GENDER EQUITY PARTICIPATION IN ADULT CENTRES AROUND MAFIKENG

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A dissertation submitted in partial fulfillment for the requirements for the degree of Master of Education in Adult Education at Mafikeng Campus of North West University

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DECLARATION

I, Magdeline Kgomotso Mpane, declare that the mini-dissertation for M.Ed in Education at the University of the North West hereby submitted, has not previously been submitted by me at any other university, that it is my own work in design and execution and that all materials contained herein have been duly acknowledged.

MPANE MAGDELINE KGOMOTSO

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Finally, I thank God who gave me the strength, courage and perseverance to complete this study.

ABSTRACT

The purpose of this study was to investigate the gender equity participation in the adult centres around Mafikeng with special emphasis on the number of males as compared to female's participants.

The literature review shows that the gender equity in the world including South Africa is not yet addressed. The gap between males and females is not closing. During literature review the researcher used a number of books, internet and other documents to gather information about the study. She also used questionnaires and interviews as tools for data collection.

The population of this study (n=50) comprised the forty (40) adult learners and ten (10) educators from ten (10) Adult centres around Mafikeng. The adult learners and the educators were randomly selected from the ten centres. For quantitative research four learners and one educator were randomly selected from the ten centres. For qualitative research five educators were also randomly selected from the ten centres.

The empirical findings of the study are that the gender equity participation in the Adult centres needs professional intervention from the experts to close the gender gap. Based on the findings it was recommended as follows:

The Department of Education in North West Province should have equity plans and be able to implement them to attract both male and female learners to participate in the Adult centres. The Department of Education in North West Province should include the entire stakeholders in the implementation of the intervention strategies policies and programmes.

Adults need to cater for their families after their studies, it is proper for the government to create jobs after those learners have acquired the skills from the adult learning centres. The implementation of skills, such as sewing, cooking, plumbing, brick-making, gardening and other skills will help to eradicate poverty in Mafikeng District. During the training period the adult learners should be paid stipends and the products made should be sold to the community.

KEY WORDS:

Gender Equity

Participation

Adult centres

Imbalance

Adult Basic Education and Training

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CHAPTER ONE

ORIENTATION PERSPECTIVE

1.1 BACKGROUND AND RATIONALE OF THE STUDY

In South Africa, a number of seminars and conferences has been held in order to address the gender equity in education after the past apartheid regime and the educational system of the country became the first priority.

Gender equity identifies the means of correcting gender imbalances in enrollment, career paths and performance. Gender equity is concerned with the promotion of equal opportunity and fair treatment for men and women in the personal, social, political and economic areas.

In 1997, South Africa`s adult population was estimated at 25, 7 million, and women accounted for just over half of this number 51, 7 percent. According to (Wolpe, Quinlan and Martinez, 1997:164) about 20, 5 percent of the adult population aged 15 to 64 was illiterate or severely lacking in primary education. A further 4, 7 million have less than standard seven qualifications.

South African women are being drawn more and more into work. Many of them are household heads and breadwinners. Women need education and training. They require access to the non-traditional skills, opportunities and to acquire problem-solving skills. In the field of higher education, there needs to be a comprehensive effort at improving women's access to the non-traditional skills. More women need to enter the field of engineering, medicine, law and commerce. Technology Education is also a field of knowledge that women should access in greater numbers (Chisholm and September, 2005:24).

Wolpe, Quinlan and Martinez argue that those most affected and generally lack basic education and training are African women, with 47, 3 percent having less than a Standard Six education and with 15, 6 percent having no schooling. Some 44, 4 percent of African men have less than Standard Six and 12, 3 percent had no schooling. While South Africa does not display an enormous difference between male and female illiteracy and low

education levels that exist in many Third World countries, they are nevertheless significant, especially when translated into actual numbers, about five hundred thousand more African women than men have less than Standard Six (Wolpe, Quinlan and Martines, 1997:166).

A small group of women educationists had a battle to involve NGO (Non Governmental Organizations') to recognize the importance of including some gender awareness. A number of task teams were then involved in formulating a 'working platform' on which an incoming minister of education could build. This document known as 'The implementation Plan for Education and Training' (ANC Education Department, 2004) included work from the gender group. The Education and Training policy (2004) of the African National Congress (ANC) identified women as part of the 'most neglected and marginalized group' (Chisholm and September, 2005:120).

The Ithuteng Campaign, a Presidential Lead Project launched in February 1996, concentrated on ABET (ADULT BASIC EDUCATION AND TRAINING). The former homelands areas provided the adults with the Adult Basic Education and Training, The night school classes took place in the adult centres (Wolpe, Quinlan and Martines, 1997:166).

The then Bophuthatswana Government, by the late 1980`s, started to pay the educators salaries. The permanent principal educators were appointed on full time basis and others on part time basis. The educators were then paid according to the hours worked. The new South Africa continued to fund the centres up to today and established adult centres in order to eradicate illiteracy in the country. The adult centres still have numbers of students and the focus is to upgrade the standard of education to all South Africans.

The Department of Education formulated the policy for ABET. The Department of Education sees ABET as part of as lifelong learning with a focus on illiterate adults. Therefore, many of its policies concern attempt to integrate ABET into lifelong learning as a sustainable level of literacy, numeracy, basic, general education and certificated career path. The curriculum framework and the matching qualifications framework (NQF) have adopted an outcomes-based approach to education and training because it is believed that it will best serve the transformation and integration of the education and training

system in South Africa. Learners will be able to attain these outcomes at different rates of learning in a wide and rich variety of programmes developed at national, provincial and local levels. A number of alternative learning programmes may equally well meet the needs to help the learner achieve the specific outcomes.

It seems that the South African Government, in 1997, was worried about gender equity in education and therefore Gender Equity Task team was formed by the first Minister of Education, Professor Bhengu, to investigate gender equity in education. There was a very education difference between men and females. The Gender Equity Task team was formed to identify means of correcting gender imbalances in enrollment, career path and performance in schools (Chisholm and September, 2005: 20).The gender difference in adult centres concerning enrollment, career path and performance in adult education centres was a problem. It seems the problem of gender equity in education is still continuing and still pending.

1.2 THE STATEMENT OF THE PROBLEM

South Africa has different gender equity pattern to other developing countries where women were numerically found at most levels of the education system than men and vice versa. However, the numerical representation of women in the ABET sector belies the underlying quantitative gender issues surrounding this level of education. ABET has the potential to be an accessible vehicle for the transmission of and engagement with useful knowledge to women who have multiple roles and responsibilities (Wolpe et al., 1997: 164). During the apartheid regime in South Africa, women were housekeepers of the families. Men had to go and work for their families in towns. Some of the men used the opportunities they got to further their studies after work. Women were disadvantaged because they were raising children in the rural areas. Women needed education and training. The past South African Government put them under pressure. Most of the women used to take care of their children when men were forced to work as labourers.

Few women were working as domestic workers and they were not allowed to attend school or any learning institution after hours. Most of them did not know how to read or write.

The past apartheid South African government put in place policies designed to limit black people's access to education and paid very little attention to literacy. The adults in the country with less than nine years of schooling range from 9 to 9, 4 million. The intention of the new democratic South African government is to open doors for everyone to learning in order to give them the opportunity to a better way of life. The government introduced the adult centres to eradicate the illiteracy that prevailed because of the past apartheid South African government.The inequalities created by apartheid system of government need to be redressed through the development of a comprehensive national ABET system which addresses national, provincial and local needs (Department of Education, RSA, Policy Document on ABET, October 1997: 2).

This research was intended to find out the percentage rate of female and male participation in the adult centres. Furthermore, to find out the gender differences in the centres and how more adults could be motivated to enroll. In South Africa, there are many adults that cannot read or write. Some men and women adults are still using fingerprints to sign important documents. There is need for such adults to acquire basic education.

1.3 AIMS OF THE STUDY

The purpose of the study was to investigate the imbalance in gender equity in adult centres around Mafikeng. To achieve this goal, the following sub- goals must be achieved first:

- To determine from the literature the nature and scope of gender equity in the adult centres established for adult learners, and
- To determine empirically the performance difference of males and females in the adult centres.

In trying to achieve these aims, the emphasis was to examine the extent to which the gender imbalance in the adult centres has been avoided through encouraging all the learners to register with the adult centres as a way of implementing the relevant curriculum for adult learners.

1.4 RESEARCH QUESTIONS

The following questions were used to guide the research:

- What are the characteristics of females and males who participate in adult education?
- What is the performance difference between the males and females in their education?

1.5 DELIMITATION

The research was conducted at the adult centres around Mafikeng. The learners together with the tutors helped in the research. The researcher used both qualitative and quantitative methods to conduct the research. The population used to conduct the research was forty adult learners and five educators. The field of study was Adult Basic Education.

1.6 LIMITATIONS

The study is limited in the following ways:

- It was located in Mafikeng only and therefore cannot provide a basis of comparison within the entire province of North West.
- It did not include all the races for only the blacks in the adult centres were studied.
- There were financial and time constraints to conduct the research in other areas not located in Mafikeng.

1.7 SIGNIFICANCE OF THE STUDY

The significance of the study was outlined by circumstances surrounding the research problem regarding the gender equity in the Adult centres of the entire South Africa. The study could help the government to address the following problems of gender equity in the adult centres. In this study the government could learn how to deal with the following:

- Provide the bigger budget to adult centres to eradicate illiteracy in the country.
- Provide educators with the skills relevant to adult learners.
- Introduce skills progammes in the adult centres.
- Organize awareness campaign regarding adult education.
- Provide employment to adults who completed their studies, thus contributing towards economic development of South Africa.

1.7.1 Redress of past inequities

The entire South Africa was forced to address the problems inherited from the past government. Most adults before 1994 were illiterate because of the apartheid system imposed on them. Black adults did not know how to read and write. The black educated adults were extremely few.

The adult education will help the disadvantaged adults to further their studies to eradicate the illiteracy that prevailed. The adult centres are the only solution for uneducated adults to pursue the careers of their choice after receiving basic education.

1.7.2. Relevance of the study with regard to gender equity at the Adult Centres

I think the research will help the national and provincial Department of Education to implement the necessary curriculum in the adult centres to satisfy the needs of the learners. The adult learners need more of the skills programmes than academic education. As adults, their main focus is how to do things in order to get jobs and have

skills to earn a living. For example, wood work, plumbing, sewing, cooking, baking, farming, bricklaying, etc can be introduced in the adult centres.

The research will make the people in charge to be aware of the gender imbalances and how the problem can be resolved in order to accommodate both male and female learners in their education. The Adult centres should use the Affirmative Action to enroll the adult learners in order to close the gender equity gap that prevails in the centres.

1.8 DEFINITION OF TERMS

1.8.1 Imbalance

Imbalance means lack of balance or lack of proportion in something. In this study the lack of gender imbalance in the adult centres was looked at, especially in relation to the number of men and women enrolled in the centres.

1.8.2 Gender Equity

Gender Equity is concerned with the promotion of equal opportunity and fair treatment for men and women in the personal, social, political and economic areas. Gender equity entails meeting women and men's needs in order for them to compete in the formal and informal labour market, to participate fully in civil society and to fulfill their familial roles adequately without being discriminated against because of their gender (Wolpe, Quinlan and Martinez, 1997: 40). In this study gender equity refers to a fair treatment for both men and women in education.

1.8.3 Gender Gap

The gender gap refers to the disparities, inequalities and differentials that exit between men and women in various aspects of life such as education, development programmes and economic progress. In this study "gender gap" means inequalities and differentials that exist between men and women in education.

1.8.4 Adult Education

Adult Education is the practice of teaching and educating adults. Adult education takes place in the workplace through 'extension' school or 'school' of continuing education or school of general studies. The practice is also often referred to as Training and Development and is often associated with workforce or professional development. It has also been referred to as andragogy (distinguish from pedagogy).Adult education is different from vocational education, which is mostly workplace based for skill improvement and also from non-formal adult education, including learning skills or learning for personal development (en.wikipedia.org./wiki/Adult education retrieved on 2009/5/15).

1.8 .5 Adult Basic Education and Training

The Department of Education's national definition of ABET in South Africa is:

Adult Basic Education and Training is the general conceptual foundation towards lifelong learning and development, comprising knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognized certificates(Policy document on Adult Basic Education and Trainning,1997:5).The term in the study helped to know how the learners are assessed and moderated and whether there are rewards towards their learning. It also helped to find out if there is really development towards their education.

