

**A COMPARATIVE ANALYSIS OF METHODS
USED IN ABET FACILITATION**

2007

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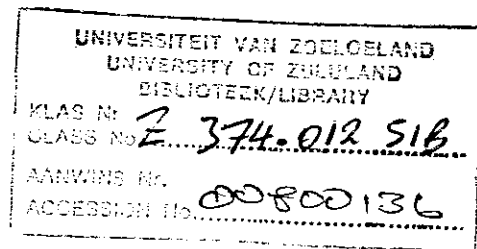
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**Submitted in fulfillment of the requirements for the degree of
Master of Education in the Department of
Comparative and Science Education of the Faculty of
Education at the University of Zululand
KwaDlangezwa.**

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Date Submitted: JUNE 2007

DECLARATION

I, OCTAVIA SIBONGILE SIBIYA hereby declare that **“A Comparative Analysis of Methods used in ABET facilitation”** is my own work both in conception and execution and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed by _____
on the _____ day of _____ 2007.

ABSTRACT

The fundamental problem addressed in this study revolve around methods of facilitation in Adult Basic Education and Training (ABET). The democratic government in South Africa is at present focusing on learners at the adult basic education level to ensure that the needs of adults are met, and that basic demands evident in contemporary society are addressed.

While the introduction of Adult Basic Education and Training (ABET) in South Africa is progressing towards the right direction, there seems to be problems underlying the methods of facilitation used in various programmes aimed at improving the lives of adult learners. Methods of facilitation indicate insufficient implementation techniques and continuity which results in adult learners relapsing to illiteracy.

The more specific objectives of this study were to investigate if the methods of facilitation used in ABET provide implementation techniques which enable adult learners to be independent; provide skills necessary for self-development; answer to the needs of the adult learners; provide for sustained self-development through continuity.

The study is broadly structured around five chapters. Chapter one introduces the study, presents the problem under investigation, gives and aim and significance of the investigation and relevant analysis of concepts in the study. Chapter two gives literature review on methods of facilitation used in ABET. Chapter three explains the research design and methodology that was followed. Chapter four contains an analysis and

interpretation of research data. Chapter five covers a summary of findings and recommendations.

Major findings of the study attempts to reveal the role played by higher institutions in monitoring the methods of facilitation. A comparative analysis to formal schooling methods should be engaged in order to establish a sound relationship between formal, informal and non-formal education. A number of supporting programmes must be put in place for adult learners, after the completion of literacy courses in order to promote a continuous learning culture and ensure the retention of skills and technology acquired.

ACKNOWLEDGEMENTS

The success of this study could not have been possible if it were not through the assistance, cooperation, support and encouragement of the following people:

- My promoter, Dr NSE Makhathini to whom I am deeply indebted from motivation and guidance.
- Ms MS Ntuli for meticulously typing my script.
- All ABET centre managers, facilitators and adult learners without whom this study would not have been a success.
- My colleagues, relatives and friends, who supported me in different ways.
- I wish to thank my husband and children for their undivided support.
- Finally I wish to thank Rev BT Nxumalo and his wife for their spiritual support through prayer and the Almighty God who has given me strength to finalise this study.

DEDICATION

I dedicate this piece of work to my husband, Walter Mbongeni Sibiya, my late mother Christinah Zine Xulu and my father Gideon Ndawoyakhe Xulu. Their encouragement and belief in me has given me strength to achieve my goal.

TABLE OF CONTENTS

	Page
Declaration	(i)
Abstract	(ii)
Acknowledgements	(iv)
Dedication	(v)

TABLE OF CONTENTS

CHAPTER ONE ORIENTATION OF THE STUDY

1.1	Introduction	1
1.2	Aims of the study	2
1.3	Delimitation of the field of study	2
1.4	Significance of the study	2
1.5	Definition of concepts	3
1.6	Research procedures	4
1.6.1	Adult education	5
1.6.2	Adult Basic Education and Training (ABET)	7
1.6.3	Facilitation	8
1.6.4	Method	8
1.6.5	Literacy	9
1.7	Further course of study	10
1.8	Further course of the study	10
1.9	Conclusion	11

