encouraged to provide AE and training to raise the educational levels of their employees. Those companies that do not provide the service themselves could assist staff to obtain the service elsewhere - they could do so by providing subsidies and possible time off for study. Encouragement for employees could be provided by incentives of various kinds for successful candidates. The business sector could be made enthusiastic about the project by providing some form of subsidy or tax concession for providing training.

Universities with AE departments and technikons urgently require funds in order to assist in training adult educators and educator trainees as well as for policy development. Financial constraints prevent them fulfilling this role at present.

Adult learners should have open access to degree equivalent programmes as is the case in North American and European universities. The main reason why this has not as yet happened is the absence of links between FE and NFE. The proposed FEC (Further Education Certificate) which can be completed either full-time or part-time after 12 years of schooling will assist this process greatly. There must be, as is already envisaged, a better system of certification and accreditation.

Academics in South Africa must become more involved in the field and make productive contributions in AE. However, their capacity has already been exceeded since the number of students who wish to enrol every year far outnumber the number of available places. Therefore, it is strongly recommended that the number of technikons should be increased to allow a greater number of students to enrol.

NGOs provide a most important service in the field of AE and literacy. However, there is room for greater co-ordination to avoid duplication of services and thus a diminishing of resources.

The ASECA programmes , which offers adults a second chance through a distance education package, should be monitored and evaluated. It seems to have much merit and it would be a pity if it was to benefit only a small number of adults. The possibility of offering the programme to a larger number must be explored. The fact is that it is already being delivered in Gauteng province under its Education Minister, Mary Metcalf.

Much concern has been expressed that the recent White paper on education and training still marginalises AE. Definite proposals for funding of AE have not yet been concluded - only vague references to donor funding have been made. Money must urgently be made available to jumpstart this department of ABET.

Many millions who live in the rural areas have been on the periphery of the education system and society. The problem of urban bias has disadvantaged rural dwellers who are worse off than their urban counterparts. A sad fact is that the people living in the rural areas have for long been neglected in terms of receiving goods and services which urban dwellers take for granted.

This situation also refers applies to literacy. Significantly more urban dwellers in all groups are literate compared to their rural counterparts. According to the Sciences Committee of the Presidents Council the illiteracy rate for Africans was 51.8% in the urban areas and 79,1% in the rural areas. Over the years, the resources have not been equally divided and rural dwellers have received only a small fraction of the assistance they should rightly claim. With the voting into office of a Government of National Unity, but mainly dominated by the ANC, the situation will not change dramatically. Supporters of the ANC are mainly urban dwellers who will looking to the new government to better their lot. Many rural areas are dominated by the power of the traditional chiefs who have a more conservative outlook since they are desperately trying to hold onto power. The problem of urban bias seems likely to manifest itself for a while longer since the ANC power base is the urban areas and not rural areas. In such rural areas where mass illiteracy exists, greater stress must be placed on efforts to eliminate this by expanding children's attendance and intensifying adult literacy programs. The notion of equal access

to educational facilities and equal opportunities for all must must apply.

Lesotho is a small land-locked country, completely surrounded by South Africa and also very dependant on South Africa. It is sometimes regarded as a province of South Africa. Economic ties between South Africa and Lesotho are very strong. This is because Lesotho is unable to provide employment for all it's citizens. Thus large numbers of people are employed in South Africa, mainly in the mines but increasingly in other sectors also. Lesotho has undertaken certain policy reviews as a result of the Reports of Ozumbe (LDTC) and the World Bank. Recommendations of such Reports have generally been implemented. South Africa has also led numerous Reports of Commissions. In the main, only those aspects of the Reports which were compatible with apartheid policy were implemented. Those recommendations contrary to the apartheid doctrine were either shelved or given some vocal support only.

Lesotho has a large variety of stakeholders in the sphere of AE and literacy. Each of them show commitment and effort. For such a large and diverse group of stakeholders to achieve success, is indeed a signal to South Africans who believe that there is no place for NGOs in the new South Africa. The state has shown its commitment through the creation of LDTC. The Centre has also managed some degree of co-ordination. A host of NGOs unified under the banner of LANFE. The net result is that there has been greater success achieved with more limited



resources. Although South Africa spends much more money, it does not achieve the same degree of success.

IEMS/LANFE have been successful to a large extent in the delivery of NFE and have shown a greater degree of involvement in community activity. They have thus shown greater sensitivity to the needs of their clientele. IEMS and LANFE have engaged in numerous programmes involving people in many villages far away from Maseru. They have thus taken their expertise to the people. There is, therefore, ample proof that the degree of urban bias is not as pronounced in Lesotho as it is in South Africa. The IEMS has gone to the extent of decentralising to reach the four extremities of the country. This has proved beyond doubt, the University's commitment of taking the university to the people. South African universities could take a leaf out of NUL's ( IEMS ) book. Lesotho has proved that less government interference in the affairs of NGO's has allowed them to thrive and fulfil their roles.

#### **5.4 THE CHALLENGE AHEAD : THE YEAR 2000**

The World Conference on Education for all at Jomtien (Indonesia) in March 1990 agreed on a series of major and challenging goals for the year 2000 :

- to provide primary education for all-with a target of 80% of school-aged children completing and attaining a basic level of education.

- to reduce current levels of illiteracy by 50%, with a particular emphasis on reducing female illiteracy.
- to develop "Third Channel" strategies for reaching all with basic education, and
- to encourage and develop early childhood development services in as many countries as possible. (Jolly, R; 1993; 9)

These goals here have been set in spite of the fact that future challenges may seem even more daunting. By the year 2000, the school-going population will dramatically increase, causing a massive explosion in demand for all levels of education.

Since the Jomtien Conference, the "Third Channel" has been used to refer to the range of means of communication including radio, television, and printed media. It also refers to communications through churches, political institutions, drama, song and dance. The potential for use of the media for educational purposes has expanded tremendously. An important goal of education strategy in the second half of the 1990s, therefore, must be to exploit "Third Channel" options to the reach the disadvantaged with basic education.

South Africa faces all these challenges and, perhaps, carries additional burdens which arise from the legacies of apartheid. The problems are clearly immense. What is needed to respond adequately is a government which is both prepared to make a

solid commitment to AE but without eliminating the important work already under way in the NGO sector. Through partnerships and co-ordination, government may be able to facilitate a system of AE that can become an important component of its development strategy.

## APPENDIX A

### CHRONOLOGY OF ADULT EDUCATION IN LESOTHO

**1870's**      Roma : Sisters of the Holy family of Bordeaux taught girls spinning, weaving and sewing  
PEMS : (Paris Evangelical Missionary Society) established two "industrial schools".  
Anglican Church : established one "industrial school".

**1904**      Naledi ea Lesotho (The Star of Lesotho) - the first independent, secular, weekly newspaper in Lesotho, begins publication; includes articles in Sesotho and English for a growing reading public.

**1906**      The Sesotho orthography was standardized, leading to an increasing quantity of materials published in Sesotho.

St. Catherines Industrial School for girls and young women was established as a result of the initiative taken by Chief Lerotholi. This was the first vocational school for young women established by the Anglican Church. The young adults were given instruction in home economics (sewing, knitting and spinning,

weaving, even laundry and cleaning) along with basic reading, writing and arithmetic. In 1940 it became a Teacher Training College for young women.