1.8.6 Adult Centres

Adult centres are separately organized schools for adults and young people beyond the age of compulsory schooling. These can also be termed Public Adult learning centres, which are centres accommodated in the building of existing school or public institutions where ABET is provided to adults for personal enrichment and community development (ABET reference guide,2004:18). The word "adult centres" will refer to organized schools for young adults beyond the age of compulsory schooling.

1.9 ORGANISATION OF THE STUDY

CHAPTER ONE: ORIENTATION PERSPECTIVE

The chapter presented an orientation to the study and was made up of background of the study, statement of the problem, aims and research questions, significance of the study, research methods, delimitations, limitations and the definition of terms used.

CHAPTER TWO: LITERATURE REVIEW

The chapter dealt with literature review, giving the viewpoints of different authors about the statement of the problem.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

The chapter outlined the research design methods of the study and recording of empirical data. It indicated the procedure of how the information was collected from the respondents. It also indicated the response of the tutors and the adult learners.

CHAPTER FOUR: DATA INTERPRETATION AND RECORDING OF FINDINGS.

The chapter outlined data analysis and recording of findings. The questionnaire and interview data of the study were analyzed and recorded according to the respondents views.

CHAPTER FIVE: SYNTHESIS, FINDINGS, RECCOMMENDATIONS AND CONCLUSION

The chapter outlined the research findings, recommendations and the conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter consideration will be made on issues of accountability for gender reform in education given changing state formations accompanying globalization processes and pressures. It is argued that globalization process work in contradictory ways. Hence, while market liberal ideologies and practices underpinning globalization threaten to undermine gains which have been achieved in gender equity in education, there may be possibilities for a feminist engagement with processes of political globalization to assist the project of gender reform. Examples will be drawn from Australia, USA and South African experience.

2.2 THE GENDER EQUITY CONCEPT

Many definitions have been assigned to Gender Equity. Gender equity means the promotion of equal opportunity and fair treatment for men and women in the personal, social, political and economic areas. It refers to the fair treatment for both men and women in all spheres of life. It represents the need for affirmative action to ensure that women occupy higher status positions in the education system. The word "equity" and "equality" both imply the same but for this research the term equity is taken to mean both equality and the processes involved in striving towards equity, and recognizes the idealization related to both words (Wolpe, Quilan and Martines, 1997:41).The concept 'gender equity' will be used in the study to find out whether is applicable in South Africa specifically in the adult centres. Firstly I made a literature review about what Australia and USA do in education toward this concept 'gender equity' in their countries. Then I shall compare the different views toward this concept using gender equity practices in Australia, USA and then South Africa.

2.3 GENDER EQUITY IN AUSTRALIA

The past two decades have seen a vigorous development of gender equity policies in Australian education albeit at times more preached than practiced (Sampson, 1983: 7). Attention to gender matters in education has also been common across most Western countries during this period. For example, Australian gender equity infrastructure has been wound back as responsibility for gender to reform has become progressively mainstreamed. Thus, in many education arenas, separate gender equity units have been integrated into sections dealing more generically in equity issues. In policy terms, females are no longer identified as a specific' equity target group'. The gender issues were focused around males as the new educationally disadvantaged group (Henry, 2001:88).

The issues to do with women's role have increased in Australia, so too has the field of research into gender or socially created differences in education of girls and women, boys or men, with most interest centred on the education of females (Byrne, 1990: 23).There has been a higher retention rate of females than males to the final years of schooling since the 1970s, when women reached 51% of higher education student in 1988 and concentrated in Arts faculties, the males greatly predominating in the Technical and Further Education sector where women cluster in hair dressing, and to a lesser extent, in food and printing traders (Byrne, 1990:25).

Apart from research into gender issues in schooling itself, a major field of study which has emerged in education became the workplace for women. Research has outlined the history of women's position as teachers. As employees in the tertiary system, the situation with regard to women is a little different from schools, where women are 60% of all employees. In universities, colleges and technical and further education, women constitute a very small proportion of employees with tenured or senior positions (Byrne, 1990: 28).

According to Chisholm & September (2005), the gender reform agenda in South Africa matches the success of that in Australia without suffering the drawbacks and set backs. They also stated that a form of gender reform is distinctively South African but which at the same time learns from the difficulties experienced by gender reform elsewhere. (Chisholm & September; 2005:51).

2.4 GENDER EQUITY IN USA

The women's movement has recognized the fact that women are not paid as much as men for the same skills as these skills are usually defined and that skill is ideological resource for women. This argument for higher wages has been well used recently in struggles for pay equity legislation. In many parts of the USA and in several provinces in Canada, pay equity schemes have been argued for and won.

In 1975, the World Conference of International Women's Year in Mexico City, published a World Plan of Action for achieving international and national objectives, which included:

- Equal access at every level of education.
- Extending 'coeducational technical and vocational technical training in basic skills' to women as well as men in the industry and agriculture.
- Increased literacy and civic education of women, especially in rural regions.
- Reducing wastage and dropout from schooling and education by girls and women (Byrne, 1990: 14).

It seems also that in the USA there are problems regarding gender issues in education. Byrne (1990: 14) states that research is to be targeted on the interface of the sex-differentiation of education and training practices and women's worsening position in the labour force, and continuing sex bias in teaching and learning practices.

In education, the details vary from country to country, but women generally do as well as men through most of the educational process. All schools are coeducational, though

there are differences of emphasis; girls tend to be in the majority in the academic upper secondary schools while boys predominate in the technical secondary schools. In higher education the picture is uneven. In the Soviet Union, women students made up 51 per cent of the student body in 1977, having increased steadily from 44 per cent in the mid -1960, and in lower- level institutions the figure was 55 per cent. The variations, according to field of study, in 1977 women comprised 68 per cent of the students education, 63 per cent women in economics and law, and only 33 per cent women participated in agriculture, but even engineering , one of the best—paid and most highly regarded profession women constituted 40 per cent (Rubinstein, 1979: 252-253).

In the 1973 Russell's report, Adult Education: a Plan for Development, the government responded with a proposal to set up an Advisory Council for Adult and Continuing Education. Yet among 75 per cent of adults who left the school at the age of fifteen or younger, and the continuing large numbers whose formal education ends at sixteen, there must be many who could be brought to the point of benefiting from higher education.

In 1990, Canada conducted a workshop to introduce gender issues from both an emancipatory adult education perspective and in relation to their relevance to development. Some participants argued that both women and men gained some advantages from current unequal gender relations. Women said they gained security, protection and a degree of certainty and freedom from the sole responsibility for children. Men gained feelings of superiority and more freedom, income and status. Disadvantages identified for women included less power, less control over their futures and a heavier workload. Men were perceived to be disadvantaged by not having the joy of spending much time with their children, suffering from superiority complexes and bearing the burden of responsibility and risk taking (Walters & Manicon, 1996: 139).

Women can achieve academically as well as men. The myth of female underachievement has been exposed by many studies that have indicated that women's behaviour and motivation to achieve not only equals but often surpasses that

of men. Today as in the past, more girls than boys graduate from high school and more women than men receive baccalaureate degrees and nationwide women now outnumber men in master's degree programmes. More men than women are enrolled only in professional and PhD programmes. The gaps between women and men are closing. Even if the women are educated, the world fails to reward women equitably for their accomplishment. Research suggests strongly that the inequalities faced by women in the occupational world cannot be linked, except in the most tenuous ways, to differences in educational achievement and attainment (Wrigley, 1992:149).

Evaluations of the gender session in the adult education workshop have been very positive. Among the comments in 1990 was this; 'The session sparked spontaneous applause from the participants. It was interesting, informative and was an eye –opener to many (Walters, & Manicon, 1996:140).

2.5 GENDER EQUITY IN SOUTH AFRICA

In the sphere of gender equity, much has changed in South Africa since 1994.The immediate post-apartheid period made the women inferior in most of the jobs while men were superior in all aspects. Men are occupying higher posts than women. In 1994, the government tried to transform the unequal relationship that prevailed. In the government, by 1994, the country was at number eight in the world in terms of gender equality. The country leapt quickly from the position of 141 in the world to number eight. By then, nine of its twenty seven Cabinet ministers were women and eight of its deputy ministers were women. Both the Speaker of the National Assembly and the Chairperson of the National Council of the Provinces were women, that is; Frene Ginwala and Naledi Pandor. Ginwala and Pandor were two of only twenty five women around the world to preside over a house of the 1 809 parliaments. South Africa is one of only three African counties to have women as presiding officers in Parliament or a house of parliament (Garson, 1996:1 http://www.southafrica.info/ess-info/sa-glance/constitution/gender.htm) retrieved on 2009/22/6.

Sheila Meintjies, a commissioner with the Commission on Gender Equality, a statutory

organization set up to advance women 's rights in South Africa, believes that 30% is the critical mass needed to make a difference in the struggle to promote women's rights. This has been very important in promoting a range of policies and legislation that stand to benefit women. There was the campaign of 50/50 representation in parliament by 2005 (Garson, 1996:1 http://www.southafrica.info/ess-info/sa-glance/constitution/gender.htm) retrieved on 2009/22/6.

In 2005, South Africa ranked seventh in the world with regard to the number of women in Parliament (Chisholm & September, 2005:153). In parliament, the percentage of women was thirty five. The former President, Thabo Mbeki, tried to close the gap by selecting a number of women Premiers in the country. The South African women, in world ranking between 1996 and 2005, showed a bit of improvement. The Mbeki cabinet in 2004 included forty three percent females and fifty seven percent males. The new President, Jacob Zuma also tried to continue the campaign of 50/50 in his cabinet but the gap it is not yet closed. There are 22 males in the cabinet while females are only 14. It shows that gender equity in our country is a problem and it will take some years to close this gap.

In the private sector, women's representation is even worse. A report released by the Employment Equity Commission in 2002 showed that women are inadequately represented across all sectors of the economy: at management level, 87% of all top management positions are still held by men and 80% of all senior management jobs are in the hands of men (Garson, 1996:2 http://www.southafrica.info/ess-info/sa-glance/constitution/gender.htm) retrieved on 2009/22/6.

Women currently hold 37.6% of jobs in management (all levels) and professional jobs combined- which include the teaching and nursing professions. There are still many barriers preventing women from getting ahead in business. Besides lacking the necessary education and skills, they are often denied financial assistance without a male guarantor (Garson, 1996:2http://www.southafrica.info/ess-info/sa-glance/constitution/gender.htm) retrieved on 2009/22/6.

It is up to the Commission on Gender Equality to monitor all sectors of society to ensure that they are promoting gender equity. The Commission must also investigate complaints on gender-related issues (Garson, 1996:3 http://www.southafrica.info/ess-info/sa-glance/constitution/gender.htm) retrieved on 2009/22/6.

Women are faced with patterns of representation which are male dominated and therefore express male interests. There are few women in the position of authority in the government in the Manpower Service Commission (MSC), amongst employers' federations or in the unions, yet these are precisely the groups mostly involved in policy decision –making in the area of training. When this situation changes then will the prospects for women in general also change. At the other extreme, very few women have made it into high level managerial positions, and, lack of promotion reflects very clearly the refusal by male managers to value women's work or open up opportunities for them. However, to achieve this programme of positive action, education appears necessary inside the unions, inside the civil service, and inside all business organizations. At the moment women are meeting obstacles at all levels and in a wide variety of sites. Without such changes, it seems only too likely that the present pattern of limited opportunities for women and continued sex stereotyping will continue to exist. It seems therefore that the focus of the attention should be on the ground in state training programmes so that they open up and welcome women in every area of work.

It is a serious challenge for the country to make sure that there is equity in all the sectors. It started in 1994 to make sure that the women and men are employed based on gender equity. It became difficult for the government to close the gap that occurred during the past government. It will take many years to close the gap between men and women. For example, since 2009 in Western Cape, the men still occupy higher positions than women. The Premier Helen Zille is more in favour of men than women.

The Employment Equity Act and Affirmative Action were designed to ensure that the historically disadvantaged groups, including women, are brought into the mainstream in decision-making roles in the economy. Both these acts use monitoring tools such as

quotas (e.g., to place women in 30% of senior management positions by stated deadlines). Other provisions also promote the participation of women and other disadvantaged groups in the economy. In the government tendering process, for example, women, people with disabilities, and youth are encouraged to bid and may qualify for short listing.

