

*THE ROLE PLAYED BY ADULT BASIC EDUCATION AND TRAINING IN  
DEVELOPING THE ADULT LEARNERS OF MAFIKENG WITH SPECIAL  
REFERENCE TO POLITICAL, ECONOMIC AND SOCIAL DEVELOPMENT.*

*BY*

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***DISSERTATION***

*SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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FACULTY OF EDUCATION AT THE UNIVERSITY OF THE NORTH WEST.*

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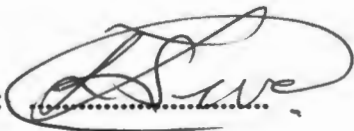
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## **I. DECLARATION.**

**I, Thwane L.S. hereby declare that the dissertation for the degree of Master of Education at the University of North West hereby submitted, has not been submitted by me for a degree at this or any other university. This is my own work in design and execution and all materials contained herein have been duly acknowledged.**

**Name : Thwane Lentswe Segopotso.**

**Signature :**

A handwritten signature in black ink, appearing to read 'Thwane L.S.', written over a dotted line. The signature is enclosed in a large, loopy oval shape.



## **II. AIM**

**This dissertation contributes a body of knowledge with regards to the development of adult learners in the ABET centres. It singles out three aspects of development which are thought to be of utmost importance. These are the social, political and economic development.**

**Education is intended at changing the perception and the insight of a person towards life, this is development. It should not only change that but should empower an individual to be balanced and equipped to fit well in the society and contribute positively to its development and well being. It further develops the person's intellect and knowledge towards the system of governance in the country, this is looked at in broad spectrum that is all the systems, laws and policies should be known and understood in order to be alert and stop any kind of abuse, this is development.**

**It finally looks at the economic development which is very important for one to exist and survive. Without economic empowerment, one remains dormant and voiceless and is easily subjected to abuse and control by those who are economically viable. This dissertation therefore is interested in finding out if this Adult Basic Education and Training system is looking at the total person's development.**

### **III. DEDICATION.**

**This work is dedicated to my wife Matshediso Thwane, my son Thoriso and daughter Tshegofatso also my mom Kematlile who from the beginning of my studies has been supportive.**

#### **IV. ACKNOWLEDGEMENTS.**

**1. I wish to express my sincere thanks and appreciation to God almighty through Christ Jesus for giving me the strength, wisdom and patience to complete this work. May all the glory and honour go to Him.**

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## **ABSTRACT.**

This study's aim has been to find out how effective and empowering the ABET system is to the learners. This empowerment that the study is looking at is concerned with the political, social and economic development. The study has seriously considered the contributions that ABET is bringing to learners and this is addressed in this research.

In literature review a number of primary and secondary sources were used to gather information. Countries in Africa and Overseas were studied and the way these developments occurred. The researcher realised that there were some developments in economic aspects in some countries like Korea, where the Saemaul education reduced poverty and empowered the citizens economically.

In Britain adult basic education has been used to empower adults with the computer and other technological skills. Algerians also dealt with illiteracy to address social, economic and political development. Algerians felt that illiteracy brings inferiority and incapacity amongst the people. Their three year plan addressed this issue of illiteracy hence development in the three aspects under research. It is evident that adult basic education where it was properly used somehow improved the lives of the people. There were some problems experienced like in some countries there were problems of availability of skilled manpower to deal with illiteracy.

In the area under study the learners, facilitators and education specialists were interviewed and their responses have been satisfactory. Their responses show that there is development which the ABET system is bringing in the social, economic and political aspects of learners' lives. The responses of the affected people also show that there are problems of funds and involvement of the broad business sector. They also felt that the syllabus should stress more a number of other areas like skill development and not only concentrate on certification of learners. They need to be taught to read and write but this should not be the only central point.



In recommendations it has been recommended that the non governmental organisations should be involved and other business sectors should avail the funds to help in retraining the workers. Media should also play a role in making the adults aware of their social and political responsibilities and rights. Generally it can be concluded that adult basic education and training is contributing positively to the adult learners of Mafikeng in economic, social and political aspects. What is needed is more commitment from all the stakeholders to ensure the success of this endeavour.

# **CHAPTER ONE**

## **1.1. PROBLEM**

The role played by adult basic education and training in developing the adult learners of Mafikeng with special reference to political, economic and social development.

## **1.2. STATEMENT OF THE PROBLEM.**

Adult basic education and training came about as a result of inequality and deprivations that occurred in the past apartheid regime in South Africa.

This system of education aims at bringing equity amongst all the South Africans educationally. It aims at developing the skills in adults and make them fit into the current dispensation's needs and challenges.

According to Hutton (1992) illiteracy is merely a reflection of marginalisation, exploitation and oppression. This statement is very much relevant in the South African context. The Black South Africans were mostly marginalised and oppressed hence a high level of illiteracy among them. Hutton (1992) further says that illiterate people are mostly poor people who live in rural areas in 3rd world countries. Most Africans in rural areas of South Africa are illiterate. They do not have basic education.

There is a small percentage of whites who also did not get basic education until they reached adulthood. This adult basic education and training is meant for all South Africans irrespective of their colour or race. It is only when this route is taken that illiteracy rate will be dealt with in South Africa.

Literacy, numeracy and skill development which are what Adult Basic Education and Training( ABET ) is all about are linked to modernisation and dependency theory. These theories show how literacy contributes towards development. Literacy and education are linked to modernisation theory through the notion of investment in human capital. It is assumed that to speed up modernisation illiteracy rate must be reduced. South Africa as a 3rd world country needs to empower her people and invest in them. Self-worth needs to be developed in people. Skills to produce wealth are of extreme importance. People need to be made aware of their rights and the way they can take part in politics of their country. Adult Basic Education and Training is viewed as a vehicle which can enable the government to attain these aspects.

The system of education has tried to identify from the learners the skills that they have acquired and how these skills are helping them to improve the lives of their societies and communities i.e what contributions do they make economically. They have been requested to cite the examples of social awareness that the system has brought to their attention. The system has



examined the extent of paradigm shift in the learners. When evaluating the programme what did they say about its successes or failures.

### **1.3. PURPOSE OF THE STUDY.**

1. This system intends finding out from the adult learners who have been and those who are still involved in the Adult Basic Education and Training (ABET) the help and empowerment that this system has brought to their lives i.e. political awareness, economic empowerment, like skill development and social interaction i.e. the extent to which social activity has occurred.
2. The study also aimed at finding out from the learners the degree to which this system has changed their lives and the suggestions that could be brought about to improve their situation.

### **1.4. STATEMENT OF HYPOTHESIS**

Adult basic education and training has played a significant role in the lives of adult learners in Mafikeng. Some graduates of ABET centres have become employable due to this programme. Others have started businesses due to the motivation offered to them. Some are contributing positively to

the development of the societies where they find themselves. There is a degree of some social development. The learners are involved in community activities which are developmental. There is also some political awareness that ABET exposure has brought to its learners.

## **1.5. DEFINITION OF TERMS**

### **1.5.1. ADULT**

According to ROGERS (1992 ) the term adult vary in different contexts and in different periods. Age factor is included in the concept of being an adult.

An adult can be anyone who has reached a certain stage of development, normally associated with an appropriate age and recognised in each social context as being definitive. He further says that it is someone who by virtue of that stage of development think of himself as an adult and has been accorded adult status, usually indicated by legal rights and duties and he has taken his place in society. In most societies an adult is someone who has a measure of internalised independence in decision making, no longer being under someone else's authority.

### **1.5.2. EDUCATION**

ROGERS A (1992) has this to say about the term education. He says that the term is used to indicate three main senses which are process, a system

and a goal. He says that education is a planned process of purposeful learning. This process is often carried on within a system. It is a piece of systematic, structured learning with a purpose. It can be seen as an intended intervention into the natural learning process in order to give the informal learning a direction, increased impetus and some structure. Education is concerned with all the domains of learning with increased knowledge, developing skills, formation of attitudes, gaining insightful understanding and with changes in patterns of behaviour. Education is not the same as manipulation or as indoctrination. It is a meeting between people. It is a meeting encounter with a purpose.

According to THOMPSON (1980) education is an activity in which we alternate between the roles of student, teacher and person. The roles are not occupied separately but in interdependence, this means being sympathetic to the other person, playing another part and believing in the purpose and principle of alternation.

### **1.5.3. BASIC**

According to the OXFORD DICTIONARY the term basic comes from the word base which means the bottom of any object when considered as its support or as that on which it stands. Basic means serving as a starting

point or making a foundation for. It is something very essential and fundamental.

#### **1.5.4. POLITICAL**

Political development referred to in this context deals with the awareness that one gains pertaining to the way the country, province or local area is governed. What contributions can he make and what benefits can he obtain with what limitations which are restricting him. According to the OXFORD ENGLISH DICTIONARY VOLUME VII political means pertaining to the state or body of citizens, its government and policy especially in civil and secular affairs. According to this dictionary politics refer to the science and art of government or the science dealing with the form, organisation and administration of a state or part of one and with the regulation of its relation with other states.

#### **1.5.5. ECONOMIC.**

Economic development in this context means one gaining skills, insight and full potential to generate income and be able to control it for the benefit of him / herself, family, community and the nation at large. Economic according to the OXFORD ENGLISH DICTIONARY means pertaining to the management of a household or to the ordering of private affairs, relating

to private income and expenditure. This relates to the development and regulation of material resource of community or nation.

### **1.5.6. SOCIAL**

Social development in this context refer to the ability of one to interact with other people in his area and contributing with ideas to the advancement of activities in his area. Social according to OXFORD ENGLISH DICTIONARY SECOND EDITION NO. XV I means capable of being associated or united to others. It is characterised by mutual intercourse, friendliness or geniality enjoyed, taken, spent in company with others especially with those of a similar class, kind or interests.

### **1.5.7. DEVELOPMENT**

According to the OXFORD ENGLISH DICTIONARY VOLUME III development is the act of moving from the original position into positions more useful for attack or defence , it further says that it is to unfold, unroll or to become known.

According to ENCYCLOPAEDIA BRITANNICA 15th EDITION  
development in biology

means the progressive change in size and shape and function during the life of an organism by which its genetic potentials are translated into functioning adult system.

From the two definitions above one can clearly say that development is a progressive change from the worst to the best, desirable and beneficial state of being. In the context of this paper it shows that the adult learners will be bettered gradually through this process.

#### **1.5.8. TRAINING**

According to ENCYCLOPAEDIA OF EDUCATION VOLUME 9 training is the acquisition of capabilities or traits that have value over a wide range of uses and activities. The most general training is in literacy and numeracy. The most fundamental in training is learning to learn. Persons with a foundation in the most general capabilities will be more readily trainable in many more specialised skills in the same way such training is the foundation of capabilities to communicate effectively, to seek out and interpret information and to adjust to changing situations and opportunities.

## **1.8. POPULATION AND SAMPLING.**

The study focussed on 18 adult centres in the Mafikeng district. The adult education specialists or managers supplied the researcher with the names of all the centres in the district. The names of the centres were written on a piece of paper. Each paper with the name. The pieces of paper were put in a bowl per circuit and one paper was drawn per time. The chosen name was used as an area to be researched. Three names per circuit were chosen and ultimately 18 centres were picked up. This was random selection and it gave all the centres equal chances of being chosen.

Pretesting was done where the researcher looked at the number of learners in Grade 12 and facilitators. Random selection was also used to select the learners. In the centres which were having more learners every third name was chosen and in the centres with less learners every second name was chosen and those learners were given the questionnaires. In case of facilitators every second name was chosen and a questionnaire issued to them. Two managers or specialists were used in the research no selection was done because they are only two.

The total number of learners who were selected was 74. The facilitators were 22 and the managers 2. The learners and facilitators number differ according to centre.



## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. INTRODUCTION

While the study focusses on the effect of the adult basic education and training to the adult learners in the Mafikeng area, of the North West Province in the Republic of South Africa, another look will be on a variety of countries worldwide to assess the contribution of adult education on economic, political and social development of adult learners.



According to Thompson ( 1980 ). The role of adult education is seen as one of providing the working class with effective educational services, so that they can take full advantage of the educational system and make the best use of their individual talents and abilities. This view is true, it shows that adult education has a great influence on improving the lives of the learners. Adults who enrol in adult centres have the objectives they want to achieve. Some adult learners need to be functionally literate, some adults who are aware of their talents need education or training mainly to revive such talents in order to be productive and operate at their highest potential

level. Adult education is again viewed by Thompson(1980) as the education which encourages personal growth, development, support, greater community awareness and involvement. This education is there to develop a person in all aspects of life, socially, economically, politically and otherwise.

According to Thompson (1980 ) adult education gives working class activities a chance to come to terms with a subject, skill or field of knowledge so that they can understand its internal rules and become experts as far as possible. This is regarded as an essential educational contribution to social action. The world of today is likely to exploit and abuse the ignorant, so adult education can be used as a weapon to fight ignorance and mental slavery.

Adult education in many countries has been used to develop the lives of the citizens. There were problems experienced which led to total collapse in some countries. The generation of today can learn from the mistakes and weaknesses of the past to improve the present system.

Adult if education properly controlled can empower and emancipate the adult learners from the shackles of ignorance and unskillfulness. The countries which endeavoured to develop the people's lives are both in Africa and abroad. The following countries will be discussed to show how

their systems operated to develop the adult learners economically, socially and politically.

## **2.2. ABROAD COUNTRIES**

### **2.2.1. CANADA**

Canada is one of the North American countries with a very high population which embarked on adult education system to deal with the problems of adult illiteracy and to develop the lives of Canadians. They started a movement called the Antigonish Movement which was the self help and co-operative development programme. This movement was led by Father Coady and it became very famous worldwide. He believed that the role of adult education is an agent for social change and a mass movement for reform, Thompson (1980). He condemned excessive capitalism and placed his faith in the common people and the need to release their energies so that they could take over their own affairs, he called this a scientific way to peaceful radical change.

### **2.2.1.1. SOCIAL AND ECONOMIC DEVELOPMENT.**

This movement stood up against excessive capitalism which was said to be exploitative. In this economic system workers work very hard only to enrich the factory owners. They are paid low salaries which do not improve their lives. The workers need to be made aware that they accumulate wealth for the factory owners and are in turn exploited, the only means to achieve this is education.

Practical education was used as a technique to achieve their desired goals. Unions were formed to negotiate for the better remunerations and conditions of service. This education was not only academic but action based, the action proposed was to be in the social and economic field. In the economic field individual efficiency is very much desirable but individual action alone will not solve the problem facing the people. The movement reached its clientele by using mass media, short courses, kitchen meetings and training courses, discussion groups were also formed to ensure the success of what has been learned. This movement stressed that social reforms must come through education, education must begin with economic situation and that education must be through group action. This movement aimed at full and abundant life for every community member.

### **2.2.2. TENNESSEE ( USA)**

Tennessee is one state in America which was predominantly occupied by African Americans. These African American were called Negroes by the White Americans. They were used as slaves in the plantations in America. They were exploited and abused but fought for liberation. The movement established there was called The Highlanders.

#### **2.2.2.1. SOCIAL, ECONOMIC AND POLITICAL DEVELOPMENT.**

This movement was an example of how an educational movement could be linked effectively to movement for social change and development of a sense of national pride and identity. This movement was committed to a revolution to alter basic political and economic relationship. Highlander believed that ideology no matter how firmly grounded in the objective reality it is of no value if it is separated from social movement of struggling people. (Thompson :1980 )

This movement played a very important role in the struggle to organise trade unions in Tennessee. Presence of trade unions signalled war against exploitation. This was conscientisation to the adult workers. The

highlanders turned its attention to the problems of black workers in the 1960's. It played a role in the growth of the citizenship schools designed to assist illiterate negroes to read and write so that they could pass the voting test (Thompson :1980 ). This was an achievement in political development. From 1964 this movement concentrated on the problems of poverty and inequality. The black Americans were conscientised that they are not second class citizens and that they are entitled to the riches of America like any other American citizen who is not black.

There was another movement in Tennessee called Second Chance To Learn. This movement concentrated on all the people in the Tennessee area who had not attained a basic secondary schooling. These were the people who wanted to express themselves fluently and clearly.

They wanted to understand their own position in life and the working society they lived in. Much emphasis was laid on written language and for a logical and analytical approach to problems and centrality of history as a key to understand society. There was more enthusiasm for providing students with a framework for understanding than in trying to instill given set of values. This system wanted to avoid indoctrination but promote independent thinking and active participation in decision making process. Those who completed credited the movement for having developed personal confidence in them and conscientising them politically. What this

movement did was regarded as one of the great achievement by the adult education movement

### **2.2.3. NICARAGUA**

#### **2.2.3.1. SOCIAL, POLITICAL AND ECONOMIC DEVELOPMENT.**

During the 1980's Nicaragua was one of the shining stars in terms of its mass literacy campaign. There was a launching of Nicaragua literacy crusade which was also referred to as the Second War of literacy education. According to Carlos Tunnerman, the former minister of education, Nicaragua crusade was not only intended to do away with 50%. Illiteracy rate which existed before the campaign had a broader social, economic and political goal.

Literacy crusade had the goal of liberating people to be full human beings, conscious people empowered to build their own future. The attainment of literacy was not simply the gaining of an academic skill but the employment of people who became aware of their reality and gained the tools of reading and writing to effect and determine their future. Literacy crusade was a political undertaking with pedagogical effects. According to Lovett (1988 )

illiteracy rate was brought down from 50% in 1979 - 11.8 in 1980. This was achieved with co-operation of the peasants literacy army, urban literacy guerillas and political goals were reached by empowering people's consciousness.

## **2.2.4. BRITAIN**

### **2.2.4.1. SOCIAL AND ECONOMIC DEVELOPMENT.**

According to Senior and Waylor (1987) the 1984 government white paper on training for jobs and programmes of adult training, argues that there has been a decrease in the demand for unskilled labour. A person's strength is no more an asset. There is a need for a skilled and capable workforce to fill vacancies of the future, many which require highly trained technicians.

Education and training is required to equip adults to undertake necessary work to provide goods and services for the country. In this case if unemployment is seen as a result of mismatch between demand for and supply of labour and skills, then solution will involve training and retraining of individuals to meet changing labour demand (Senior and Waylor :1988)



Adult education is seen as the means of providing opportunities for increasing computer literacy and awareness of new technologies. It can also improve literacy and numeracy skills of those unemployed adults whose general education was finished at an early stage and left them ill-prepared for the world of increasing bureaucracy and high technology (Senior and Waylor :1988). Adult education is regarded as the solution to unemployment of ill-prepared adults who have long left school.

## **2.2.5. KOREA.**

### **2.2.5.1. SOCIAL AND ECONOMIC.**

In 1971 a community movement was started in Korea. This movement was aiming at developing the Korean community. It contributed a lot to the rapid transformation of rural settings and even of people's attitudes to development. There was a widespread of poverty in Korea then and there was a great discontent. Saemaul movement began as an attempt to balance rural development and urban industrialisation. This movement reduced rural poverty and rural/urban gap considerably. Rural people in Korea are no longer poverty stricken in an absolute sense, ( Woong :1976 ). Village based and small community based Saemaul education not imposed by the

authorities was undertaken in many villages by enthusiastic village leaders to mobilise residents.

A field survey was conducted in a model village Chilwan Ri where Saemaul education played an indispensable role in rapid reduction of poverty. The model village reveals that the Saemaul leaders who emphasised farmer education could better achieve development goals and contribute to the reduction of poverty of all villages. This is the economic empowerment that this adult education movement brought to the people. It also improved the social status of the community members in that village. Different ministries were related to the movement in their respective fields e.g. ministry of agriculture and fisheries generated income to farmers through agricultural extension work of the office of rural development.

Ministry of commerce and industry organised Saemaul factory project in which all kinds of factories undertook Saemaul education for their workers and took part in the movement. These factories were built in remote rural areas to mobilise local labour. The movement is not only supposed to offer managerial and technical training but as social education, mobilisation of political and social supports a cultural change in rural communities. The major source of farmers' income are dairy products, rice, cattle for beef, swine and poultry. The average income per household in 1979 was about 4.6 million won. This was more than ten times the average for 1971 when

Saemaul was launched. This implies revolutionary changes as a result of the villagers co-operative efforts under Saemaul undong ( Woong : 1976).

The village developed rapidly from almost nothing in 1972 to prosperity following the model of a danish rural community. The movement in Korea is generally recognised as a key to the successful integrated rural development of the 1970's. Saemaul education was very instrumental in making the movement successful. The rate of poverty dropped considerably, farmers' average annual household income increased between 1970-1976 from 255 800 won to 1 156 300 won. It was assumed that the 15 - 20 % of rural people would have their standards of living raised by the trickle down of general economic prosperity. Although Saemaul education has played an important role in combatting poverty in rural areas. It is difficult to isolate and measure directly its impact on rural poverty. There are other factors other than education which are associated with improving the standards of living and reducing poverty. These factors are interwoven and influence each other.



## **2.3. AFRICAN COUNTRIES**

### **2.3.1. ETHIOPIA**

#### **2.3.1.1. THE POLITICAL AND SOCIAL DEVELOPMENT**

According to Lovett (1988) Ethiopia is the only sub Saharan country which was never colonised but more than 90 % of its population remained behind heavy curtain of illiteracy. Adult literacy in Ethiopia was started by the students of university of Addis Ababa. The student union expressed conviction that literacy education was central to meaningful political and social change in the country.

The largest campaign of literacy was undertaken in 1979. This campaign was steered by national literacy campaign co-ordinating committee which aimed at completely eradicating illiteracy by 1987. This campaign achieved good results because illiteracy rate dropped from 90 % in 1974 to 37 % in 1980. This meant that people could easily be trained for different jobs. Being able to read meant being able to know their constitutional rights and

participate in political activities. Adult education in this country addressed the political, economic and social development.

## **2.3.2. SENEGAL AND NIGER**

### **2.3.2.1. POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENT**

Bock and Papagianis (1983) researched in two African countries about adult education and its impact on adult learners of such countries. In these countries there was an education programme called Animation Rurale. This programme was to help rural adults to participate actively in the economic development of their country. It is an example of integrated rural development plan and it incorporates the pedagogical theory of extending to human resource development, ( Bock and Papagianis :1983).

