

**INVESTIGATION INTO FURTHER  
EDUCATION AND TRAINING AND  
HIGHER EDUCATION  
OPPORTUNITIES IN THREE  
DISTRICTS OF THE NORTHERN  
PROVINCE**



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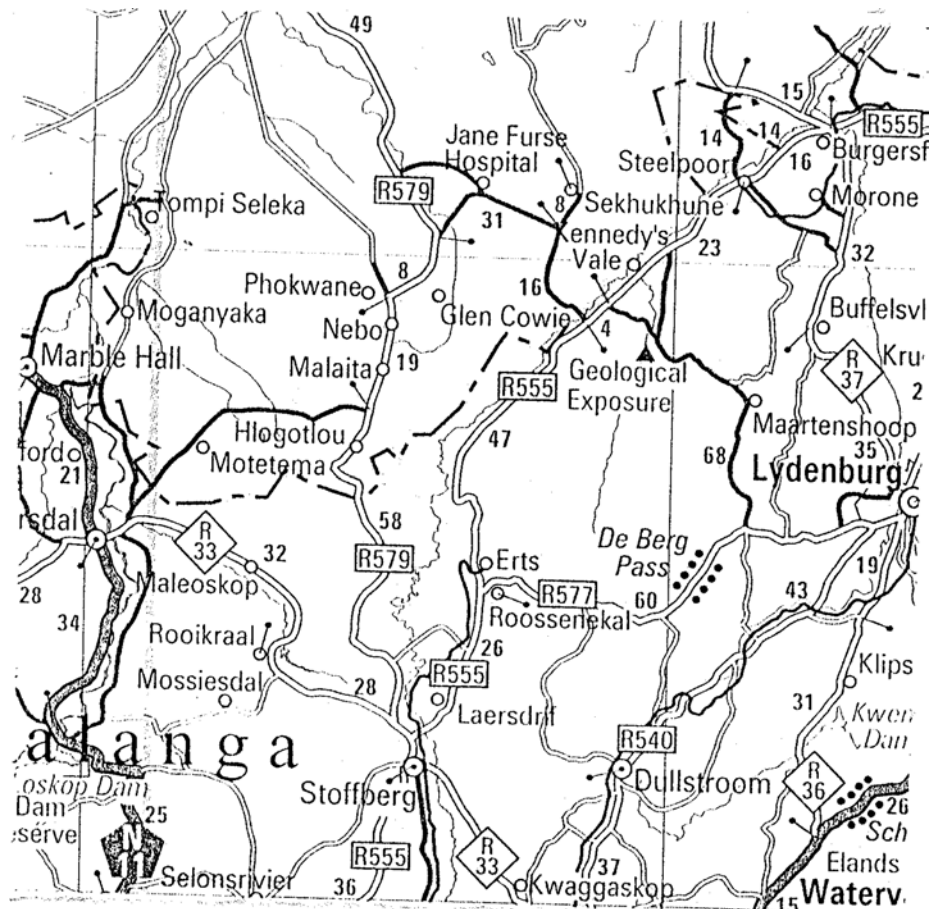
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# INVESTIGATION INTO FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION OPPORTUNITIES IN THREE DISTRICTS IN THE NORTHERN PROVINCE

## 1. INTRODUCTION

### 1.1 THE PURPOSE OF THIS STUDY

The purpose of this study is to investigate Further Education and Training and Higher Education opportunities in three districts of the Northern Province, i.e. Sekhukhune, Apel and Nebo. The province is divided into regions, which are divided into districts. Each district has numerous villages. Sekhukhune, Apel and Nebo occupy a large area in the province. The map of the area follows.



This map illustrates the three visited districts only

## **1.2 AIMS AND METHODOLOGY**

In order to get a qualitative sense of conditions and issues pertaining to education provision in rural areas, we focussed on a selection of geographically defined areas. This study is one of a series of rural research conducted by the South African Institute for Distance Education (SAIDE). In selecting a specific area we investigated the available education providers in the region. This was done drawing on both the researchers prior knowledge of the region and secondary sources. Knowing the dynamic nature of development and education provision in rural areas we anticipated that additional projects and education providers would emerge once in the field. We then went as far as was possible to set up interventions with relevant players at each site. In many cases, due to difficulties in contacting people telephonically, we could only set up meetings having visited the site.

Data was gathered for this study by conducting a series of interviews and observation. The physical conditions of the sites and road conditions were captured through photographs. The interview questionnaire was based on the following broad topics:

- *Accessibility*: One aim of the study was to find out the physical location and affordability of the institutions.
- *Ownership and Use*: The study wanted to understand who owned the institutions.
- *Resources (financial and educational materials)*: The study investigated who financed the institutions and who provided educational resources for the daily activities.
- *Special Needs*: The study investigated which programmes, if any, were designed for people with disabilities.
- *Socio economic Issues*: The study sought to understand social and economic issues regarded as obstacles in development and access to learning.

Each heading had several questions used to guide the interviewer. These are some of the questions asked:

- What type of learning site is it?
- Who owns it?
- Who manages it?
- What role do community members play in using the site?
- What are problems that users' experience in terms of accessing the learning site?
- Is the learning site accessible to users in terms of roads infrastructure and transport?
- How reliable is the public transport?
- What are the challenges facing the learning site from the management perspective?
- List three priority areas in terms of the community that should be addressed to allow more learning and development to take place.
- What kind of courses or projects are offered?
- Does the learning centre have programmes that cater for the needs of people with special needs, such as blind, deaf and crippled people?

A complete version of the interview tool has been included as Appendix Two. The data gathered through these interviews and site visits was used to compile case study descriptions of each site visited. These case studies have been compiled in Appendix One of this report.

### **1.3 INSTITUTIONS VISITED**

We visited the following institutions:

- a. Higher Education institutions:
  - Sekhukhune College of Education.
  - Tompi Seleka College of Agriculture.
  
- b. Community Centres or Further Educational and Training institutions:
  - Hlathlolanang Health and Nutrition Education Centre.
  - Sekhukhune Educare Centre.
  - Kgwana Community Centre.
  - Hlathlolanang Literacy Project.
  
- c. Education District:
  - Department of Education - Sekhukhune District Area.

### **1.4 REASONS FOR CHOOSING THE SITES**

Education in South Africa is undergoing significant and extensive changes. Since 1994, the government has been reconstructing and redefining the education and training system in order to satisfy the aspirations of all South Africans. However, in many rural parts of South Africa, it is apparent that the issue of inaccessibility to higher education and further education and training has still not been overcome. In the light of this, primary research was conducted to investigate accessibility to learning opportunities in some of the rural areas of the Northern Province.

We chose the Northern Province because of its large rural population; the census report statistics reveal that only 11% live in the urban areas and 89% live in non-urban areas.<sup>1</sup> This makes it the largest non-urban populated province in South Africa. Three districts were identified, i.e. Sekhukhune, Apel and Nebo. Our study sought to understand the conditions that makes learning inaccessible in these areas and what issues need to be addressed to allow learning and development to take place.

The chosen institutions provide good examples of the conditions in rural areas that make learning and development inaccessible. They also present real issues that are confronted by rural communities on a daily basis. As listed above, we visited the institutions of higher learning, i.e. Sekhukhune College of Education and Tompi Seleka College of Agriculture, to investigate the problems confronted by the communities they are serving. We also visited community based organizations, which serve as further education and training opportunities, offering projects that are geared to providing educational opportunities for those who have never had an opportunity for schooling.

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<sup>1</sup> [Hppt://www.statssa.gov.za/census96/HTML/DEFAULT.HTM](http://www.statssa.gov.za/census96/HTML/DEFAULT.HTM)

Lastly, another key reason for selecting these districts was that the researcher had grown up in this area and had family residing in the area. As such he was well acquainted with both living conditions and constraints in the area. He was easily accepted, understood and conversed fluently in the local vernaculars. This saved significant time in developing trust and understanding the context of the districts. In our view this has significantly increased the validity and strength of this research study, as trends have not simply been based on a single field trip.

## **2. BACKGROUND INFORMATION ON NORTHERN PROVINCE**

### **2.1 STATISTICS**

Northern Province is South Africa's fifth largest province, which, according to Statistics South Africa (1995) has a land area of 123,910 square kilometres. It is the province with the largest non-urban population. It is the fourth most populated province in the country, with a population of 4,9 million comprising 12% (4,583,573) of the total 40,5 million population. It has three main spoken languages: 52% of the population speak Sepedi, 22% Xitshonga and 15.5% speak Tshivenda.<sup>2</sup>

Other statistics reveal that:

- Of the 4,9 million population, it has 2,3% males and 2,6% females.
- More than 96% of its population is African (black), 0,1% Indians, 0,2% Coloured and 2,4% Whites.
- Piped water to dwellings is available to only 17% of the population.
- 40% of the population rely on public taps for their water, while the dams, rivers, streams, and springs are a much used water source, at least 11% of the population rely on these.<sup>3</sup>

The statistics on education levels in the province reveal that among people aged 20 years and above, almost 37% of the population have had no schooling at all. Only 12% of the province's people have had some primary education; 5,9% have completed their primary education; and at least 27% have had some secondary education. More than 14% have a matric, and 4,5 % have a tertiary qualification.<sup>4</sup>

### **2.2 NUMBER OF EDUCATIONAL INSTITUTIONS**

In Northern Province there are two universities, viz. University of the North, and University of Venda. There are twenty-two colleges of education and one college of agriculture. These include:

1. Venda College of Education.
2. Makhado College of Education.
3. RMTTC College of Education.

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<sup>2</sup> [Hppt://www.statssa.gov.za/census96/HTML/DEFAULT.HTM](http://www.statssa.gov.za/census96/HTML/DEFAULT.HTM)

<sup>3</sup> *ibid.*

<sup>4</sup> *ibid.*

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4. Mapulaneng College of Education.
5. Tshingwezi College of Education.
6. Mokopane College of Education.
7. Kwena Moloto College of Education.
8. Dr CN Phathudi College of Education.
9. Thaba Moopo College of Education.
10. Setotlwana College of Education.
11. Giyane College of Education.
12. Sekhukhune College of Education.
13. Tompi Seleka College of Agriculture.<sup>5</sup>

It is interesting to note that the Northern Province has the highest number of colleges of education in South Africa. Mr Legodi, Head of Practical subjects department at Sekhukhune College of Education, shared some of the reasons why this is so. He said that:

In the previous years, especially during the apartheid era, the local chiefs were vested with enormous powers. Most of them demanded colleges of education from the then apartheid government and they were provided. This is the reason why there is a cluster of colleges in the province. Secondly, the Northern Province had too many primary and secondary schools, but not enough teaching staff. Each region thought that having a college would solve the problem. At first, teaching as a profession guaranteed many people with professional jobs. But unfortunately, the colleges did not limit the number of teachers, so currently there is an enormous over supply of teachers in the province. This situation leaves approximately 8,000 teachers unemployed.<sup>6</sup>

The province does not have a technikon but it has nine technical colleges, viz. C S Barlow Technical College, Maake Technical College, Mapulaneng Technical College, Shikoane Matlala Technical College, Sir Val Duncan Technical College, Giyane Technical College, Pietersburg Technical College, Thaba-nchu Technical College and Tseke Mabooa Technical College.<sup>7</sup> The community centres are other forms of educational institutions. These community centres are established in the villages and are intended to run projects that are community driven, such as agriculture, sewing, adult basic education and training, matric support, health campaigns etc.

We visited the following institutions of higher learning and community centres in Sekhukhune, Apel and Nebo districts: Sekhukhune College of Education in Apel, Tompi Seleka College of Agriculture in Nebo, Hlathlolanang Health and Nutrition Education Centre, Kgwana Community Centre and Sekhukhune Educare Project Centre, all in Sekhukhune district. Their physical locations are in the three districts, but open to anyone who wants to use them. The community-based centres prefer to serve their specific communities, although there is no particular policy that prohibits access to other people who wish to participate in their projects. Below we discuss the trends that emerged from our research among these institutions.

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<sup>5</sup> Mr Mguni, interview, Sekhukhune college of education

<sup>6</sup> Mr Legodi, interview, Sekhukhune College of Education

<sup>7</sup> Education Information Centre (1994). Working People: Information for Education and Work. Johannesburg: EIC:136



### 3. COMMON TRENDS FROM THE RESEARCH

In this section we will highlight some of the issues that presented themselves as trends in our research into educational provision and opportunities in the three districts of the Northern Province. They include the following:

- Many educational facilities are inaccessible;
- People cannot afford to pay fees;
- Resources at institutions are limited;
- Poverty among communities is rife;
- Development priorities in the province do not support poorer communities; and
- People with special needs are not catered for.

#### 3.1 EDUCATIONAL FACILITIES OFTEN INACCESSIBLE

In our interviews, it appeared that there is a general problem in accessing the institutions of higher learning and the community centres in the Sekhukhune, Apel and Nebo districts. Some of the issues relating to this are described below.

Although, as we noted earlier, there is a proliferation of colleges of education, unfortunately, their physical location is a huge problem. The majority of the colleges are located in open fields, with no proper infrastructure or roads.

Historically, development, infrastructure and accessibility did not motivate the locations of these institutions. Instead they were located to satisfy the needs of the local chief/chiefs. Sekhukhune College of Education, is situated where it is today because the then government wanted to settle the feud between the two local chiefs, who each demanded that the institutions be erected on his land. Mr Legodi provided this brief history:

Sekhukhune College of Education is where it is today, because the two local chiefs were at loggerheads. They both demanded that the boarding school, which was converted into a college of education, be erected on their lands. The mediator offered his farm, which was some kilometres away from both chiefs' land. The farm was a distance away from the villages of Ga-Nchabeleng. The road to the college is not in good condition, and there is a huge transport problem.<sup>8</sup>

Many students prefer to walk long distance to the college to minimise costs. This has very strong limitations because they often miss classes when it is raining. During the rain, the road conditions are in a poor state and are dangerous.