The Employment Equity Act commanded that government departments should have equity plans in place. These plans have to be drawn up through a consultative process involving workers in the system. Almost all the departments purport to have drawn up their equity plans, although it is still difficult to get copies of these plans. Nonetheless, one thing is clear and that is officials in the departments do not know that equity plans exist because they have not participated in it, nor have they seen it (Chisholm and September,2005:135).

White Paper on Affirmative Action in the Public Service of 1998:

- 50% of black people should be at management level by 1999.
- 30% of women should be at management level by 1999.
- 20% of people with disabilities should be at management level by 2005.

Gender equity seems to be stagnation, because it is not evenly yet implemented in South Africa according to researchers.

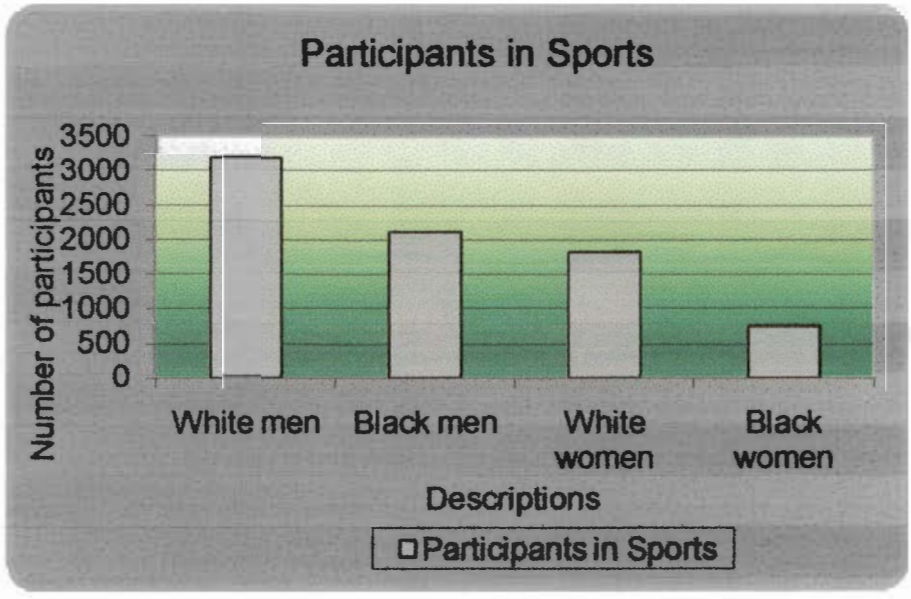
2.5.1 Gender equity in sports

Gender is another major divide in relation to sporting facilities. The following table gives a clear indication of this: (Wolpe et al., 1997: 87).

TABLE 2.1: Participants in sports

	Men	Women
Whites	**3 188**	**1 828**
Blacks	**2 115**	**748**
Total	**5 303**	**2 576**
Percentage (%)	**67.3**	**32.7**

Figure: 2.1, A, participation in sports has been translated into a graph thus:



Women participate in running, netball, tennis, softball, volleyball and swimming. Men participate in all sports, with football and rugby at the top of the league. Women act as a support system. Gender differentiation in access to sporting facilities and equipment, or to spaces suitable for physical activity, reflects this construction of gender relations.

2.5.2 Gender equity in education

The education policy in apartheid South Africa, which is well documented, focused mainly on racial segregation and on the provision of differentiated and unequal education for the various race groups, with white schools receiving the most human and physical resources and African schooling receiving the least. In particular, the racist and sexist policy for education in the country was encapsulated within the then Minister of Native Affairs, H.F.Verwoed's speech introducing the infamous Bantu Education Act of 1954 to Parliament (Moletsane, 2005).

In terms of the curriculum in teacher education, as well as in schools, the racially segregated apartheid system meant that different racial groups received differentiated curricula. The legacy of this policy still lives in contemporary education practices in the country. To illustrate, within the context of our liberal democracy, while most people who teach in schools are women, those who manage and are entrusted with developing and monitoring policy implementation in the education system and institutions are men (Moletsane, 2005).

In the educational arena, efforts were made to address issues of gender inequality in education. For example, with regard to research, Moletsane (2005) cites studies that focused on, among others, the apartheid policy of inferior and domestic education for African black girls.

In 1994 the South African education system committed itself to achieving greater gender equity in its administrative structures and particularly at leadership levels. As elsewhere in South Africa, women have to date dominated the educational profession, but not its leadership and management. In 1994 it was the explicit intention of the department, as of government as a whole, to change these conditions. A Gender Equity Task Team was appointed in 1996 and its report in 1997 (Wolpe, Quilan and Martinez, 1997:28) provided considerable impetus to this thrust. At the start of 1994, the Gauteng Department of Education GDE at the cutting edge of educational change in the heartland of industrial South Africa was headed by women (albeit white) and women occupied several senior positions. In 1997 the demand for gender equity was in the South African constitution. The Convention for the Elimination of Discrimination against Women (CEDAW) was formed to eliminate the discrimination against women and the establishment of equal rights with men in education.

The South African population totaled 41 244 430, according to data (Wolpe et.al:1995). A very high proportion of the population – more than a quarter, or 28.8 percent were enrolled in education. There were 11908 879 learners in primary and secondary schools in 1995.Overall, 50, 9 percent of all pupils were girls. It is clear that the girls were enrolled in schools and in some classes were in the majority, as in Grade 12. By

1995, in grade 12 there were 559 725 learners of whom 43.3 percent were boys (Wolpe, Quilan and Martinez, 1997: 79). The girl passed with endorsement more than the boys in South Africa.

In schools, male educators are fewer than female educators. For example, in the schools around Mafikeng, men educators are fewer than female educators. It shows that there is no gender equity in the schools. There are also fewer female managers than male managers in the schools. The combined figures for both schools and technical colleges show that men account for 36 percent of all teachers in South Africa, but hold 58 percent of principal posts, 69 percent of deputy principal posts, and 50 percent of head of department posts. In 1994 only four percent of all female teachers were principals compared to 11 percent of male teachers.

Again, because of the personal and political nature of gender issues, evidence suggests that it is generally difficult to implement change in curriculum and teaching practices based on gender equity in schools. This is because many teachers feel inadequately prepared to deal effectively with gender equity issues. The reason is that, the gender equity interventions are too few to make a difference in the lives and practices of teachers, those few largely reflect a poor understanding of gender and gender issues in education, often equating gender with women. However, this cannot be achieved without their support and cooperation, which teacher education programmes should aim to cultivate through gender equality interventions (Moletsane, 2005).

2.5.3 Adult basic education and training in South Africa

A socio-economic profile of South African women showed that they were more severely affected by unemployment than men. The men were earning more than women. The same level of education does not bring the same level of return to women as men. The discrepancies in income between women and men in the same level of education cause women to intensify their training and education in order to close the gap in gender.

Functional illiteracy is one of the barriers to women's participation in many areas of the labour market. The issue can be seen in two ways; as an indicator of the structural biases in the labour market whereby literacy requirements are imposed at the point of entry to certain occupational fields for gate keeping purposes rather than because of the actual requirements of the occupations concerned. Alternatively they can be seen as indicators of the need for improved formal educational opportunities for women. Neither perspective presents a full picture but taken together, they depict some of the complexities of gender equity issues in education at this level. The same level of education does not bring the same level of return to women as to men (Wolpe et al; 1997).

Literacy training in Adult Basic Education and Training is one component that covers an extreme wide range of activities which are pitched at a variety of learning levels. The Department of Education is using this policy on ABET, that it is general conceptual foundation towards lifelong learning and development, comprising knowledge, skills and attitude required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and ideally provides access to nationally recognized certificates (Wolpe et al., 1997:164).

ABET is a sector which has great potential to enhance gender equity, it is crucial that it not only equips women and men with skills of utilitarian, economic value but that it also involves a process of equipping women, particularly, with the skills and knowledge necessary to assert themselves in the labour market that has traditionally been hostile to their equal participation (Wolpe et al., 1997:164).

Illiterate population over 15 years of age 4, 7 million adults in South Africa never went to school, and further 4, 9 are functionally illiterate. Provinces with the largest number of illiteracy people are Kwa-Zulu Natal, Limpopo and the Eastern Cape followed by Gauteng Mpumalanga and North West. The lowest numbers occur in the Free State, the Northern Cape and Western Cape. The language groups mostly affected are;

IsiZulu, IsiXhosa and Sesotho sa Leboa. (w. w. w unesco.ca/en/activity/education.za)

Concentrated efforts are made by government, business sector and NGO (Non Governmental Organizations) to address this situation by expanding the network of adult education and ensuring the responses of the programme for the diverse needs of adult learners. (w.w.w.unesco.ca/en/activity/education.za)

2.5.4 Training gender-sensitive adult educators in South Africa

The first educational workshops in South Africa for the training of gender-sensitive adult educators were held in 1990. These workshops provided the basis for three important initiatives: publication of a highly successful hand book on an ongoing training project at the Centre for Adult and Continuing Education (CACE) which sought to deepen gender and anti-racism educational work among adult education and the start of a network of gender-sensitive adult educators from different regions of the country. The workshops also established a concrete base from which to explore the question of curricula for the training of gender-sensitive and feminist adult educators. The workshops to train adult educators in October and December 1990 run for five days and three days (Walters and Manicom, 1996:23 &24).

The workshop aimed to develop educational tools for gender analysis within the community and worker organizations for use by South African adult educators. The workshop was attended by thirty-nine women from various parts of the country who were working as educators in a variety of sectors; within non-formal education organizations, political organizations, church-linked organizations, sports bodies, cultural organizations, trade unions, youth organizations, women's organizations, universities and health projects. The participants' age ranged from twenty-four to sixty years old. Most (72%) were black. Their education levels ranged from ten years of schooling to post-graduate degree. The majorities were from urban areas; a few worked in rural areas (Walters and Manicom, 1996:25).

The design and the facilitation of the workshop strove to accommodate precisely such

movements across these dimensions, ending with plans to continue to build solidarity among gender-sensitive and feminist adult educators in South Africa (Walters and Manicom, 1996: 25).

Gender equity was monitored in the provinces by National Gender Coordinating Committee composed of Gender focal persons from provincial education departments. It appears that in some provinces senior managers were not taking gender equity as seriously as they should (Chisholm and September, 2005:20).

The former Minister of Education, Naledi Pandor, was worried about gender equity in education. There are a number of addresses she made but only to quote a few, on the 29th September 1999, she stated that South African educators and policy-makers held the view that there was no gender equity challenge confronting girls and women in the education sector (http://www/equity%20inSouth Africa.co.za).

There was not a single policy in education directed at affirming the access of girls and women. Secondly, despite the recent direct focus on education transformation, the focus seems to be on school resources, teacher behaviour and performance; little or no attention has been given to sexual harassment, to active changes in the gendered nature of the curriculum, to the implementation of the Gender Equity Task Team (GETT) Report and to a range of concerns arising from the absence of gender equity in the policy. The education departments in the provinces and nationally are staffed by males at senior level and seemingly convey the view that education is the domain of male expertise and competence.

Naledi Pandor's address on the 5th March 2009, at the Colloquium Ministerial Committee Report on the Restructuring of Adult Education and Training was about the Kha ri Gude campaign .The campaign was launched in 2008 to find out if adults in South Africa are ready to learn. The campaign completed its 1st year and it targeted almost all the provinces especially in Kwazulu Natal, Eastern Cape, Limpopo where illiteracy is most acute.

Nearly 80% of learners enrolled in the programme were women. Unemployed youth have been participating as facilitators. The campaign has lived up to the slogan in its name by ensuring that all provinces participate in the campaign. The Campaign integrated learning into the communities using venues that are easily accessible for learners such as homes, the markets, churches, prison and wherever people are. The campaign model of implementation was important also to alleviate poverty because the unemployed youth volunteered were paid stipend for teaching. The campaign has also contributed to the enhancement of all our official languages. While the materials are of high standard, the increased number of readers in the various languages will contribute to the development of all languages and will promote the development of further reading materials in the official languages.

She thanked all the volunteers who contributed to the campaign for nation building. In closure, she said that we must remember that access to literacy is not the only ambition of adult learners in South Africa and a matric qualification does not fully address their education needs. She also stated that she was convinced that the appropriate, new, and responsive literacy and adult education programmes will contribute to the alleviation of poverty, the need for human security and sustainable development (http://www/equity%20 in South Africa.co.za).