- 1909**      Leselinyana La Lesotho (The Little Light of Lesotho), the longest continually running newspaper in Lesotho (began publication in 1863), becomes a weekly.
- 1911**      Mochochonono (The Comet) begins publication; a secular and independant weekly newspaper, absorbed by Naledi Ea Lesotho in 1937.
- 1913**      Lekhotla la Bafo formed, a commoners and peasants league composed of and led by "people of no social standing." It advocated free speech regarding the affairs of the nation for all people regardless of rank or status; used traditional pitsos which are large public meetings and other AE methods to foster labour union organizing.
- 1920**      Night schools were established by the Basutoland Police Force to give policemen an opportunity to improve their general education. Later these were attended also by "men servants" and herdboys.

- 1933** (January) Moeletsi oa Basotho (The Adviser of the Basotho) begins publication, carrying news of the Roman Catholic Church as well as general news coverage.
- 1935** The Basutoland Homemakers Association was organized in Mafeteng by Bernice Tlalane Mohapeloa. The Association trained members in gardening, preservation of fruits and vegetables, soap and polish making, etc. It was the first of many voluntary women's organizations in Lesotho.
- 1947** A Mobile Cinema Van was presented to Basutoland by the British Government's Ministry of Information for purposes of showing instructional and informational films throughout the country.
- The Basutoland Director of Education comments in his Annual Report, under the heading Adult Education : "The need for AE in Basutoland is not so pressing as in some African countries, as a large proportion of the Basuto adult population is literate." There is, however, a definite need for special educational materials for adolescents and adult herdboys, and measures are being considered to provide these. A most interesting lecture on this subject was

given at a Mission conference at Morija by Mrs. Quintin Whyte, wife of the Acting Director of the South African Race Relations Institute. The co-operation of the Institute has been promised in carrying out AE experiments. "

**1955** The Lesotho Agricultural School (now Lesotho Agricultural College) opened to train agricultural extension agents. The College now provides certificate and diploma courses in agriculture, agriculture education, forestry, and home economics to working adults as well as to traditional college-age students.

**1956** The Morija Museum opens; it is dedicated to a public exhibition of paleontological materials and human artifacts relevant to Lesotho, thereby undertaking an important educational role.

**1957** (**August**) Mantsa-Tlala (Dispel Famine) movement started by James Jacob Machobane; later known as the Macobane Mass Agricultural College and Co-operative Union; this was a populist educational and cooperative movement of poor farmers in the northern districts of Lesotho. The trained farmers trained other farmers in methods of crop rotation and use of

fertilizers, etc. It improved crop yield and improved the nutrition of the farmers' families.

**1960** The Extension Department of Pius XII University College (now the Institute of Extra Mural Studies - IEMS) of the National University of Lesotho (NUL), was established as the NFE arm of the University and was founded on the premise that community development and social reform can successfully be achieved through the education of adults.

**1963** The Lesotho Handicraft Cooperative was established to train women in cottage industries.

The first credit union was established at Mazenod for people who had training by the Department of Community Development of the Ministry of the Interior and the Extension Department of Pius XII University College. This marked the beginning of the Credit Union movement in Lesotho. This was the start of a large scale AE movement that used mainly the group study methodology.

**1964** (**August**) The Lesotho Federation of Women's Voluntary Organizations was founded, an umbrella organization of women's groups which



encourages women's self-help and community improvement through educational and productive activities; now called the Lesotho National Council of Women.

**1965** The Christian Council of Lesotho was established to promote unity and ecumenism among religious denominations and to respond to the economic and social needs of the Basotho people. It has made heavy use of AE methods, among others, to further these ends.

**1966** LIFE (Lesotho Institute of Further Education) established - assisted adolescents who had never gone to school or whose schooling had been interrupted. Conducted evening classes for all who wanted them and also arranged for educational broadcasts by Radio Lesotho. It also co-ordinated evening and radio tuition with the work of correspondence colleges operating in Lesotho. However, due to pressure for formal secondary education, LIFE ceded its buildings and facilities to an ordinary secondary school.

The Ministry of Agriculture opens the first Farmer Training Centres at Mophale's Hoek and Ha Matela in an effort to decentralize training for practising farmers and women's groups; aimed at addressing problems of farming and

nutrition and to train adults to undertake income generating projects. Residential facilities were eventually built in almost every district making it easier for learners from remote areas to participate in courses. These facilities became important centres for other AE efforts aimed at rural people.

The United Nations Organization was invited to train trainers in community development at the University of Bechuanaland, Basutoland and Swaziland in Roma. Participants were drawn from among community development workers, teachers, agriculture extension officers, members and officers of cooperatives and credit unions and health workers.

**1968**

The Lesotho Family Planning Association (now Lesotho Planned Parenthood) started as a private independent organization to promote family planning through AE and other means. The Lesotho Cooperative Credit Union League (LCCUL) was established as the umbrella organization for all credit unions. It also served to offer training to all Credit Union managers and leaders.

The Lesotho Credit Union Scheme Agriculture was also established to teach up-to-date agricultural methods.

- 1972** The Health Education Unit of the Ministry Of Health (now the Health Education Division) was established by the government of Lesotho initially to support Child Spacing Education through the training of trainers and the production in materials. It now trains adults in all areas of health to improve the health situation of the country.
- 1973** The Thaba Khupa Ecumenical Farmers Training Centre was established by the Christian Council Of Lesotho; accepts students from all over the country on condition that the chief of the applicant's village has allocated him/her a plot of land so the learner can put his/her learning into practice immediately upon completion of the two year course.
- 1974** In February 1974, the Lesotho government, assisted by the British government through the International Extension College (IEC) established the Lesotho Distance Teaching Centre (LDTC). This is a semi-autonomous institution within the Ministry of Education. The LDTC was established to help individuals and organisations make use of distance teaching methods and materials. LDTC also began producing radio programmes with accompanying pamphlets for basic education of

the adult population. They also started programmes in functional literacy and numeracy. The Business Training Centre (BTC) was launched with the sponsorship of BP Lesotho (Pty), the Ministry of Commerce and Industry and IEMS in response to requests from Basotho traders for training and advice regarding the operation of small businesses. It runs programs jointly with the Lesotho Chamber of Commerce and Industry and the Ministry of Trade and Industry for the mobilisation of the indigenous business community through a program of adult business education.

**1975** The National Teacher Training College (NTTC) was established, becoming the single teacher training institution in Lesotho, superceding the teacher training colleges previously run by various church denominations.

**October** : The Roma campus became the National University of Lesotho (NUL).

The Basotho Enterprise Development Corporation (BEDCO) established a training unit to develop needs - oriented educational programs for local business entrepreneurs and to coordinate with other training institutions so

as to make their resources available to BEDCO clients

**1975-1980** A section responsible for adult and NFE was established in the Ministry for Education. This section was to maintain contact with agencies engaged in this work. In addition, there was also established an interministerial council to co-ordinate NFE activities.

**1976** The Lesotho Institute for Public Administration (LIPA) opens to train civil servants in job skills and management.