The history of Tompi Seleka College of Agriculture is somewhat different. However, Mr Dladla, the vice-rector at Tompi Seleka, provides this history which explains why the college is situated where it is today. He said that:

Chief Shikwane Maserumule Matlala of the Bakone Ba Matlala offered one of his farms, Arabie in Nebo district, to be used as the location of the college. The farm is very big and suitable for the college. Unfortunately, the road conditions and infrastructure is poor. These make physical accessibility impossible.<sup>9</sup>

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<sup>8</sup> Mr Legodi, Interview, Sekhukhune College of Education

<sup>9</sup> Mr Dladla, Interview, Tompi Seleka College of Education

Tompi Seleka College of Agriculture is 35km north of Marble Hall and 75km south of Lebowakgomo. It is the only College of Agriculture in the Northern Province, which is located in a thriving agricultural region. Unfortunately the college is situated in an area that is far from reach, especially for ordinary farmers. It recruits a limited number of students because it has limited residential space for students.

The current management of the two mentioned institutions believes that infrastructure and accessibility were overlooked. The chiefs' ignorance led to limited accessibility to the institutions. In addition, the social and economic conditions of the communities living in those areas were not taken into consideration.

Kgwana Community Centre is situated at Ramphelane village in Sekhukhune district; it runs projects in various villages. It has very strong community involvement in literacy, matric support and skills development projects. Unfortunately, the road conditions to the centre are very bad and pose a danger on rainy days.

Hlathlolanang Health and Nutrition Education Centre (see Case Study 3) is situated at Jane Furse. The location is under development, and there is sufficient transport to the centre for villagers who live near or in Jane Furse. The centre runs diverse projects that are focused on health and nutrition education. Although they aim to serve various villages, the field workers experience difficulties reaching other communities because of the road conditions and the lack of facilities such as clinics, community halls etc. where they can provide adequate education to their target groups. Transport costs are a major obstacle for accessing the centre. It is well resourced for those who can afford transport or live nearby

### **3.2 PEOPLE CANNOT AFFORD FEES**

Inaccessibility to the institutions of higher learning such the colleges of education, college of agriculture and universities is not only caused by the poor physical infrastructure in the province. There is a serious concern that students are unable to finance their studies. This came out clearly in both colleges that were interviewed and it is a general concern for many other institutions. The majority of students depend on their grandparents' pension funds to finance their studies. It appears that most of them are from poor families with few breadwinners or employed people.

Some institutions such as Tompi Seleka College of Agriculture and Sekhukhune College of Education have students' residences on campus. Unfortunately, not all the students can afford to pay large amounts of money for both tuition and accommodation. The fortunate ones stay at home and walk to the college every day. This only applies to Sekhukhune College of Education. At Tompi Seleka College of Agriculture students are compelled to stay at student residences, as no student can afford to commute daily to the college. This situation leaves the college management with no choice but to admit only those students who can afford both accommodation and tuition fees. This ultimately excludes students who cannot afford to pay for accommodation.

In our interview with the Student Representative Council at Sekhukhune College of Education, it was confirmed that some students submit certified copies of affidavits requesting the institution to grant them a study permit and binding themselves to pay

as soon as they are employed. The institution and the local commissioner of oath both sign this document. Where students do not repay the loan is it regarded as a criminal offence.

Most the colleges of education are situated in poor communities, where families are poor, and not able to afford basic needs such as food, water, and transport. As a result, many students drop – out of the college because they find themselves in debt.

Sekhukhune Educare Projects is situated in Jane Furse. This project provides educare training to pre-school teachers. It trains teachers employed by the community and the department of education. Most teachers cannot afford the set training fees and the cost of commuting from their villages to the centre. The transport costs are very high, and differ from village to village. As a result, the community members who wish to attend the training, but who cannot afford transport fares or training fees, are excluded. (See Case Study 2 for details).

### **3.3 LIMITED RESOURCES AT CENTRES AND INSTITUTIONS**

#### **3.3.1 Financial**

Interviewees from community centres raised a common problem that they lack funding from the government and private sectors. The role they are playing in trying to get the community engaged in educational activities is appreciated, but not sustainable. The projects are run at village level, where the villagers are poor and where there are expectations that everyone will reap something. Unfortunately, there are several factors that make the projects fail, lack of funds is a key factor. As stated above, 11% of the population in the Northern Province rely on dams, rivers, streams, spring for water, which means that an agricultural project cannot be sustainable if there are no proper irrigation facilities. All these require financial support from the government or private sector and a demonstration of their will to invest in the development of rural communities.

Most of the institutions of higher learning depend on the government for financial support, which places a huge strain on the educational budget of the province. The private sector has stopped contributing to institutions such as the colleges of education, because these no longer seem to be productive. This creates limitations on all the institutions to operate only those programmes that are affordable, and forces cutbacks on other programmes that are geared to development of the communities.

#### **3.3.2 Educational**

The financial muscle of any institution determines the availability of teaching and learning materials. Most institutions rely on the government for materials, which unfortunately are shared out among all the educational institutions in the Province. Ultimately each institution receives very limited supplies of materials. For example the scarcity of chalk makes it difficult to teach ABET classes that are run in the afternoons, because schools do not want to share their limited supply of chalk with the ABET Literacy Programmes. It was amazing to discover that in Tompi Seleka College of Agriculture, there is only one tractor serving the needs of 400 students. This is a

very serious problem because, when it is broken, lessons are postponed. This affects the curriculum drastically.

The lack of learning centres in the villages is another factor which make learning difficult. In many villages literacy classes are run under the trees or in shacks. For example, the Kgwana Community Centre where some of its projects are run at village level, is faced with several challenges. For example, there is a concern that the literacy groups will be evicted from the schools in which they are held. Some people have already stopped attending lessons because access to facilities, such as schools, and churches in the villages are a problem. In other villages, learners attend their classes under the trees or in the shacks. This reduces the effectiveness of teaching and learning. It also perpetrates the negative attitudes that already exist about education and causes embarrassment to learners.

Until schools and churches in the village are compelled by the law to allow accessibility to their facilities, or the government provides learning centres for these poor communities, literacy classes will most probably continue to be stigmatised and taken for granted.

### **3.3.3 Special Needs are not provided for**

The census (1996) statistics reveal that South Africa has a total of 2,657,714 disabled people. In the Northern Province there is a total of 296,870 disabled people.<sup>10</sup> The figure includes all types of disabilities. None of the institutions and community centres that were visited had programmes and facilities aimed at disabled people. When asked why disabled people were not catered for, there were similar responses from the management: They argued that they did not discriminate against any person, but unfortunately they did not have the experience nor the human resources to provide programmes for disabled people. Also, the physical infrastructure of the institutions was not designed to make the lives of the disabled comfortable. All the institutions believed that there needs to be a special institution that caters specifically for disabled people.

## **3.4 POVERTY AND DEVELOPMENT PRIORITIES DO NOT ADDRESS NEEDS OF POOR COMMUNITIES**

In the three districts focussed on there were many new developments and emerging community centres in the villages designed to encourage the communities to participate in educational projects. Apart from encouraging the people to participate in educational activities, the community centres are regarded as part of development. Unfortunately, the establishment of these community centres seem to be targeting areas that already have some infrastructural development , such as power supply, telephone lines and proper roads.

In Sekhukhune area there are many poor villages, such as Madibaneng, Mohlake, Mathibeng and Mashite, most of which do not have secondary schools, and pupils have to walk long distances to the nearby secondary school. In most villages there are no community libraries and recreation centres. On Friday 24<sup>th</sup> March 2000 a new

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<sup>10</sup> [Http://www.statssa.gov.za/census96/HTHL/CIB/Population/222.htm](http://www.statssa.gov.za/census96/HTHL/CIB/Population/222.htm)

library was opened at Jane Furse. Jane Furse is one of the fast developing areas in Sekukhune district, where all the major facilities are clustered. It has hospitals; shopping complexes with major names such as Score, Pages and Town Talk; taxi ranks, bus terminals and hawkers. The library has been built in this area, but it is still too far from some of the villages in Jane Furse. Some sources say that the library has been built to await the new developing suburban areas.

There seems to be a general concern that there is no development taking place in the old villages. Instead, the new emerging middle class communities are being provided with all the basic needs, such as water, electricity and better roads. Development is being centralised in one area. We asked a learner whether the new library brought new hopes. Ms Nkadimeng, an ABET learner in Mashite village, said that:

Life is difficult for us because we are forced by circumstances to live in our villages, this is where our ancestors are, we do not intend to migrate to other villages because there is development taking place. We need development in our villages. We joined literacy classes in a quest for better education, we would like to acquire necessary skills to develop ourselves and our communities. Unfortunately, the Sekhukhune developers overlook our efforts, we find it unfair to have a community library in Jane Furse. Because if I need to spend time reading in a library, I must also think of whether I have enough money to afford the travelling expenses. When I go to Jane Furse I pay (Mashite to Jane Furse) R12,00 return and I am subjected to walk approximately 15 km to reach the library. Think about it, when I arrive in the library I am tired. It is worse for some people who live in villages like Madibaneng because they pay approximately R20,00 to Jane Furse. This does not affect us ABET learners only, but our children who are at schools, who need to spend some times in the libraries, unfortunately they cannot afford the travelling costs, this leads to their poor performance in class. I think we are forgotten or we are not meant to be educated.<sup>11</sup>

### **3.4.1 Poverty among communities is rife**

The living conditions of people in many villages are very poor. Such conditions appear to be widespread in the Northern Province. People live in mud houses and shacks; they are unemployed and illiterate. Students cannot afford to further their studies. It appears that the main cause of these conditions is poverty and the high rate of unemployment. People spend most of their time engaged in the fields, herding stock and performing other related social activities. They see these activities as their last hope for survival.

### **3.4.2 Negative attitudes to educational projects**

The attitude towards education is a major concern. The community centres visited run adult basic education classes at village level. Most of them provide this service free to the people. Yet despite this there is a lack of participation from the people. Many interviewees felt that it is the way ABET is structured and provided by the government. The lack of facilities, teaching materials, funds and poorly trained teachers were some of the problems indicated.

The recent evaluation of the Department of Water Affairs (Northern Province) ABET programme reveals similar problems to those experienced in visiting some of the villages, where Kgwana Community Centre and Hlathlolanang run their ABET

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<sup>11</sup> Ms Nkadimeng, level 4 ABET learner at Mashite village, under Kgwana literacy project.

Programmes. The evaluation report identified the following problems in the Northern Province:

In most ABET centres in the Northern Province adult learners sit on stones, write on their laps, because there are no tables and chairs; classes start late because of transport problems; learners spend huge sums on transport costs. There are always threats of eviction from the learning centre where the adult learners are squatting; learning materials arrive late after the Programmes has started; Leaking roofs when it rains and no electricity.<sup>12</sup>

These are the reasons perpetuating negative attitudes towards ABET Programmes in the Northern Province. These negative attitudes are unlikely to change until these conditions are changed.

## **4. RECOMMENDATIONS AND CONCLUSION**

In this section we present some recommendations to serve as possible solutions to the issues that remain obstacles to educational opportunities and development in the three districts of Northern Province. The recommendations include:

- Developing relevant projects and courses;
- Provision for basic needs; and
- Planning appropriate infrastructure for disabled people.

### **4.1 Relevant projects and courses**

There is a strong need for relevant projects and courses in the institutions of higher learning and community centres. The illiterate and unemployed need affordable courses and relevant projects that will empower them with adequate skills to be used in income generating projects and small businesses.

Agricultural courses and projects are needed in the Northern Province, which has a land area of about 123,910 square kilometres.<sup>13</sup> These agricultural projects could play a very important role in empowering the people to become self-sufficient.

The illiterate and unemployed people have access to land, but unfortunately many of them do not use it effectively or productively. The government institutions such as the South Africa Land Bank could play an instrumental role in financing these projects. In the recent one day conference on Rural Development held in Johannesburg, the Land Bank representative explained that the objective of the Land Bank is to move and assist those interested in agriculture and especially the historically disadvantaged from the lower end, to become a fully commercial farmers. Its business is buying and selling money, in a way in which facilitates development. The mechanism they use to finance the starter-up farmer is as follows:

The institution uses what they call a Land Bank Staircase of Products. This Staircase process begins with a Step Up stage; in this stage anyone who is interested in farming, mainly from the historically disadvantaged communities, can apply for a loan. The

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<sup>12</sup> Dudley, M.(2000). (*Cracking the literacy code in Land and Rural digest*). No.10:22.Environmental and Development Agency Trust, the Rural Development Services Network and the National Land Committee

<sup>13</sup> Hppt://www.statssa.gov.za/census96/HTML/DEFAULT.HTM

applicant can receive from R 250 to R 18 000 to start farming. The second stage is Bronze where an applicant can receive up to R 50 000. The third stage is Silver, where the applicant can receive up to R 250 000. After silver, an applicant qualifies for Gold, Gold Premium and Platinum stages. These three last stages indicate that the farmer is now commercial. It was made clear that the institution is not a grant making institution, but it has mechanisms in place to assist the borrower in ensuring that the money borrowed is used productively and can be repaid.<sup>14</sup>

The Land Bank contribution to rural development is primarily through agriculture. This support for agriculture is not only by way of traditional financing of farmers but also through financing agricultural business.<sup>15</sup>

The Community Centres that are currently running agricultural projects can use the information on the Land Bank to ensure that their agricultural projects are meaningful and sustainable.