The group of Congolese and Nigerians designed the national development plan, they chose to depend on the productivity of their rural citizens rather than on foreign investments or the accumulated wealth of the national elite for their capital accumulation. They replaced the traditional and colonial economic institution by the modern economic institutions. Masses of the people were to be educated to take part in these modern institutions thereby

increasing their profits from Agricultural production and reinvesting it in their own rural communities. These local groups eventually became the basis for regional and national economic self sufficiency and politically self reliant organisation ( Bock and Papagianis : 1983) say that if rural people are to be the main source of surplus wealth they must be developed, this entails education and training. Modern agricultural products were, skills and modern economic attitudes were to be instilled in the modern economic institutions such as co-operatives, credit schemes and other marketing devices installed by the state. This was economic empowerment of rural masses. Education is the way to empower people economically and politically. This is the evidence of that.

The rural masses were also transformed into a new power base to replace European Colonial rulers and to prevent the growth of any national Elite Group. This is a clear indication that power was thus being handed over to large groups of citizens very few of whom had previously held it. The creation of new power base and introduction of mass education were due to the programme of learning by doing.

Peasants were given the responsibility of becoming economically more productive and politically more directive (Bock and Papagianis : 1983 ). This programme brought a number of local development projects after 16 years in Senegal and 12 years in Niger, awareness of the relationship with

the government increased among Peasants. Adult education according to Bock and Papagianis (1983) is one proposed solution that places development on rural sector. This educational approach is seen as part of a strategy that will develop the human capital found in the heavily populated areas thus increasing their productivity. It is believed that this strategy will not only reduce long standing poverty but also reduce growing inequality between rural and urban areas fostered by previous educational policies ( Bock and Papagianis : 1983 ).

### **2.3.3. TANZANIA**

The Tanzanian case highlighted by (Verhoeven :1994) shows the effects of adult literacy in the lives of Tanzanians. Adult literacy was used as a tool in the national development strategy, functional literacy programmes are seen as an approach to equip people with some functional skills and knowledge about socio-economic conditions and their own practical life. This method aimed at enabling man to liberate himself from poverty i.e. employment either self or by the other person or organisation, ( Verhoeven : 1994 ). Literate people were expected to use their reading skill for reading newspapers and magazines on better farming and should be able to keep records. In Tanzania's first five years plan on development, the government specified that its expenditure on education was to equip

Tanzanians with skills, knowledge and orientations needed to enhance social, political, economic and cultural development ( Verhoeven :1994 ).

An evaluation of the impact of adult education in mainland Tanzania for the period 1970 - 1983 done by the ministry of education revealed that the functional literacy programme has contributed to the development of Kiswahilli as a medium of communication and participation in various political activities as voting and the use of modern agricultural methods, ( Verhoeven : 1994 ).

#### **2.3.4. ALGERIA**

Algeria is situated on the north coast of Africa. It is the second largest country of the continent. It covers more than 2 300.000 square kilometres. 80 % of Algerians live in the agricultural lands and cities in the province of the north called the Tell. Algeria was a colony of France for decades until it attained its independence in 1962. When she attained her independence she was in a very retarded state of development. Handicaps were evident in every field in education and culture. They were illustrated by extreme impoverishment on the national culture and language. In 1966 the general census listed 74 % of illiterate adults. This means that many workers in the different production sectors were suffering from total or partial ignorance. The country embarked on a process of rapid change,



proclaiming its determination to recover its national wealth, restore and enhance its culture and stamp out the after effects of more than a century of colonial occupation.

Adult illiteracy was a great impediment to raising the level of production and establishing new forms of exploitation or management of resources and also at developing and mobilizing the people for the construction of a new society. This is according to Hammiche (1984 ). It was not merely territorial independence and restoration of a national sovereignty which had been confiscated for 132 years that were at stake, but also the pursuit and inspiration of other forms of independence economic, social, cultural and intellectual.

An energetic drive for school attendance and for adult literacy ranked as permanent priority. The grounds for this priority which was proclaimed by the highest authorities are at once social, economic, cultural and political.

On the grounds of social justice the adults need education as much as children do. Their right to participate in a form of education specially adjusted to their needs was inscribed in the constitution. The claim to this right was felt as ardently as the national claim itself. By claiming it the adult could enjoy a different form of liberation, could emerge from the state of often humiliating dependence in which the illiterate person experiences the

commonest events of his daily life and exercises his vocational civic and family responsibility. Reading, writing and counting were considered the decisive factors in achieving equality among citizens and giving each one a place in the new society.

#### **2.3.4.1. ECONOMIC DEVELOPMENT**

Adult basic education is an essential condition for increasing the labour force potential. Organic material and psycho sociological conditions must prevail if education and training are to be both immediately profitable and able in a long run to stimulate a continuous flow of production. Functional approach to adult education problems occurred as a result of diverse experiments in various setting. It responded to the need for an increased human potential by designating a primary clientele, the workers.

Workers as the active agents in development, the priority they were to be given in literacy programme was reinforced by the demands of the model for organisation or production which was established shortly after the independence. Being illiterate does not consist simply of inability to understand and produce written messages but entails a whole situation of inferiority or incapacity. This will have a negative effect in the economic status of an individual. Adult basic education has an important role in

helping people develop economically. The workers were trained and this boosted productivity. ( Hammiche : 1984 ).

#### **2.3.4.2. POLITICAL DEVELOPMENT**

To the Algerians the recovery of national wealth involves recovery of cultural heritage and use of the national language in every phase of social life. Adult basic education to them also meant combatting ignorance, it is associated with the knowledge of Arabic, a linguistic means of achieving a genuine national identity. This adult basic education was to help to restore the feeling of dignity amongst the Algerians and not to feel any inferior because of the many decades of colonial oppression. They believed that the building of a socialist society, the installation of modern economic and social structures, the suppression of all forms of exploitation of man by man require a high level of political awareness.

The chief function of a three year pre-plan was to set the wheels on economic and social activity moving on bases suited to the national political options. The principal effect of this set of preparatory programmes and administrative support operations were strengthening the power of the state. It was expediting control of conditions for exploiting national resources giving a vigorous impetus to production in the different sectors ( Hammiche : 1984 ).

The Algiers charter prepared in 1964 by the first congress of national liberation front stated to ensure the social and cultural development of the people and give the country the supervisory staff it needs in every field, it is absolutely imperative to liquidate illiteracy and develop teaching. The stages of national development organisation in a rational manner was marked in the execution of the 1970-1973 four year plan by the priority given the three sectors of agriculture, industry and national education.

These were given a great thrust so that they might serve as spearheads for the nation's progress. For the education sector the development plan gave a place in the programme to out of school education which includes both literacy and long distance education, this was to reach as a wide scope of the population as possible and liberate them from the oppression of ignorance and empower them to be politically conscious of what is happening and what ought to happen (Hamniche : 1984 )

### **2.3.5. THE SOUTH AFRICAN CONTEXT**

According to the national education policy investigation (NEPI) the research conducted by the Development Bank of South Africa in 1992 shows that 15 million South African mostly blacks were not having effective reading and writing skills or basic school education. These people were disadvantaged by their inability to participate in the dominant forms of literacy. The government i.e. former apartheid regime other employers and the trade unions agreed that widespread provision of basic education is a crucial feature of any sustainable strategy of economic renewal and well being of the society. The rate of literacy was recorded as this during the national census and Development Bank of South Africa (D.B.S.A.) findings. Blacks 54 %, Coloured 66 %, Indians 84 % and Whites 99 %. The rural areas have high rates of illiteracy. (NEPI : 1993 ).

There were different views prior to the new dispensation on how adult basic education was to be run. Congress of the South African Trade Unions (Cosatu) said the government must be involved as a central combination of illiteracy. They said adult basic education must link with other education and training opportunities and job creation projects. It is evident that Cosatu saw adult basic education as a means of providing job opportunities

to the unemployed. They saw adult basic education as a means of equipping people with knowledge and skills for participation in the society.

The African National Congress' (ANC ) view was that there should be an empowering and general education systems which integrates academic and vocational skills. They were not only interested in the theoretical part but practical education which can make a person employable or have skills to employ oneself. The ANC was for the idea that a special programme which involves the whole community should be put in place to address rural illiteracy problems, (NEPI : 1993 ). They saw adult education as a rapid means to technological change in society and the need for training and retraining of the people as they were exposed to the former training which crippled their intelligence. Adult basic education was again to be used for political and social change. It was seen as a radical, empowering, process orientated, egalitarian social movement concerned with social transformation and practical participation.

The ANC believed much that for political emancipation to be attained adult basic education was of utmost importance, ( NEPI : 1993). The government was spending 750 - 300 million on ABET and 100 million rands was contributed by other donors. Other government departments also contributed part of their budget towards adult education and literacy. This was through technical training and community extension and information

programmes. The department of Manpower for example was using 37 % of its budget for training. 73 % of this is spent on the training of the unemployed. 706 training venues throughout the country were used by 359 contractors to train people on short courses. Only 182 of the trainees were employed, NEPI ( 1993 : 88 ). The scheme did not link enough unemployed people to employment.

Literacy programme for South Africa is as follows according to a national literacy study taken by Howard University and the University of Cape Town and published in may 1995 found that in 1994 about 80 % of Africans in South Africa did not have a standard five level of literacy compared to 40 % of whites. The proportion of Africans attending school had risen from 50 % to 85 % from 1976 - 1994. This is according to the study. The principle of adequate functioning by people who have newly acquired literacy skills into sharp focus, the primary criterion of employability. The production of a literacy programme and skill training in terms of skills, attitudes and behaviour is a great economic asset to one and the socio - economic structure ( Motshabi 1997 ).

**2.3.6. GENERAL DEVELOPMENTS AND IMPACTS OF  
LITERACY AND ADULT EDUCATION ON ADULT  
LEARNERS PERTAINING TO POLITICAL, ECONOMIC  
AND SOCIAL DEVELOPMENT.**

According to HUSEN AND POSTLETHWATTE (1985 ) illiteracy is largely a result of political and social inequalities. The rights of the people to self determination in most developing countries were held back by the centuries of colonial rule. The proportion of illiterates living in rural areas is higher than in urban areas ( Hussen and Postlethwatte : 1985 ). Illiteracy can be eradicated in large scale by political means, it is a political problem, politicians and government need to be involved to get rid of it.

This problem has economic and political implications which must be tackled in conjunction with educational efforts. The problem of illiteracy that is in the context of development calls for solutions of a global nature, integration into overall national, social and economic plans with strategies that mobilize all possible resources.

The right to literacy is an essential element in the right to education proclaimed in the universal declaration of human rights of the united nations. According to Hussen and Postlethwaite (1985) all people who



learn to read and write do so for individual as well as social and economic reasons i.e. for personal enlightenment and pleasure. When an adult is literate he can assume his full responsibility as a citizen and can play a decisive role in the exercise of political power in their local communities as well as at the national level. This is the political development that literacy can bring to adult learners ( Hussen and Postlethwatte : 1985 ). Literacy is thus a basic human right and also a tool for modern living.

Technological era needs people who can read instructions and follow them carefully. Adult literacy is not an end in itself but an entry point to formal education as well as the acquisition of further knowledge and skills outside the formal school system. For one to be trained and acquire skills one needs to have basic literacy, this will enhance his training and acquisition of new skills which will help him develop economically.

According to Peterson ( 1979 ) many people have considered adult basic education to be something which a wise society ought in any case to promote because of the unique contribution which it can make to the well being of the society itself. Adult basic education can in many ways make a contribution to remedying many specific social problems and to the general betterment of our social life e.g. in helping to create better industrial relations, helping to alleviate racial and religious conflicts, helping to improve the quality of family life, helping to smooth the transition between

work and retirement, helping to create and promote higher standards of health and hygiene. Help reduce environment pollution and also help in many ways to make the world an altogether better place to live in ( Peterson : 1979 ). This clearly shows that adult education can be a means of promoting development in any country.

Darkenwald and Merriam (1982) say that growing complexity and change affects social relations and individual people in the society. Education is an important vehicle for individual change. It is also a vehicle for transforming society, for enabling people to direct the course of change rather than merely react to it (Darkenwald and Merriam : 1982 ). There is a continuous growth and the structure of knowledge, technology and work is becoming more complex and specialised as a result people must continue to learn throughout their lives merely to keep up with the demands of their jobs.

Economic and social forces in the post industrial society have affected the socio- demographic composition of most industrialised nations in ways that almost surely will encourage the continuing expansion of lifelong learning opportunities. The work that require the least education and training are disappearing and much of the work that people perform today and will perform in the future require an expanding base of knowledge and skills (Darkenwald and Merriam :1982 ). Adult basic education does and will play a role in the achievement of this endeavour.

In the US adults employed by public and private agencies and organisations are involved in educational programmes designed to achieve the organisations' goals. In the private sector organisational and employee development programmes are ultimately aimed at realising greater profit. In the public sector the aim is enhancing service to the public( Darkenwald and Merriam :1982 ). Progressive educators view adult basic education as a means of creating a more desirable society while maintaining basic democratic values.

Blakely quoted by Darkenwald and Merriam (1982) says that education leads to a better citizenry and a better world. He sees education as working towards a society in which balance is achieved between cultural components that imitate the past and components that will invent the future.

Hellenbeck when analysing the role of adult basic education in society points out that the individual learner and society cannot be separated, while primary concern of adult basic education might be to help individual adults to grow and develop. What adults want to learn are constrained to learn is generated by the social milieu in which they live. Hellenbeck observes that the society has emphasised adult education in times of social crisis and has turned to it when adjustments to social changes have been necessary, (Darkenwald and Merriam : 1982 ).

He concludes that the basic aims of adult basic education are to maintain an adult population up to the standards of competence in the knowledge, wisdom and skills which the society requires, to develop in adults an understanding of the serious problems which interrupt the operations and progress of their co-operative society and prepare them to participate in the solution of these problems and to provide all adults with opportunities for their highest possible development in attitudes, understanding, knowledge and quality of human existence towards the goal of the greater self fulfilment and realisation of each individual human being ( Darkenwald and Merriam : 1982 ). Adult basic education in this context empowers the people intellectually and they in turn benefit economically.

Lindenman quoted by Darkenwald and Merriam (1982 ) says the meaning of adult education is that it becomes an agency of progress if its short time goal of self improvement can be made compatible with a long time.

Experimental but resolute policy of changing the social order, changing individuals in continuous adjustment to changing social functions.

(Rogers : 1992 ) states that development involves the process of educating and training adults, he sees development as a very positive step, the barrier to this is mainly a problem of attitude like lack of confidence or unwillingness to change. The development of confidence and motivation will lead to both greater social responsibility and to personal growth. This statement shows that adult basic education can improve and develop the

adults in all aspects of life, particularly social, political and economic development. Rogers further says that in less industrialised technologically less advanced, poorer and mainly black countries where adult education has often been seen as secondary to the national concern for the development, there will have to be more emphasis on adult basic education and training because without it there cannot be true development.

(Rogers : 1992) says that the aspect of development for which education is seen to be of direct relevance is economic revival. An educated person with skill to produce is expected to produce to be economically stable or to be able to provide for his needs and his family. Education will not be of any importance to a person if he remains economically dormant after receiving it. Knowledge and skills are taken to be the basis for economic growth.

Education is like a steam engine which is fuelling the economy.



In this era of technology, adults need to be educated and trained to operate sophisticated technological equipments that are the means of production.

Adult learners can be economically developed through the relevant education which is specific to the needs of the people.

### 2.3.7. CONCLUSION.

According to Amin (1976 ) what could be the purpose of literacy training or mass education in developing societies can only take place if training and mass education are carried on along with a process of requalification of labour. By requalifying labour the developing countries can follow on the footsteps of the developed countries, they must develop technologies capable of enabling them to resolve their own specific problems of underdevelopment and again should develop new trails towards universal civilization ( Amin : 1976).

Underdeveloped countries should work hard to achieve all these or else are faced with perishing if their attempts are not accompanied by profound changes in the economic and social systems designed to provide effective employment for the entire working population and providing for the requalification, of labour then they are likely to appear useless both to their beneficiaries and to the authorities responsible for their implementation.

The success of literacy and mass education campaigns in the third world come from countries that have made an effort to reform their social organisations and who have opened up new paths towards the requalification of labour. This shows that the purpose of literacy training mass education and universal basic education should then be to awaken a

capacity for scientific and technical innovation in underdeveloped societies and not transmit the present knowledge of the developed world. Technology is a concrete response to specific social conditions, it bases itself on universal science in order to answer questions raised by a given society. For mass education to awaken capacities for innovation in developing countries, it should be in mind that it is technology that needs to be transferred, for it is this which will enable the society to develop their own technologies on an independent basis for literacy campaign to succeed in helping the development of developing countries. This mass education should closely combine theory and practice at various level i.e. universal scientific knowledge should be transmitted in a modern critical form capable of providing for further enrichment, (Amin : 1976 ). The economic and social system must guarantee work to all as well as the possibility for all workers to have access to gradually rising levels of qualification.

In his passage entitled Literacy for reading the word or the world, Rahnema :1976) viewed literacy in this way, he argues that literacy is the ability to interpret social reality and the will to act for the betterment of the human situation Rahnema ( 1976 : 165 ). According to him literacy is not the simple reading of a word, or a set of associated symbols and sounds but an act of critical understanding of men's situation in the world. (Rahnema :1976) perceives an illiterate as a person who lives in a state of primary consciousness, he is a passive object of history. Submerged by the

existence of his life, paralysed by his sense of impotence and fear, he lives in ignorance of his potentialities as a human being. This shows that this person mostly does not exhibit his potential and cannot or does not easily participate confidently in the social activities.

Paulo Freire is quoted by Rahnema as perceiving an illiterate in this way, he says an illiterate is a person deprived of his voice. The words he utters are not truly his own as they do not relate to the reality of his life. He is unable to comprehend the situation which envelopes him. He is powerless to act for his liberation, he is doomed to exist in the world rather than participate in it. He becomes an object of history rather than the author of his own history, ( Rahnema :1976 ). This is evident that an illiterate is disempowered and is not developed in certain areas of his life. To become literate according to Freire is not to acquire the technical skills of reading and writing but to start the journey from primary to critical consciousness. It is being capable of perceiving reality and transforming it for the achievement of the desired ends.

A literate person will not be a passive recipient of information and swallow it without questioning or analysing it. He has the loud voice to err his views and to resist any form of oppression and exploitation. A literate cannot allow any kind of abuse and will never allow to be taken for a ride.



To be liberated is to acquire an authentic voice capable of relating one's word to the realities of the world. It is participation in the creation of a culture of freedom in place of the prevailing culture of silence (Rahnema :1976 ). Literacy process starts whenever the learner realises the nature of his situation, his muteness to address the world and his inability to relate to his fellow men as a free being.

## CHAPTER THREE

### 3. METHODOLOGY AND DATA ANALYSIS

#### 3.1. INTRODUCTION

The purpose of this chapter is to analyse the data collected from all the affected parties who responded to the questionnaires administered. It intends finding out what the learners, facilitators and managers or education specialist who are directly involved in ABET have to say about the impact of ABET on political, social and economic developments of learners. This is concentrating on the Grade 12's from six circuits of the Mafikeng District.

#### 3.2. MEASURES AND PROCEDURES FOR COLLECTING DATA.

Data was collected by using questionnaires which were structured to get the necessary information. Three clusters of questionnaires were designed and administered to facilitators, managers ( education specialists ) and to learners. The questionnaires are addressing three aspects of development in learners,

such aspects are political, social and economic.

The respondents have been asked to make a cross on the relevant box which they think is appropriate and correct. There was also a space provided at the end of each aspect for the respondent to comment on other development that they have acquired or are offered and have been omitted by the researcher.

The questionnaire instructions gave the respondents the option of not writing their names so that they could give fair and genuine answers without being suspicious of victimisation and intimidation thereafter.

The researcher tried to use simple language which can be easily understood and the examples given are the ones affecting people on daily basis. This was done so that the respondents should not take a lot of time thinking as if they are being examined.

### **3.3 ADMINISTRATIVE PROCEDURES.**

The department of Adult Education of the North West University helped the researcher with the letter which was handed to managers to seek permission to administer the questionnaires. Managers at district office also

furnished the letter to centres in order that the researcher should be welcome by the facilitators and so that they should not be suspicious of the researcher's intentions.

The questionnaires were delivered to all the centres by the researcher, some facilitators were very helpful in getting the learners organised and also availing themselves to answer the questions. Some facilitators were not very welcoming, having excuses that they have a lot of work to do and cannot attend to questionnaires. Some agreed on appointment but did not help at that appointed period. These are the challenges that one meets but ultimately the questionnaires were administered and collected even though some from the facilitators were not returned. With the learners it was easy because the researcher waited for them to fill them in and collected them immediately. With the facilitators it was difficult because some of them promised to bring them but did not keep their promise.

### 3.4. RESPONSES ON THE QUESTIONNAIRES FOR FACILITATORS, MANAGERS AND LEARNERS.

TABLE 3.4.1

	Number of questionnaires	Response	Percentage
Facilitators	22	12	54
Managers	2	2	100
Learners	74	69	93.2

The total number of facilitators who were given the questionnaires was 22 and only 12 returned them this was 54 % response. The managers are two and both questionnaires were returned and this is 100 % response. The learners were 74 in number 69 returned and this is 93.2 % response. This shows clearly that facilitators were not very co - operative.

### 3.5. POPULATION AND SAMPLING.

The facilitators chosen were selected randomly. The names of Grade 12 facilitators and every second name in some centres and third name in other centres were chosen depending on their number in the centre. The learners

were also chosen randomly according to the number of learners in each centre. In some centres there were more learners thus more were selected as compared to others. Every second name was chosen and the learner given the questionnaire. There are only two managers and both were given the questionnaires.

### 3.6. STATISTICAL TECHNIQUES AND PROCEDURES OF THE QUESTIONNAIRES FOR LEARNERS.

This covers the three aspects of development being researched i.e. political, social and economic development.

### 3.7. FREQUENCIES

Analysis of the results obtained reflects the frequencies of the responses and the percentages of such responses.