**(January)** The Report of Action Study of Incomes Oriented Non-Formal Education is published. It proposes a program consisting of three inter - related parts :

- a) Community Skill Centres;
- b) Community Training and Employment Associations;
- c) Home and Small Scale Production Training.

The Lesotho National Library Service begins operation; aims to build and run a central public library in Maseru, to operate a free postal lending service, inter-library loan services and a mobile library service for

secondary schools, and to establish library centres in large towns around the country

**1977** The LTDC and the Lesotho Prison Service begin informal collaboration on literacy education for prisoners.

The Institute of Labour Studies was established jointly by the Lesotho Department of Labour, the Division of Extra Mural Studies of the National University of Lesotho (DEMS; now IEMS), the Basutoland Federation of Labour (BFL) and the Lesotho Council of Workers (LCW), to promote education of labour union members and leaders in the interests of building sound labour organizations and advancing the economy of the country.

**(December)** The Commercial Training Institute (CTI) building complex was officially inaugurated.

**1978** The Lesotho National Library begins lending books to the public, offering adult lending, reference services, a periodical reading room and a children's library.

The Lesotho OIC (Opportunities Industrialization Centre) was founded to

provide skills training and job placement services in the construction trades as well as supervisory skills training for foremen, civil servants and small business owners, the latter used to be offered in collaboration with the Business Training Division of IEMS.

The Transformation Resource Centre (TRC) begins its work. The Centre maintains a library of written and audio - visual materials on subjects related to justice and human development, assists other groups in research and networking, and organizes subjects workshops and conferences dealing with such subjects as development and issues of church and society in Lesotho and the Southern African Region.

**15-19 May** National Seminar on Education in Lesotho held in Maseru. "Pitsos" or "Dialogues" were held with the people at village level in 1977 and 1978 - this led to the National Seminar. The purpose was to give education in Lesotho a new character.

**1979** The Lesotho Association of Non-Formal Education (LANFE) is organized to bring together and coordinate activities of educators,

administrators, learners and other individuals connected with NFE and AE.

LANFE initiated the push for the Certificate and Diploma Programs in Adult Education now offered by the IEMS.

The Centre for Accounting Studies was established as the teaching wing of the Lesotho Institute of Accountants. It offers courses leading to certification as a Licensed Accountant, a Registered Accountant and a Public Accountant. Learners study on a part-time basis by correspondence, supplemented by full-time block sessions of two weeks duration three times per year. It was assisted with funds from the Irish government.

The Continuing Education Unit/Service of the Ministry of Health established to coordinate in-service training and other continuing education programs for the nation's health professionals.

Survey of reading, writing and arithmetic among Basotho children ages 8 through 17 conducted in 1979 by LDTC. This survey tested literacy skills as well as literacy attitudes and habits.

**1980**

A Migrant Labour Project was launched by the Christian Council of Lesotho. It aims to create



awareness about problems arising in regard to migrant labour. It educates migrants about their rights as labourers in South Africa and about the benefits of joining labour unions; provides literacy and numeracy education for potential and actual migrants, as well as counselling services to would-be and returning migrants regarding pension and severance rights, labour contracts etc.;

The Learning Post Program was launched by the LDTC, (funded by UNICEF) establishing a national network of local centres where rural people can acquire basic literacy and numeracy skills through a one-to-one approach using materials and radio programmes developed by LDTC, and with the help of specially trained administrators and tutors.

- 1981** Lesotho government adopted the new Educational Policy guidelines in which NF and AE have been given major prominence.
- 1982** **(February)** The Maseru East Vocational Centre was established by the Lesotho National Council of Women. It was the first such centre for women in the capital city; caters for school drop-outs and non-salaried workers, teaching

literacy and handicrafts skills, including carpentry. In 1990, 154 women/girls graduated from the Centre.

**1983** The prestigious NADEZHDA KRUPSKAYA PRIZE was awarded to the LDTC. This prize, established by the USSR in 1969, recognized the achievements of the Centre including radio broadcasts, LDTC's newspaper for new literates, Moithuti, specially developed teaching materials and 28 "learning posts."

**1984** **(April)** The Lesotho Cooperative Development Support Program was launched jointly by the governments of Lesotho and Denmark. It was established to support and strengthen the co-operative movement in Lesotho through, among other means, providing education, training and information to prospective and actual co-op members, officers and staff.

**(August)** The National University of Lesotho, through IEMS, established a credit programme in AE to train extension workers in the methodology of working with adults.

Enactment of Lesotho Technical and Vocational Act of 1984 - was viewed by many as a "linking pin" between formal and NFE, i.e.

creating partnership in education between business and industry and education.

**1985** The Thaba-Tseka Skills Training Centre (TSTC) was opened by the Ministry of Education designed to promote rural development and contribute to Lesotho's economy by providing individuals with practical skills useful in jobs or small business, such as leatherwork, knitting, sewing, metalwork, carpentry and building construction. Priority is given to adults (over 18 years of age). There are no minimum requirements for admittance.

**(August)** A Conference on Credit Programmes in AE in SADCC Countries was organized by IEMS, sponsored by USAID. Botswana, Lesotho, Swaziland, Zambia and Zimbabwe were represented at the conference.

The conference aimed to:

- (a) encourage the sharing of resources and information;
- (b) plan strategies for improving coordination and information sharing among and within AE institutions;
- (c) examine the possibility of extending certificate and diploma programmes in AE into degree programmes.

- 1985**            **(January)** A conference organized by IEMS, in Maseru. The participants were members of the Institute of AE of the University of Botswana, the Division of Extra Mural Services of the NUL and the Coady International Institute of St. Francis Xavier University in Nova Scotia, Canada. The theme of the conference was :  
Botswana University contribution to development through AE.
- 1986**            **(December)** The LANFE hosted the programming conference of the Africa Association for Literacy and Adult Education (AALAE). The Conference objectives were:  
(a) to develop a realistic 3 year programme for AALAE;  
(b) to develop strategies for the AALAE initiative in Francophone Africa; and  
(c) to provide guidelines for renewal of the AE movement on the African continent.  
Nine African countries were represented.
- 1987**            The Cooperative Development Centre (now Lesotho Cooperative College - LCC) was opened in Maseru by the Lesotho Cooperative Development Support Program. It provides residential education and training courses for members, officers and staff of co-operative societies. The LCC's well equipped and

comfortable facilities are also used by other groups and institutions for AE courses and workshops.

**(February)** The Executive Committee Meeting of the African Association for Training and Development (AATD). Representatives came from Nigeria, Ghana, Sierra Leone, Liberia, Ethiopia, Uganda, Kenya, Malawi, Namibia and Lesotho. The Director of IEMS, Dr A.M. Setsabi and Head of the Research Divisions of ISAS (Institute for Southern African Studies) Professor Prah, represented Lesotho. The Director of IEMS was elected president of the AATD.

**(22 - 28 February)** The Evaluation Workshop of the Distance Learning Association of Southern Africa. The workshop was held concurrently with AATD Executive Committee Meeting. LDTC was a co-sponsoring agency.