In South Africa, gender equality interventions in tertiary institutions have been 'housed' within Gender Studies as a strand of feminism and focus mainly on feminities, with an emerging interest in masculinities to examine and deal with unequal gender relations between men and women. In particular, interventions in education seem to be aligned to the gender and schooling strand. Within this strand, studies that examine the social and educational contexts within which women teachers work and girls learn abound. In addition, studies on masculinities in school are emerging. Using masculinity as a framework for examining gender inequality in education, Wolpe et al., (1997) stated that gender is created within institutional and cultural contexts that manufacture multiple forms of masculine identities, with one form generally hegemonic. According to them, schools play an active role in the formation of these masculinities. For example, practices that privilege masculinities tend to converge at particular locations, including

curriculum divisions, discipline systems, and sports.

2.5.5 Employment equity

Teaching remains a profession dominated by women, but women continue to be under-represented in leadership and management positions in schools and in the bureaucracy of the national and provincial education departments. Since 1994 there has been a commitment to secure equity in promotion in education. Currently, less than thirty percent of women occupy middle management positions and even fewer are in top management posts (Chisholm & September, 2005: 148). According to Ramogoshi, to show how women are not preferred to occupy management posts, there was a lady in Kwa-Zulu Natal who applied for a principal's post and was denied the post because she is a woman not a man. On the form when she applied for the post she did not use the gender prefix Miss/Mrs (Chisholm & September, 2005:136).

The combined figures for both schools and technical colleges show that men account for 36 percent of all teachers in South Africa, but hold 58 percent of principal's posts, 69 percent of deputy principals' posts, and 50 percent of head of department posts. In 1994 only four percent of all female teachers were principals compared to 11 percent of male teachers (Wolpe, Quilan and Martinez, 1997: 82).

Table 2.2: Distribution of Teachers According to Gender and Level of Schooling in the Northern Province.

	Primary Schools	%	Secondary School	%
Male	59 498	26.5	127 851	36.2
Female	165 398	73.5	225 956	68.8
Total	**224 896**	**100**	**353 507**	**100**

Source: Department of Education (Wolpe, Quinlan and Martinez, 1997: 82)

2.6 CONCLUSION

This chapter dealt with the theoretical framework regarding gender equity at Adult learning centres. It also dealt with the meaning of gender equity. Furthermore, in this chapter different view showed that gender equity is not easy to be implemented in various countries. Other countries like Australia and USA in the world try their best to implement gender equity in all aspects but fail because of the differences in education between men and women. It is going to take time for the countries to balance men and women in all sectors. Literature review showed that some countries have highly qualified men than women and vice versa. Other countries are influenced by the population differences between men and women to balance the gender equity in the sectors.

The next chapter focuses attention on the implementation of the research design and methods as well as the recording of raw data gathered through empirical research. The aim is to determine empirically what the views of the educators are regarding gender equity participation in Adult centres around Mafikeng in the North West Province.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

This chapter explains the research design and methods used in this study. The aim of the study as stated in chapter one was to determine from the literature the nature and scope of gender equity in the centres established for adult learners and to determine empirically the imbalances of males and females in the adult centres around Mafikeng. The researcher used both qualitative and quantitative research paradigms as points of departure. Questionnaires and interviews were used as instruments for data collection. Quantitative and qualitative data analysis techniques were used as techniques for data analysis. Issues relating to trustworthiness and ethical consideration received attention to establish validity and reliability of the study.

3.2 RESEARCH DESIGN AND METHODS

A research design describes the procedures for conducting the study, including where from whom and under what conditions the data will be obtained. In other words design indicates how the research is set up, what happens to the subjects and what methods of data collection are used (Mc Millian, 2001: 31).The research design include the following paradigms, the quantitative and qualitative approaches which are discussed below.

3.2.1 Quantitative approach

Quantitative research approach presents statistical results represented with numbers. Quantitative research approach endlessly pursues facts. It is used to obtain entire trends or statistical truth (McMillan, 2001:14). The quantitative research was applied to tutors/ educators and learners to gather information pertaining to equity imbalance in the adult centres through the use of a questionnaire.

The researcher used the questionnaire to gather information from the tutors and the learners in the adult centres. The questionnaire was in English for the tutors but the learners' questionnaire was in Setswana for those who do not understand English. The questionnaire was given randomly to tutors and the learners. Then the copies of the

questionnaires were collected to make an analysis according to the responses of the learners and the tutors from the selected adult centres. The questionnaire asked the learners about their gender, class enrolled for 2010 and the year they enrolled with the centre. The questionnaire included their motivation in the studies and their numbers in class according to gender.

The tutors' questionnaire asked them about their gender, age, qualification, teaching experience in ABET, positions in the centre and the numbers of their learners enrolled in the adult centres according to their levels of study and their gender.

3.2.2 Qualitative approach

Qualitative research approach presents data as a narration with words. Qualitative research approach is used if the researcher wants to observe in detail his/her own research (McMillian, 2001:14). In this study the qualitative design includes the use of semi-structured individual interviews.

In this study, the literature review and semi structured individual interviews were used to gather information. The interview is the most prominent data collection tool in qualitative research. It is a very good way of accessing people's perceptions, meanings, and definition of situations and the construction of reality (Punch, 2009:144). The tutors were interviewed. Interviewing is basically about asking questions and receiving answers. The interview was face to face verbal interchange. The interviewing was structured. In structured interviews the respondent is asked a series of pre-established questions. All the respondents received the same questions in the same order, delivered in standardized manner. Flexibility and variation was minimized. The people interviewed helped to give the background of the ABET centres and the information to the researcher to write the relevant background about the centres. The questions for the interview were structured in a way that the tutors answered them easily without hesitation. The tutors were free to say anything about their centres and that contributed to the researcher being able to gather even some points that helped in the study. During the interview the researcher noted the respondents' answers.

3.3 RESEARCH INSTRUMENTS

In this study several instruments such as questionnaires, interviews and literature study were used for collection of data.

3.3.1 Literature study

A thorough study of secondary and primary sources was conducted to gather relevant information about the participation of gender equity in the adult centres. The review of literature on gender equity for data collection purposes was limited to issues pertaining to:

3.3.2 Supplementary records

Documents from various sources were gathered during the study. They included the following:

Relevant documents issued by the National and Provincial Department of Education, for example, Policy documents and curriculum documents. The following were also used:

- List of the gender equity books.
- Photocopies from books and dissertations, and
- Copies downloaded from the internet.

3.3.3 Questionnaires and interviews

The questionnaires and the interviews were used to gather information about the imbalance of gender equity in the adult centres.

Males and females were interviewed and given copies of a questionnaire to indicate clearly what keeps men away from the learning centres, to identify adult learners' problems and to find possible solutions in order to close the gap in education.

3.3.3.1 Questionnaire

Questionnaires are usually used to obtain information from large groups. A questionnaire is an instrument that enables respondents to answer questions. In this study, the

questionnaires were used to gather information on the gender equity in the adult centres focusing on the learners and educators, the learners' attitude toward their education and the resources available

The copies of the questionnaire were given to the adult learners and the tutors of the adult centres. The Setswana questionnaires were given to the adult learners who had problems with English. The learners were able to understand the questions easily in their language. The following questionnaires were used to gather information:

- Questionnaire for Adult Educators/Tutors.
- Questionnaire for Learners.

3.3.3.1.1 Questionnaire for adult educators/tutors

The questionnaire was divided into two sections; the demographic and biographic, and the information concerning learners. The educators were marking the relevant answers from the box by marking with an x (See the questionnaire on Appendix B3). I gave the centres the letters beforehand that confirm that I was doing the study to each centre so that the educators can be at ease to help (see Appendix A).

The questionnaires were distributed personally to the ten centres where the study was undertaken. Each centre was given one questionnaire to be answered. The researcher gave the educators three days to complete the questionnaire. The questionnaires were then collected on the said dates from all the centres. The information from the respondents was computed.

3.3.3.1.1.1 Questionnaire of the adult educators for the researcher to collect the data.

SECTION A (1-8)

This section consisted of biographical and demographical data which require the respondents to place a cross(x) next to the answer that best describe their views.

***Gender**: The educators were important to distinguish the questionnaire according to gender. That showed lack of gender equity in the adult centres.

***Age:** To find out the age of educators in the adult centres. The researcher used the educators' age to find out whether the adult educators were capable to handle adults.

***Qualifications**: The qualifications of the respondent are important for the understanding of the adult education. The respondents were required to indicate their highest qualifications. Adults need a well trained educator to handle them. The qualifications helped the researcher to find out whether the educators are capable to handle adult learners.

***Teaching experience is important to show the insight of what the educators are doing during the lessons**. That also has an impact on the learners' gender equity to come to the centres to learn. It also showed the confidence of the learners from the experienced educators.

* **Highest education in Abet:** The highest education in Abet can make the males and female learners to come to the centres knowing that the educators are of specialty in adult education.

* **Position held:** To find out the highest position according to gender.

***Type of settlement where you are teaching.** The type of settlement was very influential to close the gender equity gap. That showed the difference in rural and urban adult education.

SECTION B (10-15)

This section the researcher wanted to get the information from the educators about the learners and their viewpoint.

***Give the total number of learners enrolled according to levels according to gender:** That showed the number of learners in the centre according to gender in different levels.

***Which learners are performing much better than the others?** The question showed the performance difference in their education according to gender.

*Do you experience high absenteeism of learners at the Adult Centre? The researcher finds out the rate of absenteeism at the Adult Centres.

*Which learners absent themselves more, male or female learners? That showed the number of absenteeism according to gender.

*Which learners (according to gender) drop-out in the year of study? The researcher was able to find out the drop-out rate according to gender in the adult centres.

*What do you think is the cause for learners indicated above to drop out? The educators were supposed to give different reasons according to their respective centres. The centres are situated in different areas. Those in the rural their reasons were based on the location of the centre, same applied to the urban centres.

3.3.3.1.2 Questionnaire for adult learners

The questionnaire was divided into two sections; the biographic and demographic data, and the open question. The researcher distributed questionnaires to ten centres. Each centre was given four questionnaires to adult learners. Two English questionnaires and two Setswana questionnaires were distributed personally to each centre (See Appendix A). All in all the adult questionnaires distributed to adult centres were forty. The adult learners were given five days to complete the questionnaires. The questionnaires were collected after the said date. All questionnaires were completed. The researcher computed the information from the questionnaires to collect data.

3.3.3.1.2.1 Questionnaire for adult learners and what the researcher used to gather information from them.

SECTION B (QUESTIONS 1-9)

This section, aimed at collecting the biographic and demographic data and marking with an (x) to the answer that best describe the respondents' views.

*Gender: The learners indicated their gender to help towards the number of males and females who answered the questionnaire. That showed that female respondents were more than males.

*Class enrolled for 2010: The adult learners indicated the level enrolled in 2010. That showed the level of education based on their gender.

***State the year you enrolled with the centre:** Adult learners indicated the year of enrollment that helped to find out which year there was a high enrollment.

***Is the curriculum relevant to what you want to achieve?** Some female learners indicated that the curriculum offered was relevant while other females and males did not agree.

***What motivates you to come to the Adult Centre:** The question was to find out what actually motivate them as adults to come to the centre. The males and females responded differently marking the reason in favor of them.

***Attendance**: The researcher wanted to find out the attendance of the adult learners based on the gender quality.

***If you do not attend regularly is because of**: That shown different reasons according to their gender.

***State the number of educators at the Adult Centre according to gender**: The adult learners indicated the number of educators in their respective centres and that shown that male educators are fewer than male educators.

***From the following courses which one do you think can motivate male learners to enroll in high numbers in the centres?** The learners showed according to their gender which courses they think can be attractive to males in order to come to the centres in high numbers.

SECTION C (question 10)

This section was an open-ended question the respondents answered differently what the government should do to improve the Adult Centres in order to close the gender equity gap.

3.3.4 POPULATION

A sample of fifty (n = 50) was taken from the ten centres. Therefore, four adult learners and one tutor from each centre were randomly selected to give the total number of fifty from ten centres. The learners and the tutors randomly selected were given copies of the questionnaire and also interviewed. The tutors selected for interviews were five from the ten centres. The tutors were randomly selected.