### 3.8. ANALYSIS OF DATA.

#### 3.8.1. INTRODUCTION.

In this section the study analysis and interpretation of data is provided. The information was obtained after the responses were obtained from the respondents who were given the questionnaires. This section will start with the learners in ABET centres. Each question will be analysed to find out the actual response and percentage under each aspect i.e. political, social and economical aspects of development.

#### 3.8.2. TABLES INTERPRETATION.

Key.

Numbers represent the variables

1. Strongly agree
2. Agree
3. Do not agree

### 3.8. ANALYSIS OF DATA.

#### 3.8.1. INTRODUCTION.

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#### 3.8.2. TABLES INTERPRETATION.

Key.

Numbers represent the variables

1. Strongly agree
2. Agree
3. Do not agree



# QUESTIONNAIRES TO LEARNERS

## 1. SOCIAL DEVELOPMENT

1.1. DID THE EXPOSURE YOU GOT FROM ABET BUILD  
THE CONFIDENCE IN YOU TO ADVISE YOUR COMMUNITY  
MEMBERS ON IMPORTANT MATTERS LIKE

1.1.1 FORMING BURIAL SOCIETIES?

TABLE 1

FORMATION OF BURIAL SOCIETIES BY LEARNERS.

Variables	Responses	Percentage
1	29	44.6
2	26	40
3	10	15.4

1.1.2 FORMING NEIGHBOURHOOD WATCH GROUPS ?

TABLE 2

FORMATION OF NEIGHBOURHOOD WATCH GROUPS.

Variables	Responses	Percentage
1	19	30.2
2	32	50.8
3	12	19

### 1.1.3 IMPORTANCE OF ATTENDING WARDS/TRIBAL MEETINGS ?

TABLE 3

#### IMPORTANCE OF MEETINGS.

Variables	Responses	Percentage
1	23	37.1
2	23	37.1
3	16	25.8

### 1.2. DO YOU THINK THAT SINCE YOU GOT EXPOSED TO ABET PROGRAMME YOU CAN NOW DO THESE THINGS CONFIDENTLY?

#### 1.2.1. RUN THE MEETING PROCEDURALLY ?

TABLE 4

#### LEARNERS' ABILITY TO RUN MEETINGS.

Variables	Responses	Percentage
1	27	39.7
2	32	47.1
3	9	13.2

#### 1.2.2. COMMENT BOLDLY IN A MEETING ?

TABLE 5

#### PARTICIPATION IN MEETINGS.

Variables	Responses	Percentage
1	23	37.7
2	28	45.9
3	10	16.4

1.2.3. MOTIVATE PEOPLE TO PARTICIPATE IN MEETINGS ?

TABLE 6

MOTIVATION OF COMMUNITY TO PARTICIPATE IN MEETINGS.

Variables	Responses	Percentage
1	31	49.2
2	22	34.9
3	10	15.9

1.3. ARE YOU ABLE TO PARTICIPATE IN SOCIAL ACTIVITIES

SINCE YOU GOT EXPOSED TO ABET LIKE

1.3.1. BEING A MEMBER OF THE SCHOOL COUNCIL ?

TABLE 7

PARTICIPATION IN EDUCATIONAL ACTIVITIES.

VARIABLES	RESPONSES	PERCENTAGE
1	28	41.2
2	26	38.2
3	14	20.6

1.3.2. PARTICIPATING IN THE DEVELOPMENT COMMITTEES LIKE R.D.P. ?

TABLE 8

PARTICIPATION IN COMMUNITY DEVELOPMENTAL COMMITTEES.

VARIABLES	RESPONSES	PERCENTAGE
1	24	39.3
2	32	52.5
3	5	8.2

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1.3.3. BEING A CHAIRPERSON OF A SOCIAL CLUB LIKE STOKVEL ?

TABLE 9

ABILITY TO PARTICIPATE IN SOCIAL CLUBS.

VARIABLES	RESPONSES	PERCENTAGE
1	8	13.8
2	20	34.5
3	30	51.7

1.4. DO YOU THINK THAT YOU CAN NOW ADVISE YOUNG PEOPLE

WITHOUT

FEAR ON MATTERS LIKE

1.4.1. THE IMPORTANCE OF EDUCATION ?

TABLE 10.

ADVICE ON EDUCATIONAL MATTERS.

VARIABLES	RESPONSES	PERCENTAGE
1	48	73.9
2	14	21.5
3	3	4.6

1.4.2. DANGERS OF DRUGS AND ALCOHOL ?

TABLE 11

ADVICE IB SUBSTANCE ABUSE.

VARIABLES	RESPONSES	PERCENTAGE
1	39	59.1
2	21	31.8
3	6	9.1

#### 1.4.3. TEENAGE PREGNANCIES AND RELATED DISEASES ?

TABLE 12

ADVICE ON AVOIDING SEXUALLY TRANSMITTED DISEASES.

VARIABLES	RESPONSES	PERCENTAGE
1	41	67.2
2	11	18
3	9	14.8

#### 1.5. DO YOU THINK THAT MEMBERS OF YOUR SOCIETY ARE CONFIDENT ENOUGH OF YOU THAT THEY CAN SEEK ADVICE FROM YOU CONCERNING

##### 1.5.1. WAYS TO BE FOLLOWED TO START A SCHOOL FOR CHILDREN ?

TABLE 13

KNOWLEDGE OF PROCEDURES IN STARTING COMMUNITY PROJECTS.

VARIABLES	RESPONSES	PERCENTAGE
1	37	55.2
2	22	32.9
3	8	11.9

##### 1.5.2. STRATEGIES OF COMBATTING THEFT IN YOUR AREA ?

TABLE 14

KNOWLEDGE OF DEALING WITH CRIME.

VARIABLES	RESPONSES	PERCENTAGE
1	24	36.9
2	35	53.9
3	6	9.2

### 1.5.3 WHAT TO DO WHEN REFUSE IS NOT COLLECTED REGULARLY ?

TABLE 15

KNOWLEDGE OF THE COMPULSORY SERVICES TO BE RENDERED.

VARIABLES	RESPONSES	PERCENTAGE.
1	19	30.2
2	29	46
3	15	23.8

## 2. POLITICAL DEVELOPMENT

2.1. HAS YOUR EXPOSURE TO ABET HELPED YOU TO BE AWARE OF THE IMPORTANCE OF THINGS LIKE

2.1.1 VOTING AND ITS IMPLICATIONS ?

TABLE 16

LEARNERS' KNOWLEDGE OF VOTING.

VARIABLES	RESPONSES	PERCENTAGE
1	21	32.4
2	31	47.6
3	13	20

2.1.2 KNOWING AND UNDERSTANDING THE CONSTITUTION ?

TABLE 17

KNOWLEDGE OF THE CONSTITUTION.

VARIABLES	RESPONSES	PERCENTAGE
1	20	32.7
2	32	52.5
3	9	14.8

2.1.3 BEING A MEMBER OF THE TRADE UNION ?

TABLE 18

KNOWLEDGE OF UNIONISM.

VARIABLES	RESPONSES	PERCENTAGE
1	15	23.8
2	33	52.4
3	15	23.8

2.2. DO YOU THINK THAT YOUR EXPOSURE TO ABET HAS ROUSED YOUR INTEREST OF KNOWING YOUR RIGHTS LIKE

2.2.1 YOUR RIGHT TO LIFE ?

TABLE 19

KNOWLEDGE OF RIGHT TO LIFE.

VARIABLES	RESPONSES	PERCENTAGE
1	41	62.1
2	20	30.3
3	5	7.6

2.2.2 RIGHT TO REMAIN SILENT WHEN ARRESTED ?

TABLE 20

KNOWLEDGE OF NOT BEING INTERROGATED BY POLICE.

VARIABLES	RESPONSES	PERCENTAGE
1	9	14.5
2	29	46.8
3	24	38.7

### 2.2.3 RIGHT TO HAVE LEGAL REPRESENTATIVE IN COURT ?

TABLE 21

LEARNERS' KNOWLEDGE OF RIGHTS TO HAVE LEGAL REP.

VARIABLES	RESPONSES	PERCENTAGE
1	25	42.4
2	23	39
3	11	18.6

### 2.3. DO YOU THINK THAT YOU CAN TAKE PART IN POLITICAL ACTIVITIES

LIKE

#### 2.3.1 BEING A MEMBER OF THE POLITICAL PARTY COMMITTEE AT BRANCH

LEVEL ?

TABLE 22

PARTICIPATION IN POLITICAL PARTY ACTIVITIES.

VARIABLES	RESPONSES	PERCENTAGE
1	27	39.7
2	27	39.7
3	14	20.6

#### 2.3.2 BEING FACTUAL WHEN DEFENDING THE POLICIES OF YOUR PARTY ?

TABLE 23

KNOWLEDGE OF POLITICAL PARTY POLICIES.

VARIABLES	RESPONSES	PERCENTAGE
1	19	28.8
2	27	40.9
3	20	30.3



### 2.3.3 CAN EXPLAIN CLEARLY THE POLICIES OF YOUR PARTY ?

TABLE 24

ABILITY TO EXPLAIN PARTY POLICIES.

VARIABLES	RESPONSES	PERCENTAGE
1	18	28.1
2	27	42.2
3	19	29.7

### 2.4. HAS ABET EXPOSURE HELPED YOU TO KNOW THINGS LIKE

#### 2.4.1 PROCEDURE OF OBTAINING A BUSINESS LICENSE ?

TABLE 25

KNOWLEDGE OF OBTAINING A LICENSE.

VARIABLES	RESPONSES	PERCENTAGE
1	26	38.8
2	32	47.8
3	9	13.4

#### 2.4.2 IMPLICATIONS OF SIGNING A CONTRACT ?

TABLE 26

KNOWLEDGE OF SIGNING A CONTRACT.

VARIABLES	RESPONSES	PERCENTAGE
1	29	46
2	26	41.3
3	8	12.7



2.4.3 PROCEDURE OF COMPLAINING TO THE HIGHEST OFFICIALS IN  
GOVERNMENT IF NOT TREATED WELL BY GOVERNMENT EMPLOYEE  
IN PUBLIC OFFICE ?

TABLE 27

KNOWLEDGE OF THE PROCEDURE OF COMPLAINING.

VARIABLES	RESPONSES	PERCENTAGE
1	31	47.7
2	22	33.9
3	12	18.4

3. ECONOMIC DEVELOPMENT

3.1. DO YOU THINK THAT YOUR EXPOSURE TO ABET HAS HELPED YOU  
WITH THE KNOWLEDGE OF

3.1.1 GENERATING INCOME FOR YOUR FAMILY ?

TABLE 28

KNOWLEDGE OF GENERATING INCOME.

VARIABLES	RESPONSES	PERCENTAGE
1	34	51.5
2	23	34.8
3	9	13.7

3.1.2 GIVE OTHERS ADVICE ON HOW TO GENERATE INCOME ?

TABLE 29

ADVICE ON INCOME GENERATION.

VARIABLES	RESPONSES	PERCENTAGE
1	17	26.2
2	39	60
3	9	13.8

### 3.1.3 BUDGET FOR THE MONEY BEFORE USING IT ?

TABLE 30

#### KNOWLEDGE OF BUDGETTING.

VARIABLES	RESPONSES	PERCENTAGE
1	31	48.4
2	25	39.1
3	8	12.5

### 3.2. ACCORDING TO YOUR OBSERVATION DOES ABET HELP PEOPLE

#### 3.2.1 TO BE EMPLOYABLE ?

TABLE 31

#### EMPOWERMENT OF EMPLOYABILITY.

VARIABLES	RESPONSES	PERCENTAGE
1	29	45.3
2	23	35.9
3	12	18.8

#### 3.2.2 IMPROVE THEIR PERFORMANCE AT WORK ?

TABLE 32

#### IMPROVEMENT OF WORK PERFORMANCE.

VARIABLES	RESPONSES	PERCENTAGE
1	25	39.7
2	33	52.4
3	5	7.9

### 3.2.3 TO HAVE CHANCES OF PROMOTION AT WORK ?

TABLE 33

POTENTIAL OF PROMOTABILITY.

VARIABLES	RESPONSES	PERCENTAGE
1	31	50.8
2	22	36.1
3	8	13.1

### 3.3. ACCORDING TO YOUR OBSERVATION DO YOU THINK THAT EXPOSURE TO ABET CAN PREPARE A LEARNER TO

#### 3.3.1 DEVELOP AN ECONOMIC SKILL LIKE SEWING / KNITTING ?

TABLE 34

SKILL DEVELOPMENT IN LEARNERS.

VARIABLES	RESPONSES	PERCENTAGE
1	31	48.4
2	25	39.1
3	8	12.5

#### 3.3.2 KNOW WAYS OF BORROWING FUNDS FROM FINANCIAL INSTITUTION ?

TABLE 35

KNOWLEDGE OF FUNDS ACQUISITION.

VARIABLES	RESPONSES	PERCENTAGE
1	23	35.9
2	27	42.2
3	14	21.9

### 3.3.3 BE PRODUCERS NOT ONLY CONSUMERS ?

TABLE 36

SKILLS AND KNOWLEDGE OF PRODUCING.

VARIABLES	RESPONSES	PERCENTAGE
1	20	31.2
2	28	43.8
3	16	25

### 3.4. DID YOUR COMING INTO CONTACT WITH ABET HELP YOU

#### 3.4.1 REALISE OPPORTUNITIES OF MAKING MONEY TO MAINTAIN YOUR FAMILY ?

TABLE 37

KNOWLEDGE OF THE WAYS TO MAKE MONEY.

VARIABLES	RESPONSES	PERCENTAGE
1	23	38.3
2	22	36.7
3	15	25

#### 3.4.2 CREATE THE DESIRE TO START YOUR OWN BUSINESS ?

TABLE 38

KNOWLEDGE OF STARTING A BUSINESS.

VARIABLES	RESPONSES	PERCENTAGE
1	23	38.3
2	23	38.3
3	14	23.4

3.4.3 TO BE ABLE TO ADVISE OTHERS ON HOW TO GENERATE INCOME ?

TABLE 39

EXPERTISE TO GENERATE INCOME.

VARIABLES	RESPONSES	PERCENTAGE
1	15	24.6
2	28	45.9
3	18	29.5

3.5. DO YOU THINK THAT YOU HAVE BECOME AWARE ECONOMICALLY  
THAT YOU CAN

3.5.1 BE INVOLVED IN MAKING LOANS FROM THE BANK FOR PROJECTS  
LIKE STARTING A POULTRY FARM ?

TABLE 40

KNOWLEDGE OF OBTAINING LOANS.

VARIABLES	RESPONSES	PERCENTAGE
1	25	40.3
2	26	41.9
3	11	17.8

3.5.2 CHOOSE THE SAVING THAT CAN BRING YOU MORE INCOME ?

TABLE 41

KNOWLEDGE OF SAVING MONEY.

VARIABLES	RESPONSES	PERCENTAGE
1	22	35.5
2	27	43.5
3	13	21

3.5.3 AVOIDING RISKS WHEN VENTURING INTO A BUSINESS SECTOR LIKE  
CONSIDERING MARKETABILITY OF YOUR PRODUCT BEFORE  
STARTING ?

TABLE 42.

SKILLS AND KNOWLEDGE OF MARKETING PRODUCTS.

VARIABLES	RESPONSES	PERCENTAGE
1	18	30
2	31	51.7
3	11	18.3

## QUESTIONNAIRES TO FACILITATORS

### 1. POLITICAL DEVELOPMENT

1.1. ACCORDING TO YOUR EXPERIENCE DO YOU THINK THAT THE  
EXPOSURE THE LEARNERS GET FROM YOUR CENTRES HELP THEM  
WITH

1.1.1 THE KNOWLEDGE AND IMPORTANCE OF PARTICIPATING IN  
ELECTIONS ?

TABLE 43

KNOWLEDGE OF PARTICIPATING IN ELECTIONS.

VARIABLES	RESPONSES	PERCENTAGE
1	5	41.7
2	2	16.7
3	5	41.6

1.1.2 CONFIDENCE TO ARGUE AGAINST THE DECISION WHICH IS

UNCONSTITUTIONAL OR NOT ACCORDING TO POLICIES TAKEN BY  
THE FACILITATOR ?

TABLE 44

KNOWLEDGE OF THE DEMOCRATIC RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	6	50
3	6	50

1.1.3 KNOWLEDGE OF WHAT THE CONSTITUTION IS AND ITS IMPORTANCE ?

TABLE 45

LEARNERS KNOWLEDGE OF CONSTITUTION.

VARIABLES	RESPONSES	PERCENTAGE
1	3	25
2	5	41.7
3	4	33.3

1.2. DO YOU THINK THAT THE POLITICAL AWARENESS THAT YOUR  
LEARNERS HAVE, CAN HELP THEM TO KNOW THINGS LIKE

1.2.1. THEIR RIGHTS TO JOIN ANY POLITICAL PARTY WITHOUT  
INTIMIDATION ?

TABLE 46

LEARNERS' KNOWLEDGE OF THEIR FREEDOM TO JOIN PARTIES.

VARIABLES	RESPONSES	PERCENTAGE
1	6	54.6
2	3	27.3
3	2	18.1



1.2.2. TO CHALLENGE DECISION AND TREATMENT WHICH IS UNCONSTITUTIONAL ?

TABLE 47

KNOWLEDGE OF THE CONSTITUTION.

VARIABLES	RESPONSES	PERCENTAGE
1	4	33.3
2	5	41.7
3	3	25

1.2.3. LEGAL IMPLICATIONS OF SIGNING A CONTRACT ?

TABLE 48

KNOWLEDGE OF CONTRACTS.

VARIABLES	RESPONSES	PERCENTAGE
1	3	27.3
2	5	45.5
3	3	27.2

1.3. DOES THE PROGRAMME YOU OFFER EXPOSE LEARNERS TO KNOWLEDGE OF ISSUES LIKE

1.3.1. PROTOCOL OR THE PROCEDURE OF DEALING WITH AND MEETING HIGH RANKING GOVERNMENT OFFICIALS ?

TABLE 49

KNOWLEDGE OF PROTOCOL WHEN COMPLAINING.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	5	41.7
3	5	41.6

### 1.3.2. PROCEDURE OF GETTING A LICENSE FOR BUSINESS ?

TABLE 50

#### KNOWLEDGE OF GETTING A LICENSE.

VARIABLES	RESPONSES	PERCENTAGE
1	5	41.7
2	2	16.7
3	5	41.6

### 1.4. DO YOU THINK THAT ABET PROGRAMME DOES HELP THE LEARNERS

#### WITH THE KNOWLEDGE OF

#### 1.4.1. THEIR RIGHTS TO LIFE ?

TABLE 51

#### KNOWLEDGE OF RIGHT TO LIFE.

VARIABLES	RESPONSES	PERCENTAGE
1	5	41.7
2	3	25
3	4	33.3

#### 1.4.2. THEIR RIGHT TO LEGAL REPRESENTATION IN COURT ?

TABLE 52

#### KNOWLEDGE OF LEGAL RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	3	25
2	5	41.7
3	4	33.3

1.4.3. THE RIGHT TO REMAIN SILENT WHEN ARRESTED ?

TABLE 53

KNOWLEDGE OF RIGHT NOT TO BE INTERROGATED.

VARIABLES	RESPONSES	PERCENTAGE
1	3	25
2	2	16.7
3	7	58.

1.5. DOES THE ABET PROGRAMME MAKE LEARNERS AWARE OF ISSUES  
OF LIFE LIKE

1.5.1. FREEDOM OF SPEECH FOR EVERYONE ?

TABLE 54

KNOWLEDGE OF FREEDOM OF SPEECH.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	10	83.3
3	2	16.7

1.5.2. FREEDOM OF MOVEMENT THAT IS STAYING IN ANY TOWN IN THE  
COUNTRY ?

TABLE 55

FREEDOM OF MOVEMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	4	33.3
2	5	41.7
3	3	25

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### 1.5.3. FREEDOM OF ASSOCIATION ?

TABLE 56

KNOWLEDGE OF FREEDOM OF ASSOCIATION.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	8	66.7
3	2	16.6

## 2. SOCIAL DEVELOPMENT.

2.1. ACCORDING TO YOUR KNOWLEDGE DOES THE EXPOSURE THE STUDENTS GET FROM ABET PREPARE THEM FOR SOCIAL ACTIVITIES LIKE

### 2.1.1. PROCEDURE OF RUNNING A MEETING ?

TABLE 57

KNOWLEDGE OF CONDUCTING A MEETING.

VARIABLES	RESPONSES	PERCENTAGE
1	3	25
2	5	41.7
3	4	33.3

2.1.2. MOTIVATING COMMUNITIES TO PARTICIPATE IN CLEANING THEIR ENVIRONMENT AND THE IMPORTANCE THEREOF ?

TABLE 58

ABILITY OF KEEPING THE ENVIRONMENT CLEAN.

VARIABLES	RESPONSES	PERCENTAGE
1	6	50
2	3	25
3	3	25

2.1.3. SHOW OTHER COMMUNITY MEMBERS THE IMPORTANCE OF BEING INVOLVED IN ACTIVITIES LIKE MEMBERSHIP OF SCHOOL GOVERNING BODIES ?

TABLE 59

INVOLVEMENT IN EDUCATION MATTERS.

VARIABLES	RESPONSES	PERCENTAGE
1	4	33.3
2	6	50
3	2	16.7

2.2. DO YOU THINK THAT THE LEARNERS ARE CONFIDENT ENOUGH TO

2.2.1. PARTICIPATE IN COMMUNITY BUILDING PROJECTS LIKE LEADING A CRECHE / CLINIC COMMITTEE ?

TABLE 60

INVOLVEMENT IN COMMUNITY PROJECTS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	5	41.7
3	5	41.6

2.2.2. TO HELP AND ADVISE THE YOUTH ON ISSUES LIKE THE IMPORTANCE OF EDUCATION AND AVOIDING DRUG ABUSE ?

TABLE 61

ADVISING YOUNG PEOPLE ON ISSUES OF LIFE.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	7	58.3
3	3	25

2.2.3. HELPING THE ELDERLY WITH WAYS OF GETTING THEIR  
GOVERNMENT PENSION GRANTS ?

TABLE 62

ADVISING ELDERLY PEOPLE.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	8	66.7
3	2	16.6

2.3. DOES THE ABET PROGRAMME HELP LEARNERS TO BE CONFIDENT TO  
START PROJECTS LIKE

2.3.1. SELF HELP SCHEMES OR STOKVELS AND SOCIETIES ?

TABLE 63

KNOWLEDGE OF SELF HELP SCHEMES.