**(July)** Director of IEMS was elected by over 100 delegates from 30 Southern African countries to the Chairmanship of the AE movement in Africa. The Association, popularly known as AALAE, is one of the strongest NGO's in Africa and has since

been granted observer status at the OAU in 1990.

IEMS established Regional Centres in the North and South of Lesotho to provide classrooms for the courses offered by the IEMS.

**1987-1988** The GOL and World Bank agreed to conduct an education sector review, that would assess the capacity of Lesotho's ET system to meet the future employment requirements of the local and regional labour markets in an efficient manner. The main mission took place in October/November, with follow-up missions in February 1988 and July 1988.

**1988** **AATD/AALAE Conference** : The above joint conference by the AATD and AALAE was held from 9 to 13 May, 1988.

The theme of the conference was "**Research and Training for Intergrated Rural Development.**"

Approximately 80 participants attended from different parts of Africa. The conference was co-presented by USAID, SIDA, ISAS, and LANFE.

**1989** The Lesotho Literacy Network (LITNET) was founded. It is an umbrella organization of

groups promoting adult literacy education. It was established to co-ordinate efforts, avoid duplication, and to cooperate in the development of materials.

**Morija Post Literacy Conference:** Organized by LDTC through the financial assistance of UNESCO. The president of the International Community Education Association, David Macharia of Kenya, was the main resource person. The participants at the conference came from various extension and training ministries and the private sector.

A new building housing the Morija Museum and Archives was opened, enhancing accessibility of the museum and archival collection to the public.

**3 - 14 April :** A seminar on "**Network Formation for Literacy Programmes**" was held. One of the main objectives of this seminar was to set up a network mechanism of institutions and programmes in literacy and AE.

**18 March :** Inauguration of the four regional centres through the official opening of the IEMS Regional Centres by the Minister of

Education - Honourable Dr.L.B.J. Machobane.  
The ceremony to mark the opening took place  
at Mahobong. The main donor was USAID.

**(August)** The LANFE hosts the General  
Meeting of the Distance Learning Association  
(DLA) now called the Distance Education  
Association of Southern Africa (DEASA).

From 1989 to 1991 the LDTC held the  
secretariat of the DLA. The Assistant Evaluator  
of LDTC acted as Secretary.

**1990** The Lesotho Literacy Network under the  
sponsorship of LANFE, holds a "Post Literacy  
Materials Development" workshop at the  
Community Treatment Centre.

Literacy learners from Lesotho contribute  
articles to the book "Voices from around the  
world" which is a book of many authors from  
across the globe to mark the beginning of a  
literacy decade (1990 - 2000).

The LANFE publishes the first issue of its  
newsletter, "Mohahlaula" which literally means  
"Wanderer" to disseminate information and  
share ideas/experiences on NFE.



Formation of the Lesotho Council of Non Governmental Organizations which is a Commonwealth Liaison Unit (CLU).

**1991**      **(March)** The LANFE hosts a Leadership Workshop by AALAE in Maseru. Most member countries and organizations were represented.

**(July)** The formal handing over of the secretariat of the AALAE to the University of Swaziland took place at the Lesotho Sun.

**1992**      **(6 - 10 April)** LANFE hosts a conference on Peace Education in Maseru. The objective was to create a forum for study, discussion and recommendations for peace in Lesotho.

**1993**      **(February)** The LANFE purchased a site in downtown Maseru to make a permanent office after being hosted by the IEMS since 1979.

**(7 - 9 December)** : Mohale's Hoek National Seminar on Literacy: Jointly organized by UNICEF, UNDP, DVV, LDTC and LANFE. The seminar was co-sponsored by UNICEF and DVV. Plans and strategies for intensifying and extending the national literacy initiative were formulated. The chief objective of these

measures is to reduce illiteracy in the country by at least 50 % by the year 2000.

A steering committee which is intended to co-ordinate and translate the plans and strategies into action was formed with the Director of LDTC as the convenor.

LDTC won the UNESCO Literacy Prize. This was recognition for the work done by the Centre in uplifting and improving the literacy levels of the people of Lesotho.

(Sebatane and Moore; 1994)

## APPENDIX B

### CHRONOLOGY OF ADULT EDUCATION IN SOUTH AFRICA

- Prior 1652** no evidence of any formal black education; but communication of tribal customs; the latter involved mainly imitation of elders. Customs involved inter alia the art of hunting, herding livestock, cultivating fields, housecrafts, mastery of the language of the tribe and memorising of genealogies.
- 1685** Establishment of a school solely for the children of burghers and officials of DEIC. Thus major precedent set for schooling in South Africa i.e. the separation of the races in schooling.
- 1737** Start made with the schooling for blacks - by Missionary Societies - Calvinist Church of the Netherlands. Initially the scope of mission schooling for blacks was very limited. However, during the latter half of the 19th and first half of the 20th centuries, black schooling became a major focus for mission initiatives in South Africa, with the leading sponsors being the Methodist, Anglican, Roman Catholic and Lutheran churches.

**1815** Lord Charles Somerset, British Colonial Secretary at the Cape commented that the settlers became "accustomed to consider the Hottentot as an inferior species, only preserved for their use."  
(Malherbe; 1971; 20).

Thus during the 17 and 18 Centuries, most of the settlers came to believe that a proper relationship between white and black was that of a master and a servant respectively and in this context they viewed black schooling as unnecessary.

Therefore the British Colonial Administration did not administrate for the provision of black schooling.

**1833** Emancipation of slaves.

**1890's** Up to this point the growth of black schooling was 'supply-led' i.e. initiated by mission schools rather than by actions of blacks themselves.

**Post 1890's** Blacks began to perceive education as useful. The change in attitude towards education developed a "demand-led" growth of black schooling and the numbers of blacks enrolling at mission schools soon began to exceed the capacity of the facilities

available. This put the state under pressure to make bigger contributions towards the provision of black schooling.

**1905** The S.A. Native Affairs Commission reported, "There is among the people themselves a growing desire for education which cannot and need not be suppressed."

Quoted in Rose and Tunmer(1975; 23). In order to get more black people into wage labour, the Commission recommended the creation of a black working class dependent on goods and money.

**1910** Creation of the Union of South Africa - Clause 147 of the Act of Union - it was intended to make Native matters a national undertaking. However, when the actual division of duties took place, Native Education was assigned to the Provincial Councils. Within the provincial context, Africans attended segregated, and sadly under-funded schools often run under a different set of regulations from white schools.

**1915** Witwatersrand Council of Education - introduced a scheme for native education

and with it a curriculum which laid great emphasis on "training."

**1916**      Opening of the South African Native College at Fort Hare laid down the bases for segregation of higher education. This meant that the black elite was to be gradually accommodated through institutions created in the reserves while increasingly being repressed in the urban areas.

**1919**      The Communist Party establishes the first night school.

**1920**      Establishment of the Union Native Affairs Commission. It was clear that the Union Government took an indirect hand in terminating African educational policy. This was especially true while Charles T. Loram was a member of the Commission during its first decade, for he was South Africa's leading expert on African education.

**1921**      Report of the Phelps - Stokes Education Commission on African education argued in favour of vocational education or technical training for blacks in South Africa. Juveniles Act provided for labour bureaux for unemployed white youth.