3.3.4.1 Selection of sample for quantitative data: adult learners and tutors questionnaire

The Abet centres in the Mafikeng APO were used for this study. The researcher selected randomly four learners and one tutor from each centre to answer the questionnaire. The random selection was used to minimize the total number of the learners and tutors at the centres for the study. Then the researcher took four copies of the questionnaire from adult learners' questionnaire and two from the tutors for piloting. The questionnaire was more reliable and anonymous and it encouraged greater honesty and proved more economical in terms of time and money.

3.3.4.1.1 Response of the educators

Ten educators were randomly selected from ten centres to complete the questionnaire. One questionnaire was given to each centre to be completed. All ten questionnaires were completed to help the researcher to compile the data.

3.3.4.1.2 Response of the learners

All the questionnaires sent to the centres were returned. That was a hundred percent positive response. The four questionnaires from each of the ten Adult centres were submitted to make the total of forty questionnaires.

3.3.5 Interview

In the interview, the researcher talked to the respondents and obtained information directly. In this study, the interview technique was used to find information from the tutors

about the participation of gender equity in the adult centres. The questions set for the interview included the tutors' gender ratio and learners' performance according to gender and looking back from the past years.

3.3.5.1 Purpose of the interview

The researcher used the interview as the principal means to gather information in order to achieve the research aims and objectives. Again the interview was used to follow up on unexpected results as the respondents gave their reasons for responding as they did.

3.3.5.2 Interview questions and answers

The researcher used alphabets to protect the identity of the interviewees. The answers to the questions in Appendix B4 are reflected below.

What is the percentage rate of female and male learners participating in the Adult Centre?

A: Female percentage is 75% and males 25%.

B: What I know the female percentage is higher than the males.

C: Females is equal to 70% and males are 30%.

D: 65% of female and 35% of male participate in the adult centre.

E: I can't give the exert percentage but roughly 80% females and 20% males.

What do you think motivates both male and female learners to come to the Adult Centres?

A: Learners need to read and write especially to write their names and read their children school particulars or correspondence from their schools.

B: I think the learners come to the centres to know how to read and write their names. Others want to get the certificate and thereafter seek for work with the certificates.

C: The learners need certificates to show their achievement. Some learners wanted to be able to read the bibles, medication, and school particulars for their own children during meetings to sign and count their monies especially the grants.

D: They are motivated because the matric (matriculation) certificate is the same as of public and private schools.

E: We buy food, fruits, and bake the cakes and vetkoeks for them because of poverty. We also give them old clothes. They are motivated to come to the centres because they know that they will take something with them to homes.

Which learners' enrollment is higher than the other one, the males or the females? Give the reason why is it so.

A: Female learners enrolled in high numbers than males because female learners are willing to learn to improve the standard of living.

B: Females. Females are more encouraged than men

C: Females than males. Males are only concentrating on how to get money quicker to support their families than females who take their time to learn before they can concentrate on their families.

D: The females are more than males. Females like to achieve in life. They want to be professionals after the study.

E: Females. Males lack courage in the study than females.

How can adult learners of different sexes be motivated to enroll at the adult centre in order to close the percentage gap?

A: I think the government should include skills in their curriculum to help them do things for themselves and to sell products done by them to obtain money. Males like to use their hands to obtain money to feed their families. Females like to impress people with what they can do to improve their houses.

B: Learners need to use their hands for survival so they need skills such as bricklaying, cooking sewing, entrepreneurship to run their small businesses.

C: To develop skills in the centres for example bricklaying, gardening, foundation for cooking to cater people, electricity, small business for spaza (tuck) shops.

D: By giving them food parcels because most of them are from rural areas and poor families.

E: By encouraging them to come for their benefit.

Do you think the curriculum offered to adults is suitable? Why do you say so?

A: No, the curriculum does not meet their needs.

B: No. As adults, they need to take care for their families so they need something that can help them to make money.

C: It is not suitable because the curriculum does not meet their needs. For example they want to make money and feed their families.

D: Yes to help them to obtain the certificates and to work thereafter.

E: No, adults need skills to make things to earn a living.

What should the government do to promote gender equity in the Adult Centres?

A: To implement skills in the centres and create jobs for them thereafter.

B: The government should provide skills together with the curriculum offered to attract male and females. The centres should be relevant to adult learners.

C: The government should implement skill programmes in the centres and create jobs for them afterwards.

D: To encourage all the learners those are over age to register.

E: To organize different activities in the centres.

What do you think the Department of Education should do to improve the Adult Centres in order to attract both female and male adult learners?

A: The centres should be built for adult learners to attract them. The buildings should have necessary facilities.

B: To implement skills development into the existing curriculum.

C: The department should open the centres for adults. The building facilities are relevant to the adults.

D: Most of the public schools must operate as adult centres after hours and they should operate the whole week.

E: To have materials and equipment, for example, artwork, cooking and sewing.

The researcher used the answers given to collect data for analysis in the next chapter.

3.4 SELECTION OF THE SAMPLE FOR QUALITATIVE DATA

The researcher, before the interviews took place, did the piloting with one educator in the same study to find out whether the questions set for the interviews were relevant for the study and not biased. Piloting helped the researcher to correct the questions before the real interview with the relevant people.

The researcher interviewed five tutors from the ten centres using the same questions set and the interviewees points were noted for their response. The interviewer left the tutors to add on other issues that were not asked. That relevant issue also helped the researcher to consider them or use them in the study. A total of five tutors were used in this study for the interview.

3.5 DATA ANALYSIS TECHNIQUES

3.5.1 Quantitatively derived data

With the help of experts in the statistical section, statistical analysis of variance was conducted to compare the views of different participants or subjects in this study.

- Data was analyzed in terms of:
- Tables and graphs
- Statistical formulae

In quantitative research data is analyzed systematically. It begins with preparing the data for computer entry, followed by entering the data in the computer and then by processing and analysis. In the first stages, the information of all the selected respondents was computed using SPSS13.1 programme. The researcher may be interested in getting a brief overview of the general trends regarding the research questions. The following were used to analyze the data; charts, graphs and tables.

3.5.1.1 Validity of quantitative data

It is a measure of the quality of the process of the measurement. The measure is expected to be relevant, accurate and precise .All copies of the questionnaire distributed to the adult learners were forty including ten to educators and all were returned to the researcher.

3.5.2 Qualitatively derived data

Qualitative data was facilitated by the use of the critical incident technique. The critical incident technique for interview questions involves identifying themes to responses, managing and categorizing them (Redmann, Lambrecht and Stitt-Gohdes, 2000:137).

Sarantokos (2005: 21) explains that human beings are creators of their own world and they make sense of their own world. They are not restricted by external laws when the system of meaning is created. The scientific view of qualitative research is based on common sense. It is inductive and it relies on interpretation of facts. It is subjective and

value-free. The qualitative research aims to interpret, understand and discover people's meaning of social life.

3.5.2.1 Validity of qualitative data

Interviewers apply the measures to guarantee validity in their work. The emphasis is on the analysis and improvement of a particular situation and not on comparative study.

The researcher takes a voluminous amount of information and reduces it to certain patterns, categories, or themes and then interprets this information by using schema. Tesch calls this process" de-contextualization" and "re-contextualization". Flexible rules govern how one goes about sorting through interview transcriptions, observational notes and documents. This process involves what has been called segmenting the information, developing coding categories and generating categories, themes or patterns (Tesch, 1992).

3.5.3 Verification of data

The data collected from the adult centres is true. The fifty questionnaire and five interviews were conducted in from the ten centres. The data was analyzed using the graphs and charts and interpreted according to the respondents. The researcher issued forty copies of the questionnaire to the adult learners and the learners responded according to their own opinions. The educators also responded to the questionnaire given to them. The questionnaire was answered willingly. There was much cooperation during the interviews. The data analyzed and interpreted is the true record of what the respondents indicated and answered.

Cohen and Manion (1994) argue that it is important that the researcher understands the process of data analysis. Analyzing the data collected mean to draw some conclusions about the given data from the respondents.

For quantitative research the researcher used the SPSS13.1 programme for data analysis. Data analysis was summarized in the form of charts, tables and graphs. For qualitative the researcher used the TODA (Textually Oriented-Data Analysis Approach).The question and answers of the interviews are attached (See APENDIX B.4).

3.6 TRUSTWORTHINESS

To ensure trustworthiness these criteria were used:

- **Validity**

Validity is a measure of the quality of the process of the measurement. The measure is expected to be relevant, accurate and precise. Validity is a judgment of the appropriateness of a measure for specific inferences, decisions, consequences or uses that result from the scores that generated. In other words validity is a situation-specific concept; validity is dependent on the purpose, population, and a situational factor in which measurement takes place (McMillan, 2001:181). All the copies of the questionnaire distributed to the adult learners were forty including ten to educators and all were returned to the researcher. The interviewers applied the measure to guarantee validity in their work. The interviewers were much cooperative in their responses.

- **Reliability**

Reliability refers to the degree to which a test, tool or technique measures were used for measurement (McMillan, 2001: 181). All the instruments of measure provided valid and reliable outcomes and helped to draw the conclusion of the research study. To ensure reliability this research used more than one instrument to collect data; questionnaires and interviews.

- **Triangulation of sources and methods**

Triangulation is an approach to research that uses a combination of more than one research strategy in a single investigation. Cohen and Manion (1994:98) assert that, triangulation is the use of two or more methods of data collection techniques in a study.

For the purpose of triangulation, a combination of data collection instruments was used in this research study. There are various forms of triangulation, data triangulation, investigator triangulation and theory triangulation.

- **Data triangulation**

It refers to use of different sources of data as distinct from using different methods in the production of data. There are three types of data triangulation, time triangulation, space triangulation and person triangulation.

Time triangulation researcher collects data about a phenomenon at different points in time. Studies based on triangulation design are not considered examples of data triangulation for time because they are intended to document changes over time. There were some delays in other centres during the data collection. The researcher was supposed to shift her time frames in order to accommodate other centres.

Space triangulation consists of collecting data at more than one site. At the onset, the researcher must identify how time or space relate to the study and make an argument supporting use of different time or space collection points in the study. During the study the researcher used the different time frames to collect data from the ten centres. By collecting data at different points in time and in different spaces, the researcher gained a clearer and more complete description of decision making and enables to differentiate characteristics that spend time periods and spaces from characteristics specific to certain times and spaces.

Person triangulation the researcher collected data from more than one level of person that is a set of individuals, group or collectives. The researcher used the adult learners and adult educators to collect the data through the questionnaires and the interviews.

- **Investigator triangulation**

Qualitative investigators choose triangulation as a research strategy to assure completeness of findings or to confirm findings. Using of different interviewers is employed to reveal and minimize biases coming from individual researcher. The researcher used different individuals from different centres to collect the data. Five educators were selected randomly from the ten centres for interviews.

3.7 ETHICAL CONSIDERATIONS

Qualitative researcher faced ethical dilemmas and made decisions to resolve these in order to continue with the study. A record was maintained of the decisions; the people involved, the action taken and the impact on the study. The researcher made strategy choices in the field and some decisions were based primarily on ethical considerations. Maintaining a record of ethical considerations helped to justify the subsequent choices (McMillan, 2001:413).

The researcher safeguarded the rights, dignity and trust of the respondents against all factors that can lead to misuse of influence. The sensitiveness of the respondents' feelings was taken into consideration by not provoking them with unnecessary comments. The researcher explained to the participants the purpose of her study made at their centres. By so doing the participants were willing to help in the study. The researcher promoted accuracy, honesty and truthfulness of gender equity in the centres from the participants. The participants were rest assured that their names and their viewpoints will be confidential. The researcher will not quote their names in the research.

3.8 FOLLOW- UPS

In order to ensure the maximum percentage of self administered questionnaire a follow up was important. The researcher made some follow–ups by going to the centres where the questionnaire was distributed. In cases where the respondents lost their questionnaire, other copies were given to them and collected the same day.

3.9 SUMMARY

This chapter described the research design and research instruments used for this study and the methods used to gather information for data analysis. The chosen problems under investigation need a method that would yield attainable and balanced results from the study. A questionnaire and interview were used as the main instruments in the collection of data from the centres around Mafikeng.

The next chapter focuses attention on the analysis of data and interpretation from the empirical research as well as recording of findings.