VARIABLES	RESPONSES	PERCENTAGE
1	4	30.8
2	7	53.9
3	2	15.3

2.3.2. FORMING A NEIGHBOURHOOD WATCH GROUPS ?

TABLE 64

WAYS OF CONTROLLING CRIME.

VARIABLES	RESPONSES	PERCENTAGE
1	2	15.4
2	6	46.2
3	5	38.4

### 2.3.3. CALLING THE PEOPLE TOGETHER TO ERECT A SCHOOL ?

TABLE 65

INVOLVEMENT OF COMMUNITIES IN DEVELOPMENTAL PROJECTS.

VARIABLES	RESPONSES	PERCENTAGE
1	3	23.1
2	6	46.2
3	4	30.7

### 2.4. DO YOU THINK THAT EXPOSURE THE LEARNERS GET FROM ABET CAN HELP THEM TO ADVISE THEIR SOCIETIES ON

#### 2.4.1. PROCEDURE OF GETTING SECURITY IN A TROUBLE TORN AREA ?

TABLE 66

WAYS OF SECURING THE AREA.

VARIABLES	RESPONSES	PERCENTAGE
1	2	15.4
2	8	61.5
3	3	23.1

### 2.4.2. WHERE AND HOW TO LODGE A COMPLAINT WHEN ESSENTIAL SERVICES LIKE REFUSE COLLECTION ARE NOT RENDERED REGULARLY ?

TABLE 67

MAINTAINANCE OF GOOD ESSENTIAL SERVICES.

VARIABLES	RESPONSES	PERCENTAGE
1	4	30.8
2	5	38.5
3	4	30.7

2.4.3. WAYS TO FOLLOW WHEN COMPLAINING ABOUT NEGLIGENT CIVIL SERVANTS ?

TABLE 68

COMPLAINTS ABOUT NEGLIGENT CIVIL SERVANTS.

VARIABLES	RESPONSES	PERCENTAGE
1	3	23.1
2	5	38.5
3	5	38.4

3. ECONOMIC DEVELOPMENT

3.1. DO YOU THINK THAT YOU EXPOSE YOUR LEARNERS TO KNOWLEDGE OF ECONOMIC EMPOWERMENT LIKE

3.1.1. MAKING WAYS OF GENERATING INCOME LIKE SMALL BUSINESS ?

TABLE 69

EMPOWERMENT TO START BUSINESSES.

VARIABLES	RESPONSES	PERCENTAGE
1	4	33.3
2	6	50
3	2	16.7

3.1.2. WAYS TO BE FOLLOWED WHEN APPLYING FOR A BUSINESS LICENSE ?

TABLE 70

KNOWLEDGE OF OBTAINING A BUSINESS LICENSE.

VARIABLES	RESPONSES	PERCENTAGE
1	3	25
2	4	33.3
3	5	41.7



3.1.3. KNOWING THAT FINANCIAL INSTITUTIONS CAN LEND THEM MONEY  
TO START BUSINESS ?

TABLE 71

WAYS OF GETTING LOANS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	18.2
2	5	45.5
3	4	36.3

3.2. DO YOU THINK THAT ABET HELPS ITS LEARNERS ?

3.2.1. TO BE AWARE OF OPPORTUNITIES PROVIDED BY GOVERNMENT AND  
OTHER INSTITUTIONS TO TRAIN PEOPLE TO START BUSINESSES ?

TABLE 72

KNOWLEDGE OF TRAINING FACILITIES ECONOMICALLY.

VARIABLES	RESPONSES	PERCENTAGE
1	1	8.3
2	7	58.3
3	4	33.4

3.2.2. TO ADVISE OTHER PEOPLE TO GENERATE INCOME ?

TABLE 73

ADVICE ON INCOME GENERATION.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	6	50
3	4	33.3

3.2.3. TO BE AWARE OF WAYS OF BANKING THE MONEY TO GIVE THEM MORE INTEREST RATHER THAN KEEP IT IN THE HOUSE ?

TABLE 74

WAYS OF BANKING.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	6	50
3	4	33.3

3.3. ACCORDING TO YOUR OBSERVATION

3.3.1. DOES THE PROGRAMME MAKE LEARNERS EMPLOYABLE ?

TABLE 75

JOB PREPAREDNESS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	6	50
3	4	33.3

3.3.2. DO THE LEARNERS FROM YOUR CENTRE DEVELOP CONFIDENCE TO OCCUPY HIGH POSITIONS IN THEIR WORK PLACE LIKE DEPARTMENTAL HEAD ?

TABLE 76

PROMOTABILITY OF LEARNERS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	16.7
2	6	50
3	4	33.3

3.3.3. DOES YOUR PROGRAMME PROMOTE INDEPENDENCE ECONOMICALLY  
 THAT IS, NOT DEPEND ON THE EMPLOYER ?

TABLE 77

SKILL DEVELOPMENT IN LEARNERS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	8.3
2	5	41.7
3	6	50

3.4. ACCORDING TO YOUR EXPERIENCE

3.4.1. ARE THE LEARNERS FROM YOUR CENTRE CONFIDENT TO SAY ABET  
 HAS EMPOWERED THEM ECONOMICALLY BY SHOWING A BUSINESS  
 OR BEING EMPLOYED ?

TABLE 78

EVIDENCE OF ECONOMIC EMPOWERMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	5	45.6
3	6	54.4

3.4.2. ARE THERE LEARNERS FROM YOUR CENTRES WHOSE ECONOMIC  
 LIVES HAVE CHANGED FOR THE BETTER SINCE EXPOSED TO ABET ?

TABLE 79

BETTERMENT OF LIVES.

VARIABLES	RESPONSES	PERCENTAGE
1	2	18.2
2	3	27.3
3	6	54.5

3.4.3. DOES THE SKILL YOU OFFER EMPOWER THE LEARNERS TO SURVIVE  
BY GENERATING INCOME?

TABLE 80

SURVIVAL BY GENERATING INCOME.

VARIABLES	RESPONSES	PERCENTAGE
1	2	18.2
2	6	54.6
3	3	27.2

## QUESTIONNAIRE TO MANAGERS

### 1. SOCIAL DEVELOPMENT

1.1. ACCORDING TO YOUR OBSERVATION DO YOU THINK THAT EXPOSURE  
OF LEARNERS TO ABET PROGRAMME CAN HELP THEM BE ASSETS OF  
THE COMMUNITY LIKE

1.1.1. INITIATING THE ERECTION OF A RECREATION CENTRE ?

TABLE 81

INVOLVEMENT IN COMMUNITY DEVELOPMENT'S PROJECTS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.1.2. ADVICE ON WAYS TO BEGIN A COMMUNITY FUND FOR BUILDING A CLINIC ?

TABLE 82

FUND RAISING PROJECTS FOR THE COMMUNITY.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.1.3. LEADING THE COMMITTEE ON R.D.P.?

TABLE 83

PARTICIPATION IN COMMUNITY LEADERSHIP.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

1.2. DO YOU THINK THAT ABET EXPOSED LEARNERS TO SKILLS LIKE

1.2.1. RUNNING THE MEETING PROCEDURALLY ?

TABLE 84

SKILL TO RUN MEETINGS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

1.2.2. GUIDING THE NEEDY COMMUNITY MEMBERS WHERE TO GET ASSISTANCE ?

TABLE 85

ADVISING THE IGNORANT ABOUT THEIR RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.2.3. SHOWING YOUNG PEOPLE THE IMPORTANCE OF EDUCATION ?

TABLE 86

ENLIGHTENING THE YOUTH ON MATTER OF EDUCATION.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.3. ACCORDING TO YOUR EXPERIENCE ARE THERE LEARNERS WHO DUE TO EXPOSURE OF ABET

1.3.1. CAN OCCUPY LEADERSHIP ROLE IN THE COMMUNITY LIKE CHAIRING THE WELFARE COMMITTEES TO HELP THE AGED GET THEIR STATE PENSION GRANTS ?

TABLE 87

LEADERSHIP POTENTIAL DISCOVERED.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

1.3.2. CAN MOTIVATE FORMATION OF NEIGHBOURHOOD WATCH GROUPS  
TO REDUCE BURGLARY ?

TABLE 88

MOTIVATION TO BE UNITED AGAINST CRIME.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

1.3.3. CAN BE BOLD TO GIVE THEIR VIEWS ON COMMUNITY DEVELOPMENT  
PROJECTS IN A MEETING ?

TABLES 89

CONFIDENCE TO VOICE OPINIONS ON DEVELOPMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.4. DO YOU THINK THAT THE COMMUNITIES WHERE YOUR LEARNERS  
RESIDE CAN HAVE ENOUGH CONFIDENCE IN THEM TO ADVISE THEM  
ON MATTERS LIKE

1.4.1. CONTROLLING CHILDREN FROM STREETS ?

TABLE 90

COMMUNITY 'S CONFIDENCE ON POTENTIAL POSSESSED.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.4.2. PREVENTION OF PREGNANCY AND SEXUALLY TRANSMITTED DISEASES ?

TABLE 91

ADVICE ON SENSITIVE SOCIAL PROBLEM.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

1.4.3. THE IMPORTANCE OF GIVING INFORMATION FOR CENSUS PURPOSES ?

TABLE 92

MOTIVATION TO PARTICIPATE IN NATIONAL RESPONSIBILITIES

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

1.5. DO YOU THINK THAT ABET DEVELOPS CONFIDENCE IN LEARNERS THAT THEY CAN EASILY

1.5.1. BE MEMBERS OF SCHOOL GOVERNING BODIES ?

TABLE 93

CONFIDENCE TO PARTICIPATE IN EDUCATIONAL MATTERS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0



### 1.5.2. PROMOTE FORMATION OF STOKVELS ?

TABLE 94

#### PROMOTION OF SOCIAL CLUBS.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

### 1.5.3. ADVICE OTHERS ON THE PROCEDURE OF LODGING A COMPLAINT

AGAINST A RUDE SERVANT WHO ILL-TREAT THE MEMBERS OF THE  
COMMUNITY ?

TABLE 95

#### PROCEDURE OF LODGING A COMPLAINT

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

## 2. POLITICAL DEVELOPMENT

2.1. DO YOU THINK THAT ABET EXPOSE THE LEARNERS TO POLITICAL  
DEVELOPMENTS LIKE

2.1.1. THE IMPORTANCE OF KNOWING THE CONSTITUTION ?

TABLE 96

#### LEARNERS 'S CONSTITUTIONAL RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

2.1.2. THE IMPORTANCE OF VOTING ?

TABLE 97

RESPONSIBILITIES IN POLITICAL MATTERS.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

2.1.3. KNOWLEDGE OF DIFFERENTIATING BETWEEN THE NATIONAL AND PROVINCIAL GOVERNMENTS ?

TABLE 98

KNOWLEDGE OF GOVERNMENTAL STRUCTURES.

VARIABLES	RESPONSES	PERCENTAGE
1	1	100
2	0	0
3	0	0

2.2. DO YOU THINK THAT LEARNERS FROM YOUR CENTRES CAN EASILY UNDERSTAND THEIR RIGHTS LIKE

2.2.1. RIGHT TO LEGAL REPRESENTATION IN COURT ?

TABLE 99

KNOWLEDGE OF LEGAL RIGHTS..

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0



## 2.2.2. THE RIGHT TO LIFE AND HEALTHY ENVIRONMENT ?

TABLE 100

KNOWLEDGE OF HUMAN RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

## 2.2.3. THE RIGHT TO REMAIN SILENT WHEN ARRESTED ?

TABLE 101

KNOWLEDGE OF ABUSES TO BE CHALLENGED.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	1	50
3	1	50

## 2.3. ACCORDING TO YOUR OBSERVATION DOES THE EXPOSURE THE LEARNERS GET FROM ABET MAKE THEM REALISE THEIR TOTAL FREEDOM LIKE

### 2.3.1. FREEDOM OF MOVEMENT ( NO RESTRICTION TO STAYING IN ANY TOWN IN THE COUNTRY ?

TABLE 102

KNOWLEDGE OF FREEDOM OF MOVEMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

2.3.2. FREEDOM OF SPEECH THAT IS, ONE CAN EXPRESS ONSELF FREELY AS LONG AS IT IS NOT VULGAR OR ABUSIVE ?

TABLE 103

KNOWLEDGE OF FREEDOM OF SPEECH.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.3.3. FREEDOM OF ASSOCIATION AND RELIGION ?

TABLE 104

NO RESTRICTION TO RELATIONS AND FAITH.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.4. DO YOU THINK THAT EXPOSURE TO ABET HELPS YOUR LEARNERS TO KNOW THE IMPORTANCE OF

2.4.1. PROTOCOL / PROCEDURE WHEN ONE DESIRES TO ADDRESS HIS VIEWS TO GOVERNMENT LEADERS IN HIGH POSITIONS ?

TABLE 105

PROTOCOL OF ADDRESSING GRIEVANCES.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.4.2. UNDERSTANDING THE CONTRACT FULLY BEFORE SIGNING ?

TABLE 106

KNOWLEDGE OF LEGAL DOCUMENTS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.4.3. THE DANGERS OF RUNNING AWAY FROM RESPONSIBILITIES LIKE  
PAYING TAX ?

TABLE 107

RESPONSIBILITIES OF A LAW ABIDING CITIZEN.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.5. DO YOU THINK THAT THE LEARNERS FROM YOUR CENTRES ARE  
EXPOSED ENOUGH TO POLITICAL AWARENESS THAT THEY

2.5.1. CAN EASILY FOLLOW THE RIGHT CHANNELS TO APPLY FOR HAVING  
A GUN / BUSINESS LICENSE ?

TABLE 108

PROCEDURE OF OBTAINING YOUR RIGHTS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.5.2 WILL USE THEIR OWN DISCRETION WHEN CHOOSING THE  
POLITICAL HOME ?

TABLE 109

KNOWLEDGE OF CHOICE OF POLITICAL HOME.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

2.5.3. ARGUE IF A TEACHER TRIES TO TAKE AN ACTION WHICH IS  
UNCONSTITUTIONAL IN THEIR CLASS ?

TABLE 110

UNCONSTITUTIONALITY OF AN ACTION.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

**3. ECONOMIC DEVELOPMENT**

3.1. DO YOU THINK THAT ABET EXPOSURE HELPS LEARNERS

3.1.1. TO BE ABLE TO GENERATE INCOME ?

TABLE 111

SKILLS OF GENERATING MONEY.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

### 3.1.2. TO APPLY FOR BUSINESS LICENSES?

TABLE 112

HOW TO APPLY FOR A LICENSE.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

### 3.1.3. TO KNOW THAT FINANCIAL INSTITUTIONS CAN LEND THEM MONEY TO START BUSINESS ?

TABLE 113

THE WAY OF GETTING FINANCE ASSISTANCE.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

### 3.2. ACCORDING TO YOUR OBSERVATION

#### 3.2.1. DOES THE PROGRAMME MAKE LEARNERS EMPLOYABLE ?

TABLE 114

EMPLOYABILITY OF PROGRAMME PRODUCTS.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

3.2.2. DO THE LEARNERS FROM YOUR CENTRES HAVE THE CONFIDENCE TO BE APPOINTED IN HIGH POSITIONS LIKE SENIOR CLERKS OR DEPARTMENTAL HEADS ?

TABLE 115

DEVELOPMENT OF LEADERSHIP QUALITIES.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

3.2.3. DOES THE PROGRAMME PROMOTE ECONOMIC INDEPENDENCE IN THE LEARNERS ?

TABLE 116

KNOWLEDGE OF CREATING EMPLOYMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	0	0
2	2	100
3	0	0

3.3. DO YOU THINK THAT EXPOSURE TO ABET HAS

3.3.1. OPENED UP THE EYES OF LEARNERS TO MORE OPPORTUNITIES OF TRAINING BY GOVERNMENT AND FUNDING TO START SMALL BUSINESSES ?

TABLE 117

GOVERNMENT OPPORTUNITIES TO SMALL BUSINESSES.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0



3.3.2. DO YOU THINK THAT ABET HAS MOTIVATED THE LEARNERS ENOUGH TO ADVISE OTHERS TO START BUSINESSES ?

TABLE 118

SKILL AND KNOWLEDGE TO BE SHARED.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

3.3.3. MADE LEARNERS REALISE THAT THE BANK HAS MADE MANY OPTIONS OF SAVING NOT ONE TYPE ONLY ?

TABLE 119

WAYS OF GETTING MORE FROM THE MONEY AVAILABLE.

VARIABLES	RESPONSES	PERCENTAGE
1	1	0
2	1	100
3	0	0

3.4. ACCORDING TO YOUR EXPERIENCE ?

3.4.1. ARE THERE LEARNERS FROM ABET EXPOSURE WHOSE ECONOMIC LIVES HAVE CHANGED FOR THE BETTER ?

TABLE 120

CHANGE OF ECONOMIC LIFE.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

3.4.2. CAN YOU PROUDLY SAY ABET IS HELPING TO EMPOWER PEOPLE

ECONOMICALLY LIKE SEWING AND KNITTING ?

TABLE 121

SKILL DEVELOPMENT FOR ECONOMIC EMPOWERMENT.

VARIABLES	RESPONSES	PERCENTAGE
1	2	100
2	0	0
3	0	0

3.4.3. DO YOU THINK THAT THE ECONOMIC SKILLS YOU OFFER IS ENOUGH

TO MAKE YOUR LEARNERS SURVIVE ?

TABLE 122

SKILLS FOR SURVIVING.

VARIABLES	RESPONSES	PERCENTAGE
1	1	50
2	1	50
3	0	0

## CHAPTER 4

### 4. INTERPRETATION OF RESEARCH FINDINGS.

#### 4.1. INTRODUCTION.

In this chapter the researcher intends interpreting the findings of the research conducted. It will look at the implications of the respondents to the questionnaires. This ultimately will conclude if there is development in the adult learners of Mafikeng who are exposed to ABET in the three aspects treated i.e. economic, social and political aspects. This will start with how the learners view ABET concerning their development. Secondly how facilitators view it and thirdly how managers or specialists view it.

#### 4.2. VIEWS OF LEARNERS.

##### 4.2.1. SOCIAL DEVELOPMENT.

Responses as appearing on the tables provided in chapter three show how effecting ABET is to the

affected learners.

4.2.1.1. Confidence built by ABET on learners to enable them to advice community members on important matters of life. 84.6 % of the respondents said that they can advice their society members on how to form burial societies and the importance thereof . 15.4 % of the respondents said their exposure to ABET has not helped them.

In the very same question there is 81% of respondents who said they can advice on the formulation of neighbourhood watch groups to control burglary in the neighbourhood and 19% said they are not confident to do that. 74,2% of the respondents said they can advice other members on the importance of attending tribal meetings or ward meetings. 25.8% said they are not confident enough to do that.



From the three tables of the first question 79% of the respondents are confident enough to advice their communities due to exposure they got from ABET.

21% say they are not confident. According to this

high figure one can say ABET is affecting the lives of the people but something has to be done with the remaining 21% which is not confident.

#### 4.2.1.2. THINGS THAT LEARNERS CAN DO SINCE THEY GOT EXPOSED TO ABET.

According to tables 4, 86.8% of the respondents can run the meeting following the right procedure. 13.2% of the respondents said they do not have the confidence to do it. In table 5, 83.6% says they are confident to comment in meetings. They are not intimidated by the presence of the people. 16.4% says they are not bold enough to comment in a meeting that means they have not yet build confidence.

In table 6, 84.1% say they can motivate people to participate in meetings. This simply says they have developed confidence and are bold to elicit participation of others.

Tables 4, 5 and 6 shows that 84.8% of the learners are bold and confident to participate in activities

that involve a lot of people. 15.2% of the learners say they have not developed boldness and confidence to participate in activities that involve a lot of people.

#### 4.2.1.3. PARTICIPATION IN SOCIAL ACTIVITIES.

Tables 7, 8 and 9 deal with the participation of learners in social activities. In table 7, 82.4% of the respondents said they can become members of the school councils since they got exposed to ABET. 17.6% said they still cannot participate.

Table 8 shows 91.8% of learners who can participate in the development projects like Reconstruction and Development Programme ( R.D.P.) 8.2% of the learners cannot participate. This is clear that there is a need to expose our people to social activities that can bring developments.

In table 9, 48.3% of the respondents said they can lead social clubs like stokvel. 51.7% said they cannot. Tables 7, 8 and 9 shows 74.2% of the

respondents who can participate fully in social activities and 25.8% cannot. This shows that something has to be done to involve and expose our people in social activities.

#### 4.2.1.4. ADVICE TO YOUNG PEOPLE.

Tables 10, 11 and 12 looks at how the respondents can advice young people on matters of life since they got exposed to ABET. According to table 10, 78.5% of the learners responded by saying that they can fearlessly advice young people about the importance of education. 21.5% of the respondents still have no confidence to advice young people.

In table 11, 90.9% of the respondents can advice young people without fear on the dangers of drugs and alcohol. 9.1% of the respondents cannot do that fearlessly.

In table 12, 85.2% can advice young people on teenage pregnancies and the diseases related to it, i.e. sexually transmitted diseases. 14.8% cannot

do it.

Tables 10, 11 and 12 shows 84.7% of the respondents who can advice young people and 15.3% who still have fear to can advice young people. It means that confidence of the learners should be dealt with until they can participate fully in social activities at large.

#### 4.2.1.5. CONFIDENCE THAT OTHER SOCIETY MEMBERS SHOW IN YOU TO ADVICE THEM.

Tables 13, 14 and 15 deals with how the respondent is viewed by the people in his/her area about the knowledge he/she possess, which can be helpful to the society.