**1922**            Apprenticeship Act - set an educational qualification of Std 6 as requirement for admittance to apprenticeship- prevented many African youths from becoming apprentices and in the case of coloureds, displaced them from skilled trades.

Financial Relations Act - any amount exceeding R680 000 had to be financed by means of taxation on blacks themselves.  
Mission schools began to experience problems in providing adequate schooling for blacks under the 1922 subsidy arrangement.

**1924**            Second Phelps - Stokes African Education Commission .  
Anson Phelps-Stokes was the fund's president.

Veteran Communist T.W. Thibedi - launched a drive against illiteracy. By the late 1920s more than 80 regular students were enrolled. Difficulties included direct state harassment, poor physical conditions and the pass laws - the campaign was concerned with political education and both teachers and learners distanced themselves absolutely from the formal channels of education.

**1929** Formation of SAIRR (South African Institute of Race Relations) - it came to represent the mainline liberal tradition of South Africa.

**1930-32** Native Economic Commission :

"He (the native), must learn to school his body to hard work."

**1935** Inter-Departmental Committee on Native Education (the Welsh Report) - considered whether African schools should be administered by departments of education or whether African education should be placed under the administrative control of a Union Department of Native Education.

Interdepartmental Committee on Native Education was convened to assess the situation. It recommended that government grant R7,50 per pupil to black schooling. This formula would have immediately increased the amount available for black schooling and provided for future growth. However, the formula was rejected and instead the proportion of the South African Native Trust Fund used for Black education was increased :

2/5 in 1936



3/5 in 1937  
2/3 in 1940  
5/6 in 1942  
all in 1943 - thus no further  
expansion in the provision of schooling was  
possible on this basis.

**1936** Interdepartmental Committee had to report  
on Native Education under Welsh - argued  
that vocational training should be granted to  
all races. However, since this would lead to  
competition between black and white for  
jobs - the Committee's suggestion that black  
education be brought under state control was  
not adopted.  
The Committee also found that the attitude  
of white South Africans to the education of  
blacks was to prohibit it rather than to  
encourage it.

**1938** The African College was started by a group  
of students from the University of  
Witwatersrand - attendance grew.

**1940** Mayibuye School started - had both  
university students and school teachers on  
the staff. First of many to open.

**1944** Minister of Education sets up a Commission of Enquiry into Adult Education.

**1945** Formation of the Johannesburg Central Committee for Non-European Continuation Classes - was called J 4 C 's.

Affiliates included Mayibuye schools, other organizations including SAIRR - outspoken protagonist on the necessity for integration.

The Eybers Committee on Adult Education. (U.G. 35 of 1945) estimated that about 80 % of the adult Black population and about 70% to 75 % of the combined adult Indian and Coloured population were still illiterate in the mid 1940's.

(Behr and Macmillan; 1971; 346)

**1946** Minister appointed a National Advisory Board, as a result of the report.

Mrs Maida Whyte, wife of Quintin Whyte, the director of SAIRR, was appointed to work full - time on this project.

Her work was heralded as a major step towards overcoming the problem that had beset literacy efforts until that time. The government subsidized her work. Her role was to help sponsors to train teachers and see their classes initiated.

- 1947** Conference on Adult Education. J 4 C 's application for municipal finance was successful - they received 3 400 pounds - which gave the 19 night schools a far sounder financial base.
- 1948** National Party elected.
- 1949** (**January**) A Commision on Native Education under Dr. Eiselen was appointed. The Commision reported in 1951 and as a result, the Bantu Education Act was passed in 1953. Consequently, black schools were taken out of the hands of the church and other non - state bodies and control was centralized in Pretoria. Resistance to the introduction of Bantu Education was widespread - from parents, teachers and pupils.
- ANC Youth League establishment of a "shanty school" in Newclare to cater for children who had been refused admission at local schools through lack of accommodation; also, the League's projected 1949 night school and literacy campaign.

- 1950** Introduction of the policy of Bantu Education; centralization of African education.
- TE and VE for blacks was virtually non-existent. It was only in the 1960's that this sector of education exploded.
- The Suppression of Communism Act was passed and as it was noted at the time "anyone who demanded equality with Europeans was a Communist" and many people were prosecuted under the Act.
- 1951** Native Building Workers Act - black workers could only be trained and employed as skilled building workers in the black townships and nowhere else.
- 1952** Establishment of a Board of Extra-Mural Studies at the University of Cape Town. It was the first South African university to have organized AE for the general public.
- 1953** Bantu Education Act : The control of black schools was taken away from the missionary bodies who were running the vast majority of black schools at that time, and placed

under the Native Affairs Department. This brought black education under central control and would enable the reproduction of black labour in a stable form. The Act did emphasize vocational training. In fact the Eiselen Commission placed great importance on vocational training geared specifically to the needs of the economy. It recommended that vocational schools be established for a range of training. However, in reality this was not to be the case.

**1954** Bantu education speech by Verwoerd, in which he warned Blacks that equal education would never be allowed.

ANC launched a "Resist Apartheid Campaign."

Apprentices Act of 1922 and 1944.  
Native Urban Areas Act of 1923.  
Mines and Works Amendment Act of 1926.  
Training of black workers was impeded by the above pieces of discriminatory legislation, among others.

**1955** Measures were taken which brought night schools and part time classes for blacks under state control, bringing about the

closure of almost all night schools in the years that followed. The estimated enrolment in night schools was 12 000 in 1953 - 1954, thus the closure of these schools meant a significant drop in the number of blacks obtaining schooling. In effect, the state showed itself prepared to reduce schooling provisions rather than allow them to operate outside its control. Institutions not certain of promoting state interests were not allowed to operate. The Native Affairs Department took over administration of grants for African AE and insisted that all classes should register irrespective of whether or not they were subsidized.

**1956**      Establishment of the Bureau of Literacy and Literature (BLL). Mining houses gave a per capita grant to the Bureau to train teachers to teach in the compounds. This constitutes the largest source of income for the Bureau.

**1957**      32 Mayibuye schools with a total enrolment of 3 000 taught by 160 teachers. Even when the subsidies were withdrawn in the early sixties the schools continued to survive on fees alone.

Publication of government Notice 1414, entitled "Regulations for Night Schools and Continuation Classes for Bantu Pupils in European Areas." All such schools or classes were compelled to register before 1 January 1958, or else be closed.

In European areas applications for registration had to be accompanied by permits from the Group Areas Board. As a result of the financial and administrative difficulties arising from the new measures, all the schools in Durban were closed together with 8 schools in Pretoria. Many other schools are also reported to have closed at the time and the remaining schools in Pretoria, Port Elizabeth and East London were eventually handed over to the Department of Bantu Education.

**1959** The Extension of Universities Act effectively closed white universities to black students and began the establishment of separate tertiary institutions for blacks.

**1960** Mass demonstration against the pass laws ending with the police killings at Sharpville and Langa, the declaration of a State of

Emergency and the banning of the ANC and PAC.