## **4.2 Provision of Basic Needs**

The social and economic conditions of communities in the visited villages are poor. Communities are still living under poor basic conditions, with no sanitation, water, electricity, road conditions and a lack of educational facilities such as libraries. The development of the environment and meeting basic needs would assist in changing the lives of the people, many of whom are currently hopeless.

The South African government and the private sector should strive to better conditions of all people. The existing rural and urban divide is huge, and needs to be bridged. The only way to develop the environment of the rural people is through encouraging the private sector to invest in these areas and not to cluster development in one area. There should be greater decentralisation of businesses. It is encouraging that some corporates have started this process.

Telkom and Eskom are examples of leading companies that seem to be feasible and have visible rural development plans. In the recent Rural Development Conference held in Johannesburg, Myron Keller, the Senior Executive of Technology Application at Telkom SA, mentioned that Telkom SA is committed to developing the rural areas of South Africa. They basically target the areas that were historically disadvantaged. Between 1997 and 1998 they installed 461 telephone lines in the rural villages of South Africa. This figure was 920 in 1999 and 710 in 2000. These figures include public telephones and house telephones. The Telkom future plan is to provide a telecommunication system in every village of the country.<sup>16</sup>

Similarly, Eskom Distribution in the early nineties, faced the daunting task of electrifying some 300,000 houses per year to achieve around 1,5m house connections by the year 2000. Mr Joe Matsau, the Executive Director of Eskom Distribution, argued that the company had limited experience in this field, having only electrified

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<sup>14</sup> Memela, T. 2000, Speech, The Land Bank role in rural development, Rural Development Conference: 3-4

<sup>15</sup> *ibid.* 6, for more information contact Land Bank, PO Box 375, Pretoria 0001, Tel: (012) 312 3999 and Fax: (012) 323 2122/0861

<sup>16</sup> Keller, M., 2000, Speech, (*Rural Telecommunications Development*), Rural Development Conference

farms in the early 1970s. But in order to meet the challenges a process needed to be developed whereby the electrification of rural communities could be realized.

This process focussed on a 2-year lead-time. Villages earmarked for possible electrification were identified 24 months in advanced. The expected number of connections was estimated and costs were allocated accordingly. It is Eskom's intention to support government in the upliftment of the people through the supply of electricity and to assist government in providing expertise and guidance to enable electrification to continue, no matter what the structures of the industry maybe.<sup>17</sup>

The efforts made by Telkom SA and Eskom Distribution in developing the rural areas of South Africa provide meaningful development for people who have lived in poor conditions for so long. However, other businesses should invest in these areas, to reduce unemployment rates and to encourage learning to eradicate illiteracy.

### **4.3 Infrastructure for Disabled**

In the Northern Province, especially in the institutions of higher learning and community centres, there is a need to create an infrastructure that will enable people with disabilities to access learning. In our research we found that there is an extreme gap in the provision of education to people with disabilities. We recommend that future institutions be constructed in a manner that will enable disabled people to access education and ways of adapting the current infrastructure are investigated.

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<sup>17</sup> Matsau, J. 2000, Speech, (*Eskom Distribution's contribution to rural development and strategy for future growth*) Rural Development Conference



## APPENDIX 1: CASE STUDIES OF THE VISITED INSTITUTIONS IN SEKHUKHUNE, NEBO AND APEL DISTRICTS

In this appendix we present case studies of all the institutions visited in the three districts of the Northern Province, during the course of this research.

The following table summarises them:

|   | <b>Institution</b>                                  | <b>Type</b>                    | <b>District</b> |
|---|---|--------------------------------|-----------------|
| 1 | Kgwana Community Centre                             | Community based organization   | Sekhukhune      |
| 2 | Sekhukhune Educare Project                          | Further Education and Training | Sekhukhune      |
| 3 | Hlathlolanang Health and Nutrition Education Centre | Community based organization   | Sekhukhune      |
| 4 | Hlathlolanang Literacy Project                      | Further Education and Training | Sekhukhune      |
| 5 | Tompi Seleka College of Agriculture                 | Higher Educational Institution | Nebo            |
| 6 | Sekhukhune College of Education                     | Higher Educational Institution | Apel            |
| 7 | Sekhukhune Education District                       | Area Office                    | Sekhukhune      |

**1. CASE STUDY 1: KGWANA COMMUNITY CENTRE**



**Kgwana Community Centre**

|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Kgwana Community Centre  |
| <b>Contact details:</b>   | P O Box 1164<br>Sekhukhune<br>1124<br><br>Cell – 082 934 2112 (Mr Nkadimeng)         |
| <b>Interviewees:</b>      | Mr Chester Mmamaro – ABET Co-ordinator<br>Mr David Nkadimeng – Projects Co-ordinator |
| <b>Date of interview:</b> | 20/03/2000   |

**1.1 Background**

Kgwana Community Centre is a multi-purpose centre, registered as a non-profit organization. The Manganeng and Ramphelane communities have the control over its activities. The centre came about after the amalgamation of the two sister projects, i.e. Kgwana Cultural and Ipopeng Study Projects. The amalgamation process led to the formation of Kgwana Community Centre in 1996. Mr Nkadimeng said that:

The two projects were developed out of the realisation that the area lacked development co-ordination, was in a serious educational crisis due to a shortage of school support materials and a lack of human resources. It has been the tireless efforts of founder members in addressing the inadequacies in health status of the people that Kgwana Community Centre was finally established.<sup>18</sup>

The Kgwana Community Centre mission statement states that:

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<sup>18</sup> Kgwana Community Centre, 1996, Mission Statement

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It was established to enhance the surrounding communities with healthy and improved lifestyles. We have realized the pathetic conditions under which our youth, students and parents are living in, so we wanted to close the under privileged gap that existed for so long during the past years.<sup>19</sup>

The centre aims to:

- Provide people with a central place where they can come together to discuss and solve their problems;
- Develop and promote a progressive education and culture by organizing career guidance workshops, seminars, cultural shows and other educational and cultural conferences;
- Encourage, promote and offer assistance by providing skills training, facilities, and resources allocation in such activities as Arts, Drama, Literature, Music, Sports, Traditional and Modern Dance;
- Develop a resource centre for the books, study materials and other materials pertinent to examination syllabi, career information, bursaries and employment, as well as other materials of a general nature relating to the problems and needs of parents youth and students;
- Forge links with other organizations, projects and career centres with similar objectives.<sup>20</sup>

In its quest to improve the lives and conditions of the people in Sekhukhune area, the centre realizes that an educational intervention is necessary in the alleviation of illiteracy and poverty. Therefore, with its communities, it designed a number of programmes. These are described below:

- *Educational Programmes* – literacy classes, Winter school class, Career Counselling, Matric rewrite and Saturday classes. The literacy project is designed to assist people at village level to fight illiteracy. The centre facilitates the process of establishing the literacy classes, using schools premises, trees, churches, and any form of building that is suitable for teaching purposes. The centre and the department of education in the Northern Province ensure that the tutors are trained through workshops and seminars. Currently the centre has 14 literacy learning centres at the following villages Mashite, Ga-Maila Mapitsane, Malegale, Mokadi, Tsatane and Madibaneng.
- *Health Programmes*, especially Aids Campaigns. The centre is heavily involved in HIV/AIDS Campaigns. It provides free condoms and organizes health related projects for adults, mothers and youth.
- *Environmental Education* e.g. cleaning campaigns. No project has yet been undertaken, but in future the centre hopes to organize cleaning campaigns, especially during the Environment Day etc.
- *Sewing Project*. The centre has a sewing project at Madirane village, where women sew all sorts of clothing and sell them at low cost. The major income for the project is the production of school uniforms. The centre offers administrative support to the project, however the income generated is used to improve the project and remunerate the production team.

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<sup>19</sup> *ibid.* p. 1

<sup>20</sup> Kgwana Community Centre, 1999, Constitution

- *Agricultural Project at Manganeng.* The centre has land that is used for agricultural activities. All products produced are sold to the villagers and so income is generated.

## **1.2 Ownership and Use**

The management of the centre consists of 10 members elected from the community by simple majority. The composition is as follows:

|                         |                            |
|-------------------------|----------------------------|
| Chairperson             | Mr M E Maruta ( Principal) |
| Vice Chairperson        | Mr Mefolo Nkadimeng        |
| Secretary               | Ms Maggy Nkadimeng         |
| Deputy Secretary        | Ms Mary Sethume            |
| Treasurer               | Mr Wilfred Morutanyane     |
| Five additional Members | Mr M S Malatela            |
|                         | Mr B Mathale               |
|                         | Mr M Mohlala               |
|                         | Mr A Seloga                |
|                         | Mr P Seswai <sup>21</sup>  |

The communities around the area of Sekhukhune participate in the daily running of the centre, and they organize themselves to investigate possible projects to address issues such as poverty and illiteracy. Community members are linked to the daily activities of the centre through their involvement and participation in various desks or committees formed to carry out various project mandates. Examples of these include the Education Desk for ABET, Matric rewrites, Winter school Programmes, and the Agricultural Desk for agriculture etc.

The local chief, Chief PP Nkadimeng and his son participate by initiating projects that are relevant for the development of their constituency. The Chief uses the centre to carry out some of his community initiatives.

## **1.3 Accessibility**

### **1.3.1 Physical**

Kgwana Community Centre is located in Manganeng and Ramphelane villages in Sekhukhune area in the Northern Province. The two villages are under the leadership of Kgosi PP Nkadimeng. A river that cuts through Tsatane village reaches Apel and separates Manganeng and Ramphelane villages. The centre originally operated from a mission in Manganeng village, but was relocated to Ramphelane to make it accessible to the new developing village.

The physical location of the centre makes it highly accessible to the Ramphelane community members. However, it also serves other villages, such as Manganeng, Tsatane, Mokadi, Ga-Maila, Mathibeng, Mashegoana, and Mashite. These people find it difficult to access the centre for a number of reasons.

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<sup>21</sup> Nkadimeng, D. 2000, Interview, Kgwana Community Centre.

Firstly, these villages are far from the centre. Although taxis and regular buses are available, the travelling costs are very high. As a result, the villagers prefer to walk. Below is a list of the taxi fares from one village to another:

|                       |                        |
|-----------------------|------------------------|
| Mashite to Ramphelane | – R 5,00               |
| Maila to Ramphelane   | – R 3.50               |
| Tsatane to Ramphelane | – R 3.00               |
| Mokadi to Ramphelane  | – R 4.00 <sup>22</sup> |

These figures are approximated because fares fluctuate.

These fares vary from one village to another based on distance and road conditions. When it is raining the taxis are not reliable and they only run between the major villages of Schoonoord, Apel and Jane Furse.

Secondly, the river that separates Manganeng from Ramphelane villages poses a very serious danger during rainy days, making it difficult for centre users to travel or walk in such conditions.

Thirdly, the tarred road is very far from other villages, other roads are muddy and in poor condition for travelling, especially when it is raining. The best road is the tarred one that runs from Apel to Jane Furse, which passes through some of the villages such as Tsatane, Ramphelane and Mashegoana. Transport on this road is generally available, but is also not reliable during rainy days.

Fourthly, the bridge between Manganeng and Ramphelane is some distance from both villages and is shaky during floods, some villagers echoed this observation. It remains an obstacle for the Manganeng villagers to claim total accessibility to the centre.

### ***1.3.2 Affordability***

The centre is offering most of its service to the community free of charge. For example, the adult education learners do not pay for their lessons. Instead, it offers service to people who need them, but cannot afford them.

## **1.4 Resources**

### ***1.4.1 Financial***

The centre relies on administrative fees charged on different projects, such as the winter school project, photocopying and facsimile facilities. The local chief and some local business persons provide some financial support as well.

### ***1.4.2 Teaching and Reading Materials***

The Department of Education provides the centre with teaching and reading materials designed for ABET learners.

### ***1.4.3 Physical Conditions***

All the doors and windows are burglar proofed. However, the perimeter of the centre is not fenced as yet. As a result there is easy access for criminal activities. The centre was built in 1999 and its physical structure is in a good condition. It is very small, but adequate as it is used as offices only and most of its projects are carried out at the village level.

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<sup>22</sup> Mamaru, C. 2000, Interview, Kgwana Community Centre

It is electrified, but does not have telephones. This makes communication very difficult, because staff members rely on other members' personal cellular telephones.

### **1.5 Special Needs**

The centre runs projects that are mainly conducive for people who are able. Although disabled people are not excluded, there are no projects especially for them. There are no resources to meet the needs of people who need assistance.

### **1.6 Socio Economic Issues**

The community has the basic means of survival, such as land for cultivating agricultural products and livestock such as cattle, goats, sheep and chickens. However, because most villagers do not have any business skills to assist them to turn what they have into a sustainable means of generating an income. Also, most of villagers are illiterate, which makes it difficult to cope with life.

The centre intervenes in the lives of these people as a way to cope with the current socio- economic environment. Also, judging by the positive comments made by the people, the centre works as a pillar and engine of hope for many villagers who involve themselves in various projects to learn and develop.