In table 13, 88% of the respondents say that they can advice society members on ways to be followed to start a school for children and they say that society is confident that they can do it. 12% say they cannot advice the society on this issue.



Table 14 has 90.8% learners who can advice on ways to be taken to combat theft in their area. 9.2% of the respondents say that they cannot advice on that issue and their societies know that they cannot offer such an advice.

Table 15 shows that 76.2% of respondents are trusted by the society to advice what to do when refuse is not collected regularly. 23.8% cannot be approached for advice by society on such issue.

Tables 13,14 and 15 shows 85% of respondents who can be approached confidently by their community members to advice them on issues of development. 15% cannot be approached confidently. This means that the learners in ABET must be encouraged to show what they know and participate in social activities in order to be recognised.

#### **4.2.2. POLITICAL DEVELOPMENT.**

This aspect deals with the way ABET has developed learners politically. What do they know as citizens of

South Africa. How do they react to laws and policies of their country.

#### 4.2.2.1. HAVE THE RESPONDENTS BECOME AWARE OF ISSUES THAT AFFECT THEIR DAILY LIVES.

According to table 16 the respondents show that 79.9% know the importance of voting and its implications on their lives. 20.1% says that they do not know voting's importance or implications. This means that there are people who do not know the reason why they have to choose the government. This is serious and needs immediate attention.

Table 17 shows 85.2% of the respondents who know and understand the constitution. 14.8% of the respondents do not know and do not understand the constitution. It means that there are people who can read and write but their human rights can just be trampled upon because of ignorance.

Table 18 shows 76.2% of learners in ABET centres who know the importance of being a member of the trade

union. 23.8% of the respondents say they do not know the importance of membership of trade union. This has to be investigated because whether employed or not trade unions must be known and their purposes.

According to tables 16, 17 and 18, 80.4% of adult learners do know the importance of matters that affect their daily lives. 19.6% of the adult learners do not know the importance of such issues.

#### 4.2.2.2. INTEREST OF KNOWING YOUR RIGHTS.

Tables 19, 20 and 21 are dealing with the way adult learners show interest in knowing their rights as citizens of South Africa. According to table 19, 92.4% of the respondents know that they have the right to life. 7.6% say they do not know that they have the right to life. It is sad for one not to know that he/she has the right to live and no one is supposed to take their lives away.

Table 20 shows 61.3% of learners who said that they are aware that they can remain silent when arrested.

38.7% of the learners in ABET centres do not know that have the right to remain silent when arrested. The percentage of those who do not know is too high and this says a lot about human rights knowledge.

Table 21 shows 81.4% of respondents who know that they have the right to legal representative in court. 18.6% of the adult learners do not know that they have the right to legal representation in court when being trialed.

According to tables 19, 20 and 21 there is 78.4% of the adult learners in ABET centres that have been researched on that know their rights as outlined in the constitution. 21.6% of the learners do not know their rights.

#### **4.2.2.3. PARTICIPATION IN POLITICAL ACTIVITIES.**

According to tables 22, 23 and 24, the learners are showing their participation in political activities in their area. Table 22 shows 79.4% of learners who can take part in their political parties committee at

branch level. 20.6% of the learners say that they cannot participate in political parties committees.

Table 23 shows 69.7% of the respondents who said they can be factual when defending the policies of their parties. 30.3% of the respondents say that they cannot be factual. This could be because they do not know the policies of the parties, or they do not belong to political parties.

Table 24 shows 70.3% of respondents who can clearly explain the policies of their parties and 29.7% of the respondents who cannot explain the policies of their parties.

Tables 22, 23 and 24 shows 73.1% of respondents who can participate in political activities. 26.9% of the respondents cannot participate in political activities. The reason for this high percentage of dormancy in political parties needs to be investigated because it raises concern.

#### 4.2.2.4. THINGS THAT YOU HAVE KNOWN DUE TO EXPOSURE FROM ABET.

Tables 25, 26 and 27 would like to find out how much do the respondents know some of the things that are helpful to them since they got exposed to ABET.

Table 25 shows 86.6% of learners who have the knowledge of the procedure of obtaining a business license since exposed to ABET. 13.4% of the learners who responded so not know that procedure. This might be because of their lack of interest in business or because they have never been in contact with those who have information.

Table 26 shows 87.3% of the respondents who know the implications of signing a contract. This means that they will need to understand the contents of a contract and know how binding it is on their part before signing it. 12.7% of the respondents do not know the implications of signing a contract i.e. they do not know how binding it is to sign a contract.

Table 27 shows 81.6% of respondents who say that they know the protocol of complaining to the highest officials in government if not treated well by public servants in government offices. 18.4% of the respondents in ABET CENTRES researched do not know that they can follow a certain procedure to complain to the high ranking officials of the government. This is dangerous because one can be abused and no step will be taken against an abuser. This calls for more dissemination of information to the people in all sectors of life.

Tables 25, 26 and 27 shows 85.2% of the learners who attend in the centres investigated say that they have known certain issues that affect their daily lives since they got exposed to ABET. 14.8% do not know these issues.

#### 4.2.3. ECONOMIC DEVELOPMENT.

In this aspect of development the researcher's purpose is to find out how ABET has empowered the learners economically. Have their lives improved or are they

improving since they got exposed to ABET.

#### 4.2.3.1. ECONOMIC KNOWLEDGE YOU RECEIVED FROM ABET.

Tables 28, 29 and 30 address the knowledge of economy that the learners have acquired from ABET. In table 28 it is evident that 86.3% of the respondents have the knowledge of generating income for their families. It shows that 13.7% cannot or have not acquired the skills of generating income. This means that they have not improved on that aspect.

Table 29 shows 86.2% of respondents who can advice o other people on how to generate income. 13.8% cannot advice other people on the ways of generating income. This shows that those who know skills of generating income on table 28 can teach others as it is reflected on table 29.

Table 30 shows 87.5% of respondents who have the knowledge of budgeting for the money before using it.



12.5% do not have that knowledge i.e. they use the money they have without prior planning. This should be taken into consideration because without budgeting prioritising will not take place and one will end up buying what he does not need but what one sees or is at one's disposal.

#### 4.2.3.2. THE HELP THAT ABET OFFERS ACCORDING TO OBSERVATION.

Tables 31,32 and 33 would like to know the observable things that the respondent has seen in the people who have been exposed to ABET not necessarily referring to the respondent him/herself.

Table 31 reflects 81.2% of the respondents who have observed that ABET products are employable. 18.8% of the respondents have not seen the products of ABET being employable. There are people from ABET who completed their studies and could not be employed according to the response of table 31.

Table 32 shows that 92.1% of the adult learners who

responded have observed the products of ABET's performance improving at work. This might be referring even to the respondents who are working. 7.9% have not observed any improvement in performance of ABET products.

Table 33 reflects 86.9% of the respondents who have observed that ABET products have chances of promotion at work. 13% of the respondents have not observed promotability of ABET products.

Tables 31, 32 and 33 shows that there is 86.7% of respondents who have observed the help of ABET to people who were attached to its centres.

#### **4.2.3.3. PREPARATION OF LEARNERS TO ACQUIRE SKILLS AND KNOWLEDGE FINANCIALLY.**

The knowledge and acquisition of skills by respondents from ABET is dealt with in tables 34, 35 and 36. In table 34 there is 87.5% of respondents who have observed ABET products being prepared to

develop skills like sewing and or knitting. This skill can help one be an entrepreneur and create jobs for others. 12.5% of the respondents said that they have not observed that preparation.

Table 35 shows 78.1% of the respondents who said that they observed ABET products who have been prepared to have knowledge of borrowing funds from financial institutions. This means that they know where to go to start a business. 21.9% of the respondents said that they have not observed preparations of learners in that respect.

Table 36 reflects that 75% of respondents say they have seen people being prepared by ABET to be producers and not only consumers. This means that they have started their own businesses and are not only looking at someone to employ them. 25% of the respondents said that they have not experienced this preparation .

Tables 34, 35 and 36 shows 80.2% of the learners who responded to be having knowledge and having observed

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the centre prepare learners for certain skills in the economy and knowledge of it. 19.8% of the respondents said that they have not observed any skill being developed in learners.

#### 4.2.3.1. THE HELP THAT YOUR COMING INTO CONTACT WITH ABET HAS BROUGHT.

This help from ABET to learners is dealt with in tables 37, 38 and 39. This intends finding out what the learners have gained from ABET which made them better people.

Table 37 shows that 75 % of the respondents have gained help from ABET to realise opportunities of making money to maintain their families to maintain their families. 25% of the respondents did not get any help of realising opportunities of making money.

Table 38 reflects that 76.6% of the respondents say that ABET has helped them to develop the desire to start their own businesses. This does not necessarily mean that they already own businesses but

they have interest in starting such businesses.

23.4% have not developed any interest this means more emphasis has to be made to expose learners to opportunities of starting businesses.

Table 39 has 70.5% of the respondents who are able to advice others on how to generate income i.e. ways and means of making money or extra money. 29.5% of these people do not know ways of making money.

#### 4.2.3.5. ECONOMIC AWARENESS BROUGHT BY ABET.

This area deals with economic awareness that ABET has brought to the learners. The projects to start and other means of making money. Tables 40,41 and 42 deals with this issue.

Table 40 shows that there is 82.2% of the respondents who can be involved in making loans from the bank for income generating projects like starting a poultry farm. 17.8% of the respondents also know and are aware of the saving schemes that can bring them more interests. This means that they know options of

money saving and interest rates thereof. 20.9% of the learners are not aware of other saving options that can bring them income and profit.

Table 42 indicates that 81.7% of the respondents are aware of avoiding risks before starting a business. They look at the possibility of products marketability. This means that their chances of making it in business are more because of the care that they have. 18.3% of the respondents are not aware of avoiding such risks. They will not venture into business without looking at the possibilities of sustainability of the business.

Generally tables 40, 41 and 42 shows 81% of respondents who are aware of economic strategies of keeping them viable economically. 19% is not aware of these strategies.

#### 4.3. VIEWS OF FACILITATORS.

This section of the research focussed on the facilitators who are tutors of adult learners. Their

views are very important to see how ABET is impacting the lives of the learners.

#### 4.3.1. POLITICAL DEVELOPMENT.

##### 4.3.3.1. ACCORDING TO YOUR EXPERIENCE DOES ABET HELP THE LEARNERS WHO GET EXPOSED TO IT.

Table 43, 44 and 45 deal with this issue of the knowledge the learners get from ABET. According to table 43 there is 58.4% of learners who have the knowledge and importance of participating in elections. This is according to facilitators. They feel that 41.8% of the learners do not know the importance of elections. This figure is too high and it means that our adult learners are still in the dark.

Table 44 shows 50% of learners who have knowledge and confidence of arguing against an unconstitutional decision. This is half of the total number of learners. This simply means 50% of adult learners do

not know their rights as outlined in the constitution. This implies that a lot of education about issues that affect one's everyday life should be dealt with.

According to table 45 there is 66.7% of learners who have the knowledge of what the constitution is and its importance. This figure is low when one looks at the population of South Africa. It means that 33.3% of adult learners in the centres affected do not know the importance of a constitution.

Generally tables 43, 44 and 45 shows that 58.4% of learners in the ABET CENTRES under study do get necessary help from these centres to know issues that affect them daily.

#### **4.3.1.2. THE HELP THAT THE POLITICAL AWARENESS OF ABET GIVES TO LEARNERS.**

Tables 46, 47 and 48 deal with the political awareness that the learners get from ABET CENTRES. Table 46 shows that there is 81.9% of learners who



have become aware of their rights to join any political party without intimidation. They know that it is not only one party which should be voted for no matter how popular or powerful. 18.1% of the respondents indicated that they are not aware of this right.

Table 47 reflects that 75% of the respondents in the centres under study do think that learners are aware that they can challenge the decision which is unconstitutional, no matter who has decided on that. 25% said that they are not aware of this. This means that those who do not know can be treated in an unfair way without knowing that they can legally act against that decision..

Table 48 indicates that 72.8% of the respondents do agree that the learners in their centres do know the legal implications of signing a contract. This means that they know that a contract is binding and that by contravening it, it can cause trouble to the person affected. 27.2% of the learners are said not to be aware of this binding implications of the

contract. This means they can sign a contract and thereafter contravene it without knowing the dangers involved.

In general tables 46, 47 and 48 reflects that 76.6% of learners are said to be aware of the help that ABET offer them politically. 23.4% are not aware of such help.

#### 4.3.1.3. KNOWLEDGE OFFERED BY ABET PROGRAMME TO LEARNERS.

Tables 49 and 50 deal with the knowledge that the exposure to ABET offer to the learners concerning certain issues of life. Table 49 reflects that there is 58.4% of the learners in ABET CENTRES who have the knowledge of the procedure to be followed to meet high ranking officials of the government. 41.6% of the learners are said not to be having the knowledge of this procedure. 41% is very high and it needs attention. This means that most of our people are still in darkness about their rights as citizens.

Table 50 shows that 58.4% of learners in ABET CENTRES do know the procedure of getting a license for a business. 41.6 is said not to be having any knowledge about procedure of getting a license.

In general 58.4% of the learners do have the knowledge about issues of life and 41.6% of the learners do not have this helpful knowledge.

#### 4.3.1.4. DOES THE ABET PROGRAMME HELP THE LEARNERS WITH THE KNOWLEDGE OF THEIR RIGHTS.

Tables 51, 52 and 53 deals with these rights that ABET exposure make learners aware of. Table 51 reflects that 66.7% of the learners do have the knowledge about their right to life i.e. no one has the right to take their lives away. 33.3% of the learners are said not to be aware of this. This state of affair must be addressed by facilitators who are aware of this situation.

Table 52 shows that 66.7% of the learners have the knowledge about their right to legal representation

in court i.e. they must have a lawyer when appearing in court whether they have money or not. 33.3% of the learners are said not to be having that knowledge.

Table 53 shows that 41.7% of the learners in ABET CENTRES do have the knowledge about their right to remain silent when arrested. What they say can be used against them in court. 58.3% of the learners are said not to be having knowledge about this right. This percentage is very high and it shows that abuse of our people is inevitable. It calls for more education about the human rights.

Tables 51, 52 and 53 show that 58.4% of the learners in adult centres are said to be having knowledge about their rights and 41.6% do not have the knowledge of their rights.

#### 4.3.1.5. DOES ABET MAKE LEARNERS AWARE OF THE FREEDOM THEY HAVE.

Tables 54, 55 and 56 address issues of life like the freedom that the citizens of South Africa have.

Table 54 shows that 83.3% of the learners do have knowledge and are aware of their freedom of speech . i.e. they can say whatever they wish as long as it is not derogative, abusive or defaming. 16.7% of the learners are said not to be aware of this freedom.

Table 55 shows that 75% of learners are aware of their freedom of movement i.e. there is no restriction of where to go and stay as long as that is done legally. 25% of the learners are said to be having this knowledge.

Table 56 shows that 83.4% of the learners do have the information about their freedom of association i.e. they can relate to any person of any race and colour and 16.6 are said not to be aware of this.

#### 4.3.2. SOCIAL DEVELOPMENT.

##### 4.3.2.1. ACCORDING TO YOUR KNOWLEDGE DOES THE EXPOSURE THE STUDENTS GET FROM ABET PREPARE THEM FOR SOCIAL ACTIVITIES.

Tables 57, 58 and 59 address the knowledge that the learners have which prepare them for social activities. According to table 57 there is 66.7% of the learners who have the knowledge to run the meeting procedurally. They know the steps involved in running the meeting successfully. 33.3% of the learners are said not to be having the knowledge of running the meeting.

Table 58 shows 75% of the learners who have the knowledge of motivating members of their communities to participate in cleaning their environment and the importance of doing that. 25% of the learners are said not to be having the knowledge of motivating community members to participate in community activities.

Table 59 shows that there is 83.3% of learners who have the knowledge of showing other community members the importance of participating in activities like school governing bodies. 16.7% of the learners do not have this knowledge and so cannot show people the importance of becoming members of school governing bodies.

Tables 57, 58 and 59 reflect that 75% of the learners have the knowledge of some social activities and 25% do not have that knowledge.

#### **4.3.2.2. DO THE LEARNERS HAVE THE CONFIDENCE TO PARTICIPATE IN COMMUNITY ACTIVITIES.**

Tables 60, 61 and 62 deal with the confidence that the learners have which can help in the participation of social activities. Table 60 shows that there is 58.4% learners who can participate in activities like leading a creche or clinic committees. This shows that they have leadership qualities. 41.6% of the learners are said not to be having leadership qualities.

Table 61 shows that there is 75% of the learners who can advise the youth on important matters like the importance of education and avoiding drug abuse. These are the important issues that affect societies and communities. 25% of the learners are said to be having no knowledge of advising the youth on these issues.

Table 62 reflects that 83.4% of the learners can help the elderly with the ways of getting their government pension grants. This means they have the knowledge of the procedure to follow in order to get to the right offices which can help the elderly. 16.6% cannot help the elderly with the ways of getting their pension grants.

Tables 60, 61 and 62 shows that there is 72.3% of the learners who have the confidence to participate and advice on some important social activities.



#### 4.3.2.3. DOES THE ABET PROGRAMME HELP LEARNERS TO BE CONFIDENT TO START PROJECTS.

Tables 63, 64 and 65 deal with the projects that the learners of ABET can do. Table 63 shows that there is 84.7% of the learners who are confident enough to start self help schemes like stokvels and societies. This means that these people have a vision of bringing the community together around the issues of their interest. 15.3% of the learners are said to be having no confidence in forming such schemes.



Table 64 reflects that 61.6% of the learners in ABET CENTRES are confident to start neighbourhood watch groups in their areas. This means that these people are conscious of helping one another to reduce criminal activities. 38.4% of these people are said to be having no confidence to start projects like the neighbourhood watch groups. This simply means that these people are just centred around themselves and do not consider the safety of their societies. This is a concern and has to be addressed. People have to be made aware of the ways to protect

themselves and not only depend upon the police.

Table 65 shows 69.3% of the adult learners who are confident to begin projects like erecting a school by involving the community members. These people are said to be having the knowledge of important issues that affect their societies and they know the procedures of addressing those issues. 30.7% of the learners are said to be having no confidence to gather the community and address issues like erecting a school.

Tables 63, 64 and 65 show 71.9% of the learners who have the confidence to start community projects of importance.

#### **4.3.2.4. DOES THE EXPOSURE THE LEARNERS GET FROM ABET HELP THEM TO ADVISE THEIR SOCIETIES.**

Table 66, 67 and 68 deal with the knowledge that the learners who have been exposed to ABET have to advise their community members. Table 66 shows 76.9% of the learners who have knowledge to advise societies on

the procedure of getting security in a trouble torn area. 23.1% of the learners are said not to be having knowledge of advising their societies on what to do when the area is troubled by animals. The people need to be made aware of their rights including the right to save and secure environment.

Table 67 shows that 69.3% of the learners in ABET CENTRES can advice their societies where to complain and how to complain when essential services are not rendered e.g. collection of refuse. This is one basic right that people should be aware of, if the refuse are not collected on time and on frequent basis they can become a health hazard. 30.7% of the learners are said not to be having the knowledge of lodging such complaints.

Table 68 reflects that 61.6% of the learners have the knowledge of advising society members of the ways to follow when complaining about negligent civil servants. These people know that their rights should not be trampled upon, they should be served with respect by civil servants. 38.4 % of the learners

are said not to be having knowledge of dealing with negligence by civil servants.

Generally tables 66 ,67 and 68 show that there is 69.3% of the learners who have knowledge to advice their societies since they were exposed to ABET.

### 4.3.3. ECONOMIC DEVELOPMENT.

#### 4.3.3.1. DO YOU THINK THAT YOU EXPOSE LEARNERS TO KNOWLEDGE OF ECONOMIC EMPOWERMENT.

Tables 67, 70 and 71 deals with the economic empowerment that the learners have since they were exposed to ABET. Table 69 shows 83.3% of the learners who have the knowledge of making ways of generating income e.g. small businesses to make money for the maintenance of their families. They know that they do not have to depend on somebody else for employment but they can provide employment. 16.7% of the learners do not have the knowledge of generating income for their families. They only think of getting employment.

Table 70 shows that 63.7% of the learners in ABET CENTRES under study know the ways to be followed when applying for a business license. 41.7% of the learners are said not to be having knowledge of getting a business license.

Table 71 shows that 63.7% of the learners have the knowledge that financial institutions can lend them money to start businesses. 36.3% of the learners do not have the knowledge that they can get funds from financial institutions to start businesses.

Generally tables 69, 70 and 71 show that there is 68.4% of the learners who have been economically empowered to have the knowledge which can help them become economically independent. 31.6% of the learners do not have this knowledge.

#### 4.3.3.2. THE HELP THAT ABET OFFERS TO ITS LEARNERS.

Tables 72, 73 and 74 deals with the help that ABET offer to learners to deal with economic matters.

Table 72 shows that there is 66.6% of the learners who know that there are opportunities provided by the government and other institutions, to train people to start businesses. 33.4% of the learners are said not to be aware of this.

Table 73 reflects 66.7% of the learners who can advice others on how to generate income. They themselves know how to get income and they can share the knowledge they have with others. 33.3% of the learners are not in the position to advice other community members on how to generate income.

Table 74 shows 66.7% of the learners who know of different ways of banking the money to give them more interest rather than keeping it in the house. These learners know that keeping money in the house does not benefit them and they go for the method which will give them more interest. 33.3% of the learners are said not to be aware of these methods of banking which can earn them more interest. This needs to be addressed so that the people can use their money to benefit them.

In general 66.7% of learners have been helped by ABET to deal with economic matters of their lives.

**4.3.3.3. ACCORDING TO YOUR OBSERVATION DOES THE PROGRAMME EMPOWER LEARNERS TO BE ECONOMICALLY SOUND.**

Tables 75, 76 and 77 deal with the observations of the facilitators on the learners who complete from their centres, how they fit in the economic system of the country.

Table 75 shows that 66.7% of the learners who complete from ABET CENTRES that have been researched on are employable. 33.3% of these learners are not employable. They do not immediately get the job from the job market. This could be because they do not have the skills needed by the job market or because people of the same skills are produced and the market is gloated. This has to be looked into to find out exactly what the cause of this high rate of unemployment could be.