**1962**

An amendment to the 1957 Government Notice was gazetted in 1962. This required that in addition to the official documents required from the Group Areas Board, the owner of the building in which the school conducted was required to endorse the application. A list of all the owners of property in the immediate vicinity was required to accompany the application. The degree to which these two decrees were successful in stifling the night schools can be gauged by statistics given by the Minister of Bantu Education in the House of Assembly in 1962. In that year there were 33 night schools and 19 continuation classes in South Africa with a combined enrolment of 2 218. The new system was introduced there over 10 000 students all over the country.

Further instances of student disturbances saw the emergence of Poqo and MK.

**1963**

Separate Coloured Education Department created.



**1964** Establishment of DNE to handle 'general education affairs.' Thus central control of education was still maintained. This department was given the right to determine 'general' policy across all racial groups and for all departments outside the bantustans. This applied to formal, informal, and NFE with regard to the norms and standards for financing education, the salaries and conditions of service of staff. The professional registration of teachers and norms and standards for syllabi and examinations.

**1965** Creation of a separate Indian Education Department.

The Correspondence College Act (No. 59 of 1965) gives statutory power to a council to enforce certain standards on all registered correspondence colleges. Issues of minimum standards of service and the qualifications of course writers are addressed. Provision is also made for the complaints of students against a college. Correspondence colleges are also inspected regularly (NEPI Report-AE; 1992; 32)

- 1966** Letters sent to all J4C schools from Bantu Affairs Commissioners closing down all night schools from 1 January 1967. This ended the possibility of any night school movement in the white areas of South Africa
- Operation Upgrade started by Dr. F. Laubach himself. The organization acquired government legitimacy by accepting and working within apartheid structures. As a result, Upgrade was requested to teach teachers for the government AE Centres throughout the country.
- 1967** Marked both an end and a beginning. It signaled the end of a large number of night schools. In its place there developed, on the one hand, several organizations modelled on the Bureau of Literacy and Literature (BLL), and on the other, attempts by radical black students to set up community learning groups.
- 1968** Creation of ten bantustans for different African ethnic groups decentralization i.e. centralized control and decentralized administration. Each bantustan had the right to develop its own education system but the South African state retained a high level of

indirect control through the bantustans' financial dependency and a common examination system. Gradual decentralisation in the administration of black education to regions and National States.

**1969** Organization called Communication Industry started up in Pietermaritzburg. It was concerned with promoting good labour relations by teaching black workers through the medium of English - used "English Through Activity" (ETA) method. By 1974, 165 instructors had been trained, mainly in Natal. Today the list of firms using ETA is much larger.

**(31 March)** New statutory autonomous body created - HSRC (Human Sciences Research Council).

**1970** Rev. Colin Collins of the radical University Christian Movement (UCM) began receiving and circulating the works of Paulo Freire to black students. Freire's work was banned in South Africa but over 500 copies were made and circulated. A few courses were held at black universities and other centres throughout the country by the BPC (Black People's Convention).

- 1971** Barriers to apprenticeship of "coloureds" and Asians were lifted.
- 1972** (1 April) Bantu Education Account Abolition Act wrote off the monies owing in the Black Education Loan Account. Thereafter, black education was financed normally, ie. from general tax revenues.
- The Johannesburg newspaper, The Star launched TEACH to collect money for schools in Soweto.
- 1973** Government started establishing pre-service and in-service industrial training centres in urban residential areas.
- 1975** The DET created a new section dealing with AE, literacy and night schools.
- 1976** Soweto Riots - caused by the attempt to enforce Afrikaans as a medium of instruction in the schools of Soweto. The upsurge of student power was linked to heightened community consciousness and worker organization, and accompanied by a new wave of guerilla incursion, marked the beginning of a new era of resistance to apartheid.

The Soweto Riots constituted a rejection of apartheid education as unequal and illegitimate.

Soweto Teacher Training College - built and equipped by Anglo American and then handed over to the DET.

Bantu Employee's In service Training Act (Act No. 86, 1976), which aimed to encourage the formation of training establishments at the place of work by offering substantial tax incentives to employers. Literacy was seen to have an important preparatory role in relation to the above scheme.

Two of South Africa's major capitalists, Harry Oppenheimer of Anglo American and Anton Rupert of the Rembrant Group, launched the Urban Foundation (UF) with the backing of every major corporation in South Africa. The declared aim of this organisation was to "improve the quality of life of the urban citizen" through projects relating to employment, education, housing and health.

**1977** South African Students Organization (SASO), BCP and other organizations were banned. The leadership was detained by security police -

Steve Biko was one of them - he died in police detention.

20 Adult Education Centres - were operating in industrial centres throughout the country. A total of 15 580 learners enrolled.

**1978** The state has accepted the need to support AE financially. This may be at the cost of such freedoms as existed before.

**1979** The 1979 Education and Training Act - marked the government's interim response to the education crisis.

44 % of the Urban Foundation's total expenditure had been educational projects, the largest of which was the establishment of the Jabulani Technical Centre in Soweto - South Africa's first black urban technical high school. The Department of Education and Training (DET) replaced, through an Act of Parliament, The Bantu Education Act of 1954 in virtually nothing but name.

The state offers tax rebates to employers to undertake training programmes. Although mining capital is excluded from tax concessions on training, its programmes cost

millions, and include literacy and numeracy training generally not undertaken by other sectors since these are not tax - deductible. Kallaway (Kallaway : 1988) has indicated three forms that enrolment in education has taken :

# Firstly, there are education projects established and administered by independent trusts - initiated or directly assisted by private enterprise eg.training in semi - skilled work etc.

# Secondly, joint ventures with DET. Private enterprise usually provides the funds for building and equipment while the DET provides the staffing and often the curricula.

# Thirdly, in-service training. Here the DET provides financial and tax concessions of various kinds, while the industrialists provide the buildings, equipment and materials.

Anglo American Corporation embarked on a number of educational advancement programmes, including an AE centre for its black employees.

Formation of Congress of South African Students (COSAS) - represented the start of

more sustained and systematic mobilization and organization in schools across the country.

**1980**

School boycotts - education institutions had become the site of struggle in South Africa. Boycott of classes, especially in Cape Town.

Group of African educators (including Es'kia Mphahlele) founded the Council for Black Education and Research, now based at Funda Centre in Soweto. They tried to revolutionize education. The Council's primary alternative program consists of an average of four seven week sessions in a year. Each block of seven weeks is devoted to a theme, on which seven lecture topics are based. Themes cut across ethnic and urban - rural boundaries. To educate the public the Council also publishes research papers, including some written lectures, in its journal, The Capricorn Papers.

Bantu education Act of 1953 was replaced by the Education and Training Act of 1980 introducing incremental reforms into Black education.

**1981**

Establishment of Vista University in Soweto. Thus tertiary education was taken to the people.



Establishment of the EASTER Project (Education and Skills Training on the East Rand). This is an independent church - initiated trust which combines a night - school programme for adults wishing to obtain literacy training or to improve their formal schooling and a technical training section which offers a variety of courses - funded by the West German Church Aid foundation, Misereor.

The HSRC (de Lange) Report of 1981 was an important milestone because it represents the first significant official document on Black education in South Africa; first enlightened sign of the 'official' thinking at the time. De Lange Report recognised :

- ~ the need to promote mass literacy and numeracy
- ~ the need for continuous education (AE and NFE)

The De Lange Commission was an attempt to rescue a situation of acute crisis in the black schooling system.