During an interview the interviewees raised three main issues as obstacles to learning and development:

- Education. There is a strong need for a well co-ordinated structure that will facilitate and ensure that people fight illiteracy. The literacy projects should be seen as opportunities of acquiring knowledge. The content of the learning programme offered should have relevance to the learners. Currently, learners are unable to associate their life experiences with what they are taught. As a result, most of them register for courses and dropout, they prioritise social events because they serve as their way of survival.
- Business skills. People need to acquire business and administrative skills as most of them have access to a large piece of land, but they do not use it productively.
- Development of environment. There is a need for the people to improve their environment needs to be changed. It is impossible to encourage to learn if the learning is not available or the conditions that makes learning conducive are not available. The urbanisation of rural areas can assist in changing the life style of the rural youth to be better citizens of this country.<sup>23</sup>

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<sup>23</sup> Nkadameng, D. 2000, Interview, Kgwana Community Centre

## 2. CASE STUDY 2: SEKHUKHUNE EDUCARE PROJECT



Sekhukhune Education Project

|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Sekhukhune Educare Project   |
| <b>Contact details:</b>   | P O Box 1010<br>Jane Furse<br>1085<br><br>Tel: (013) 265 1350/1<br>Fax: (013) 265 1352                           |
| <b>Interviewees:</b>      | Ms Yvonne Mokgwatshana (Head of Training/Co-ordinator)<br>Mrs Emily Magabe (Trainer)<br>Mrs Anna Ratau (Trainer) |
| <b>Date of interview:</b> | 24/03/2000   |

### 2.1 Background

Sekhukhune Educare Project (SEP) is a community based organization in the Northern Province with its offices housed at Hlathlolanang Community Centre in Jane Furse, Sekhukhune. The Project began in 1992 when funders met with Early Childhood Development Resources and Training Organizations to discuss the need for training pre-school teachers. The training began in 1993 and the Jim Joel Trust provided funding for building the project, the offices and a cottage to house trainers and other people who would visit and work for the project.

SEP is one of the Woz'bona's pilot projects, Woz'bona is an Early Childhood Community Service Group based in Brixton Recreation Centre in Gauteng. An internal document stated that:

Woz'bona initially took complete responsibility for all aspects of the project's development. But in long term thinking, it is envisioned that Sekhukhune Educare Project would become independent in the near future. Links with Woz'bona will remain strong in both management and training aspects, but there is a clear pathway to increase independence.<sup>24</sup>

SEP is dedicated to continue providing its services to the people who need it most. Ms Mokgwatshana, one of the interviewees and a co-ordinator of the project added that SEP would provide quality early childhood teacher training in one of the most impoverished and educationally disadvantaged areas of South Africa. She said that it uses the Woz'bona course which was accredited by SATIECE and has now been submitted for Interim Accreditation with the Interim Accreditation Committee of the Independent Examination Board'.<sup>25</sup>

### **2.1.1 Training Programmes**

SEP services four main districts: Apel, Nebo, Sekhukhune and some parts of Dennilton. The project offers training in two stages. Level One involves three workshops:

- Workshop 1 (Introductory session).
- Workshop 2 (Observation – trainees visit existing pre-schools to observe).
- Workshop 3 (Final training stage, coupled with assessment).

After completing stage level one, trainees proceed to level two, which is the actual training stage, where trainees learn how to use the waste materials as basic resources for pre-schools; how to manage a pre-school; and how to ensure that children's food patterns are correctly monitored. The trainees are provided with a certificate of competence. The training takes the duration of two weeks and there is also a two year follow up and evaluation process.

The following are categories of pre-school educators trained at the SEP:

- Qualified educators. These are educators with a primary teacher's diploma obtained from any college of education and employed by the government. SEP provides the educators with professional skills and support for their pre-schools.
- Day-care mothers. These are day care educators who do not have any form of academic qualifications and are employed by the community. SEP ensures that these educators are provided with adequate training to handle the responsibilities of a pre-school.

The prerequisite for the training is that a person should have a pre-school. SEP offers training to pre-school educators who are already running pre-schools in their appropriate villages. The training concentrates on issues that are aimed at child development. The educators are trained to use waste material, such tins, old newspapers and wheel tyres as their educational resources. They are also taught to teach the children to eat nutritious food.

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<sup>24</sup> Woz'bona. 2000. Flyer

<sup>25</sup> Sekhukhune Educare Project. 2000. Internal document



After the training, educators are given competency certificates. The nature of the training compels the educators to implement the skills harnessed during the training. The trainers (SEP staff) visit the pre-schools, each day of the week. The idea is to monitor the progress and evaluate the needs of each pre-school.

### **2.1.2 Visits to Pre-schools**

As a follow-up to the information gathered during the interview session, two pre-schools were visited to see the extent of Sekhukhune Educare Project work. The two pre-schools were chosen based on their location (village) and the extent of the community involvement and the physical conditions. It became apparent that the success of each pre-school is mainly determined by the involvement of the community. Below is a brief observation of the two separate pre-schools, one from Ga-Mokadi village and the other from Masemola village.

#### **Ga-Mokadi village pre-school**

This pre-school is situated in an isolated and poor village. The road conditions to the pre-school are not good. A shack is used as the premise, it is shaky and looked like it was very dangerous during stormy and rainy weather. The pre-school is on a hill. The outside environment is very hazardous for the children, because they are exposed to dangers such as snakes, broken bottles and huge rocks. My observation is that the involvement of the Mokadi community is very low. Their older brothers and sisters who attend a nearby primary school bring the children to the pre-school. The pre-school teacher expressed her concern that parents did not commit to re-building the falling shack for the sake of their children safety. The educator was struggling to look after fifty children, who are not well nourished. There are no toys (except the cattle made out of mud) and no co-ordinated sessions for the children to develop intellectually.

Out of curiosity, I asked the pre-school teacher: What do the children do the whole day? She said: "They sing and play".<sup>26</sup>

I then asked: What kind of food do you cook for the kids for breakfast and lunch? She said:

Our pre-school is very poor, I do not cook for the children. They bring lunch boxes that mainly contain pap and morogo.<sup>27</sup>

Based on these two questions it seems as if this particular pre-school does not have the balanced, nutritious food necessary for child development as mentioned by the trainers, neither does it have sufficient intellectual activities to prepare the children for their foundation phase at school.

Development and infrastructure are seriously limited in this village. There is no electricity, no telephones, proper roads or water pumps. Judging from these conditions, it would seem that there is a lack of commitment from this community, perpetuated by their living conditions.

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<sup>26</sup> Magatsela, A. Interview, Sekhukhune Educare Project  
<sup>27</sup> *ibid.*

The responsibility is shifted to the shoulders of the pre-school teacher, who is struggling and feels demoralised by the conditions. She left schooling many years ago, however she took this opportunity and attended the training at SEP. Her mission is to develop her community.

### **Ga-Masemola pre-school**

The second pre-school is situated in a village called Ga-Masemola, which is approximately 190 to 200 kilometres from the first pre-school and approximately 120 kilometres from Pietersburg. In contrast to the first pre-school, this pre-school's community involvement seems to have high involvement and has resulted in a brick wall premise. The community had provided the pre-school with old vehicle and tractor tyres for its playground. The community also provides toys, old newspapers and other materials that are useful to the pre-school. The community members are actively involved in the daily operation of the pre-school. Our interviewees said that:

It is because professional people, i.e. teachers, nurses and police, mainly constitute the Masemola community. This does not suggest that everyone in this community has a stable professional job, but their collective efforts create a good environment for the pre-school. They are organized and committed to provide good educational foundation for their children. Its condition is more and far better than the conditions of Ga-Mokadi pre-school.<sup>28</sup>

These two pre-school are described because their diverse conditions determine the success or failure of the educators, and their ability to apply the knowledge harnessed during the training from Sekhukhune Educare Project. The reality in Ga-Mokadi is a challenge for an educator who is trained to monitor the nutrition of a developing child. The SEP services need to take into account the conditions of their trainees in order to make the training more relevant to the circumstances.

## **2.2 Ownership and Use**

Sekhukhune Educare Project is a community-based project, the village communities are highly involved in its activities. It does not have a proper management structure as yet, because it is not registered as a legal entity. In the meantime it operates under the status of its mother body Woz'bona which is registered as a voluntary association.

When the project started in 1995, two trainers and an administrator were formally employed. Although the Co-ordinator of the project resigned in December 1998, in 1999, a Senior Trainer became the head of training, the administrator became the Office Manager. Currently the management consists of the Co-ordinator, Head of Trainers, Office Manager and Trainers.

The communities participate in the teacher forums, where all people interested in childcare development are invited to share or gain knowledge. The direct beneficiaries of the project are community members who are in the training process. The project is still young, but it is growing as the need for the services is high.

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<sup>28</sup> Interview

## **2.3 Accessibility**

### **2.3.1 Physical**

The centre is located in Jane Furse, one of the areas that is developing in Sekhukhune district, which is centrally located in relation to villages in the north, east and west. All the main facilities such as hospitals, taxi ranks and shopping complexes are situated in this area. The area is serviced by all forms of transports, including local taxis that go to and from all the villages in the Nebo, Apel and Sekhukhune districts. There are also long distance taxis that run to and from major cities and other provinces; and a bus transport service, which operates on a similar route, to the taxi industry. The roads are well kept and used also by private cars. There is also a huge shopping complex, with major stores like Score and Chicken Licken.

Accessibility to the centre is reasonable, because of its location. However, the cost of taxi and bus fare is a factor that needs to be considered.

### **2.3.2 Affordability**

One of the major concern from the funders of the project is that the service that is provided to pre-school educators should be used as an income generating means for the Project. Unfortunately the Project offers its services to disadvantaged communities who cannot afford to pay for the services. Ms Mokgwatsana said that:

The pre-school children normally pay R10-00 a month, so it unrealistic to expect the educator to pay much money for their training. In fact, this could exclude those community members who most need this kind of training, both for their personal development and as a community investment. However, the pressure from the funders has compelled SEP to charge a set fee of R150-00 (community educators) and R200-00 (Department of Education educators) for training, this income is used to run the daily activities of the project.<sup>29</sup>

## **2.4 Resources**

### **2.4.1 Training materials**

The project relies on waste materials, such as used tins, old newspapers, papers and boxes for the training sessions. These waste materials are converted into usable pre-school teaching materials. This educates the trainees to economise and utilise resources that are regarded as waste. The project provides some of its materials to pre-school trainees as start-up materials. The teaching materials are not that much of a concern to the project, because they rely on donation from local trading stores.

### **2.4.2 Financial resources**

The project receives funding from various sponsors such as the Jim Joel Trust and others that are currently sponsoring Woz'bona activities.

## **2.5 Special Needs**

Sekhukhune Educare Project training does not cater for the people who are physically disabled or otherwise. The project does not offer training programmes to people with special needs. Also it does not have adequate resources to meet the needs of such people.

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<sup>29</sup> Mokgwatsana, Y. 2000, Interview, Sekhukhune Educare Project

## **2.6 Socio Economic Issues**

Sekhukhune Educare Project offers its services to educators who are from communities that vary in their means of survival. Some are extremely poor and their pre-schools are very poorly developed. Some are better off, especially the ones that are situated next to developed communities like Lebowakgomo and Pietersburg, where the children are provided with what seemed to be adequate nutritious food and have a stimulating educational programme.

## **3. CASE STUDY 3: HLATHLOLANANG HEALTH AND NUTRITION EDUCATION CENTRE**

|                           |   |
|---------------------------|---|
| <b>Name:</b>              | Hlathlolanang Health and Nutrition Education Centre   |
| <b>Contact details:</b>   | P O Box 718<br>Jane Furse<br>1085<br><br>Tel: (013) 265 1189/1380<br>Telefax : (013) 265 1348 |
| <b>Interviewees:</b>      | Mrs Ellinah Thoka – Acting Director<br>Mrs Tiny Maria Magagula- ABET Co-ordinator             |
| <b>Date of interview:</b> | 23/03/2000  |

### **3.1 Background**

Hlathlolanang Health and Nutrition Education Centre (HHNEC) is a community-based organization established in 1991, after Dr Aaron Motswaledi, based at St Rita's Hospital, realised that lots of children were repeatedly admitted to the hospital suffering from diseases such as kwashiorkor and pellagra resulting from poor nutrition. He realised the need to intervene at household level to improve nutrition and to provide support to mothers of children suffering from kwashiorkor and pellagra. His dream became a reality when the Henry J. Kaiser Family Foundation offered a financial commitment to start a centre that was intended to address health problems on a large scale.

The contents of the mission statement states that:

Hlathlolanang Health and Nutrition Education Centre is committed to poverty alleviation and the elimination of starvation and malnutrition through a holistic approach to primary health care and the improvement of the health status of women and children in the Southern region of the Northern Province.<sup>30</sup>

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<sup>30</sup> Hlathlolanang Health and Nutrition Education Centre, 2000, Internal Brochure, p.1

It aims to:

- Determine the nutritional and health status of each village for informed decision- making.
- Facilitate the planning and implementation of integrated development project.
- Provide information on the measures that households should take to prevent malnutrition-related diseases.
- Promote environmentally healthy communities and better sanitation facilities in all the villages.
- Educate and train community members to be self-reliant and enable them to access relevant information.
- Increase community awareness on topical issues such as sexuality education and human rights.<sup>31</sup>

Its main functions are to educate, train and facilitate community projects initiated at village level in partnership with the government departments, local health and welfare services, and other non-governmental organizations.

HHNEC regards itself as a multi purpose centre, which provides services ranging from health to the promotion of human rights. All projects address the community's social and health issues and field workers try to engage with the issues at community level.