CHAPTER FOUR

DATA INTERPRETATION AND RECORDING OF FINDINGS

4.1 INTRODUCTION

In this chapter the researcher shows the way the data is analyzed and interpreted. The researcher does the data reduction, presentation and interpretation. The responses to the questionnaire were recorded in percentages to maximize and minimize inconvenience to the respondents.

4.2 REVIEW OF RESPONDENTS

4.2.1 Responses by learners

Figure 4.1: Gender of the participants

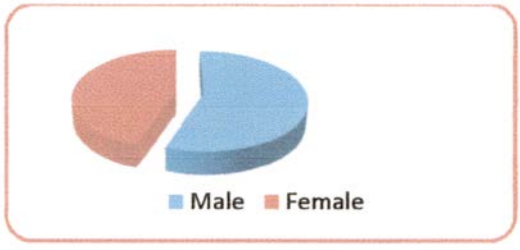


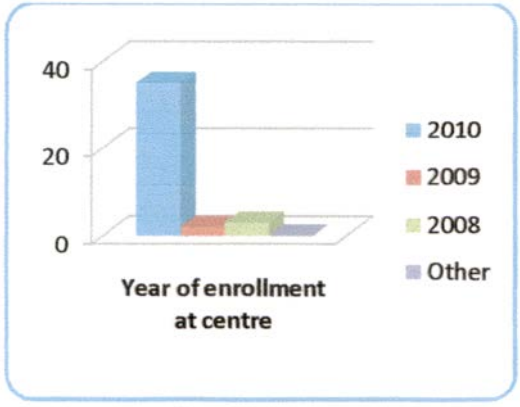
Figure 4.1 shows the gender question: 15 (10%) were male educators and 25 (90%) were female educators. The dominance of females in the adult centres is still prevalent. The limited number of males poses a challenge for the department to address issues of equity and equality in terms of gender.

Figure 4.2: Levels enrolled



The respondents indicated that their enrollment for 2010 was as follows: 14 (35%) Level1, 3 (7.5%) Level 2, 12 (30%) Level 3 and 11 (27.5%) Level4. Level 1 has a higher enrollment percentage. This shows the level of illiteracy in the Mafikeng as indicated in Figure 4.2.

Figure 4.3: Year of enrollment



According to Figure 4.3, 2010 was the year in which many learners attended in the centres to pursue their education. The respondents were 35 (87.5%) that enrolled with ABET centres in 2010, 2 (5%) enrolled in 2009 and 3 (7.5%) in 2008.

4.2.2. Curriculum relevancy according to gender

All respondents agreed that the curriculum offered is relevant to what they want to achieve. The women indicated that the curriculum offered will help them to get a decent employment, while the male wanted to read and write to be able to get jobs that is, to know how to fill the forms.

Figure 4.4: Motivation for learning

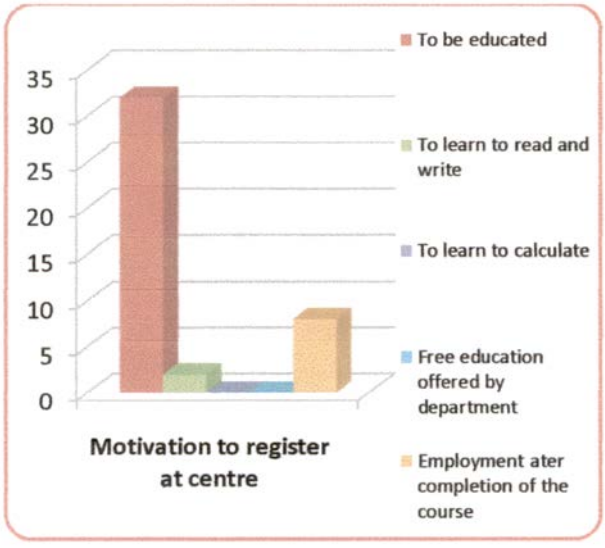
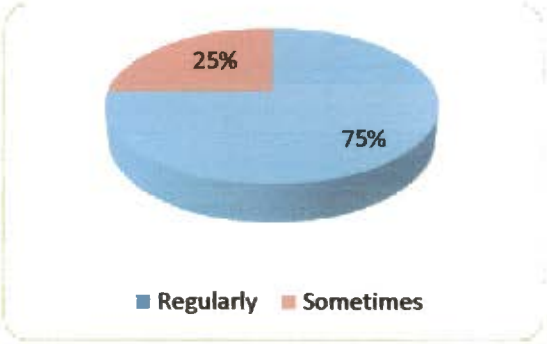


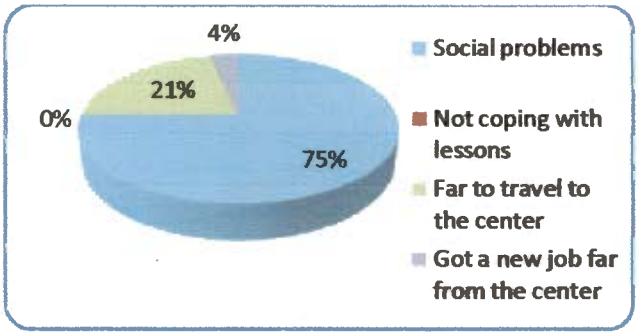
Figure 4.4 shows that 32 (76.2%) respondents indicated that they attended the ABET centres to be educated. 2 (4.8%) wanted to know how to read and write; and 8 (19%) wanted to get employment after completion of the course. The other two respondents wrongly chose one and five that is why the total is forty two.

Figure 4.5: Attendance



The respondents in Figure 4.5 shows that 30 (75%) of them attend regularly while the remaining 10 (35%) attended at times. This shows that most of the adult learners are dedicated to their studies and want to complete the course.

Figure 4.6: Reasons for absenteeism according to gender



In Figure 4.6 men indicated that they absent themselves because of employment far from the centres, while women indicated that they absent themselves because of social problems encountered and that they had to travel long distances to the centres.

Figure 4.7: Number of educators according to gender

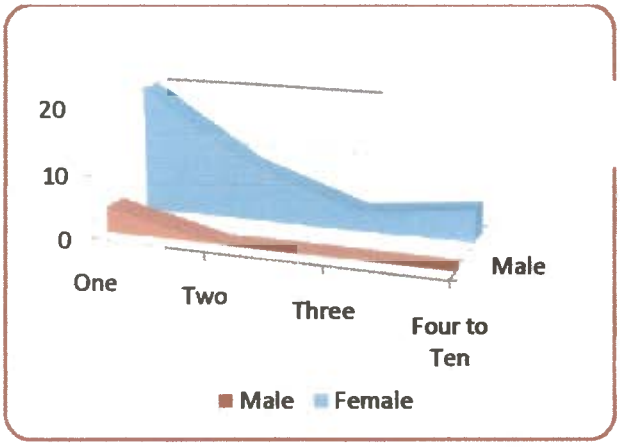
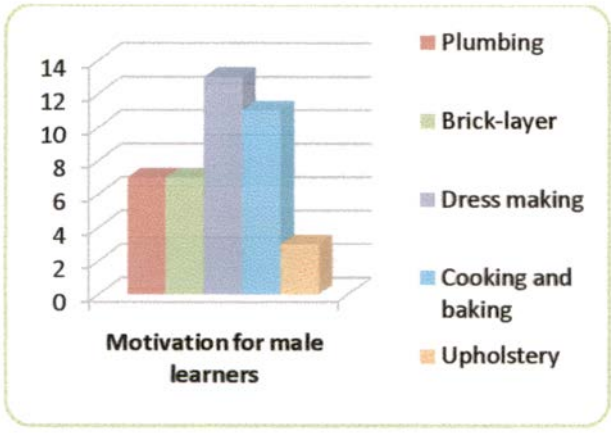


Figure 4.7 shows that there were 37 (90.2%) female educators and 4 (9.8%) males at the adult centres. This indicates that there is no gender equity in the adult centres.

Figure 4.8: The influence of courses according to gender



With regard to skills needed, Figure 4.8 shows that 7 (17.1%) indicated that men needed plumbing skill and brick laying skills, 13 (31.7%)females needed dress making skills,11 (26.8%) needed cooking and baking skills and 3 (7%)required upholstery skills. This implies that skills development is needed in the adult centres. The other respondents chose two courses.

4.2.3: Suggestions on the role of government in adult centres

Twenty eight of the respondents indicated that they needed the government to provide centres with relevant resources and to implement the skills development in the centres other than theoretical studies only.

4.2.2 Responses from Educators/ Tutors

Figure 4.9: Gender of respondents

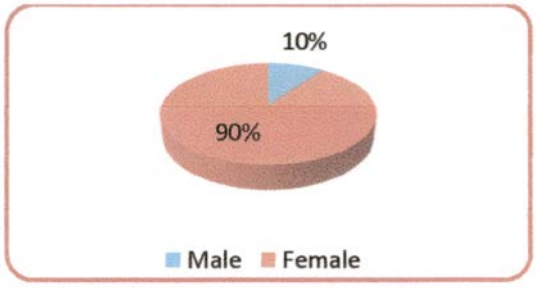
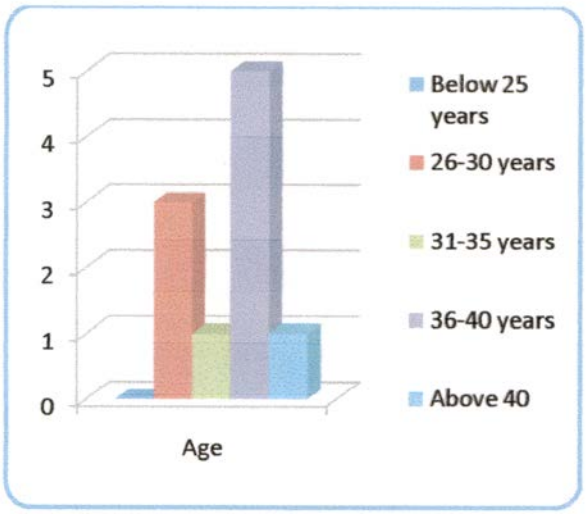


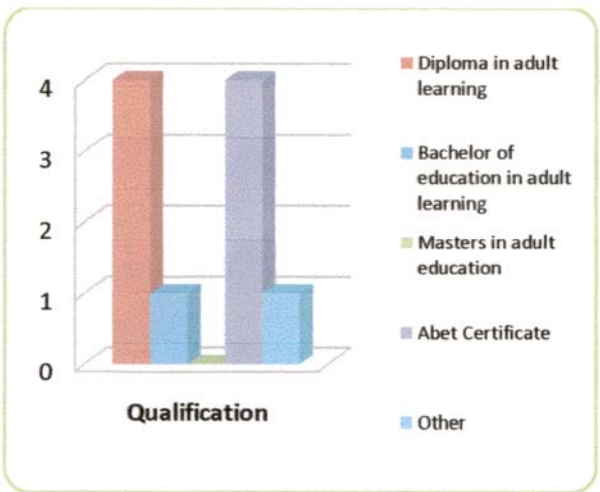
Figure 4.9 shows that on the gender question, the number was 1 (10%) for male educators and 9 (90%) were female educators. This implies that female educators are in the majority in the adult centres and they are the most contributing gender in adult education.

Figure 4.10: Age of respondents according to gender



With regard to age Figure 4.10, the respondents indicated their age by selecting one of the five categories. The men showed that 3 (30%) of them are between the ages of 26-30 years and 1 (10%) men is between the 31-35years.Female showed that, 5 (50%) of them are between the ages of 36-40 years and 1 (10%) female is above 41 years. This suggests that the availability of female educators who are 36-40 years and relatively mature can help the adult learners to achieve their goals.

Figure 4.11: Qualification of the respondents



The Figure 4.11 indicates that 4 (40%) of the respondents are having diploma in adult learning, 1 (10%) has Bachelors of Education in adult learning, 4 (40%) have ABET certificates and 1 (10%) has other qualifications. This shows that the adult educators are qualified to teach at the adult centres because they have the required qualifications.

4.2.5. Teaching experience of the respondents

The respondents indicated their teaching experience by selecting one from four categories. Eight (80%) of them have 1 to 5 year experience, 1 (10%) has 11 to 15 years

experience and another 1 (10%) has more than 15 years experience. This implies that the educators in the ABET centres have average experience in teaching.