Learn and Teach Magazine began in 1981 as an in-house publication for learners attending literacy classes run by Learn and Teach and

has grown into an independent monthly publication with a national circulation of 50 000, making it the most widely accessible English publication in the country. The magazine is read mostly by workers who have the same knowledge of English and who wish to improve and build on this knowledge. It provides articles which are both educative and informative in an attractive and highly illustrated format. In addition to features and human interest stories, the magazine runs a letters page/advice service and an English lesson in every issue.

**1982** A survey of 2 000 enterprises, employing about 2 000 people, carried out by the National Productivity Institute on behalf of the National Manpower Commission and reported in the Urban Foundation's Design Study of 1982, found that 14 000 trainers were employed for in-house training. However 2/3 of these trainers had no post - school qualifications.

**1983** Government White Paper - signalled the acceptance of the De Lange Report. White Paper on the Provision of Education in the RSA - acceptance of the principle (by government) that there should be equality in the provision of schooling in South Africa for members of different race groups. However,

government was opposed to the integration of Black and White formal schooling.

**1985**

SECP - Special Employment Creation Programme begun.

Training of the unemployed in regional and other training centres was integrated. SECP's were not specifically targeted at youth, although youth formed a substantial component of training and job schemes.

Official launching of the National Education Crisis Committee (NECC). It was the education component of the anti-apartheid Mass Democratic Movement (MDM) and comprised community and political leaders, trade unions, parents, teachers and students. NECC was a strong negotiating force with government.

Incremental educational reforms during the 1980's was due, in part, to pressure from the NECC and other movements, upon the state. The NECC developed the following principles for a post - apartheid education system under the banner of

**" Peoples Education " :**

~ the establishment of a free, compulsory, unitary, non - racial and democratic system of education administered by a single department.

~ the need for education to be rooted in the community allowing for the active participation of students, parents and teachers in the process of education.

~ formal recognition of the role played by students in the education process; and,

~ development of curricula and textbooks relevant to local needs.

## **1986**

Launch of Project Literacy to establish literacy schools throughout the country.

President's Council (after 18 months of sustained, nationwide resistance), resolved to advise the State President on :  
'ways in which the South African youth can be equipped and positively motivated for responsible citizenship and active participation and involvement in community service and national development projects, against the background of the harmful effect of the incidence of social deviations'.

The family, education and training and the church were seen to play a vital role in acting against revolutionary youth by building law and order.

More importantly, however, the report also advocated a reform strategy of "political accomodation especially amongst young people " (PC 2/1987 : 102) and a comprehensive youth strategy, be developed under the direction of the Department of National Education. A youth council and a youth trust were to be established.

Ten Year Plan for education announced . The objective was the full implementation of equal funding for the various education departments catering for the various population groups.

This period saw the following :

- a more flexible attitude to multiracial private schooling
- opening of tertiary institutions (with the exception of teacher training colleges) to all races under prescribed conditions in 1985.
- black teachers qualifications were upgraded.

- parity in teachers' salaries for all population groups.
- material resources and facilities to black education improved.

**1986 - 1990**      The State responded to unrest with repression, declaring a national state of emergency; on the other hand, they introduced incremental educational reform (cf. the Ten Year Plan for Education of 1986 above).

**1988**              27 - 28 February : Biennial DLA workshop hosted by SACHED at Wilgespruit Conference Centre in Johannesburg. Organizations represented were IEMS (NUL), Emalatine Development Centre (Swaziland), Department of Extra-Mural Services (Swaziland), Department of NFE (Botswana), LDTC, Council of Churches of Namibia, Institute of Labour Studies (Lesotho) and SACHED.

UDF and Cosatu - Severe restrictions placed on these organisations; thus the activities of these organizations were curbed.

At the initiative of the State President, the Independent Development Trust (IDT) was

established to disburse 2 billion of state funds for education and development projects.

The IDT may be interpreted as an alternative process of making state funds available to education in ways which bypass the complexities of funding through the education bureaucracy and legitimate the provision of resources through an independent body. In education the IDT has become the major internal funder of NGO projects.

**1989**

HRSC / NTB - Report on National Strategy :

- ~ recommended that there should be a shift in emphasis to training quality rather than training for quantity.
- ~ proposed the drawing of RTC's into a national framework for training workers for industry, and also the unemployed.
- ~ proposed free training for the 'lost generation' in a way that is acceptable to them and to the private sector.

State had to shelve the Ten Year Plan for Education.

**Reasons :**

- difficulties in financing

- rapid growth of pupil population
- most significantly, fundamental issues of segregated education were not addressed by these reform measures.

**1990**

The De Klerk reform initiative - wrenched the country on a new course. In a new political climate, various alternative teacher, student and community organisations, such as the NECC, were unbanned, persons in education detained under the state of emergency were released and the latter was lifted. The quality and structure of education now came under very close scrutiny.

**March :** World Conference on Education for All (WCEFA) took place in Jomtien, Thailand.

**1991:12 April**

Establishment of the Louis Potgieter Adult Education Centre. It was the first AEC (Adult Education Centre) at which white, coloured and black members studied together; it was designed to provide primary and secondary education facilities for members of the SADF and their families and to develop leadership skills.

**4 June :** Education Renewal Strategy (ERS) recommendations released.



**July:** Repeal of almost all major apartheid legislation from the statute books.

**August :** UDW - Conference hosted by SACHED in conjunction with the Career Information Centre (CIC), COSATU, Diakonia, NECC, SADTU, Centre for AE - University of Natal (Durban and Pietermaritzburg), Valley Trust, University of Durban - Westville (Education Department) and the English Resource Unit (ERU).  
Theme : **'Putting Adult Education on the Map'**.

Proposal that a regional forum be set up to network and lobby for AE. Some 60 organisations were represented.

**2 - 4 October :** Pretoria : National Symposium on Manpower Development for the new South Africa.

**November :** FACE - NATAL (Forum for Adult and Continuing Education - Natal) was launched in response to the proposal at the above conference. The Forum is a NGO made up of more organizations/members involved in the field of AE in Natal. It facilitates co-operation and the exchange of information between these

organizations.

**1992**

Visit of members of the Economic Development Institute of the World Bank (EDI) to investigate the training needs of South Africa. Release of Report entitled : Training Needs for South Africa in Transition.

Release of NEPI Report.

Formation of a national organisation, the South African Association for Literacy and Adult Education (SAALAE).

It was formed amid some controversy. It is supported mainly by organisations linked to Black Consciousness and Africanist movements

Training Workshop in Pretoria : Theme of the workshop :

**'Empowerment for Reconciliation with Justice.'** The aim of the workshop was to provide skills to people within church organisations who are involved in the work of healing conflicts.

Umtapo Centre (an NGO) organized a literacy conference on :

### **"Empowerment of the Oppressed"**

which was held in Johannesburg. The workshop brought together educationists and literacy workers from the oppressed community to critically examine the state and the development of literacy and adult education in South Africa and to look at its direction.

The Institute for Contextual Theology facilitated a workshop on

### **'Education for Democracy'**

on behalf of the Christian Service Network of Southern Africa. The main focus of the workshop was the 20 million indigenous people in South Africa who have never had any voting rights in their country.