Table 76 shows that 66.7% of the learners have the confidence to occupy high positions in their work place. This shows that ABET is helping people to be leaders in their work places and to carry more responsibilities. 33.3% of the learners are not confident enough to occupy high positions in their work places. This means that their exposure to ABET has not helped them to be responsible as leaders.

Table 77 shows that 50% of the learners in ABET CENTRES are economically independent. They do not depend on the employer. This shows that a lot of people, 50%, depend on the employers. This problem has to be dealt with in order to ensure that ABET CENTRES' products become employers and become economically independent.

Tables 75, 76 and 77 shows that 61.1% of the learners are empowered by ABET to be economically sound. 38.9% are not economically sound.



4.3.3.4. ACCORDING TO THE EXPERIENCE OF THE FACILITATORS HOW DOES ABET HELP THE LEARNERS TO BE EMPLOYABLE OR HAVE BUSINESSES, SKILL, PROVISION AND IMPROVEMENT OF LIVES.

Table 78, 79 and 80 deals with the above mentioned question. Table 78 shows that 45.6% of the learners are confident enough to say that they have been empowered economically and they can show this empowerment by a business or employment. 54.4% of these learners cannot confidently say that they have been economically empowered.

There is a high percentage of learners who do not have means of generating income according to facilitators. This means that some skills that are economically inclined have to be taught in order to reduce the high level of people who cannot provide for themselves.

Table 79 shows that 45.5% of the learners have their lives changed for the better since they got exposed to ABET. They are economically stable and have means of generating income. 54.5% of learners' lives have not changed for the better since they got exposed to ABET. This high percentage of learners whose lives were not changed suggests that ABET programme will have to be revised and redesigned in such a way that it will meet the needs of the people.

Table 80 shows that 72.8% of the learners have been empowered to survive by generating income. Since table 79 says only 45.5% of learners' lives have been improved it could mean that the difference between the two tables might be that some of the learners are not utilising the skills that they have, or that there is less turnover in the businesses they have ventured into. 27.2% of the learners are said to be having no skill that can make them survive by generating income.

Tables 78, 79 and 80 shows 54.5% of the learners who according to facilitators experience are confident to

say ABET has empowered them economically. 45.4% are said not to be having confidence of the help provided to them by ABET.

#### 4.4. VIEWS OF MANAGERS.

In this part of the research the study concentrated on the views given by the managers or the adult education specialists based at the district office. The organising teachers report to them and they liaise with the head office. The study intends finding out from them. How they view adult education's impact in the learners of the district that they are serving.

##### 4.4.1.1. ACCORDING TO YOUR OBSERVATION DO YOU THINK THAT EXPOSURE OF LEARNERS TO ABET PROGRAMME CAN HELP THEM BE ASSETS OF THE COMMUNITY.

Table 81,82 and 83 address the way ABET makes the learners fit into their societies and be of good help to it. Table 81 shows 100% of the respondents

positive about the programme.

#### 4.4.2. POLITICAL DEVELOPMENT.

##### 4.4.2.1. Do you think that ABET exposed the learners to political development.

Tables 96, 97 and 98 address the political development that ABET offers to learners. Table 96 reflect 100% response which says the learners are exposed enough to political development like knowing the importance of the constitution.

Table 97 show 100% responses that learners from ABET know the importance and implications of voting.

Table 98 reflects that 100% of learners in the ABET CENTRES researched know the clear difference between the national and provincial governments.

4.4.2.2. Do you think that learners from your centres can easily understand their rights.

Tables 99, 100 and 101 deal with the rights of the learners as enshrined in the constitution of South Africa. Table 99 shows 100% response which says that learners are aware of their right to legal representation in court. They are said to be knowing that they can have a lawyer in court whether they have money or not.

Table 100 reflects 100% response saying that learners from ABET know that they have the right to life and healthy environment.

Table 101 shows 100% response which says that learners know that they have the right to remain silent when arrested because what they say can be used against them in court.



Tables 99, 100 and 101 show that learners are aware of their human rights as viewed by managers of ABET in Mafikeng district.

4.4.2.3. According to your observation does the exposure the learners get from ABET make them realise their total freedom.

Tables 102, 103 and 104 are dealing with the freedom that South Africans have and they find out if learners are aware of them. Table 102 shows 100% of the learners who know about their freedom of movement i.e. they are not restricted to staying in a certain areas only but can go to any town or city in the country as long as they have the piece of land to legally live on.

Table 103 shows 100% response that learners in ABET CENTRES know that they have the freedom of speech. They can express themselves freely as long as it is not vulgar or abusive.

Table 104 shows 100% response that learners are aware of their freedom of association and religion. One is not restricted to mix with certain people only and can worship under any faith of his choice.

4.4.2.4. Do you think that exposure to ABET helps your learners to know the importance of some activities that affect their daily lives.

Tables 105,106 and 107 deals with the activities that learners are supposed to know in order for their lives to run smoothly. Table 105 shows 100% of the learners who know the importance of protocol when one desires to address his views to government leaders in high positions.

Table 106 reflects that there is 100% of learners who know fully the importance of understanding the contract before signing it. They know how binding the contract is.

Table 107 shows that there is 100% of learners who understand the dangers of running away from responsibilities like paying tax.

4.4.2.5. Do you think that learners from your centres are exposed to enough political awareness.

Tables 108, 109 and 110 deal with the political awareness that ABET offers to learners. Table 108 shows 100% of the learners who know the right channels to follow when applying for the gun or business license.

Table 109 shows 100% response that the learners in ABET CENTRES are aware politically that they can use their own discretion when choosing the political home. They know that they should not be intimidated to join any political party.

Table 110 shows 100% of the learners who are aware of their rights and can argue if a teacher tries to take action which is unconstitutional in their class. They know the bill of rights.



### **4.4.3. ECONOMIC DEVELOPMENT.**

#### **4.4.3.1. DO YOU THINK THAT ABET EXPOSURE HELPS THE LEARNERS TO PERFORM THESE ECONOMIC ACTIVITIES**

Tables 111, 112 and 113 deal with the help that the learners receive from ABET exposure. Table 111 shows 100 % response that the learner have been helped by ABET to the extent that they can be able to generate income.

Table 112 shows 100% of the learners who have been helped by ABET and can apply for business licenses.

Table 113 shows 100% of the learners who have the knowledge that financial institutions can lend them money to start businesses.

According to these three tables the managers are saying learners from ABET centres have received good help and are developing well economically.

#### **4.4.3.2. According to your observation what does the programme offer the learners.**

Tables 114, 115 and 116 deal with how ABET prepares the learners to be competent wealth generators as viewed by the managers. Table 114 shows that there is 100% response which says that they receive the

necessary skills to be demanded by the labour market.

Table 115 shows 100% response from managers affirming that learners from ABET are confident enough to occupy high positions of leadership in their work place.

Table 116 says that 100% of the learners are economically independent. They are able to generate income for survival. They do not only depend upon the employer.

Tables 114, 115 and 116 still reflects the confidence that the managers have on the ABET programme. They do not have any doubt that this programme empowers learners economically.

#### **4.4.3.3. Do you think that exposure to ABET has opened up the eyes of the learners to economic opportunities.**

Tables 117, 118 and 119 deal with the opportunities that are at the learners' disposal to use for their own development.

Table 117 reflects that there is 100% response from the managers who are of the opinion that ABET has opened the eyes of the learners to more opportunities of training by government and funding to start small businesses.

Table 118 shows that 100% of the respondents have confidence in the learners that they are motivated to advice other society members to start businesses. They are confident of the empowerment they get from ABET centres.

Table 119 shows 100% of the learners to be aware of many opportunities and options of banking not only one type. This means that learners will go for the one which will give them more interest.

Tables 117, 118 and 119 show that the managers are still for the ideas that ABET is serving its purpose.. It is empowering the learners economically.

#### **4.4.3.4. According to your experience does ABET fully serve its purpose.**

Tables 120,121 and 122 deal with the way ABET has empowered and changed the lives of the learners.

Table 120 shows 100% response which affirms that there are learners who have been exposed to ABET whose economic lives have changed for the better.

Table 121 reflects 100% respondents who say that they can proudly announce that ABET is empowering its learners economically through sewing and

knitting.

Table 122 shows that 100% learners receive the economic skill that can make learners survive. They can make ends meet by using their skills to generate funds.

Tables 120, 121 and 122 are once more reflective of the confidence and trust that the managers have on ABET when it comes to empowerment.

#### 4.5. SUMMARY AND CONCLUSION.

According to the responses of the questionnaires one can say there is a picture of how ABET is impacting the lives of the learners in the Mafikeng district. This research is concentrating on the Grade 12's and it is hopeful that they clearly understand the effectiveness of the programme on their lives. One now summarises the responses of the stakeholders involved. This will be according to the aspects which were addressed.

##### 4.5.1. LEARNERS.

The learners were giving their own experience. They are the people that we can solely depend upon their responses. This is because they are at the receiving end of the programme and the whole exercise rotates around their lives. They are the people to tell how effective the programme is to their developments in

life. The learners' responses are exactly what is happening not what they think. They are not just giving their views but the practical situation happening to them.

#### 4.5.1.1. SOCIAL DEVELOPMENT.

The responses of the learners in this aspect shows 81.7% affirmation that ABET is developing them socially. 18.3% of the learners say that they are not socially developed since they got exposed to ABET. The negating percentage is low as compared to the affirming. This should however not just be taken as insignificant and ignored.

The 18.3% should be considered seriously and loopholes should be dealt with accordingly in order to bring everybody on board. It is imperative to find out what the causes of this failure to empower the unaffected learners could be. ABET can on the other hand be congratulated for being effective in addressing this important issues that makes one of the core elements in the lives of the social beings. So generally it can be said that ABET in the Mafikeng district is addressing the needs of learners socially.

#### 4.5.1.2. POLITICAL DEVELOPME

This is one area which cannot be avoided. The life of a person is surrounded by political influences. Almost everywhere and everything one does, an element of politics

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is included. The learners need to be up to date with developments in their country and even worldwide. Those developments affect their lives either directly or indirectly.

The responses of the learners in political development reflects that 79.3% of the learners affirm that they have been empowered since they got exposed to ABET. 20.7% of the learners say that they have not been politically developed by being exposed to ABET. 20.7% is a substantial figure. It has to sensitise the facilitators, specialists and directors of the lack of impact that ABET is having on some learners. These learners should not be ignored but should receive a necessary attention.

ABET can again be congratulated on the 79.3% effectiveness. This says a lot about the endeavours of the stakeholders to develop a complete person who is geared to the changing times and circumstances of this world.

#### 4.5.1.3. ECONOMIC DEVELOPMENT.

Economy is one area of life which cannot be ignored at all. This area can cause stagnation of life and frustration when not given due consideration. It is expected that when one is exposed to education then the economic life of a person should change.

According to the responses of the learners 82.1% do agree

that ABET has played an important role in developing them economically. These people are saying that ABET is helping them realise their potential and they utilise their skills for the benefit of their families and the country at large. 17.9% of the learners are not realising any economic development in their lives. This percentage should not just be ignored and instead of rejoicing about the 82.1%. The role players in ABET should be concerned about the 17.9% and should seek ways of bringing equity amongst the learners or at least close the gap to the lowest and insignificant difference.

#### 4.5.2. FACILITATORS.

These are the other important role players who come into contact with the learners on daily basis. They are the people who have to understand the frustrations and joys of the learners. They are the people who can see progress of learners and have to know where most even if not all of the learners end up. They need to be in the position to assess whether their endeavours are paying dividends or is this just a vicious circle of producing incompetent and dependency burdens. However these people give their views and what they see from a distance. Their views are very important as educators and trained personnel to deal with the holistic development of a person. This is how the facilitators viewed the learners' development in three aspects of life under scrutiny in this study.

#### 4.5.2.1. POLITICAL DEVELOPMENT.

According to facilitators ABET has developed the learners politically in an unsatisfactory way. This is just an average development. The figure shown by facilitators is 55.4% which reflects affirmation of development. 44.6% of the learners are said no to be developed politically. The comments of the facilitators are that ABET concentrates more on academic matters rather than issues of life. They are saying that ABET looks more at the learners receiving certificates.

The views of the facilitators differ much with the responses of learners. This might be because the learners meet with other fellow learners and when they converse they might get the ideas which develop them. The questions were stressing exposure to ABET. This exposure might be informal or non formal that might be the reason why there is such a vast difference of 26.7% between learners and facilitators concerning development in political matters.

#### 4.5.2.2. SOCIAL DEVELOPMENT.

According to facilitators there is better development in the social aspect of the learners. This says a lot about the interaction of learners to learners and learners to facilitators. The facilitators were able to detect 72.1% development in the social aspect of the learners' lives. 27.9% of the learners are said to be socially underdeveloped according to facilitators.



The difference between facilitators and learners is 9.6%. This is not a big difference. It shows that there has been a quite substantial development in the social aspect of learners in ABET CENTRES. The difference has to be closed and the role players should work towards attaining 100% of development.

#### 4.5.2.3. ECONOMIC DEVELOPMENT.

Facilitators view the economic development of the learners differently from the learners themselves. Facilitators say there is 62.7% development in the economic life of the learners. 37.3% according to facilitators did not get any economic development from ABET. The facilitators are watching but it is from the distance, that might be the cause of this differences of opinion.

The difference between the figures given by learners and facilitators is 19.4%. This is a vast difference and again it can be said that the gap should be closed. Harmony, co-operation and hard work amongst all involved should prevail in order to close this gap and work towards actual development which is visible to all.

#### 4.5.3. MANAGERS.

The managers are also the important role players in the development of the ABET programme. They are not in contact with learners on daily basis but they understand their

performance and developments from the information they get from facilitators. They do observe the learners in some cases. They also depend on the structure of the syllabus designed for adults to assess the level and kind of developments that might be taking place in the learners.

In this study only two managers based at district office took part. They are the only ones available in the district. Their views are completely different from those of learners and those of facilitators. Their number has to be borne in mind when assessing their contribution to this research.

#### 4.5.3.1. SOCIAL DEVELOPMENT.

According to the managers or ABET specialists in the Mafikeng district there is 100% development in the social aspect of the ABET learners. They did not see any hiccup which might have hampered the development of the learners socially. They differ with learners and the difference is 18.3%. Their difference with facilitators is 27.9%. The distance of the managers from the learners might be the cause of this difference. According to them an ideal situation should produce 100% development but it is evident that in practise this does not easily occur.

#### 4.5.3.2. POLITICAL DEVELOPMENT.

In this aspect the managers again viewed the development differently from both learners and facilitators. They viewed the political development in learners as 100%. Their difference with the learners is 20.7% and the difference they have with the facilitators is 44.6%. There is a vast difference in the way facilitators and managers view the development. It is advisable for the two parties to work hand in glove with the learners and observe how the programme they offer benefit the learners.

#### 4.5.3.3. ECONOMIC DEVELOPMENT.

Managers as the go between of the head office and facilitators on ground view the ABET programme as yielding 100% return in the clientele they are serving, on the economic aspect of life. They differ with the clientele which is the learners with 17.9% and they differ with facilitators who are implementors of the syllabus with 37.3%. They have their own views and their own reasons why they view the developments in this way.

In conclusion of this analysis one can say that ABET is having an impact in the lives of the people. It is

developing them even though not at the highest rate but their endeavours are acceptable, when looking at the resources available i.e. the physical and financial resources. There is always a complaint of cost containment by the department but there is improvement in the lives of the people according to the questionnaires that have been used to gather data.

## CHAPTER 5

### 5. SUMMARY, RECOMMENDATIONS AND CONCLUSION.

#### 5.1. SUMMARY.

In concluding this research one has to look at a number of important contributions from other researchers who have treated almost the related study. Also one will have to look at the views of the people who took part in the research i.e. stakeholders of the ABET programme in Mafikeng.

The main objective of this study as stated from the beginning is to see how effective has ABET been to the social, political and economic development of adult learners in Mafikeng. Thompson(1985) view adult education as the one which encourages growth of personal development and it supports greater community awareness and involvement. This educationist views adult education as increasing the potential of learners to perform their duties to the best of their abilities. He further says that it makes learners to

come into terms with the skills and become experts in the skills. This expertise leads to better performance and high production which will improve the life of a person doing the job.

### 5.1.1. ANTIGONISH MOVEMENT IN CANADA.

The Antigonish movement in Canada was action based it was not only academic. What it means is that it was looking at developing the skills which will empower the workers economically. This movement also addressed the social development of the clientele it served. There is no way one can develop to be a balanced person if one does not develop in all aspects of life. We see this movement trying to address issues that are of importance and concern to any developing or even developed countries.

### 5.1.2. HIGHLANDER IN TENNESSEE.

It is evident in Tennessee that the movement called the Highlander also was concentrating in developing the whole person. This movement stressed the revolution to change basic political and economic conditions of the people. This movement achieved a great deal of work by educating the negroes to pass the voting test. Their political rights and awareness were met by this movement. This movement also addressed poverty that means it was addressing the economic aspect of the people. For one to be politically, socially and economically developed one must firstly be intellectually developed, one must be able to think independently and should not allow any form of indoctrination. This is what the second chance to learning did to the learners who enrolled with it. They ultimately credited it for being so good to have conscientised them politically.

These examples are trying to justify the importance of political, social and economic development. These countries are developed today. They are regarded as the first world countries because they did not ignore the role that can be

played by adult education to develop the people.

### 5.1.3. NICARAGUA.

As it was highlighted earlier on. The three areas of development being addressed by this research will succeed only if they can start with intellectual development. Nicaraguans did everything in their power to liberate their fellow countrymen from the oppression of ignorance and illiteracy. This campaign to get rid of illiteracy attained political and economic goals.

Thompson (1982 : 292 ) says attainment of literacy was not only academic but brought about employment of people. When illiteracy rate dropped the three areas under research which are political, social and economic development improved and became better.

### 5.1.4. BRITAIN.

In Britain Waylor (1987 ) says that adult education was seen as a tool of providing opportunities for increased computer literacy and awareness of new technologies. This means that



economic aspect of their lives is developed.

#### 5.1.5. SAEMAUL MOVEMENT IN KOREA.

In Korea the Saemaul movement helped to reduce poverty and it empowered rural citizens economically. Agriculture and industry were revived and Saemaul education was used to enlighten people about the development. The movement offered social and political supports and cultural change in rural communities. Amin says that social development can come through the process of requalification of labour. This is the only way to follow on the footsteps of the developed countries. These are just but a few examples which reflect the way adult education is changing the lives of the people socially, politically and economically.

#### 5.1.6. ETHIOPIA.

This development did not only occur in countries outside the continent of Africa. Even though African countries are still regarded as developing there is a lesson that can be learned from some of these countries. In Ethiopia the students of Addis Ababa embarked on adult literacy campaign.

They saw literacy as being central to political and social change. Literate Ethiopians were trained for different jobs and this developed them economically.

### 5.1.7. SENEGAL AND NIGER

In Senegal and Niger the movement called Animation Rurale was started. It intended addressing participation of rural adults in the economic development of their country. They depended on the productivity of their rural citizens and not on foreign investment. The masses were educated to take part in modern institutions. This increased their profits from agricultural production and reinvested it in their communities. These people became the basis for regional and national economically self sufficient and politically self reliant organisation. When commitment is there in the government and the citizens of the country, those who are disadvantaged can be brought on board and this will help to develop the country in general.

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It is clear that adult education which is properly planned and whose policies are implemented fully can bring the good and desired results. The Peasants became economically more

productive and politically more directive. It is clear that Africa can develop by promoting education for the adults.

#### 5.1.8. ALGERIA.

In Algeria there was a lot of training to the adults. Literacy was promoted in order for them to develop economically. Literacy was regarded as important for development because being illiterate does not consist simply of inability to understand written messages but it consists of the whole situation of inferiority and incapacity. Incapacity affects production thus perpetual dependency on other people. In Algeria a three year pre-plan was put in place to start economic and social activity suited to the national political options.

It is evident in the countries that have been referred to for this research that the three aspects of development social, political and economic developments were at the core of the strategies used. One cannot say these countries attained 100% success in their endeavours to address the problem of adult illiteracy which is the main contributing factor towards underdevelopment in the world. Illiteracy

has to be addressed before the people could develop in the three areas of life under scrutiny.

#### 5.1.9. SOUTH AFRICA.

In South Africa adult education was identified as a crucial feature of any sustainable strategy of economic renewal and well being of society. This was done even before the new democratic dispensation. Congress of the South African trade unions (Cosatu) in 1987 resolved that education for the working class should ensure politicisation, mobilisation and conscientisation. To liberate their society and transform it into an economic, social and political system that will serve the needs of the oppressed and exploited, Pam Christie (1991 : 219). The African National Congress before it could lead the government was for the idea that there should be the education system which will be empowering and should stress practical education which can make a person employable or have skills to employ oneself, NEPI (1993 :78).

This shows how the organisation was concerned about economic development of those who go through the ABET system. They saw adult education as a means for political and social

change. This system was seen as a social movement concerned with social transformation and practical participation.

Education is of no use and worth if it does not address the social aspect of a person in order to fit well and benefit the society and community where he/she lives.

The organisation also saw adult education as a means of political emancipation of all who were previously disadvantaged by the former system. Since the African National Congress is now leading the government, is their vision for ABET in place. There has been a change in names but the policies in adult education have not changed from the apartheid and homeland governments before 1994. The inspectors of adult education have just been named education specialists. The centres around Mafikeng are the ones that existed in the former homeland. The facilitators are still complaining of not being paid on time and the government is not giving them any training. The curriculum has not changed much since the new dispensation in 1994.

#### 5.1.10. CONCLUDING REMARKS.

According to the study performed by the researcher in the Mafikeng district of the North West Province, there is development in the social, political and economic aspects of the ABET learners' lives. This study has shown that the learners are positive about the developments they get from the ABET programme. 81.7% in social development. One can say that there is improvement in that aspect. This means that the learners are now aware of what their responsibilities are as members of the societies. They can now participate in community projects. They know that they are the hands of the government and that without them nothing good can be achieved by the government of the day. The study also found out that 79.3% of learners are politically developed. This development is evident in the learners of Mafikeng, some have been in the centres even during the apartheid era development observed might have started then.