HHNEC offers the following projects and activities:

- Health and Nutrition Support:
  - Training village health workers;
  - Offering counselling to parents with malnourished children; and
  - Visiting households and providing care for the disabled.
- Household Food Security Programme:
  - Training in food processing and prevention;
  - Technical training such as garden design and permaculture method of fruit and vegetables production; and
  - Support to mobilise resources for the establishment of orchards and communal gardens.
- Income Generation Programme:
  - Business skills training such as marketing, bookkeeping, management, pricing etc;
  - Mobilising resources for start up funds; and
  - Technical training in brick making, concrete making, sewing and fence making etc.
- Adult Basic Education Programme:
  - Members of projects established above organize themselves into a group of ABET learners;
  - A tutor from the village is identified and trained for the group;
  - Learners are trained in dictation, numeracy, writing and life skills; and
  - Technical training is offered on outcome-based education and experiential learning.

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<sup>31</sup> Hlathlolanang Health and Nutrition Education Centre, 2000, Internal Brochure, p.1

- Water and Sanitation Programme:
  - Links the community with the department of water affairs for the provision of water and sanitation facilities;
  - Mobilises resources for the provision of facilities in specific villages; and
  - Promotes community hygiene through the use of water.
- Adolescent Health Programme:
  - The model of intervention is based on an integration of health services, life skills training for adolescents and community mobilisation.
- Legal Advice Programme:
  - Facilitates the acquisition of old age and children's grants;
  - Provides Human Rights education to the community; and
  - Resolves labour and family disputes.

Apart from these identified projects, Hlathlolanang Health and Nutrition Education Centre uses the site for workshops, seminars and conferences. It is used by organized structures of the community, such as teachers unions, church committees, and burial societies. In return, the centre generates income from the levy paid for the use of the site. The site has a hall that seats 300 people comfortably, a seminar room that holds 20 people seated and a workshop room that holds 50 people seated. It also provides accommodation for 80 workshop participants at a time, and a kitchen with a dining hall that holds 100 people.<sup>32</sup>

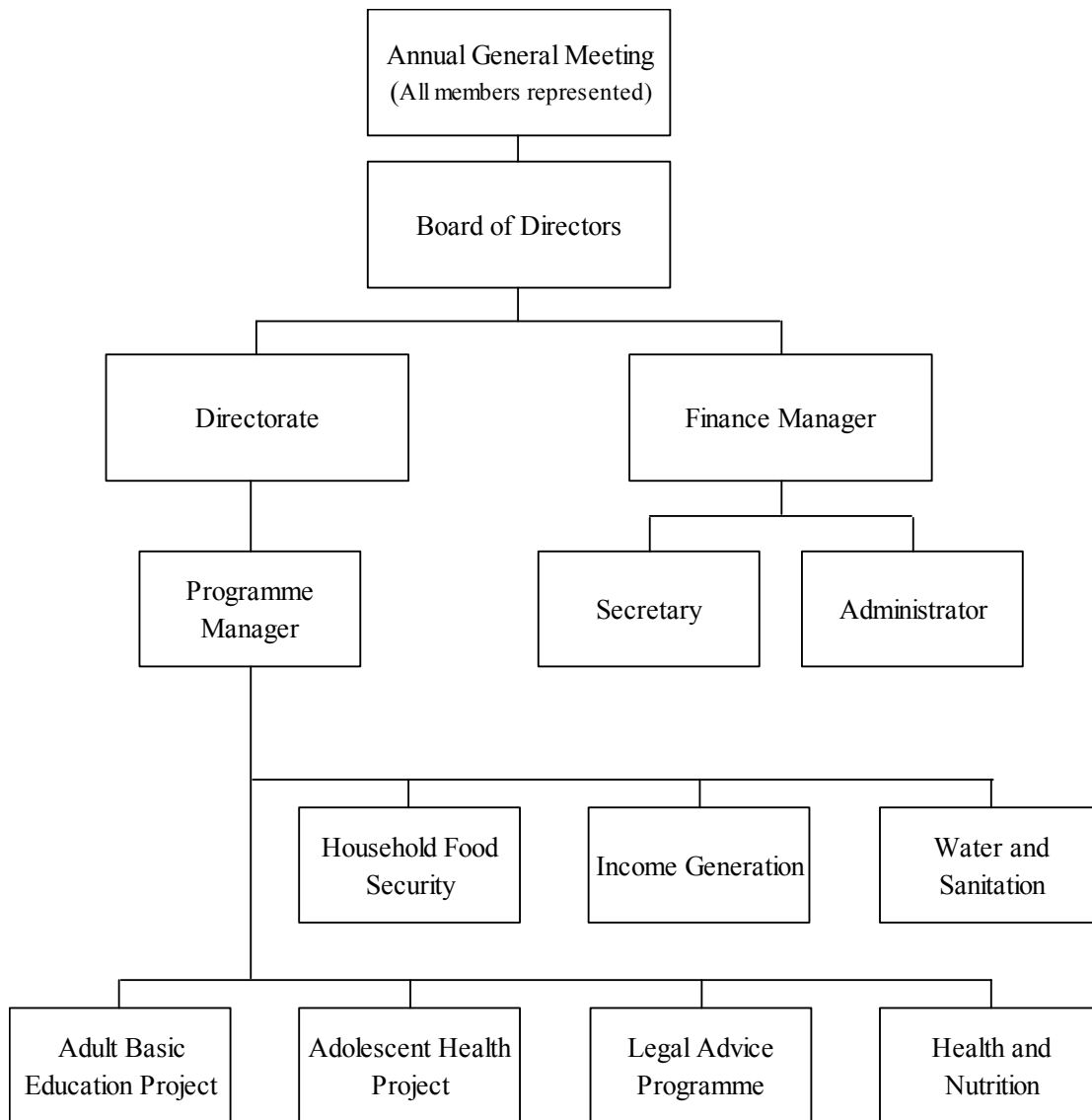
### **3.2 Ownership and use**

The centre is a community-based organization, providing services through projects initiated by the community members. This is done through annual general meetings, where everyone is welcome to make inputs, suggests projects and participates in the existing ones.

The centre has a management structure, which runs the daily activities of the centre. The structure overleaf represents the management links with the programmes offered by the centre.

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<sup>32</sup> *ibid.* p. 5-6



### **3.3 Accessibility**

#### **3.3.1 Physical**

The centre is located at Jane Furse, one of the developing areas in Sekhukhune district, which is centrally located in relation to villages in the north, east and west. All the main facilities such as hospitals, taxi ranks and shopping complexes are situated in this area. The area serviced by all forms of transport, including local taxis that go to and from all the villages in the Nebo, Apel and Sekhukhune districts. There are also long distance taxis that run to and from major cities and other provinces; and a bus transport service, which operates on the same route. The roads are well kept for private cars also. There is also a huge shopping complex, with major big name stores like Score and Chicken Licken.

### ***3.3.2 Affordability***

The programmes that are run at village level by the HHNEC are often free of charge to the community members. For instance, the ABET programme, learners do not pay for lessons. The aim is to ensure that people participate in large numbers. Mrs Thoka said that the health programmes are the ones that has large number of participants, because the issues and services provided to the people are related to their daily experiences.

## **3.4 Resources**

### ***3.4.1 Financial***

The centre generates its income from various sources, such as donors, contracts and tenders from the Northern Province Government. It also, charges a levy for the use of the accommodation, kitchen and halls for meetings, training and seminars.

### ***3.4.2 Teaching Materials***

The centre provides its various projects with all the required teaching materials. However, the resources are limited and the donors are not willing to provide money for all the projects.

### ***3.4.3 Conditions***

The centre is electrified. Also there is a telephone system in place. The perimeter is properly fenced for security and the buildings are still in good condition.

## **3.5 Special Needs**

The centre has a health programme that is geared to assisting disabled people. Field staff members are required to visit the disabled people in their respective villages and offer medical support.

## **3.6 Socio Economic Issues**

The centre offers its services to the communities most of which are poor. Most of the villagers depend on their harvested agricultural products as their sole means of survival. The fortunate ones depend on the old age pensions money from their grandparents and physically disabled people.



**4. CASE STUDY 4: HLATHLOLANANG LITERACY PROJECT**



|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Hlathlolanang Literacy Project   |
| <b>Contact details:</b>   | P O Box 718<br>Jane Furse<br>1085<br><br>Tel: (013) 265 1189/1380<br>Fax: (013) 265 1348 |
| <b>Interviewees:</b>      | Mrs Tiny Magagula (ABET Co-ordinator)  |
| <b>Date of interview:</b> | 23/03/2000   |

**4.1 Background**

This case study should be viewed in conjunction with the previous case study on HHNEC. Its purpose is to provide detailed background on the operation of the Hlathlolanang Health and Nutrition Education Centre.

The Hlathlolanang Literacy Project was started in 1992, following research conducted at Sekhukhune, Apel and Nebo villages. The Hlathlolanang Health and Nutrition Education Centre field-workers conducted the research as part of their community service. The outcomes of the research revealed that that many women were unable to remember their children’s birth dates, and were unable to read, write and sign their hospital and bank documents. This required an intervention from a service provider such as Hlathlolanang Health and Nutrition Education Centre. A literacy project was seen to be an appropriate response.

The centre organized and recruited learners from various villages in the Sekhukhune Apel and Nebo villages, to form learning centres in their villages. The recruitment drive exposed the people, who argued that they were too old for schooling; that

education was for children; men were generally opposed to the idea and labeled it as time wasting. Most people did not understand how literacy classes operated, to some extent the night school system had left negative impressions about adult schooling, where people were expected to learn and be examined on learning materials used in the formal schooling system. Adults had found it difficult to cope with the situation, whilst for many teenage school drop-outs, the night school was an opportunity to socialize during classes. Teenage pregnancy and alcohol abuse rose. Some women also mentioned that their husband had not allowed them to attend classes. Thus the idea of adult school had a negative impact on many communities.

Despite these negative experiences, the literacy project was launched. Between 1992-1996, 365 learners enrolled, these were spread over 10 learning centres from the participating villages, such as Masemola, Maserume Park, Brooklyn, Mphanama, Marishane, Masha, Ga-Maila Mapitsane and Tsatane.

The teaching staff members were recruited from people who had finished their matric and were unemployed. The Project trained them using all the Hlathlolanang Health and Nutrition Education Centre facilities, for the duration of two weeks and with consistent follow up from the field workers.

The project now offers ABET level 1 to level 4 classes for adults. Classes are run in the afternoon between 14h00 and 16h00. The number of learners vary accordingly to learning centres, the average in one class is 12. The participation is high, especially from the people who are keen to learn and most of them see it as a development stage.

The current village centres use different facilities to conduct their lessons, for example schools premises, churches, trees and shacks.

## **4.2 Ownership and Use**

Refer to Case Study 3

## **4.3 Resources**

### ***4.3.1 Teaching and Learning Materials***

The lack of teaching materials is a very serious issue. However, the project coordinator does attempt to provide each educator with the start-up teaching aids and learning materials that are required for the teaching process. Learning centres that operate in schools are more fortunate, because they use the black board, chalk, and students' unused writing materials.

### ***4.3.2 Financial resources***

The learners do not pay for their lessons, and this is a problem for running the daily activities of the learning centre. The Hlathlolanang Literacy Project, which is the mother body for all the mentioned centres, relies on donors for funds and means to ensure that materials are available for all the participating learning centres. The Northern Province Government does not contribute to, or provide any form of assistance for the project.

#### **4.4 Relationship with Sekhukhune ABET district**

The relationship between the Hlathlolanang Literacy Project and the Sekhukhune Education Circuit, ABET department is new and not clearly defined. Mrs Magagala said that for the past 8 years (1992-1999) communication between the district and non-governmental organizations that offers adult literacy services was very poor and that the relationship has always been fragmented<sup>33</sup>. This suggests a low level of commitment of the government to adult education. According to Mrs Magagala the Department of Education in the Northern Province considers adult education as the last priority on its agenda.

Recently, the current ABET district coordinator in the Sekhukhune district indicated that he wanted to develop positive participation of stakeholders in ensuring that ABET got the attention it deserved. There have been several negotiations between the district ABET coordinator and other NGOs, to map out a future workable plan that will enable the stakeholders to provide the service to the communities.

#### **4.5 Learners' profile**

To provide a general background of the people who participated in the literacy projects, the following information was extracted unedited from the Itsoseng Literacy Project learners' profile files. These learner profiles were written based on learners attending in a centre in Ga Masha village.

##### **Learner 1**

Mrs Mafete Tau is 63 years old, with four kids. One of them is sitting in a wheelchair and her husband was retrenched from work. She likes development that is why she joined the project. She is receiving old age pension, but this does not stop her from participating in the project. She is very active. Her problem is that she is looking after her disabled child.

##### **Learner 2**

Mrs Rose Choma, she is approximately 58 years old, with five kids. All her kids are married; she is living with her grand-children. She likes the project. Her problem is eyesight.

##### **Learner 3**

Mrs Magdalena Masha is 35 years old, with four children. Her husband was retrenched from work. Her children are at primary school. She lives with her grandparents –in- law, she depends on their pension fund. Her problem is that there is no enough food in the family to support her kids.

##### **Learner 4**

Ms Maria Malekane is 30 years old, with six children, no husband but boyfriend, no source of income. She is living with her grand mother who receives an old age pension. Her problem is that her family have does not have enough food. She does not attend classes regularly because her grand mother gets sick often and she is bound to look after her.

##### **Learner 5**

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<sup>33</sup> Magagula, T. 2000, Interview, Hlathlolanang Literacy Project

Mrs Stephina Tau is 45 years and is a widower. She has four children, no source of income that is why she joined the literacy project. Her two children passed their grade 12 (Matric); unfortunately, they do not have money to further their studies.

**Learner 6**

Ms Sophie Tau, she is approximately 40 years old, she is single with no kids. She likes sewing and reading. Sophie receives an old age pension. She lives with her parents. Her problem is that she is disabled and uses a wheelchair.<sup>34</sup>

These learners form the success stories of the Hlathlolanang Literacy Project, most of them started from level one and have achieved level four. Their participation in the sewing project shows development in their lives. The project serves as their income-generating source, however, the income is not enough because the clothes that are produced are sold at low cost.