Figure 4.12: Experience in teaching at ABET centres

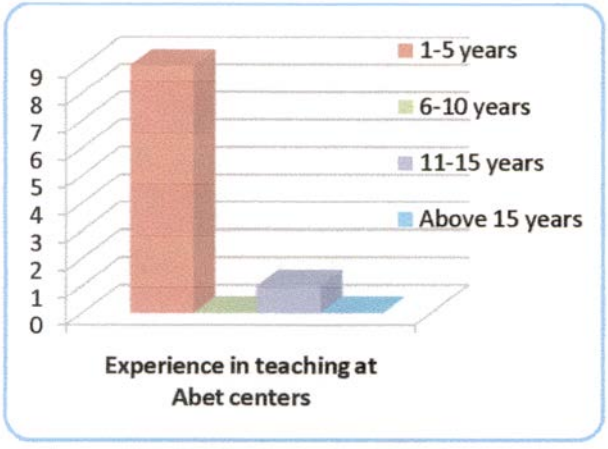
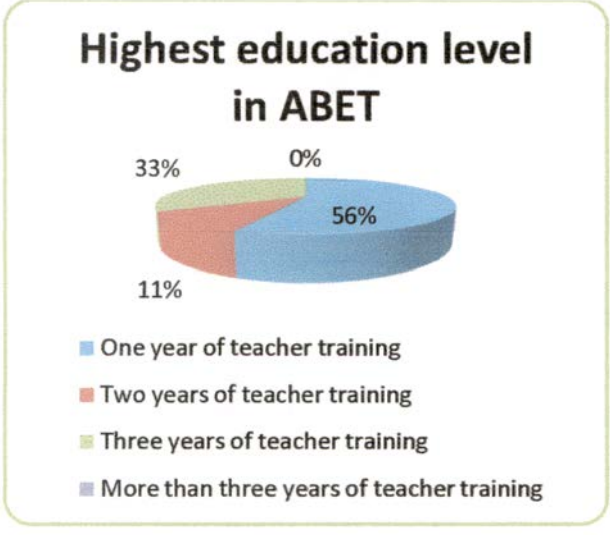


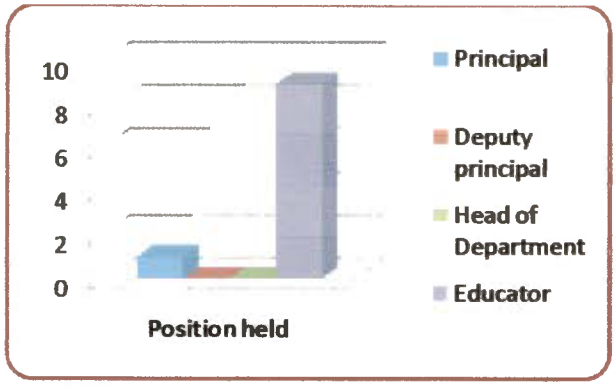
Figure 4.12 shows that the respondents indicated their experience in teaching at ABET centres by selecting one of the four categories. 9 (90%) of the respondents have 1 to 5 years' experience in teaching at adult centres. This implies that the educators have less experience in teaching at ABET centres and this may hinder the performance of the adult teachers.

Figure 4.13: Highest education level of the respondents



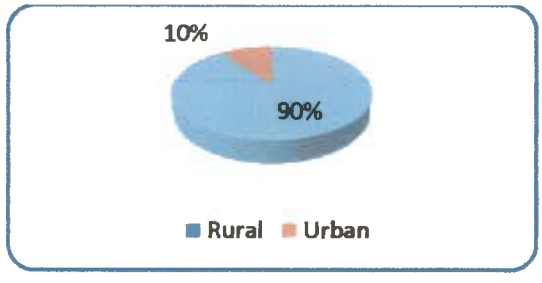
According to the responses in Figure 4.13 the educators have little teacher training in Adult Basic Education and Training. This can contribute to poor handling of the adult learning curriculum at the adult centres. 5 (56%) have only a year's training.3 (33%) have three years of training and 2 (11%) have more than three years of training.

Figure 4.14: Position held



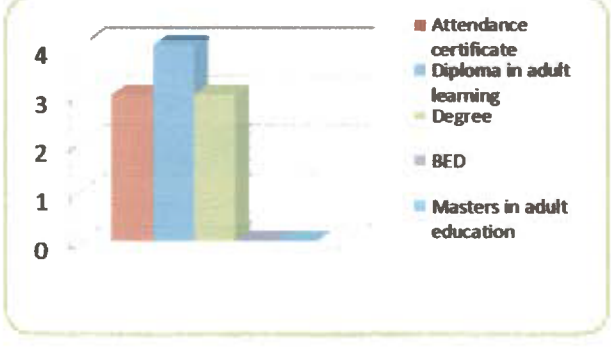
As indicated in Figure 4.14, 9 (90%) of the respondents are educators while 1 (10%) is the principal of the centres. This implies that the principal's position is limited in the adult centres and educators are just nominated to run the centres without the leadership skills and management skills.

Figure 4.15: Settlement



The respondents indicate (Figure 4.15) that 9 (90%) are teaching in rural area and 1 (10%) is teaching in urban area. This indicates that the majority of respondents' centres are situated in rural areas.

Figure 4.16: Recognition received from curriculum related to adult education



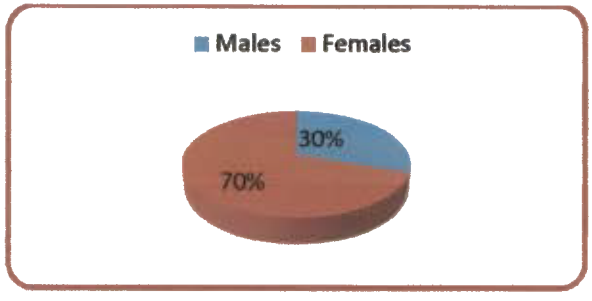
From Figure 4.16, it is clear that 3 (30%) of respondents received attendance certificates in adult education. 4 (40%) respondents received diploma in adult learning and 3 (30%) received the degree in adult education. This implies that the adult educators are relevant in the education of adult learners.

Figure 4.17: Total number of learners enrolled according to gender

Level	Males	Females
1	12.50%	32.50%
2	2.50%	11.88%
3	3.75%	16.25%
4	7.50%	13.13%

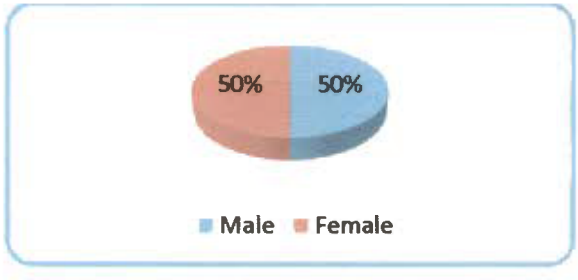
Figure 4.17 shows that female learners are vastly distributed in the different levels. This implies that the female learners are committed to their studies and aspire to complete level 4 compared to their male counterparts.

Figure 4.18: Learner performance according to gender



It is clear in Figure 4.18 that 3 (30%) of the respondents indicated that male learners are under performing while 7 (70%) respondents indicate that female learners are performing well. According to the respondents, female learners are performing better than their male counterparts.

Figure 4.19: Absenteeism of learners according to gender



In relation to absenteeism, Figure 4.19 indicates that both male and female learners do not attend classes regularly. The absenteeism of learners is 50% males and 50% females. The adult learners are always committed to things other than their educational career.

Figure 4.20: Drop outs according to gender

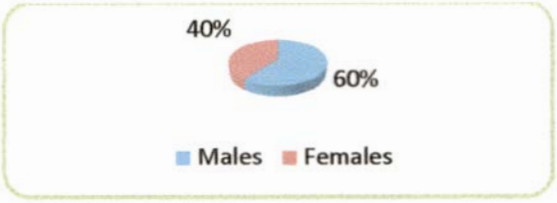


Figure 4.20 shows that 6 (60%) of respondents indicated that male learners drop out and 4 (40%) females drop out from their studies. This implies that male learners do not show much commitment to their studies.

4.2.6: Reasons for the learner drop out

Males drop out of school because of family responsibility as they are the heads of families. Females drop out of school because of falling pregnant while studying and they have to take care of children.

4.3 RESPONSES TO THE INTERVIEW QUESTIONS

Five educators were interviewed from the ten centres. The researcher randomly selected the five centres to interview one educator in each centre.The questions and responses were as follows:

Percentage of female and male learner's participation in adult centres

The interviewees responded differently in answering the first question due to the difference in enrollment. The percentage rate of male and female participation in the adult centres ranged between 65 to 80 percent for females and 20 to 30 percent for males.

Motivation for learners to attend adult centres

Different answers were given by the interviewees and they were as follows:

- The educators indicated that the learners require certificates in level four and grade 12 to use them to seek employment.

- Other learners want to be able to read the Bible, medication and school particulars for their own children. They even want to know how to write their names and count their social grants or pension money.
- They are also motivated as well due to the reason that they are given food parcels and clothes by their educators.

Enrollment of learners according to gender

All interviewees indicated that female enrollment is higher than that of males.

Method of motivating learners to enroll at adult centres to reduce gender inequality at the centres

Different views were given as follows:

- Learners should be given food parcels because they are from disadvantaged families.
- More skills development programmes such as bricklaying, gardening and electronics are needed.
- All learners should be invited to attend adult centre regardless of their age.
- Learners should be trained to be self sufficient. Entrepreneurial skills should be embedded in the Adult Education Programme.

Suitability of curriculum offered:

Four educators noted that the curriculum was not suitable for the adult learners. The learners require a curriculum that will assist them to make money in order to survive. One educator believes that the curriculum is adequate as the students receive certificates after they complete their studies.

Role of government in promoting gender equity in adult centres:

The educators indicated that the government should include skills as part of the curriculum and help them create jobs for skilled adult learners.

The Role of the Department of Education in improving centres to attract adult learners:

Four educators recommended that the Department of Education should build centres relevant to adult learners with the resources such as stoves, sewing machines, fridges etc. These centres will promote excellence in the adult learners.

4.4 SUMMARY

This chapter provided data interpretation and recording of the findings regarding gender equity participation in the adult centres. It deals with the views of the respondents which are indicated by charts and tables and in the form of percentages and figures. The next chapter focused on synthesis critic of findings, recommendations and concluding remarks.

CHAPTER FIVE

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this chapter, the synthesis, discussion of findings, recommendations and conclusion of the gender equity are presented.

5.2 SUMMARY

This chapter presents a brief of the previous chapters. Furthermore, it highlights the major findings from both the literature and empirical study not excluding analysis of data as well as recommendations regarding the gender equity participation in the Adult centres.

Chapter one presented an orientation to the study and was made up of background of the study, statement of the problem, aims and research questions, significance of the study, research methods, delimitations, limitation and the definition of terms used.

Chapter two dealt with literature review, giving the view points of different authors about the statement of the problem.

Chapter three outlined the research methodology of the study. It indicates the procedure of how the information was collected from the respondents. It also indicated how the respondents responded to the questionnaires.

Chapter four outlined data analysis and recording of the findings. The questionnaire and interview data of the study were analyzed and interpreted according to the respondents views.

5.3 RESEARCH FINDINGS

The research findings are stated according to the aims and questions of the study.

5.3.1 Findings to aim 1

The goal aim of the study was to determine from the literature the nature and scope of gender equity in the centres established for adult learners.

Research findings revealed that there is no gender equity in the adult centres around Mafikeng. The female learners' percentage is higher than the male percentage. However, the female learners are more illiterate than men (refer to Figure, 4.1, page 44).Thirty-five learners enrolled in 2010 are in level one (refer to Figure, 4.3, page 45). It shows that many adults cannot read or write according to the high number enrolled in level one according to gender.

5.3.2 Findings to aim 2

The other aim was to determine empirically the educational performance between male and female in the adult centres.

There is no gender equity in the educational performance between males and females in the adult centres. The women educational performance is higher than the men in the adult centres. The women proceed to level four in their studies than men. Most men seem to be discouraged in their studies than women. Most women are eager to learn and to pursue the career of their choice at the higher institutions.

Findings from the responses to question 1:

What is the percentage of females and males who participate in adult education in the Adult Centres?