Durban : the South African Association for Literacy and Adult Education (SAALAE) developed its first two year programme (92 - 94) and was resolutely on course to put AE on the Agenda for a post - apartheid South Africa.

Four programme areas were prioritized viz :

- Formation of a South Africa Learners Association

- Participatory Action Research
- Training
- Resource Mobilization

Formation of Joint Enrichment Project ( JEP )  
a project of the South African Council of Churches and the South African Catholic Bishops' Conference under the leadership of Sheila Sisulu of the ANC.

JEP conference brought into being a National Youth Development Forum. Control over the process of determining the future of unemployed youth was thus effectively wrested from the state.

## **1993**

Draft Constitution - signed by Codesa.

Although education is not given its own chapter in the constitution and training is not mentioned at all, several sections of the Constitution deal specifically with education, and others do so by implication.

These provisions of the Constitution prescribe a completely new legislative, bureaucratic, and value framework within which national and provincial governments are required to act in education and training matters.

National Youth Development Conference -  
Broederstroom.

**1994**

Draft white paper on Education and Training released by new Minister of Education, Professor S.M.E Bengu. Paper entitled : Education and Training in a democratic South Africa. First steps to Develop a New Nation.

FACE - NATAL International Literacy Day : Open Day Festival : 8 - 10 September.

The venue was the M. L. Sultan Technikon. Some of the activities included a grand float procession, displays talks, slide shows, videos, a creche, bands and cultural items, a music festival and mural painting. The Festival was well attended and succeeded in connecting providers and many users of AE in the KwaZulu-Natal region.

## **APPENDIX C**

### **STUDY PLAN**

It is envisaged that the following will be undertaken :

- 3.1 extensive reading on the subject
- 3.2 visit to the Adult Education Centre at Natal University and meeting the Head of the Centre - Mrs Alda Lyster
- 3.3 drawing up a Table of Contents in order to direct the study
- 3.4 visit to Lesotho over 6 days in order to accomplish the following :

3.4.1 meet and interview the contact persons on the list supplied by Professor Malcolm Wallis (and others):

Dr A.M. Setsabi : Institute of Extra Mural Studies,  
National University of Lesotho:  
Maseru

Mrs D. Mohapi : Institute of Extra Mural Studies,  
National University of Lesotho:  
Maseru

Mr J. Bofelo : Institute of Extra Mural Studies,  
National University of Lesotho:  
Maseru

Dr M. Sejanamane : Institute of Southern African  
Studies, National University of  
Lesotho : Roma

Mr D. Ambrose : Department of Mathematics,  
National University of Lesotho:  
Roma

3.4.2 contact and interview as many other persons as possible from :

\* National University of Lesotho (NUL) - Roma

\* Institute of Extra Mural Studies - Maseru

\* NGO's - Maseru

\* Government departments concerned with AE

3.4.3 collect as much printed material, annual reports, evaluations etc. from the above persons and institutions

3.5 contact SACHED and other NGO's in South Africa which provide adult education for information and perspectives.

3.6 write up the observations, results and conclusions of the study for presentation to Professor Wallis.

**APPENDIX D**  
**INDIVIDUALS/INSTITUTIONS VISITED**

**(i) LESOTHO**

<b>DATE</b>	<b>PERSON(S) INSTITUTION</b>	<b>CAPACITY</b>	
27/09	Francis Sekhoali Mokoena	President	LANFE
28/09	David Ambrose	Hon. Sen. Research Fellow - (Institute of Education)	NUL
29/09	Michael B. Jordan	Co - ordinator	TRC
29/09	Mangose Malineo Sakoane (Mrs)	Assistant Educ. Evaluator	LDTC
29/09	John B. K. Maime	Director	LDTC
30/09	Dr. A. M. Setsabi	Head Consultancy Unit	NUL
30/09	Dr. M. Sejanamane	Director : ISAS	NUL
30/09	Joseph M. Lebusa	Deputy Director	IEMS
01/10	Lois Ann Sebatane	Deputy Director - IEMS	NUL
01/10	Hanno Schindele	Director	DVV



**GOVERNMENT DEPARTMENTS VISITED IN  
LESOTHO**

1. Department of Education
2. Department of Manpower
3. Department of Health

**(ii) PERSONS INTERVIEWED IN SOUTH AFRICA**

<b><u>PERSON</u></b>	<b><u>CAPACITY</u></b>	<b><u>NAME OF INSTITUTION</u></b>
1. Ian Mkize KwaZulu Natal	Director -	Sached Trust
2. Dhaya Sewduth	ASECA Regional Co-ordinator - KwaZulu Natal	Sached Trust
3. Karen Yegappen	Secretary	FACE - KwaZulu Natal
4. Elda Lyster	Head	Centre For Adult Education - University of Natal



University of  
Durban-Westville

PRIVATE BAG X54001 DU  
4000 SOUTH AFRICA  
TELEGRAMS: 'UDI'  
TELEX: 6-2322  
FAX: (031)820  
☎ (031)820

DEPARTMENT OF PUBLIC ADMINISTRATION

TO WHOM IT MAY CONCERN

Dear Sirs

Mr S Ramsamuj is a Masters in Public Administration student at this University. As part of his studies, he is preparing a dissertation on adult education for the new South Africa. He is very interested in obtaining comparative material from Botswana and Lesotho. Our suspicion is that there are significant lessons to be learnt from these countries. As South Africa's enforced isolation breaks down, it is important that we do not isolate ourselves through a mindless insularity, or because of an insistence that South Africa should be bracketed with the 'first world' rather than treated as an African state with similar problems to others. In this context, Mr Ramsamuj's work is expected to assist in the greatly needed reorientation of adult education in this country.

It would be greatly appreciated if you could assist him.

Best wishes,

MALCOLM WALLIS  
25 JUNE 1993

P.O Box 1260  
Verulam  
4340  
2 September 1993

Dr. A Setsabi  
Institute of Extra Mural Studies  
National University of Lesotho (Maseru)  
Maseru  
Lesotho

Request for assistance : Adult Eduacation

Sir

Please find enclosed a letter of introduction from Professor M.A.H. Wallis - University of Durban - Westville. He sends regards and identifies you as a contact person who can assist me in my study.

I will be in Maseru from 24-09-93 to 2-10-93 and will greatly appreciate it if I could arrange a meeting with you on my arrival. Any relevant printed material will also be most welcome.

Many thanks

Yours faithfully

-----  
S.Ramsamuj

P.O. Box 1260  
Verulam  
4340  
11 October 1993

Lois Ann Sebatane  
Deputy Director - IEMS  
Private Bag A47  
Maseru. 100  
Lesotho

THANK YOU

Madam

Thank you for meeting me at such short notice. Please accept my sincere gratitude for your assistance with my research on Adult Education in Lesotho. I have been pleasantly surprised by the kindness of all the people I have met.

I also convey the greetings and thanks of my supervisor - Professor Malcolm Wallis. Should you have any further printed material that could be useful to my study, I would be most grateful if you could post such material to me at the above address.

Finally, I wish you every success in your unselfish work.

Yours faithfully

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S. Ramsamuj

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