The common problem among these learners is poverty. Most of them enrolled for the literacy and sewing project in the hope that their social conditions would change. Unfortunately, this has not happened. However the adult education has assisted most of them, because now they can read and write.

#### **4.6 Socio Economic Issues**

The Hlathlolanang Literacy Project provides a mirror reflection of literacy projects and programmes in the Sekhukhune, Apel, Nebo and other areas in the Northern Province. Due to the high illiteracy rate in the province the adult literacy projects are experiencing social, cultural, and economic problems. Some of the issues raised in the interview session with Mrs. Tiny Magagula, an ABET Coordinator at Hlathlolanang Health and Nutrition Education Centre that impact on the literacy learning centres are listed below

##### **4.6.1 *Negative Attitude***

Community members in the Northern Province are still upholding different views and attitudes on adult education. It is not clear, whether the attitude is perpetuated by the way in which adult classes are facilitated or people still believe that they are run like night schools. People do not see the importance of the literacy projects. Firstly, the number of teenagers, who left schooling because of early pregnancy and alcoholism, is very high in different villages. The culture of non-schooling is becoming an integral part of most school leavers. These particular groups of school dropouts perceive literacy projects as schools for older people, not for them. This attitude escalates throughout many villages; these youngsters are not in formal schools or ABET Programmes. They are unemployed and loitering in their villages.

Secondly, the illiterate adult men regard the literacy projects as time wasting and meant for women, they advocate performing other social activities, such as cattle herding and attending lekgotla gatherings organized by the chief. The organizers of literacy projects do not bother to recruit these men because of their attitude toward the projects.

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<sup>34</sup> Learners Profile, ABET, Ga-Masha Village

Thirdly, women are interested to enroll in the literacy projects, unfortunately they seek permission from their husband, who in many cases refuse. Culturally, women do all the house work, cleaning the house, dishes, taking care of the children, washing the clothes and cooking. So attending the classes have a negative impact on performing the latter. The domestic chores are part of their bidden role, this make them experience difficulties to participate.

#### **4.6.2 *Social and Cultural Events***

The progress of the current operating learning centers is in crisis. Learning centres have lists of people's names, but not attending classes. The problem here is that people at the beginning of the year are upbeat to come forward and register for literacy classes. Unfortunately, they find themselves caught in a situation where they cannot compromise their hewing in the field, especially during the ploughing and harvesting season. These people spend most of their time growing crops in the field, because it is their only hope of survival.

The second factor is funerals, weddings and other cultural events. During such an events, people are obliged to spend their time preparing for it. This has a very direct impact on the literacy programme because people miss classes, with legitimate reasons that they are preparing for the funeral or a wedding.

#### **4.6.3 *Poor Infrastructure***

The unavailability of proper infrastructure, such as water, electricity, transport, libraries, sports facilities, recreation centres, daily newspapers, telephones and tarred road etc, create difficult conditions for people to prioritize education. The conditions are not conducive for learning and developing, especially for adult community members who have lost hope in education and have other social responsibilities. People are subjected to travel long distances to find a mere newspaper, bookshop or a library. These are mainly found in major cities like Pietersburg town and Grobblersdal. The traveling cost to town is an obstacle for many ordinary people that frequently visit the areas. The local shops do not sell daily newspapers. Learning formally or informally is generally a problem.

#### **4.6.4 *Irrelevant Project***

Due to unemployment people in the rural areas enroll for literacy classes with high hopes that their social conditions will change. For instance, they believe that when they enroll, after level four they will be employed or participate in some income generating projects. Unfortunately, they become demoralized when they firstly have to struggle to find a learning centre and learning materials. There are no relevant projects that are linked with literacy projects that motivate the learners. The Hlathlolanang Literacy Project attempts to bridge this gap, but it is not enough. We linked our literacy classes with Sewing and Agricultural Projects. However, we experience problems in finding equipment and materials to sustain these projects. Ultimately, the projects collapse. This has an impact on the running of literacy projects; people are less motivated, because nothing inspires them.

#### **4.6.5 *Lack of government involvement***

The Northern Province Government is committed to improving the lives of its rural people, especially in the villages that require immediate development. Unfortunately, it does not channel its funds to relevant educational projects that will equip people with different skills, to be self-sufficient. The literacy projects are mainly run by the

non-governmental organizations and community based organizations such as Hlathlolanang and Kgwana Community Centres. This makes it difficult for the projects to add value in their lives of people. For instance, the educators were for a long time being recruited as volunteers and they are poor and stigmatized. It creates difficulties to find dedicated people to teach adults, because their circumstances do not allow them.<sup>35</sup>

In essence, literacy projects are regarded as time wasting, and meant for adult women, who unfortunately are unable to attend classes, because of their social responsibilities.

## 5. CASE STUDY 5: SEKHUKHUNE COLLEGE OF EDUCATION



Sekhukhune College of Education

|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Sekhukhune College of Education  |
| <b>Contact details:</b>   | Private Bag x 08<br>Apel<br>0739<br><br>Tel: (015) 622 0040<br>Fax: (015) 622 0046         |
| <b>Interviewees:</b>      | Mr Nguni (Head of English Department)<br>Mr Legodi (Head of Practical subjects Department) |
| <b>Date of interview:</b> | 28/03/2000   |

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<sup>35</sup> Magagula, T. 2000, Interview, Hlathlolanang Literacy Project

## **5.1 Background**

Sekhukhune College of Education was established in the 1960s. Initially it was a boarding secondary school for middle class children. Later it was converted into a college of education. There are two reasons that necessitated the establishment of this college:

- Firstly, there were many primary and secondary schools in the district of Sekhukhune, Apel and other districts and there were insufficient teachers to staff them.
- Secondly, the local chiefs, each demanded a college in his vicinity and the former National Party Government responded for their demands.<sup>36</sup>

The college started offering a Primary Teachers Certificate (PTC), then in the 1980s, it established the three-year courses of Junior Primary Teachers Diploma, Secondary Teachers Diploma and Senior Primary Teachers Diploma.

It currently offers the following three-year courses:

### **Junior Primary Teachers Diploma**

- General Stream
- N. Sotho
- Geography

### **Senior Primary Teachers Diploma.**

- General stream
- N. Sotho
- Afrikaans
- English
- Biblical Studies

### **Secondary Teachers Diploma**

- Science
  - Mathematics
  - Biology
- Commerce
  - Accounting
  - Economics
  - Business Economics
  - Accounting
- General
  - Agriculture
  - English

These course subjects are school based and their contents are in-line with the school curriculum. Students are taught to master these subjects and also know how to disseminate the contents to the learners.

Sekhukhune College of Education is one of the 22 colleges of education in the Northern Province, which is currently contributing to the over production of black teachers in the province. Northern Province, is the largest province in South Africa,

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<sup>36</sup> Sekhukhune College of Education, 2000. Interview

which has so many black teachers training colleges, 99% of students enrolled in these colleges are black.<sup>37</sup>

After the South African democratic elections of 1994, the new minister of education in the Northern Province requested the Human Science Council (HRC) to conduct a study on teacher education in the province. This was provoked by concerns relating to the quality of teacher education, poor matric results in the province and over supply of teachers in the province, where approximately 8,000 teachers were unemployed. The Human Science Council's audit recommended the colleges of education in the Northern Province be rationalized from 22 to 7.<sup>38</sup>

The rationalization process has affected Sekhukhune College of Education. According to internal sources, it said that in 1995/6 it was recommended that the college be retained as a college of education. However, the second stage of rationalisation forced the college to change its programme of operation. Towards the end of 1998, the college was told to stop registering students, but early in 1999, it was allowed to register its last batch of first year students. The college is currently operating under a three-year programme, which will allow the currently registered students to finish their studies.

As part of this process of rationalization the college is expected to submit, to the Department of Education, a detailed document outlining the future programmes and activities. The process of converting the college into something else involved the consent of the local chiefs and the community at large. In the interview Mr Mguni mentioned that the college intends to offer in-service training for teachers. This comes as a result of the need to re-train the teachers and prepare them for the implementation of Curriculum 2005 and Outcome Based Education in schools.

Mr Legodi, head of the practical subjects department added that:

The college will be used as a drawing board for teachers to diagnose the causes of high failure rate in the Northern Province, because the poor matric results of this province are very high and this affect the education standard in South Africa.<sup>39</sup>

The college is still training teachers, but in future it will cease its operation in teacher production and turn into an in-service training centre instead. This would be on conditions that Department of Education approves its proposal.

## **5.2 Ownership and Use**

The Department of Education and the Sekhukhune community own the college. The government employs the management of the college, based on their academic qualifications. The posts are designated and advertised and members of academic staff compete for the posts. The College Council, in which all structures including the

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<sup>37</sup> Mr Legodi, Interview

<sup>38</sup> *Ibid.* Rationalisation is a process through which the department of Education in the Northern Province attempts to reorganizes the colleges of education so that they offer different Programmes, aimed at contributing positively to the economy of the Northern Province, and reducing the over production of teachers.

<sup>39</sup> interview



community are represented, conducts the interviews and the successful candidates are sworn in to their positions.

The current management structure is as follows:

- Rector
- Vice Rector
- Heads of Departments
- Dean of students
- Student Representative Council (SRC) - the Dean of students represents the student representative council.

The college currently has 79 members of academic staff and the recommendation from the Human Resource Council suggested that, most staff members are declared in excess. Therefore the staff should be tailored down to only 29. The rest will be deployed in other institutions, or become unemployed.

The community uses the college in various ways. For example, schools are allowed to organize major sporting functions and use the college sporting facilities, at no cost. The teachers from various organizations or unions use the college facilities for their meetings, seminars and workshops. The district officials use the college facilities for various functions.

The college has a satellite connection with the University of Pretoria. The Masters and PhD students based in Sekhukhune area who do their academic work via telephone and television connection use the college. Unfortunately, this connection has recently been disconnected due to the rationalization process.

Apart from the services that are rendered to college students, the college lecturers also offer their services to the Grade 12 learners. These learners are annually selected and housed free of charge at the college hostels. The college lecturers teach these students and provide them with some additional academic advice as part of their commitment to the development of quality matriculants.

The community involvement varies, but the college is mainly used by academic institutions. However, the college is willing to share its library and sports facilities with the surrounding communities, but ordinary people do not give themselves time to visit the college, to see what is on offer for them.

### **5.3 Accessibility**

#### **5.3.1 Physical**

The physical location of the college is fairly isolated from major cities, communities and the people. In addition the roads are muddy and dangerous if it is raining. This has an impact on the lives of the students who walk daily to the college. They are exposed to various dangers, such as floods. Transport is very scarce as the feud between the bus and taxi industry has led to unavailability of transport to the college. The college is very far from the local shops, churches, hospital and the homes.

It is mainly accessible to those people who have means to pay for transport and afford fees. The lack of employment and a quest for higher learning education compel many find means and enrol in the college.

### **5.3.2 Affordability**

According to Mr Mguni, people find the college inaccessible because they cannot afford to finance their studies. Poverty is a huge problem in this area. People survive under very difficult conditions.

However, some local people and students argue that the college is inaccessible to strangers only because they are not used to the conditions, but some people who live in Sekhukhune area cherish the presence of the college in their vicinity. The inaccessibility caused by physical and financial conditions is a secondary problem to them.

## **5.4 Resources**

The Department of Education owns and provides all the required resources for all the colleges of education in the Northern Province. However, there is a need for more financial resources to extend the services that are provided to the college students to the community at large.

## **5.5 Special Needs**

The college does not have proper programmes nor the infrastructure such as escalators for the disabled and people in wheelchairs. There are neither Braille machines nor skilled trainers for the blind people etc. This makes it very hard for people with special needs to enrol with the college, Mr Mguni said that it was not the college's will to discriminate against the disabled, but it was the lack of facilities.

## **5.6 Socio Economic Issues**

The communities that use the college can be described as having the very basic means of survival. Most communities depend on agricultural products produced during the ploughing and harvesting seasons, such as maize, sorghum and morogo. Some have chickens, cattle, goats and sheep, all of which contributes to their daily survival. However, these communities lack the skills to turn what they own, such as agricultural land and life stock, into an income-generating programme. In addition, the high illiteracy rate also contributes to underdevelopment.

These conditions have a very serious impact on the daily running of the college. For instance, illiteracy makes the community members ignorant about developmental issues, especially if development is coupled with education. The college facilities are open for use, but ordinary community members do not use them. This situation makes it difficult for the college to develop and extend its services to ordinary members of the communities.

Poverty and unemployment also have a direct impact on the running of the college. Many of the students that are enrolled with the college depend on the old-age pensions of grandparents to finance their studies. This makes it even more difficult for such students, because without this, access to education becomes limited. They often pay the registration and tuition fees only, but are unable to purchase the reading materials

required for their studies. As a result, this makes learning difficult even for those who are willing.

According to the interviewees there are three priority areas that should be addressed to allow more learning and development to take place.

**5.6.1 *Illiteracy***

The illiteracy rate is high in this province. People believe that being unable to read and write is natural. This problem should be addressed, because it sets a legacy for school dropouts. People are ignorant and poor, because they are unable to turn what they have into a productive income-generating venture. Adults, youth and children should be told that illiteracy is an enemy that has haunted South African communities and left them poor. The ABET opportunities should be taken seriously in a quest to redress the illiteracy problem.