In the economic development the learners say that they have developed up to 82.1%. This percentage is acceptable even though the remaining percentage is high when one considers

the number of South Africans in Mafikeng who are without any source of income. ABET is developing its learners to be economically independent. One can at this stage say ABET is playing an important role in empowering our people economically in this district under study.

The facilitators do acknowledge that there is development brought about by ABET. They however view this development differently. They feel that ABET is not doing enough to address the social, political and economic development of learners. According to their responses they reflect that there are still shortcomings in achieving total development. In their comments they reflect this picture about ABET.

#### **5.1.10.1. POLITICAL DEVELOPMENT**

The facilitators are of the view that 55.4% of the learners are politically developed. They are saying that ABET is not doing enough to address this issue. Facilitators are of the opinion that ABET should not only concentrate on academic education but practical education which will make the learners better people who are developed in all aspects that are discussed here not only the intellectual aspect. They

feel that there is more emphasis on certification of the learners but not empowerment to be politically aware of the situation in the country.

#### 5.1.10.2. SOCIAL DEVELOPMENT.

The views of the facilitators are that 72.1% of the learners are developed socially due to their exposure to ABET. In this aspect the facilitators have commented that their learners do occupy some leadership roles in the societies where they reside. When learners are socially developed they contribute towards the success of their societies. This means that they are able to advise on some societal issues like promoting relations and unity. They know of ways to follow in order to engage the government and other organisations in the development of the communities. These people are in the committees like the R.D.P. and Masakhane. It must on the other hand be borne in mind that the remaining number of learners who are not developed should not be ignored but should be catered for. The programme should be designed in such a way that it caters for all.



### 5.1.10.3. ECONOMIC DEVELOPMENT.

The facilitators have shown confidence in 62.7% of the learners who are economically developed. These are the learners who can generate income to maintain themselves or their families. They are the people who are either employable because of the skills they have acquired or have businesses and can employ others. ABET is said to be providing skills like sewing and knitting. Those who complete can get jobs from big factories or can start their own small businesses.

It is imperative for the facilitators to review on yearly basis the extent of development that their programme has offered to learners. The economy of the country will be stabilised if disparities of the apartheid and all the years of the nationalist party Government can be addressed. As long as the majority of the people are illiterate economic revival will remain a dream which cannot be attained. Programmes like ABET are therefore a vehicle to use to successfully boost the economy this will happen if they promote economic independence like small businesses.

#### 5.1.10.4. MANAGERS

The managers have viewed the developments brought about by ABET differently from the learners and facilitators. They look at the programme the way it has been designed and they expect all its objectives to be met. According to their observations and experience ABET is attaining excellent results. They do not see problems when it comes to development of ABET learners.

#### 5.1.10.5. SOCIAL DEVELOPMENT.

According to them there is 100% development in the learners. They do not have any of the people who pass through ABET, go through it and still lack in social development. They differ with the views of the learners and facilitators. If this is the case then it must be considered seriously.

#### 5.1.10.6. POLITICAL DEVELOPMENT.

The views of the managers also reflect 100% political development in learners. According to them the ABET programme is performing excellently. It should be worked

hard in order to achieve the 100% development viewed by managers. One can finally say the managers will have to make a follow up on the programme and as the link between head office and the centres. They must ensure that what comes from the curriculum planners is up to standard. They should make sure that what the learners get will indeed develop them politically by addressing the issues of life that affect them daily.

#### 5.1.10.7. ECONOMIC DEVELOPMENT

The managers' views are that there is 100% economic development in learners. What they mean is that ABET programme is perfect in addressing the economic disparities of the past. Their views suggest that the learners have all the necessary skills and are generating income in one way or the other. What the learners are saying should be considered and not only what is thought to be the ideal situation.

There must be a thorough work which must be done in order to achieve 100 % development. This will take years. Financial constraints of the government will have to be addressed in

order that the ABET programme can be funded effectively.

After thorough funding then empowerment of the learners will possibly increase.

## 5.2. CONCLUSION.

This study has tried to look at the role played by adult basic education and training in developing the adult learners of Mafikeng with special reference to political, economic and social development. The learners have given their views on how ABET is developing them.

According to what has transpired from the responses of the learners, facilitators and managers there is progress in what ABET is doing. ABET is affecting the lives of the learners in its centres. There is no way that the people can develop if all stakeholders are not fully committed and not putting all their efforts in ensuring the success of the programme.

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The developed countries like Britain and Canada which have been mentioned in the research, did consider adult education and because of that they succeeded to empower their people.

In Korea the Saemaul reduced poverty in rural areas and closed the gap between the rural and urban people's difference of development.

South Africa can redress the imbalances of the previous apartheid regime prior to 1994 if ABET can be used efficiently. Adult education should not only be the responsibility of the government. Business sectors should contribute a lot of financial and physical resources towards the success of this programme. The response to the improvement of the previously educationally disadvantaged will promote the spirit of unity and oneness. One area which is very important is training of personnel which can teach adults. This is important because the needs of the adults are different from those of the youth.

Emancipation of South Africa from the shackles of ignorance into the green pastures and still waters of knowledge and competence can be brought about by joint efforts of all the progress and success loving South Africans, who will join hands with the government and enlighten our people who have been unfortunate not to be as empowered as the others academically and vocationally. The programme should hasten

to consider the recommendations given and South African adults in ABET CENTRES in rural and urban areas will be fully developed socially, politically, economically, emotionally and in any other way of life.

### 5.3. RECOMMENDATIONS.

#### 5.3.1. SOCIAL DEVELOPMENT.

##### 1. RECOMMENDATION.

Promotion of interaction and sharing of ideas.

##### 1. MOTIVATION.

In social development there must be enough time of interacting amongst the learners. The facilitators should try to motivate co-operation and sharing of ideas in order to get the successful ways that other communities use. Racial barriers should completely be done away with. It is in social and racial interaction that the societies can learn some of the good

ways that others are successfully implementing. This racial interaction will create conditions for learners to discuss the cultural, religious and traditional differences. This will promote the feelings of oneness, harmony and racial acceptability. Learning will be taking place when these discussions are taking place and ultimately development will occur.

## 2. RECOMMENDATION.

Involvement of facilitators in promoting interaction.

## 2. MOTIVATION.

The facilitators can be very much influential in planting the seed of social development. Even though there is no specific area in the syllabus which deals with this development. It is the responsibility of the facilitators to bring it into picture. They are the people to promote participation of their learners in social activities. They should do everything in their power to instill confidence that is needed to address social problems and concerns.

### 3. RECOMMENDATION.

Planning of the syllabus to be relevant with the social needs.

### 3. MOTIVATION.

The planners of the curriculum should have at the back of their minds, the way in which the programme and curriculum that they plan can empower learners socially. The aspects of life which are seen to be lacking in societies should be addressed even though not in detail but just to stress them and make learners aware of their existence and importance. The needs of the learners must be of primary importance when designing the curriculum.

### 4. RECOMMENDATION.

Involvement of non governmental organisations (N.G.O.) in educating the adults.



#### 4. MOTIVATION.

The state and the non governmental organisations should help a lot in promoting the social development of the nation through education. Particularly adult education. It is easy to teach the young people in schools about the diseases like AIDS and Gonorrhoea but the problem is that in most societies such things are still a taboo. It is therefore very imperative for the other bodies to help re-educate our adults about the real issues of life that affects and threaten the well being of humanity e.g. hygienic and sanitary practices to reduce the spreading of diseases like cholera and diarrhoea in children.

Good feeding practices to avoid complications like malnutrition and related diseases like pellagra and kwashiorkor nutritive feeds should be recommended this should be broad having in mind the diversity of cultures, their preference of food should not be ignored. Food should be of high quality and nutritive. Adult education can be the effective tool to the societies which will be sober minded and very considerate and enlightened when they have to face the real issues of

life. It is therefore strongly recommended that social developments should be stressed and those who facilitate should be broad minded when addressing this issue not only look at one aspect of the development.

### 5.3.2. POLITICAL DEVELOPMENT.

#### 1. RECOMMENDATION.

Involvement of the general public particularly N.G.O.'s in promoting political development.

#### 1. MOTIVATION.

It is very important for everybody who has knowledge of what is happening to bring to board all other people who are still lagging behind. Knowledge acquired will help people to be responsible and accountable, there will be no excuse of not knowing the law and their rights.

Facilitators in ABET CENTRES can again play a very important role in highlighting important facts of life that are politically related. Education can be used to

undo the damage which was caused by Bantu Education.

Awareness of the human rights as enshrined in the constitution of the country should be stressed.

## 2. RECOMMENDATION.

Involvement of the business sector with their funds.

## 2. MOTIVATION.

There are basic things that are done on daily basis that are mostly ignored and make people lend in trouble e.g ignoring the importance for signing the contract and implications of avoiding tax. Without enough funding there cannot be enough staff and facilities to achieve the desired goals. Undoing the damage done by the previous apartheid regime is a very big task which cannot be achieved by government alone. The business sector should play a role in addressing this issue since the government is not a profit making organisation.

### 3. RECOMMENDATION.

Involvement of the media in addressing the political aspects of adult learners.

### 3. MOTIVATION.

National public broadcasting services can be used to empower the public about the developments that most people need. There should be time slots used to come up with programmes that are beneficial to the people.

Congratulations to the department of justice and ( South African Broadcasting Corporation 3) SABC 3 for the programmes like justice for all. . These are the empowering programmes that can help to emancipate the people from the bondages of ignorance and abuse.

### 4. RECOMMENDATION.

There should be involvement of all the government departments in enlightening the citizens about their responsibilities in political matters.

### 3. RECOMMENDATION.

Involvement of the media in addressing the political aspects of adult learners.

### 3. MOTIVATION.

National public broadcasting services can be used to empower the public about the developments that most people need. There should be time slots used to come up with programmes that are beneficial to the people.

Congratulations to the department of justice and ( South African Broadcasting Corporation 3) SABC 3 for the programmes like justice for all. . These are the empowering programmes that can help to emancipate the people from the bondages of ignorance and abuse.

### 4. RECOMMENDATION.

There should be involvement of all the government departments in enlightening the citizens about their responsibilities in political matters.

#### 4. MOTIVATION.

It should not be the responsibilities of one department only but all the departments should join hands and empower the people politically. Department of finance with the tax system because without tax there cannot be any development. Safety and security with the importance of being loyal by the communities and not hide the criminals. Department of Health with the awareness of the rights of patients and the way the communities can contribute to better services in hospitals and clinics.

This must be a joined responsibility of every citizen who is knowledgeable about the system in the area he/she is engaged and rendering service.

#### 5.3.3. ECONOMIC DEVELOPMENT

##### 1. RECOMMENDATION.

Empowerment of parents with skills to generate income.

## I. MOTIVATION.

Economy is the foundation for all other activities that can take place. Without sound economy the social and political system will crumble and fall. When people are hungry and needy they will resort to violence and criminal activities. Social strata will be disturbed and morals of the society will fall to pieces. It is very important for the adults to be economically viable in order to bring up their children under control and order.

When children go hungry they tend to flock together in the streets and around shopping centres. This behaviour breeds snatching and stealing from those who have.

This creates gangsterism and hooliganism which ultimately renders the country ungovernable.

It is important for the adults to acquire skills to be able to generate income. This can be achieved by training which is relevant to the needs of the adults.

Curriculum planning should be in such a way that the products of ABET will be marketable or will be entrepreneurs themselves. Education is directly relevant to economic revival. It is therefore important to educate

in order to empower the people and make them independent economically that is not depend on the employer but create employment.

People who are not economically independent become the dependants of the government and will always be looking forward for handouts. The education offered should not be the one which will make a person economically dormant even after receiving it. It is therefore imperative to fully introduce technological courses that will make the learners creators of wealth not just consumers.

Practical agriculture should be seriously considered e.g. gardening, poultry and small stock farming. This can boost the economy because no one will be a beggar.

## 2. RECOMMENDATION.

Retraining of the workers to meet the economic needs of the country.



## 2. MOTIVATION.

Non governmental organisations should be involved in retraining of the workers. This must be in accordance with the changing employment market needs. It is evident that today's world does not need muscles like before but it needs skill to operate sophisticated machines in order to increase production, people need to be trained and decolonised. J.N. Le Roux in 1945 said the natives should not be given any academic education, if they do who would do the manual labour in the community. Christie (1991:12). People should be retrained and shown their worth irrespective of their skin colour.

It is unfortunate that some people are rendered redundant and inefficient. These people can be retrained to fit into the new system or should be redirected to something they can do best.

## 3. RECOMMENDATION.

Production of workers must at all cost be increased.

### 3. MOTIVATION.

The education system should aim at increasing existing production levels. It must be production orientated. It must generate production alternatives that will help to solve the problem of unemployment. It must be stressed by facilitators and all stakeholders during training that laziness will bring poverty and suffering. Production has to be the measuring stick for development. If one cannot show what one has produced then no development has occurred. There should be continuous assessment of one's progress and developmental measures should be employed to increase productivity e.g. in service training.

### 4. RECOMMENDATION.

Change of mind set is very important before one could be involved in production.

### 4. MOTIVATION.

Paradigm shift is important before all the good plans could be implemented. People should be redirected. They

should start to see life differently and should have the clear vision of where the system is going to and how it intends arriving there. People should be made responsible and accountable for every action towards production. They must see themselves fitting perfectly in the picture and how their performance will promote the success of the whole project. With the old mentality people will not move a step forward but will continue to cry for the past, which they were also crying to get out of.

Adult education should be an integrated process of multiple training generated as a function of life and different needs. It must be a diversified educational process that aims at making adults aware i.e. knowing what is happening in the economy. How it is happening and why it is happening. They must also be active not stand and watch and should be efficient subjects in production and development.

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**QUESTIONNAIRE NO.**

**QUESTIONNAIRE TO MANAGERS**

1. PLEASE ANSWER THE FOLLOWING QUESTIONS BY MARKING WITH AN X ON THE APPROPRIATE BOX.
2. YOU ARE REQUESTED TO GIVE GENUINE AND FAIR ANSWERS.
3. YOU DO NOT HAVE TO WRITE YOUR NAME.
4. THE RATING SCALE IS PROVIDED HEREUNDER.

1. STRONGLY AGREE.
2. AGREE.
3. DO NOT AGREE.

**1. SOCIAL DEVELOPMENT**

1.1. ACCORDING TO YOUR OBSERVATION DO YOU THINK THAT EXPOSURE OF LEARNER TO ABET PROGRAMME CAN HELP THEM BE ASSETS OF THE COMMUNITY LIKE

1.1.1. INITIATING THE ERECTION OF A RECREATION CENTRE ?

1	2	3
---	---	---

1.1.2. ADVICE ON WAYS TO BEGIN A COMMUNITY FUND FOR BUILDING A CLINIC ?

1	2	3
---	---	---

1.1.3. LEADING THE COMMITTEE ON R.D.P.?

1	2	3
---	---	---

1.2. DO YOU THINK THAT ABET EXPOSED LEARNERS TO SKILLS LIKE

1.2.1. RUNNING THE MEETING PROCEDURALLY ?

1	2	3
---	---	---

1.2.2. GUIDING THE NEEDY COMMUNITY MEMBERS WHERE TO GET ASSISTANCE ?

1	2	3
---	---	---

1.2.3. SHOWING YOUNG PEOPLE THE IMPORTANCE OF EDUCATION ?

1	2	3
---	---	---

1.3. ACCORDING TO YOUR EXPERIENCE ARE THERE LEARNERS WHO DUE TO EXPOSURE OF ABET

1.3.1. CAN OCCUPY LEADERSHIP ROLE IN THE COMMUNITY LIKE CHAIRING THE WELFARE COMMITTEES TO HELP THE AGED GET THEIR STATE GRANTS ?

1	2	3
---	---	---

1.3.2. CAN MOTIVATE FORMATION OF NEIGHBOURHOOD WATCH GROUPS TO REDUCE BUGLARY ?

1	2	3
---	---	---

1.3.3. CAN BE BOLD TO GIVE THEIR VIEWS ON COMMUNITY DEVELOPMENT PROJECTS IN A MEETING ?

1	2	3
---	---	---

1.4. DO YOU THINK THAT THE COMMUNITIES WHERE YOUR LEARNERS RESIDE CAN HAVE ENOUGH CONFIDENCE IN THEM TO ADVISE THEM ON MATTERS LIKE

1.4.1. CONTROLLING CHILDREN FROM STREETS ?

1	2	3
---	---	---

1.4.2. PREVENTION OF PREGNANCY AND SEXUALLY TRANSMITTED DISEASES ?

1	2	3
---	---	---

1.4.3. THE IMPORTANCE OF GIVING INFORMATION FOR CENSUS PURPOSES ?

1	2	3
---	---	---

1.5. DO YOU THINK THAT ABET DEVELOPS CONFIDENCE IN LEARNERS THAT THEY CAN EASILY

1.5.1. BE MEMBERS OF SCHOOL GOVERNING BODIES ?

1	2	3
---	---	---

1.5.2. PROMOTE FORMATION OF STOKVELS ?

1	2	3
---	---	---

1.5.3. ADVISE OTHERS ON THE PROCEDURE OF LODGING A COMPLAINT AGAINST A RUDE SERVANT WHO ILLTREATS THE MEMBERS OF THE COMMUNITY ?

1	2	3
---	---	---

1.5.4. COULD YOU COMMENT ON OTHER SOCIAL DEVELOPMENTS THAT THE LEARNERS HAVE BEEN EXPOSED TO ?

.....

.....  
.....

## 2. POLITICAL DEVELOPMENT

2.1. DO YOU THINK THAT ABET EXPOSED THE LEARNERS TO POLITICAL DEVELOPMENT LIKE

2.1.1. THE IMPORTANCE OF KNOWING THE CONSTITUTION ?

1	2	3
---	---	---

2.1.2. THE IMPORTANCE OF VOTING ?

1	2	3
---	---	---

2.1.3. KNOWLEDGE OF DIFFERENTIATING BETWEEN THE NATIONAL AND PROVINCIAL GOVERNMENTS ?

1	2	3
---	---	---

2.2. DO YOU THINK THAT LEARNERS FROM YOUR CENTRES CAN EASILY UNDERSTAND THEIR RIGHTS LIKE

2.2.1. RIGHT TO LEGAL REPRESENTATION IN COURT ?

1	2	3
---	---	---

2.2.2. THE RIGHT TO LIFE AND HEALTHY ENVIRONMENT ?

1	2	3
---	---	---

2.2.3. THE RIGHT TO REMAIN SILENT WHEN ARRESTED ?

1	2	3
---	---	---

2.3. ACCORDING TO YOUR OBSERVATION DOES THE EXPOSURE THE LEARNERS GET FROM ABET MAKE THEM REALISE THEIR TOTAL FREEDOM LIKE

2.3.1. FREEDOM OF MOVEMENT ( NO RESTRICTION TO STAYING IN ANY TOWN IN THE COUNTRY ?

1	2	3
---	---	---

2.3.2. FREEDOM OF SPEECH THAT IS ONE CAN EXPRESS  
ONSELF FREELY AS LONG AS IT IS NOT VULGAR  
OR ABUSIVE ?

1	2	3
---	---	---

2.3.3. FREEDOM OF ASSOCIATION AND RELIGION ?

1	2	3
---	---	---

2.4. DO YOU THINK THAT EXPOSURE TO ABET HELPS YOUR LEARNERS TO  
KNOW THE IMPORTANCE OF

2.4.1. PROTOCOL / PROCEDURE WHEN ONE DESIRES TO  
ADRESS HIS VIEWS TO GOVERNMENT LEADERS IN  
HIGH POSITIONS ?

1	2	3
---	---	---

2.4.2. UNDERSTANDING THE CONTRACT FULLY BEFORE  
SIGNING ?

1	2	3
---	---	---

2.4.3. THE DANGERS OF RUNNING AWAY FROM  
RESPONSIBILITIES LIKE PAYING TAX ?

1	2	3
---	---	---

2.5. DO YOU THINK THAT THE LEARNERS FROM YOUR CENTRES ARE  
EXPOSED ENOUGH TO POLITICAL AWARENESS THAT THEY

2.5.1. CAN EASILY FOLLOW THE RIGHT CHANNELS TO APPLY  
FOR HAVING A GUN / BUSINESS LICENSE ?

1	2	3
---	---	---

2.5.2. WILL USE THEIR OWN DISCRETION WHEN CHHOOSING  
THE POLITICAL HOME ?

1	2	3
---	---	---

2.5.3. ARGUE IF A TEACHER TRIES TO TAKE AN ACTION WHICH

IS UNCONSTITUTIONAL IN THEIR CLASS ?

1	2	3
---	---	---

2.5.4. CAN YOU COMMENT ON OTHER POLITICAL DEVELOPMENTS THAT THE LEARNERS HAVE EXPERIENCED ?

.....

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### 3. ECONOMIC DEVELOPMENT

3.1. DO YOU THINK THAT ABET EXPOSURE HELPS LEARNERS .

3.1.1. TO BE ABLE TO GENERATE INCOME ?

1	2	3
---	---	---

3.1.2. TO APPLY FOR LICENSES FOR BUSINESS ?

1	2	3
---	---	---

3.1.3. TO KNOW THAT FINANCIAL INSTITUTIONS CAN LEND THEM MONEY TO START BUSINESS ?

1	2	3
---	---	---

3.2. ACCORDING TO YOUR OBSERVATION

3.2.1. DOES THE PROGRAMME MAKE LEARNERS EMPLOYABLE ?

1	2	3
---	---	---

3.2.2. DO THE LEARNERS FROM YOUR CENTRES HAVE CONFIDENCE TO BE APPOINTED IN HIGH POSITIONS LIKE SENIOR CLERKS OR DEPARTMENTAL HEADS ?

1	2	3
---	---	---

3.2.3. DOES THE PROGRAMME PROMOTE ECONOMIC INDEPENDENCE IN THE LEARNERS ?

1	2	3
---	---	---

3.3. DO YOU THINK THAT EXPOSURE TO ABET HAS

3.3.1. OPENED UP THE EYES OF LEARNERS TO MORE OPPORTUNITIES OF TRAINING BY GOVERNMENT AND FUNDING TO START SMALL BUSINESSES ?