The percentage of males and females participating in the Adult Centres has a huge gap. The female adult learners are more than the male adult learners. The female adult educators/tutors participating in the Adult Centres are more than the male adult educators/tutors. Some of the men seemed to be occupied with work and others do not have interest in the studies. The men as the head of the families opted to do piece jobs

after work to get extra money than to study. The male educators' prefer to be employed in the main stream schools than the Adult Centres.

Findings from the responses to question 2:

What is the performance difference between the males and females?

According to the educators' responses to question 2, the female learners are much better in the performance than the male learners. The female learners take their education more seriously than the males (see chapter 4, Figure 4.18, page 51).

5.3.3 Comparison of the findings

There is comparison between the findings from the empirical research and findings from the literature review. There is no gender equity participation in males and females in the adult centres. The females are more than the males. The statistics from the literature review shows that in South African there is the domination of one gender over the other. The gender equity needs to be addressed to balance the participation of males and females in all the sectors. There is still too much work to eradicate the gender power of male or female in all spheres.

5.4 RECOMMENDATIONS

The following recommendations can help the Department of Education to improve the adult centres:

- ABET centres should advertise themselves in order to attract male learners to attend at the centres. The advertisement should be attractive to capture the adults.

- Educators should be remunerated properly so that they can engage themselves in the adult centres to close the gender equity gap.

- The Department of Education should have equity plans and be able to implement them to attract male and female learners to participate in the centres. The Department of Education should include the entire stakeholders in the implementation of the policy and programmes.

- The Department of Education should come up with skills development programme for the adult centres so that learners can have a broad choice to their studies. The adult learners should also be given bursaries to further the programme of their choice. As adults they want to be educated and employed. If men and female learners are funded there will be a great difference in attendance and performance in the adult centres.

- The Department of Education should take note of what the adults need in order to close the gap of illiteracy in South Africa that cause gender equity in most sectors.

- Adults need to cater for their families after their studies, it is proper for the government to create jobs after those learners have acquired the skills from the adult learning centres. The skills such as the sewing, cooking, plumbing, brick-making, gardening and other skills will help to eradicate poverty in Mafikeng area. The adult learners should be paid stipend while attending at the adult centres to minimize poverty in their families and the products made should be sold to the community.

- Educators should have good relationship with the adult learners. They should help and guide them in their learning activities to curb the absenteeism and drop out.

5.5 SHORTCOMING OF THIS STUDY

In this study not all the Adult Centres around Mafikeng were included, only ten centres were used. The researcher selected randomly the respondents to answer the questionnaires and not all of the learners and educators/tutors from the ten Adult Centres

were involved in the study. Therefore the study dependent on the few learners and educators/tutors randomly selected and that cannot prove the validity of the information.

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

What I did not research in the adult centres was the detail of the curriculum offered at the centres. Is the curriculum offered to them similar to the schools or is there a difference between the schools and the adult centres? Are the types of books used in the adult centres similar to the books used in schools? These questions demand further research.

5.7 CONCLUSION

To ensure that there is gender equity in the participation in the adult centres, learners and educators should be motivated in all aspects, especially economically and socially. The gap between the male and female adult learners will close if they have the skills programme relevant to their needs. The gender equity problem will no longer exist in the adult centres if their needs are catered for. The environment that is conducive for teaching and learning is always the best advantage to attract males and females to enroll with the adult centres. Adult learners feel secure if treated as adults and with respect at all times. Male and female educators in the adult centres need to have relevant qualifications and experience to handle the adult learners. The Department of Education in North West Province can make a difference in the gender equity in the adult centres if educators are remunerated fairly. Gender equity in the adult education should be in place to curb the above mentioned problems in the centres.

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NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Education | School of Postgraduate Studies

08 September 2010

TO WHOM IT MAY CONCERN

RE: MS MAGDELINE KGOMOTSO MPANE – STUDENT NO:16240502

I wish to confirm that **Ms MK Mpane** (16240502) is currently registered for Masters (MEd) in Adult Education at North West University; Mafikeng Campus.

Ms Mpane is now busy with her research. I therefore request that she be given the necessary assistance to collect data from Mafikeng Adult Centres.

Thank you in anticipation of your cooperation and assistance.

Prof JR Debella
Director: School of Postgraduate Studies

SCHOOL OF POSTGRADUATE STUDIES
YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH-WEST UNIVERSITY
NOORDWES-UNIVERSITEIT
2010 -09- 08
FACULTY OF EDUCATION
DIRECTOR'S OFFICE

APPENDIX A: PERMISSION TO CONDUCT RESEARCH IN SELECTED ADULT CENTRES.

P.O. Box 3821

Mmabatho

2735

17 September 2010

To Whom It May Concern:

The attached survey instrument is concerned with gender participation in Adult centres

This project is concerned with the gender equity participation of the learners as well as the educators in the centres. My interest is in the gender participation and the difference in the percentages of males and females in the centres.

The honest information that you provide will contribute towards the development of guidelines that may assist Adult Education and Training to improve the adult centres to attract all. Three copies are given to the centre: one copy for the educators, two copies for the learners.

It will be appreciated if you can complete the questionnaire and return on the 22 September 2010 to the principal's office.

Your response in this regard will be highly appreciated and thanks for your co-operation.

Yours truly

M.K. Mpane

APPENDIX B

QUESTIONNAIRES AND INTERVIEW QUESTIONS DIRECTED TO LEARNERS AND EDUCATORS

B.1 ENGLISH QUESTIONNAIRE FOR LEARNERS

B.2 SETSWANA QUESTIONNAIRE FOR LEARNERS

B.3 QUESTIONNAIRE FOR EDUCATORS/TUTORS

B.4 EDUCATOR'S INTERVIEW QUESTIONS

SECTION B

QUESTIONNAIRE FOR ABET LEARNERS
BIOGRAPHIC AND DEMOGRAPHIC DATA

Please complete the following by marking with an "X" in relevant box.

1. Gender

1.1	Male	
1.2	Female	

2. Class enrolled for 2010

2.1	Level 1	
2.2	Level 2	
2.3	Level 3	
2.4	Level 4	

3. State the year you enrolled with the centre

3.1	2010	
3.2	2009	
3.3	2008	
3.4	OTHER (SPECIFY)	

4. Is the curriculum relevant to what you want to achieve

4.1	Yes	
4.2	No	

5. What motivates you to come to the centre

5.1	To be educated	
5.2	To know how to read and write	
5.3	To know how to calculate	
5.4	Free education offered by the department	
5.5	Employment after completion of the course	

6. Attendance

6.1	Regularly	
6.2	Sometimes	

7. If you do not attend regularly is because of

7.1	Social problems	
7.2	Not coping with the lessons	
7.3	Far to travel to the centre	
7.4	Got a new job far from the centre	

8. State the number of educators at the centre according to gender

	Males		**Females**	
8.1	One		One	
8.2	Two		Two	
8.3	Three		Three	
8.4	Four to ten		Four to ten	

9. From the following courses which one do you think can motivate male learners to enroll in high numbers in the centres

9.1	Plumbing	
9.2	Brick-laying	
9.3	Dress making	
9.4	Cooking and baking	
9.5	Upholstery	

SECTION C

10. Briefly state what you think the government should do to improve Adult Centres

_____

_____

_____

KAROLO YA B

DIPOTSO TSA BAITHUTI

Dirisa letshwao le 'X' go tlatsa mo kholomong e e maleba.

1. Bong

1.1	Mme	
1.2	Rre	

2. Phaposi e o e tsenang ngwaga o wa 2010.

2.1	Level 1	
2.2	Level 2	
2.3	L evel 3	
2.4	Level 4	

3. Bontsha gore o simolotse dithuto tsa gago ka ngwaga ofe mo sentareng

3.1	2010	
3.2	2009	
3.3	2008	
3.4	2007	

4. A lenanathuto le o le rutwang le ikamanya le se o se batlang mo botshelong

4.1	Ee	
4.2	Nyaa	

4.1 Fa karabo e le Ee naya mabaka

_____

_____

5. Ke eng se se go tlhotleleditseng go tla mo sentareng

5.1	Go tla go rutega	
5.2	Go tla go itse go buisa le go kwala	
5.3	Go itse go tlhakanya le go ntsha	
5.4	Ka ntlha ya dithuto tse puso e di nayang ntle le tuelo	
5.5	Go bona tiro morago ga go wetsa dithuto.	

6. Go itlhagisa mo sentareng

6.1	Ke tla ka malatsi otlhe	
6.2	Ka nako nngwe	

7. Go sa itlhagise ka metlha ke kantlha ya gore

7.1	Mathata a selegae	
7.2	Go sa kgone go kgotlhelela dithuto	
7.3	Sentara e kgakala le kwa ke nnang	
7.4	Ke bone tir e nngwe kgakala le sentara	

8. Tlhagisa batlhatlheledi ba gago go ya ka bong

	Borre		Bomme	
8.1	Nngwe		Nngwe	
8.2	Pedi		Pedi	
8.3	Tharo		Tharo	
8.4	Nne go ya go lesome		Nne go ya go lesome	

9.Go ya ka dirutwa tse di latelang ke dife tse di ka ngokelang baithuti go tla mo sentareng

9.1	Go dira plumbing	
9.2	Go dira brick -laying /go aga	
9.3	Go roka	
9.4	Go apaya le go dira dikuku	
9.5	Go apesa ditilo	

KAROLO YA C

10. Ka boripana anela gore o akanya gore puso e ka dira eng go baakanya disentara tsa bagolo

_____

_____

_____

QUESTIONNAIRE FOR ADULT EDUCATORS/TUTORS

SECTION A BIOGRAPHIC AND DEMOGRAPHIC DATA

PLEASE COMPLETE THE FOLLOWING BY MARKING WITH AN "X" IN THE RELEVANT BLOCK

1. Gender

1.1	Male	
1.2	Female	

2. Age

2.1	Below 25 years	
2.2	26-30 years	
2.3	31-35 years	
2.4	36-40 years	
2.5	Above 40 years	

3. Qualifications

3.1	Diploma in adult learning	
3.2	Bachelor of education in adult learning	
3.3	Masters in adult education	
3.4	Abet certificate	
3.5	Other (specify)	

4. Teaching experience

4.1	1-5 years	
4.2	6-10 years	
4.3	11-15 years	
4.4	Above 15 years	

5. Experience in teaching at Abet centres

5.1	1-5 years	
5.2	6-10 years	
5.3	11-15 years	
5.4	Above 15 years	

6. Highest education level in ABET

6.1	One year of teacher trainning	
6.2	Two years of teacher trainning	
6.3	Three years of teacher trainning	
6.4	More than three years of teacher trainning.	

7. Position held

7.1	Principal	
7.2	Deputy Principal	
7.3	Head of department(H.O.D)	
7.4	Educator	

8. Type of settlement where you are teaching

8.1	Rural	
8.2	Urban	

9. What kind of recognition did you receive from curricuculum- related to adult education.

9.1	Attendance certificate	
9.2	Diploma in adult learning	
9.3	Degree	
9.4	B.ED	
9.5	Masters in adult education	

SECTION B
NUMBER OF LEARNERS ENROLLED FOR 2009

10. Give the total number of learners enrolled according to levels.

	MALES	FEMALES
10.1 Level 1		
10.2 Level 2		
10.3 Level 3		
10.4 Level 4		

11. Which learners are performing much better than the others?

11.1	Males	
11.2	Females	

12. Do you experience high absenteeism of learners at the Adult Centre?

12.1	Yes	
12.2	No	

13. Which learners absent themselves more?Male or female learners?

13.1	Male	
13.2	Female	

14. Which learners (according to gender) drop-out in their year of study?

14.1	Males	
14.2	Females	

15. What do you think is the cause for the learners indicated above to drop-out?

_____

_____

_____

INTERVIEW QUESTIONS FOR ADULT EDUCATORS/TUTORS

1. What is the percentage rate of female and male learners who participating in the Adult Centre?

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2. What do you think motivates both male and female learners to come to the Adult Centres?

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3. Which learner's enrollment is higher than the other, the males or the females? Give the reason why is it so.

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4. How can the adult learners of different sexes be motivated to enroll at the Adult Centres in order to close the percentage gap?

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5. Do you think the curriculum offered to adults is suitable for both male and females? Why do you say so?

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6. What should the government do to promote gender equity in the Adult Centres?

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7. What do you think the Department of Education should do to improve the Adult Centres in order to attract both female and male the adult learners?