CHAPTER TWO

LITERATURE REVIEW OF METHODS OF FACILITATION USED IN ADULT BASIC EDUCATION AND TRAINING

2.1	Introduction	12
2.2	Factors that facilitate learning	13
2.2.1	Cultural factors	13
2.2.2	Learners' expectations	14
2.2.3	Written language	14
2.3	Factors that influence the facilitators' choice of a method	15
2.4	Methods used by facilitators in adult basic education and training	17
2.4.1	Experiential method	17
2.4.2	Demonstration	20
2.4.3	Simulation	23
2.4.4	Discussion	27
2.4.5	Games	30
2.5	Conclusion	32

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1	Introduction	33
3.2	Instruments for data collection	34
3.2.1	Documentary analysis	34
3.2.2	The questionnaire	34
3.3	Population and sampling	37
3.4	Pilot study	40
3.5	Collection of data	41

3.6	Analysis of results	42
3.7	Conclusion	42

CHAPTER FOUR

PRESENTATION OF DATA

4.1	Introduction	44
4.1.1	Section A	44
4.1.2	Section B	44
4.1.3	Section C	45
4.2	PART 1 : Data collected from adult learners	45
4.2.1	Section A : Respondents personal background	45
4.2.2	Section B: Methods of facilitation used and their relationship to learners needs	48
4.3	PART 2 Data collected from facilitators of ABET Programmes	54
4.3.1	Section A: Respondents personal background, ABET institution, programme followed, level and the number of respondents	54
4.3.2	Section B: Methods of facilitation used and their relationship to learners needs	57
4.4	Conclusion	63

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1	Introduction	65
5.2	Mode of inquiry	66
5.3	Summary of findings	67

5.3.1 Findings on Adult Learners	68
5.3.1.1 Adult learners' personal background	68
5.3.1.2 Methods of facilitation and learner's needs	69
5.3.1.3 Suitability of the methods of facilitation	69
5.3.2 Findings on facilitators of ABET programmes	69
5.4 Recommendations	70
5.4.1 Methods of facilitation in ABET	70
5.4.2 Training of facilitators	71
5.4.3 Institutions of higher learning	71
5.4.4 Support programmes	71
5.5 Conclusion	72

BIBLIOGRAPHY	73
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APPENDIXES

APPENDIX A	A letter of request to conduct research	80
APPENDIX B	Questionnaire to facilitators	81
APPENDIX C	Questionnaire to adult learners	87

LIST OF TABLES

Table 4.1	Gender of respondents	47
Table 4.2	Ages of respondents	47
Table 4.3	Programme followed by respondents	48
Table 4.4	Matimatolo Adult Centre : Level 1 to 3	48
Table 4.5	Mabomvini Adult Centre Level 1 to 3	49
Table 4.6	Enhlalakahle Adult Centre: Levels 1 to 3	49
Table 4.7	Macongo Adult Centre: Level 1 to 3	50
Table 4.8	Greytown Adult Centre: Level 1 to 3	50
Table 4.9	Holmesdale Adult Centre: Level 1 to 3	51
Table 4.10	Matimatolo Adult Centre: Levels 1 to 3	51
Table 4.11	Mabomvini Adult Centre : Level 1 to 3	52
Table 4.12	Enhlakahle Adult Centre:Level 1 to 3	52
Table 4.13	Macongo Adult Centre : Level 1 to 3	53
Table 4.14	Greytown Centre: Level 1 to 3	53
Table 4.15	Holmesdale Adult Centre: Level 1 to 3	54
Table 4.16	Respondents personal background, ABET institution, programme followed, level and the number of respondents	54
Table 4.17	Gender of respondents	55
Table 4.18	Ages of respondents	56
Table 4.19	Programme facilitated by respondents	56
Table 4.20	Matimatolo Adult Centre : Level 1 to 3	57
Table 4.21	Mabomvini Adult Centre Level 1 to 3	57
Table 4.22	Enhlalakahle Adult Centre: Levels 1 to 3	58
Table 4.23	Macongo Adult Centre: Level 1 to 3	58
Table 4.24	Greytown Adult Centre: Level 1 to 3	59
Table 4.25	Holmesdale Adult Centre: Level 1 to 3	60

Table 4.26	Matimatolo Adult Centre: Levels 1 to 3	60
Table 4.27	Mabomvini Adult Centre : Level 1 to 3	61
Table 4.28	Enhlalakahle Adult Centre: Level 1 to 3	61
Table 4.29	Macongo Adult Centre: Level 1 to 3	62
Table 4.30	Greytown Centre: Level 1 to 3	62
Table 4.31	Holmesdale Adult Centre: Level 1 to 3	63

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The 1994 political and social changes in South Africa ushered in a process of transformation of the education system. This transformation resulted in the publication of the 1995 White Paper on Education and Training. The White Paper gave recognition to Adult Education. It declared that:

- every person, child, youth and adult shall benefit from educational opportunities designed to meet their basic needs, and that
- all individuals should have access to lifelong education and training.