**5.6.2 *Infrastructure***

Sekhukhune area, like many other rural communities all over South Africa, is poor in infrastructure. The infrastructure here should not only be judged on whether the college has the basics such as telephone lines, water and electricity. However, these are useless, if the communities around the institution do not have access to all the abovementioned features of a proper infrastructure. The issue of access to basic needs such as water, electricity, telephone, transport and proper roads require immediate attention. The development of rural areas can be the answer to these communities. This will change their life style, people will learn both formally and informally. The availability of daily newspapers, television news and cinemas can contribute positively in engaging the communities to anticipate what other means they need to develop academically.

**5.6.3 *Resources***

Financial resources are desperately needed in rural communities. Firstly, the college has a library, but the reading materials are not sufficient to meet the needs of our students and the community at large. There is a need for community libraries. Secondly, Mr Legodi said that the college need financial assistance to help students who are from extremely poor families to finance their education. There are brilliant scholars, but no one is investing in them, ultimately they drop out of schools and institutions of higher learning and increase the number of the dropouts and unemployed.

These are not the only problems that require immediate attention, but if something can be done, the community would be encouraged and they will begin to see that their environment is changing, therefore they need to change.

**6. CASE STUDY 6: TOMPI SELEKA COLLEGE OF AGRICULTURE**



Tompi Seleka College of Agriculture

|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Tompi Seleka College of Agriculture  |
| <b>Contact details:</b>   | Private Bag X 9619<br>Marble Hall<br>0450<br><br>Tel – 013 268 9300/1/2<br>Fax – 013 2689305   |
| <b>Interviewees:</b>      | Mr M .H Ramaboea – The Rector<br>Mr M J Dladla – Vice Rector: Technical<br>Mr M M Lamola – HOD: Plant Production and Resources Utilisation |
| <b>Date of interview:</b> | 30/03/2000   |

**6.1 Background**

Tompi Seleka College of Agriculture was established in 1958 and the doors for training opened in 1960. Mr Dladla, one of the interviewees and a vice-rector at the college, provided this brief history:

Chief Shikwane Maserumule Matlala of the Bakone Ba Matlala tribe offered the farm Arabie in the Nebo district for the establishment of the college. For years the college was known as Arabie College of Agriculture, until it was renamed after the first minister of agriculture of the former Lebowa, the Honourable Chief Tompi Seleka.<sup>40</sup>

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<sup>40</sup> Tompi Seleka College of Agriculture, 2000. Prospectus. College Administration : 1

Here are the reasons that led to the establishment of the college, viz.

In the 1950s when the college was established, agriculture was seen as the backbone of the country's economy. A college was needed:

- To equip people with knowledge of agricultural production.
- To equip the government officials, particularly the Department of Agriculture, with the necessary information on agricultural issues and advise the community farmers on how to best utilise the agricultural land.
- The farming community lacked information and knowledge on production.

The college has grown considerably since 1960. After starting with three lecture rooms, there are now nine in total. In 1988 the College was transferred to the Department of Education. The cabinet agreed that all training institutions in the former Lebowa should fall under one department, i.e. Department of Education. In that year the department entered into a training contract with Pretoria Technikon. The contract included four new departments of the college, viz. Plant Production, Resource Utilisation, Animal Production and Community Extension. The contract ceased in 1996.

In the same year, the college introduced its own diploma courses, which were given full accreditation by the Department of Education. The following courses were accredited:

- Animal Production
- Plant Production
- Fishery

The college currently offers a three-year National Diploma, divided into four semesters of instructional training and two semester's experiential training, including community extension practice. Mr Lamola who is head of department said that:

For training purposes a variety of field and horticultural crops are produced. In animal production the following types of animals are kept:

- Dairy herd of Brown Swiss and Frieslands
- Beef herd of Afrikaner, Bosmara, Nguni and Simentaler
- Dorper sheep flock
- Large White and landrace pigs
- Laying hens and broilers
- Fish

Mr Ramaboea who is currently the rector of the college referred us to the fact that:

The college's mission is to strive for academic excellence in practical agricultural training and applied research, with an emphasis on uplifting the quality of life in the surrounding rural communities as well as the agricultural industry through the provision of competent diplomats.<sup>41</sup>

The college offers different agricultural courses, for more details please see the attached course outlines.

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<sup>41</sup> *ibid.* p. 2

## **6.2 Accessibility**

Tompi Seleka College of Agriculture is located in the Nebo district. 'It lies about 35km north east of Marble Hall and 75km south of Lebowakgomo'.<sup>42</sup> The College is very isolated from most villages, shopping complexes and schools, except the nearest hospital that is approximately 5-7 km away. Mr Dladla mentioned that:

The nearest railway station is in Marble Hall, which is approximately 35 km away.

The transport to the college, provided by taxis leaves from there on a daily basis.

The college is situated in a bushy area, which has natural beauty, but is not easily accessible to people interested in using its facilities, especially the local community of farmers and ordinary community members.

The college management agreed to allow the local taxis to pass through the college daily, to enable students and other people to frequent the college. However, most of the students complain that the fares are very high, for example a taxi fare from the college to Marble Hall is R7.00 for a single trip. Even though the taxis are available, they are not used much. The taxi fare is justifiably high because of the road conditions to the college. The roads are gravel and not in good condition during rainy days.

Mr Ramaboea, the interviewee and also the rector of the college, confirmed that the college is situated in a remote area and the majority of their students are unable to commute daily to the institution or to visit their families or friends. However, there are enough hostel facilities for the registered students. This has negative and positive outcomes. The negative is that the physical location of the college alienates students from the community and they spend most of their time at the college. But on a positive note, it gives the students enough quality time to concentrate on their studies.

Accessibility to the college is two fold. On the one hand it can be argued that those who use the college (staff members, students and manual staff) have total access to the college, because they are housed inside the college. On the other hand, the reality of its isolation from the nearby villages makes accessibility difficult for ordinary members of the communities to use its facilities. Therefore, the college does not provide any form of motivation to students at school level or to the local farmers.

## **6.3 Ownership and Use**

The Northern Province Department of Agriculture owns the college and it has appointed the following management team to manage the college:

- Mr MH Ramboea (The Rector)
- Mr MJ Dladla (Vice Rector – Technical)
- Mrs E M Buys (Vice Rector – Academic)
- Mr EM Molaba: (Assistant Director: Administration)
- Mr MM Lamola HOD: (Plant Production and Resources Utilisation)
- Mr JML Ramushu (HOD: Animal Production)
- Mrs AR Tjebane (HOD: Community Extension)
- Mr ML Malebane (HOD: Administration)
- Mr KR Matsetela (Technician: Animal Production)

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<sup>42</sup> *ibid.* p. 1

Previously the chiefs had a very strong relationship with the college, particularly chief Matlala who provided the Arabie farm for the establishment of the college. The former Lebowa Government believed that if the chiefs were knowledgeable about agricultural issues, their subordinates (community members) would make use of the land productively. The transference of ownership from the chief to the government has impacted on the chief's role in the college. The chief's power is currently limited on the provisioning land.

Previously, the only way the college contributed to the community was through accepting students from the community, training them and releasing them to serve their communities. The college is now in the process of restructuring and this process will enable the ordinary community members to have maximum access to the college facilities and expertise. It intends to find ways for the community to use the college facilities. These include:

- Firstly, the college is planning to offer additional training. The college management is currently negotiating with the one of the local chiefs, chief Matlala, to provide the college with a piece of land that will be used for approximately 40 community farmers who will do farming under the college supervision. In this way the college will train the farmers from the community.
- Secondly, it intends to invite schools to visit the college regularly and see what career paths are available.
- Thirdly, the college intends to offer workshops and seminars to agricultural stakeholders in the province to map out a quality programme of action for how the college can best contribute to the economy of the province.

Apart from this new restructuring process, the college has been contributing to the alleviation of illiteracy. The college runs adult basic education classes for their manual labour staff members and a few other people who live nearby. The staff is housed on the campus. Students assist during their spare time in conducting the classes.

The only problem facing the management of the college is the government bureaucracy that they have to face every time they want resources for the college. The government officials make things complicated for the college to realise its goals. According to the nature of the new restructuring process, the college will need more land in various communities to offer its services. Unfortunately, processing the applications takes a long time. The non-payment of fees by students is a problem. Although, the college understands the personal background of its students, most of whom are from very poor families and who finance their studies through grandparents' pension, this impacts negatively on the daily activities of the college.

## **6.4 Resources**

### **6.4.1 Land**

The college has land for farming, which is about 1470 hectares in size.

About 100 ha. is under irrigation, 70 ha. for field crop production and 30 ha. is under artificial pastures for the dairy herd. The rest is shared between residential, natural pasture camps and wild life camps. <sup>43</sup>

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<sup>43</sup> *ibid.* p. 3

There are enough buildings to cater for all the needs of the college. However, to maintain them is very difficult.

#### **6.4.2 Financial**

The Department of Agriculture and Education cover most of the college's expenses, such as staff salaries and maintenance of the college facilities. The daily expenses are financed through the student registration fees. The college registers 400 students yearly. They pay a registration fee of R600-00 for admission. The total cost of the diploma is calculated as follows:

- Boarding fees = R800.00
- College fees = R1080.00
- Sports fees = R120.00
- Indemnity fees = R50.00 (refundable)

#### **6.4.3 Educational Resources**

The college does not have enough agricultural equipment, such as tractors etc. to meet the needs of the students. Currently, there is one tractor that is used for various purposes in the college. Mr Ramaboea's wish is that the college should have all the necessary equipment that is needed for agricultural purpose. This will make students feel like farmers in the college, but right now many things are done theoretically.

The college has a mini library that has insufficient reading material to satisfy the needs of both the lecturers and students. The students struggle to find other reading material because the public libraries are situated in towns, such Pietersburg and Grobblesdal which are very far from the college.

The college has computers to carry out its administrative work, but according to the rector of the college, the management staff is still using outdated computer facilities. His personal computer is the only one with recent Programmes like Windows 95. This is another area that requires maximum attention.

#### **6.4.4 Students**

The college can admit 400 able students only. The reason for such a low number is that the management is concerned about the future of their students; they do not want to train students and leave them on the street. They train a few so that when they leave the college they are certain to find jobs.

The Northern Province Government has been the main employer, but now things are changing. The College believes it is important to train the students to be self-employed. The new restructuring process will produce students with opportunities to produce 500 chickens in their last year of study, so that they can make a start. They will be provided with adequate business skills to enable them to run their farms effectively.

### **6.5 Special Needs**

The college does not have programmes and skilled personnel to offer services to people with special needs, such as blind and crippled students' etc. The college infrastructure caters for able persons only, it does not have escalators etc. Generally



people with disabilities would find it difficult to cope with the Programmes offered by the college.

## **6.6 Socio Economic Issues**

The communities in the Northern Province of South Africa have relatively rich agricultural land. The land is free of charge and available in large quantities. Many areas are blessed with good rainfalls and good pasturing areas. Unfortunately, the majorities of the people who own these pieces of lands are illiterate, and are poor because they are unable to convert their resources into income generating ventures. Ultimately, they live under bad conditions, which deeply affects the lives of their kids. The children experience financial difficulties in furthering their studies. Even the ones that are registered with the college experience financial difficulties as most of them rely on their grandparent's old age pension to finance their studies.

According to Mr Ramaboea the areas mentioned below need development to ensure that learning is accessible to the people (communities):

### **6.6.1 Infrastructure**

As indicated in the above paragraphs, the college is situated in a relatively remote rural area. The area is suitable for the college, but the local people feel very alienated from it. The college has a telephone system that is used for administration purposes only. The students depend on one public telephone that does not function properly. This has a very strong impact on the social lives of the students, because they are unable to communicate with their parents, partners and friends. Secondly, the college does not have any automatic teller machines (ATM), this makes life impossible for both lecturers and students, and they want money for travelling to the nearest town, Marble Hall.

The college has water and electricity, but unfortunately the surrounding communities do not have these basic needs. Students spend most of their time at the college, because studying at night is difficult in their homes.

### **6.6.2 Shortage of institutions**

In the Northern Province there is great shortage of institutions of higher learning that offer alternative career paths for students. In recent years the Tompi Seleka College of Agriculture realised that many students apply to the college due to the unavailability of alternatives. Approximately 10 000 students apply for access to the college. The general feeling is that there should be other institutions that offer different courses that will lead people in to different careers.

### **6.6.3 Skills Shortage**

There is a dire need for alternative courses and projects that develop skills relevant to the lives of many adult people of the Northern Province. The skills should help them to convert their agricultural land into a source of income.

**7. CASE STUDY 7: DEPARTMENT OF EDUCATION, NORTHERN PROVINCE:  
SEKHUKHUNE DISTRICT CIRCUIT**

|                           |  |
|---------------------------|--|
| <b>Name:</b>              | Department of Education, Northern Province: Sekhukhune District Circuit    |
| <b>Contact details:</b>   | Sekhukhune District/ Area Office<br>Private Bag X1220<br>Sekukhune<br>1124 |
| <b>Interviewees:</b>      | Mr. Mahubane (ABET District Co-ordinator)                                  |
| <b>Date of interview:</b> | 27/03/2000   |

**7.1 Background**

The former minister of education Mr. S.P. Kwakwa officially opened the Department of Education Sekhukhune Circuit in 1993. The circuit has various components that deal with educational matters of the district. The first component deals primarily with schools. It facilitates educational activities in schools, i.e. provides educational materials, monitors progress and needs of school, ensures that teaching and learning run smoothly. The second component deals with adult education. It ensures that adult and youth who are not in the mainstream schooling system are organized and registered for literacy sessions. This ensures that relevant educational materials are provided, and lastly that tutors are employed, trained and remunerated.