1	2	3
---	---	---

3.3.2. DO YOU THINK THAT ABET HAS MOTIVATED THE LEARNERS ENOUGH TO ADVISE OTHERS TO START BUSINESSES ?

1	2	3
---	---	---

3.3.3. MADE LEARNERS REALISE THAT THE BANK HAS MADE MANY OPTIONS OF SAVING NOT ONE TYPE ONLY ?

1	2	3
---	---	---

3.4. ACCORDING TO YOUR EXPERIENCE ?

3.4.1. ARE THERE LEARNERS FROM ABET EXPOSURE WHOSE ECONOMIC LIVES HAVE CHALLENGED FOR THE BETTER ?

1	2	3
---	---	---

3.4.2. CAN YOU PROUDLY SAY ABET IS HELPING TO EMPOWER PEOPLE ECONOMICALLY LIKE SEWING AND KNITTING ?

1	2	3
---	---	---

3.4.3. DO YOU THINK THAT THE ECONOMIC SKILLS YOU OFFER IS ENOUGH TO MAKE YOUR LEARNERS SURVIVE ?

1	2	3
---	---	---

3.5. WHAT ARE THE OTHER DEVELOPMENTS THAT YOU THINK ABET HAS



EXPOSED LEARNERS TO ?

.....

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**QUESTIONNAIRE NO.**

**QUESTIONNAIRES TO FACILITATORS**

1. PLEASE ANSWER THE FOLLOWING QUESTIONS BY MARKING WITH AN X  
IN THE APPROPRIATE BOX.
2. YOU ARE REQUESTED TO GIVE GENUINE AND FAIR ANSWERS.
3. YOU DO NOT HAVE TO WRITE YOUR NAME.
4. THE RATING SCALE IS PROVIDED HEREUNDER

1. STRONGLY AGREE.
2. AGREE.
3. DO NOT AGREE.

**1. POLITICAL DEVELOPMENT**

- 1.1. ACCORDING TO YOUR EXPERIENCE DO YOU THINK THAT THE  
EXPOSURE THE LEARNERS GET FROM YOUR CENTRES HELP THEM

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WITH

1.1.1 THE KNOWLEDGE AND IMPORTANCE OF PARTICIPATING  
IN ELECTIONS ?

1	2	3
---	---	---

1.1.2 CONFIDENCE TO ARGUE AGAINST THE DECISION WHICH  
IS UNCONSTITUTIONAL OR NOT ACCORDING TO  
POLICIES TAKEN BY THE FACILITATOR ?

1	2	3
---	---	---

1.1.3 KNOWLEDGE OF WHAT THE CONSTITUTION IS AND ITS  
IMPORTANCE ?

1	2	3
---	---	---

1.2. DO YOU THINK THAT THE POLITICAL AWARENESS THAT YOUR  
LEARNERS HAVE, CAN HELP THEM TO KNOW THINGS LIKE

1.2.1. THEIR RIGHTS TO JOIN ANY POLITICAL PARTY  
WITHOUT INTIMIDATION ?

1	2	3
---	---	---

1.2.2. TO CHALLENGE DECISION AND TREATMENT WHICH IS  
UNCONSTITUTIONAL ?

1	2	3
---	---	---

1.2.3. LEGAL IMPLICATIONS OF SIGNING A CONTRACT ?

1	2	3
---	---	---

1.3. DOES THE PROGRAMME YOU OFFER EXPOSE LEARNERS TO  
KNOWLEDGE OF ISSUES LIKE

1.3.1. PROTOCOL OR THE PROCEDURE OF DEALING WITH AND  
MEETING HIGH RANKING GOVERNMENT OFFICIALS ?

1	2	3
---	---	---

1.3.2. PROCEDURE OF GETTING A LICENSE FOR BUSINESS ?

1	2	3
---	---	---

1.3.3. NO EXCUSE FOR IGNORING THE LAW ?

1.4. DO YOU THINK THAT ABET PROGRAMME DOES HELP THE LEARNERS

WITH THE KNOWLEDGE OF

1.4.1. THEIR RIGHTS TO LIFE ?

1	2	3
---	---	---

1.4.2. THEIR RIGHT TO LEGAL REPRESENTATION IN COURT ?

1	2	3
---	---	---

1.4.3. THE RIGHT TO REMAIN SILENT WHEN ARRESTED ?

1	2	3
---	---	---

1.5. DOES THE ABET PROGRAMME MAKE LEARNERS AWARE OF ISSUES

OF LIFE LIKE

1.5.1. FREEDOM OF SPEECH FOR EVERYONE ?

1	2	3
---	---	---

1.5.2. FREEDOM OF MOVEMENT THAT IS STAYING IN ANY  
TOWN IN THE COUNTRY ?

1	2	3
---	---	---

1.5.3. FREEDOM OF ASSOCIATION ?

1	2	3
---	---	---

1.5.4. GIVE OTHER POLITICAL AWARENESS THAT ABET HAS GIVEN TO  
LEARNERS

.....

.....

.....

## 2. SOCIAL DEVELOPMENT.

2.1. ACCORDING TO YOUR KNOWLEDGE DOES THE EXPOSURE THE STUDENTS GET FROM ABET PREPARE THEM FOR SOCIAL ACTIVITIES LIKE

2.1.1. PROCEDURE OF RUNNING A MEETING ?

1	2	3
---	---	---

2.1.2. MOTIVATING COMMUNITIES TO PARTICIPATE IN CLEANING THEIR ENVIRONMENT AND THE IMPORTANCE THEREOF ?

1	2	3
---	---	---

2.1.3. SHOW OTHER COMMUNITY MEMBERS THE IMPORTANCE OF BEING INVOLVED IN ACTIVITIES LIKE MEMBERSHIP OF SCHOOL GOVERNING BODIES ?

1	2	3
---	---	---

2.2. DO YOU THINK THAT THE LEARNERS ARE CONFIDENT ENOUGH TO

2.2.1. PARTICIPATE IN COMMUNITY BUILDING PROJECTS LIKE LEADING A CRECHE / CLINIC COMMITTEE ?

1	2	3
---	---	---

2.2.2. TO HELP AND ADVISE THE YOUTH ON ISSUES LIKE THE IMPORTANCE OF EDUCATION AND AVOIDING DRUG ABUSE ?

1	2	3
---	---	---

2.2.3. HELPING THE ELDERLY WITH WAYS OF GETTING THEIR GOVERNMENT PENSION GRANTS ?

1	2	3
---	---	---

2.3. DOES THE ABET PROGRAMME HELP LEARNERS TO BE CONFIDENT TO

START PROJECTS LIKE

2.3.1. SELF HELP SCHEMES OR STOKVELS AND SOCIETIES ?

1	2	3
---	---	---

2.3.2. FORMING A NEIGHBOURHOOD WATCH GROUPS ?

1	2	3
---	---	---

2.3.3. CALLING THE PEOPLE TOGETHER TO ERECT A SCHOOL ?

1	2	3
---	---	---

2.4. DO YOU THINK THAT EXPOSURE THE LEARNERS GET FROM ABET CAN

HELP THEM TO ADVISE THEIR SOCIETIES ON

2.4.1. PROCEDURE OF GETTING SECURITY IN A TROUBLE

TORN AREA ?

1	2	3
---	---	---

2.4.2. WHERE AND HOW TO LODGE A COMPLAINT WHEN

ESSENTIAL SERVICES LIKE REFUSE COLLECTION

ARE NOT RENDERED REGULARLY ?

1	2	3
---	---	---

2.4.3. WAYS TO FOLLOW WHEN COMPLAINING ABOUT

NEGLIGENT CIVIL SERVANTS ?

1	2	3
---	---	---

2.4.4. COMMENT ON OTHER SOCIAL DEVELOPMENTS THAT THE LEARNERS

HAVE BEEN EXPOSED TO

.....

.....

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3. ECONOMIC DEVELOPMENT

3.1. DO YOU THINK THAT YOU EXPOSE YOUR LEARNERS TO KNOWLEDGE  
OF ECONOMIC EMPOWERMENT LIKE

3.1.1. MAKING WAYS OF GENERATING INCOME LIKE SMALL  
BUSINESS ?

1	2	3
---	---	---

3.1.2. WAYS TO BE FOLLOWED WHEN APPLYING FOR A  
BUSINESS LICENSE ?

1	2	3
---	---	---

3.1.3. KNOWING THAT FINANCIAL INSTITUTIONS CAN LEND  
THEM MONEY TO START BUSINESS ?

1	2	3
---	---	---

3.2. DO YOU THINK THAT ABET HELPS ITS LEARNERS ?

3.2.1. TO BE AWARE OF OPPORTUNITIES PROVIDED BY  
GOVERNMENT AND OTHER INSTITUTIONS TO TRAIN  
PEOPLE TO START BUSINESSES ?

1	2	3
---	---	---

3.2.2. TO ADVISE OTHER PEOPLE TO GENERATE INCOME ?

1	2	3
---	---	---

3.2.3. TO BE AWARE OF WAYS OF BANKING THE MONEY TO GIVE  
THEM MORE INTEREST RATHER THAN KEEP IT IN THE  
HOUSE ?

1	2	3
---	---	---

3.3. ACCORDING TO YOUR OBSERVATION

3.3.1. DOES THE PROGRAMME MAKE LEARNERS  
EMPLOYABLE ?

1	2	3
---	---	---

3.3.2. DO THE LEARNERS FROM YOUR CENTRE DEVELOP  
CONFIDENCE TO OCCUPY HIGH POSITIONS IN THEIR  
WORK PLACE LIKE DEPARTMENTAL HEAD ?

1	2	3
---	---	---

3.3.3. DOES YOUR PROGRAMME PROMOTE INDEPENDENCE  
ECONOMICALLY THAT IS NOT DEPEND ON THE  
EMPLOYER ?

1	2	3
---	---	---

3.4. ACCORDING TO YOUR EXPERIENCE

3.4.1. ARE THE LEARNERS FROM YOUR CENTRE CONFIDENT  
TO SAY ABET HAS EMPOWERED THEM ECONOMICALLY  
BY SHOWING A BUSINESS OR BEING EMPLOYED ?

1	2	3
---	---	---

3.4.2. ARE THERE LEARNERS FROM YOUR CENTRES WHOSE  
ECONOMIC LIVES HAVE CHANGED FOR THE BETTER  
SINCE EXPOSED TO ABET ?

1	2	3
---	---	---

3.4.3. DOES THE SKILL YOU OFFER EMPOWER THE LEARNERS  
TO SURVIVE BY GENERATING INCOME?

1	2	3
---	---	---

3.4.4. WHAT ARE THE OTHER ECONOMIC EMPOWERMENT THAT  
THE LEARNERS HAVE BEEN EXPOSED TO ?

.....

.....

.....



# QUESTIONNAIRE NO.

## QUESTIONNAIRES TO LEARNERS

1. PLEASE ANSWER THE FOLLOWING QUESTIONS BY MARKING WITH AN X ON THE APPROPRIATE BOX.
2. YOU ARE REQUESTED TO GIVE GENUINE AND FAIR ANSWERS.
3. YOU DO NOT HAVE TO WRITE YOUR NAME.
4. THE RATING SCALE IS PROVIDED HEREUNDER.

1. STRONGLY AGREE.
2. AGREE.
3. DO NOT AGREE.

### 1. SOCIAL DEVELOPMENT

1.1. DID THE EXPOSURE YOU GOT FROM ABET BUILD  
THE CONFIDENCE IN YOU TO ADVISE YOUR COMMUNITY  
MEMBERS ON IMPORTANT MATTERS LIKE

1.1.1 FORMING BURIAL SOCIETIES?

1	2	3
---	---	---

1.1.2 FORMING NEIGHBOURHOOD WATCH GROUPS ?

1	2	3
---	---	---

1.1.3 IMPORTANCE OF ATTENDING WARDS/TRIBAL MEETINGS ?

1	2	3
---	---	---

1.2. DO YOU THINK THAT SINCE YOU GOT EXPOSED TO ABET

PROGRAMME YOU CAN NOW DO THESE THINGS CONFIDENTLY?

1.2.1. RUN THE MEETING PROCEDURALLY ?

1	2	3
---	---	---

1.2.2. COMMENT BOLDLY IN A MEETING ?

1	2	3
---	---	---

1.2.3. MOTIVATE PEOPLE TO PARTICIPATE IN MEETINGS ?

1	2	3
---	---	---

1.3. ARE YOU ABLE TO PARTICIPATE IN SOCIAL ACTIVITIES

SINCE YOU GOT EXPOSED TO ABET LIKE

1.3.1. BEING A MEMBER OF THE SCHOOL COUNCIL ?

1	2	3
---	---	---

1.3.2. PARTICIPATING IN THE DEVELOPMENT COMMITTEES

LIKE R.D.P. ?

1	2	3
---	---	---

1.3.3. BEING A CHAIRPERSON OF A SOCIAL CLUB LIKE STOKVEL ?

1	2	3
---	---	---

1.4. DO YOU THINK THAT YOU CAN NOW ADVISE YOUNG PEOPLE

WITHOUT FEAR ON MATTERS LIKE

1.4.1. THE IMPORTANCE OF EDUCATION ?

1	2	3
---	---	---

1.4.2. DANGERS OF DRUGS AND ALCOHOL ?

1	2	3
---	---	---

1.4.3. TEENAGE PREGNANCIES AND RELATED DISEASES ?

1	2	3
---	---	---

1.5. DO YOU THINK THAT MEMBERS OF YOUR SOCIETY ARE

CONFIDENT ENOUGH OF YOU THAT THEY CAN SEEK

ADVICE FROM YOU CONCERNING

1. WAYS TO BE FOLLOWED TO START A SCHOOL FOR CHILDREN ?

1	2	3
---	---	---

2. STRATEGIES OF COMBATING THEFT IN YOUR AREA ?

1	2	3
---	---	---

3. WHAT TO DO WHEN REFUSE IS NOT COLLECTED REGULARLY ?

1	2	3
---	---	---

4. WHAT ARE THE OTHER WAYS IN WHICH LEARNERS HAVE BEEN EMPOWERED SOCIALLY ?

.....

.....

.....

**POLITICAL DEVELOPMENT**

HAS YOUR EXPOSURE TO ABET HELPED YOU TO BE AWARE OF THE IMPORTANCE OF THINGS LIKE

1 VOTING AND ITS IMPLICATIONS ?

1	2	3
---	---	---

2 KNOWING AND UNDERSTANDING THE CONSTITUTION ?

1	2	3
---	---	---

3 BEING A MEMBER OF THE TRADE UNION ?

1	2	3
---	---	---

DO YOU THINK THAT YOUR EXPOSURE TO ABET HAS AROUSED YOUR INTEREST OF KNOWING YOUR RIGHTS LIKE

2.2.1 YOUR RIGHT TO LIFE ?

1	2	3
---	---	---

2.2.2 RIGHT TO REMAIN SILENT WHEN ARRESTED ?

1	2	3
---	---	---

2.2.3 RIGHT TO HAVE LEGAL REPRESENTATIVE IN COURT ?

1	2	3
---	---	---

2.3. DO YOU THINK THAT YOU CAN TAKE PART IN POLITICAL ACTIVITIES  
LIKE

2.3.1 BEING A MEMBER OF THE POLITICAL PARTY COMMITTEE  
AT BRANCH LEVEL ?

1	2	3
---	---	---

2.3.2 BEING FACTUAL WHEN DEFENDING THE POLICIES OF  
YOUR PARTY ?

1	2	3
---	---	---

2.3.3 CAN EXPLAIN CLEARLY THE POLICIES OF YOUR PARTY ?

1	2	3
---	---	---

2.4. HAS ABET EXPOSURE HELPED YOU TO KNOW THINGS LIKE

2.4.1 PROCEDURE OF OBTAINING A BUSINESS LICENSE ?

1	2	3
---	---	---

2.4.2 IMPLICATIONS OF SIGNING A CONTRACT ?

1	2	3
---	---	---

2.4.3 PROCEDURE OF COMPLAINING TO THE HIGHEST  
OFFICIALS IN GOVERNMENT IF NOT TREATED WELL  
BY GOVERNMENT EMPLOYEE IN PUBLIC OFFICE ?

1	2	3
---	---	---

2.4.4 GIVE OTHER WAYS OF POLITICAL DEVELOPMENT IN  
LEARNERS

.....

.....

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### 3. ECONOMIC DEVELOPMENT

3.1. DO YOU THINK THAT YOUR EXPOSURE TO ABET HAS HELPED YOU WITH THE KNOWLEDGE OF

3.1.1 GENERATING INCOME FOR YOUR FAMILY ?

1	2	3
---	---	---

3.1.2 GIVE OTHERS ADVICE ON HOW TO GENERATE INCOME ?

1	2	3
---	---	---

3.1.3 BUDGET FOR THE MONEY BEFORE USING IT ?

1	2	3
---	---	---

3.2. ACCORDING TO YOUR OBSERVATION DOES ABET HELP PEOPLE

3.2.1 TO BE EMPLOYABLE ?

1	2	3
---	---	---

3.2.2 IMPROVE THEIR PERFORMANCE AT WORK ?

1	2	3
---	---	---

3.2.3 TO HAVE CHANCES OF PROMOTION AT WORK ?

1	2	3
---	---	---

3.3. ACCORDING TO YOUR OBSERVATION DO YOU THINK THAT EXPOSURE TO ABET CAN PREPARE A LEARNER TO

3.3.1 DEVELOP AN ECONOMIC SKILL LIKE SEWING / KNITTING ?

1	2	3
---	---	---

3.3.2 KNOW WAYS OF BORROWING FUNDS FROM FINANCIAL INSTITUTION ?

1	2	3
---	---	---

3.3.3 BE PRODUCERS NOT ONLY CONSUMERS ?

1	2	3
---	---	---

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3.4. DID YOUR COMING INTO CONTACT WITH ABET HELP YOU

3.4.1 REALISE OPPORTUNITIES OF MAKING MONEY TO

1	2	3
---	---	---

MAINTAIN YOUR FAMILY ?

3.4.2 CREATE THE DESIRE TO START YOUR OWN BUSINESS ?

1	2	3
---	---	---

3.4.3 TO BE ABLE TO ADVISE OTHERS ON HOW TO GENERATE

1	2	3
---	---	---

INCOME ?

3.5. DO YOU THINK THAT YOU HAVE BECOME AWARE ECONOMICALLY

THAT YOU CAN

3.5.1 BE INVOLVED IN MAKING LOANS FROM THE BANK FOR

1	2	3
---	---	---

PROJECTS LIKE STARTING A POULTRY FARM ?

3.5.2 CHOOSE THE SAVING THAT CAN BRING YOU MORE

1	2	3
---	---	---

INCOME ?

3.5.3 AVOIDING RISKS WHEN VENTURING INTO A BUSINESS

1	2	3
---	---	---

SECTOR LIKE CONSIDERING MARKETABILITY OF YOUR

PRODUCT BEFORE STARTING ?

3.5.4 CAN YOU COMMENT ON OTHER WAYS THAT YOU HAVE

DEVELOPED ECONOMICALLY

.....

.....

.....

3.4. DID YOUR COMING INTO CONTACT WITH ABET HELP YOU

3.4.1 REALISE OPPORTUNITIES OF MAKING MONEY TO

1	2	3
---	---	---

MAINTAIN YOUR FAMILY ?

3.4.2 CREATE THE DESIRE TO START YOUR OWN BUSINESS ?

1	2	3
---	---	---

3.4.3 TO BE ABLE TO ADVISE OTHERS ON HOW TO GENERATE

1	2	3
---	---	---

INCOME ?

3.5. DO YOU THINK THAT YOU HAVE BECOME AWARE ECONOMICALLY

THAT YOU CAN

3.5.1 BE INVOLVED IN MAKING LOANS FROM THE BANK FOR

1	2	3
---	---	---

PROJECTS LIKE STARTING A POULTRY FARM ?

3.5.2 CHOOSE THE SAVING THAT CAN BRING YOU MORE

1	2	3
---	---	---

INCOME ?

3.5.3 AVOIDING RISKS WHEN VENTURING INTO A BUSINESS

1	2	3
---	---	---

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DEPARTMENT OF EDUCATION  
NORTH WEST PROVINCE

MAFIKENG DISTRICT OFFICE, PRIVATE BAG X 2047, MMABATHO, 2735 - NELSON  
MANDELA DRIVE, PHONE (0140) 813274/61/80/813186/810794 FAX (0140) 810930

**ABET SECTION**

TO: ALL PROGRAMME SUPERVISORS/CO-ORDINATORS

MAFIKENG DISTRICT OFFICE

FROM: ABET SECTION

DATE: 19.10.1998

**SUBJECT: RESEARCH PROJECT**

The bearer THIVANE L.S is conducting research on adult education. Please assist him/her with relevant information he/she may require.

Your co-operation will be highly appreciated.

*Z.A. Gwanyanya*  
.....  
Z.A. GWANYA  
ABET SPECIALIST

.....  
M.A. NKATE  
ABET SPECIALIST

MAFIKENG DISTRICT OFFICE  
(EDUCATION)  
DISTRICT MANAGER STREKERSSTRAAT  
1998-10-19  
Private Bag / Private Post 2047  
Mmabatho  
NORTH WEST PROVINCE



University  
of North-West



Department of Adult Education

Private Bag X2046 MMABATHO 2735  
Republic of South Africa  
Telephone : (0140) 892111  
Fax No : (0140) 25775

Date : 02/06/98

Your reference :

Our reference : LMEM/bgr

Dear Sir\Madam

TO WHOM IT MAY CONCERN

RE: EDA 699/799/899 ADULT Ed-RESEARCH PROJECT

It is hereby Certified that the bearer THUANE L.S. Student No. 87/03711  
is a student at this Institution and is conducting a research as part-requirements of the  
above course.

Kindly assist him/her with relevant information that he/she may require.

Humbly,

Yours faithfully

L.M.E.M. SEILARE  
HEAD; ADULT EDUCATION