Case study number 7 focuses on the second component, which addresses the education needs of the adults and youth that are not in the mainstream schooling system. The purpose of the interview was to seek understanding from the educational district of Sekhukhune on available educational opportunities for adults and youth.

The Department of Education, Northern Province has designated Mr Mahubane to coordinate the adult literacy projects in the Sekkhukhune area. He joined the circuit in November 1999.

In our interview with him, we learned that in previous years the Sekhukhune education district did not have a well-coordinated system to keep records of learning centres that were in existence, the number of learners registered and their progress. However, he currently has 80 learning centres registered in the Sekhukhune villages, but only 40 of them are operating. The registered learners are 1,682 in total, i.e. 50 males, 946 females at level one; 21 males, 260 females at level two; 23 males and 157 females at level three; and 0 males, 81 females at level four. There are also 144 practical learners, e.g. sewing, small farmers etc. These figures combine the total learners in various learning centres in different villages of the Sekhukhune area.<sup>44</sup>

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<sup>44</sup> Department of Education, 2000. Sekhukhune Circuit, ABET learners records.

## **7.2 Responsibilities**

Mr Mahubane's responsibilities are to coordinate the adult basic education projects; visit the villages and organize learners; recruit and train adult education tutors; and lastly offers seminars and workshops for educators. He currently lobbies support from school governing bodies; and organizes meetings through the chiefs of the villages to tell community members about the importance of literacy projects and learning centres.

When the learning centres are established, he links them with the Department of Education in the Northern Province. He ensures that educational materials for adult basic education are available in the entire operating centre. He confirmed that the current operating learning centres use facilities like schools, churches, trees and other premises that are available for learning process.

## **7.3 Relationship**

The relationship between his education district for adult basic education and the non-governmental and community based organizations that provide adult basic education projects at villages level is not healthy. Mr Mahubane mentioned that there are adult literacy programmes that are run in various villages by different community centres like Kgwana Community Centre and Hlathlolanang Health and Nutrition Education Centre that are not under his jurisdiction. Some operate in the same village, but the service providers are different. This creates a huge problem and confuses both tutors and learners, because they see the situation as competition between providers. His department is not at loggerheads with any service provider, but the relationship has never been outlined clearly from the beginning.

However, the district has just begun to spearhead negotiations with the community centres to request their assistance in reshaping the service provision of adult education in the district, also to eliminate unnecessary competition. The idea is to invest all the energy in assisting the district establish a coordinated system to run literacy projects at village level. So far the negotiations do not have any particular tangible outcome that can be used as a way forward. There are several reasons that make the relationship unhealthy:

- Firstly, the community centres have managed to establish areas of need in various villages and adult literacy is one of those areas. Due to the fact that the district did not have a coordinated system to serve as a service provider for such a long time, many community centres attempted to provide the service to ensure that illiteracy was reduced.
- Secondly, most of the community based organizations and non-governmental organizations experience a financial crisis. The learning centres at the village level serve as the service providers' income generating mechanism, The service providers register learners and numbers of the learning centres to include them in their fundraising proposals. It is against this background that the relationship is not healthy, most these service providers do not actually conduct classes, and they use the numbers for their survival.

## **7.4 Resources**

### **7.4.1 Financial**

The Northern Province department of education allocates funds in its education budget for adult literacy projects conducted in various districts of the Province. Mr Mahubane did not have the figures to disclose to us. According to him, the government commitment to adult education is very low and the funds that are allocated to serve the needs of adult education projects are very limited. In addition, these funds are often used as government reserves. The financial support that is received from the government is very low and is mainly used for training workshops, and payment of tutors.

### **7.4.2 Learning centres**

As indicated, most learners use school premises, churches, trees and shacks to attend their classes. They are confronted with many problems: sometimes they are given limited space at schools; sometimes not allowed to attend because the church is used for other purposes etc. Some churches do not allow people to use their premises for educational purposes; and the same thing applies to schools. The government does not provide people like Mahubane the powers to intervene in such crises. The issue is not prioritized at all in the province. The most commonly used learning locations are shacks and trees, where learners feel total ownership. However, during stormy and rainy weather classes are abandoned.

### **7.4.3 Educational**

The learning centres are confronted with difficulties of huge shortages of teaching and reading materials in all the centres. The materials that the government allocates are not enough for all the centres. This issue is twofold. Firstly, the government does not have accurate figures of the learning centres in province, and secondly the operating centres have names of people registered but with no people attending lessons.

The available materials are allocated equally to all the existing government centres, but according to Mr Mahubane this does not facilitate accessibility to education. The centres vary, there are those in dire need of materials and they have to share with the others that have learners who keep materials at home.

## **7.5 Problems**

### **7.5.1 Transport**

The circuit is situated very far from most villages. Mr Mahubane is forced to visit all the 40 operating centres once a week to monitor progress and needs. He experiences transport problems. There is no vehicle in the department allocated for this purpose. And also the road conditions to the centres are not in good condition. The tutors experience transport problems to visit the circuit regularly, especially if they need teaching materials and other educational resources. The issue of transport is very complicated to the extent that some learning centres are compromised and not regularly visited because they are very far away.

### **7.5.2 Tutor salaries**

Most of the community centres rely on volunteers to teach the adults. Unfortunately, this has led to the collapse of many literacy projects that existed in the Sekhukhune

area. The new approach is to pay the tutors who are recruited by the government from among the people who finished their secondary schooling and are unemployed. They provide training for a week and are promised remuneration. The issue of salaries is very serious, because most tutors are paid late and also the remuneration received is very low. It is hard to call it a salary, rather an honorarium because it is not fixed. Tutors are not paid enough, as a result they abandon their duties and learners suffer.

**7.5.3 *Government commitment***

Mr Mahubane's concern is that the South African government, particularly the departments of education in various provinces like the Northern Province, lack commitment to adult education. As indicated above, the budget allocated for adult education is very low (although he is not sure about the percentages). The district is provided with the level one to four learning and teaching materials, unfortunately the materials are not enough for all the operating centres.

## APPENDIX 2: THE TOOLS USED TO GATHER DATA

In this section we present the tools used in the interview sessions to gather data for this research project.

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### DISTRICT OFFICIALS INTERVIEW QUESTIONNAIRE

#### 1. Institutions

- 1.1 How many Further Education and Training (FET) and Adult Basic Education and Training (ABET) centres fall under the jurisdiction of your district?

#### 2. Responsibilities

- 2.1 How would you describe the role of the District office in relation to FET and ABET.
- 2.2 Who is the Further Education and Training (FET) and Adult Basic Education and Training co-ordinator in this District?
- 2.3 What are the responsibilities of the co-ordinator?
- 2.4 Is all the FET and ABET centres in the area under the jurisdiction of your district?
- 2.5 Do the co-ordinator/s visit the institutions?
- 2.6 If yes, how often?
- 2.7 What role is the co-ordinator playing in monitoring learning and teaching in the centre?

#### 3. Relationship

- 3.1 Are there ABET centres run by the NGOs and CBOs?
- 3.2 Could you describe the relationship between the district and the NGOs and CBOs that run ABET classes

#### 4. Materials

- 4.1 What kinds of materials are available at the centre?
- 4.2 Have the centres under the district been provided with all the necessary teaching and learning materials (Curriculum, Syllabus, textbooks etc)
- 4.3 What kind of teaching and learning materials are used for ABET classes
- 4.4 How will you describe the motivation of the facilitators? – provide reasons

|         |  |
|---------|--|
| Low     |  |
| Average |  |
| High    |  |

4.4 What are some of the things that are done by the facilitators to show their motivations?

**5. Problems**

5.1 What do you consider to be the most pressing problems facing education in your district?

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**FRAMEWORK FOR ANALYSING ACCESSIBILITY TO LEARNING IN RURAL AREAS**

|                                |  |
|--------------------------------|--|
| Provider name                  |  |
| Provider's web address         |  |
| Name of interviewee            |  |
| Contact details of interviewee |  |
| Date of interview              |  |

Comments

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**A. Physical Conditions**

To be done by researchers

- Ask to be taken on a tour and take a camera.
- Sketch a rough map of the buildings on the property and label each section.
- Take photographs of:
  - The outside of the building from say 2 views, and the inside of:
    - Communal space - where the whole group (e.g. school) meets
    - Staff workspace (staff room)
    - Learning space (classroom)
    - Ablutions (toilets/bathrooms). Also note if these are separated in terms of gender.
    - Admin space (principal’s office)
    - Other spaces (library, laboratory)
    - Entrance (including road)

Describe the physical spaces. How many rooms? Sketch a rough map of the different spaces. Are there windows and doors? What furniture/equipment is there? If there are lots of classrooms - pick one and draw a sketch of what is inside and how the equipment/furniture is arranged (or take a photograph)

- Is the site fenced?

**B. Accessibility**

1. Where is the site situated? How close is the nearest shop, church, dwelling etc?
2. Is the site accessible to users in terms of roads infrastructure and transport?
3. How reliable is public transport to the site?
4. What are some of the problem users have experienced in terms of accessing the site?

**C. Ownership and Use**

1. What type of a site is it? Tick where appropriate.

|                               |                          |
|-------------------------------|--------------------------|
| a. School                     | <input type="checkbox"/> |
| b. Technical college          | <input type="checkbox"/> |
| c. Teacher training college   | <input type="checkbox"/> |
| d. University                 | <input type="checkbox"/> |
| e. University learning centre | <input type="checkbox"/> |
| f. Community learning centre  | <input type="checkbox"/> |
| g. Church                     | <input type="checkbox"/> |
| h. Others (Specify            | <input type="checkbox"/> |
|                               |                          |



**Investigation into Further Education and Training and Higher Education  
Opportunities in three Districts in the Northern Province**

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2. Who owns it?

|                      |  |
|----------------------|--|
| a. Government        |  |
| b. Community         |  |
| c. Private (specify) |  |
| d. Other (specify)   |  |

3. Who manages the site and what are some of their responsibilities?

4. What was the main purpose of establishing the site?

5. Who else uses the site and what do they use it for?

6. What impact has management of the site had on users and their activities?

7. Do users pay for using the site? How much and what is it used for?

8. If various groups use the site, how are relations managed to obviate conflicts? E.g. is there a timetable for activities?

**D. Management**

1. What role does the local leadership (e.g. chief or councilor) play in the management of the site?

2. What role do community members who may not be users play in the site?

3. Are users satisfied with the way the site is managed?

4. How does management in the site ensure that it identifies and caters for the needs of all users?

5. Describe the different management structures in the institution.

6. Is there a document available that outlines the different responsibilities in the organization? Does this document make the lines of accountability clear?

7. In your opinion, what are the challenges facing the organization from a management perspective?

8. What procedures are in place to ensure that institutional policy is implemented? Who is responsible for this process?

9. Do learners and educators have representation on management structures?

9.1 *If yes:* List the structures on which learners and educators are represented. Describe the role of their representatives on these structures and explain how representatives are identified.

10. What systems are in place to monitor the performance of non-academic staff?

11. Is there an institutional transformation programme and what does it comprise?

**E. Learners**

1. How would you describe your target learners?

1.1 Describe your learners in terms of enrolment numbers, gender, race, and educational background.

2. Do you have a profile of learners studying at this institution?

2.1 *If yes:* Is a copy of this document available?

**Investigation into Further Education and Training and Higher Education  
Opportunities in three Districts in the Northern Province**

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3. What would you say are the particular needs of the kind of learners that your institution enrolls?

**F. Access to Resources**

1. What teaching resources do you use most often? E.g. textbooks, etc?
2. Does each learner have access to resources such as textbooks/readers?
3. Does the site have the following? Tick and elaborate where appropriate.

|  | Yes | No |               |  |                   |
|--|-----|----|---------------|--|-------------------|
| a. Electricity                         |     |    | All buildings |  | Certain buildings |
| b. Telephone/s                         |     |    |               |  |                   |
| c. Computers                           |     |    |               |  |                   |
| d. Radio/s                             |     |    |               |  |                   |
| e. OHP/s                               |     |    |               |  |                   |
| f. Tape recorder/s                     |     |    |               |  |                   |
| g. Library with books                  |     |    |               |  |                   |
| h. Laboratory with necessary equipment |     |    |               |  |                   |
| i. Postbox/es                          |     |    |               |  |                   |
| j. Enough furniture for users          |     |    |               |  |                   |
| k. Chalkboards                         |     |    |               |  |                   |
| l. Others (specify)                    |     |    |               |  |                   |

4. Who owns the resources? Is it the owner of the site or the users?
5. What background or teaching do most educators here have?
6. Do ordinary members of the community or learners from other institutions have access to these resources? Would it be possible to give such access?
7. What would be needed to give such access?
8. In case these resources are not there in the site, are they available elsewhere in the community where the site is located?

**G. Special Needs**

1. Do you have any learners who have special needs (either physical or learning difficulties)?
2. Are the buildings accessible to such users?
3. If it can't is there any other site that admits disabled users in the area?
4. If users with disabilities are admitted how does the site ensure that they are catered for?

**H. Socio-Economic Issues**

1. How would you describe the daily life of a typical person/learner in this community?
2. How does the status of the society impact on the running on the site?
3. Do users feel safe on the site?
4. Can you list three priority area interms of this community that should be addressed to allow more learning and development to take place?

**I. Language**

1. What is the main spoken language in this area? Do most learners and educators speak this language?
2. What language is used as a medium of instruction in your institution?
3. Do learners experience problems in understanding other languages?

**J. Course**

1. What kinds of courses are offered here?
2. Do you have a list of courses and their different levels?
3. Are they accredited?