The above pronouncements are very important for South Africa, a country which has to redress the imbalances of the past caused by the denial of equal educational rights to its wider population. The majority of Black South African adults are unable to read and write. By virtue of their illiteracy they are excluded from power, information and wealth.

The democratic government in South Africa is at present focussing on learners at the adult basic education level to ensure that the needs of

adults are met, and that basic demands evident in contemporary society are addressed.

1.2 PRESENTATION OF THE PROBLEM

While the introduction of Adult Basic Education and Training (ABET) in South Africa is a move in the right direction, there seems to be problems underlying the methods of facilitation used in various programmes aimed at improving the lives of adult learners. Methods of facilitation fall short of implementation techniques and continuity which may result in adult learners relapsing to illiteracy.

1.3 AIMS OF THE STUDY

The aims of the study are to investigate if the methods of facilitation used in ABET:-

- Answer to the needs of the adult learners;
- Provide skills necessary for self development;
- Provide implementation techniques which will enable adult learners to be independent;
- Provide for sustained self-development.

1.4 DELIMITATION OF THE FIELD OF STUDY

The study was limited geographically to ABET centres in the Pietermaritzburg Region with special focus on Greytown Adult Basic

Education centres. The research was restricted to registered ABET centres which are run by non-governmental, labour and state organisations. Not all centres in the selected areas were included in the study. Only the centres which offer the same ABET programmes were put under study. Data was collected from facilitators as well as adult learners in the chosen centres.

1.5 SIGNIFICANCE OF THE STUDY

Few studies have been conducted on adult education in South Africa. These studies mainly focussed on the provision of adult education among disadvantaged communities and in workplaces. In 1991 for example, Van Heerden conducted a study on the provision of ABET in the industries and mines in South Africa. Van Heerden highlighted the importance of literacy in the workplace, and the pressure exerted by unions on employers to provide literacy classes in mine Sand industries.

In 1992 Hutton investigated ABET provision in South Africa as a whole. Hutton's study highlighted the need to include English literacy and numeracy in ABET programmes. Today programmes such as English literacy project, Social English and Operational English offer skills related to English as a second language. Numeracy is also offered at higher levels of ABET.

Khubisa (1995) on the other hand, looked at the significant role of adult education among Blacks in South Africa. He focused on what

adult education would do for the disadvantaged communities in an effort to eradicate illiteracy. He recommended that adult education be properly organised for Blacks to actively take charge of their personal and societal lives.

The above studies have focussed mainly on the provision of adult education in South Africa without looking into the methods used by facilitators in adult learning. This study focuses on the methods used by the facilitators in adult learning with a view to identifying a method that will enable adult learners to engage in sustained development of themselves and of the country as a whole.

1.6 DEFINITION OF CONCEPTS

Important concepts associated with the present study are explained and set in the context in which they are embedded.

- Adult education
- Adult Basic Education and Training (ABET)
- Facilitation
- Method
- Literacy

1.6.1 Adult education

Adult education is universal and comprehensive. It occurs in all countries and includes all formats, methods and other elements of purposeful learning by adults. Adult education is wide and can be broadly defined. Charters, *at al.*, (1981:12) define adult education as the education of men and women who have assumed mature responsibilities as citizens, workers, family or group members. They further maintains that the term “Adult Education” is often equated with adult literacy, which today is functional literacy and encompasses a wider scope.

Darkenwald and Merian (1982:9) see adult education as a process whereby person whose major social roles are characteristic of adult status, undertake systematic and sustained learning activities, for the purpose of bringing about changes in their knowledge, attitudes, values and skills.

Coles (1977:5) asserts that adult education is any learning experience designed for adults irrespective of content, level and method used. He maintains that adult education should provide:-

- Functional literacy for adults who never went through formal schooling;
- Remedial education for adults who prematurely dropped out of the formal schooling system;

- Further education to adults who wish to improve basic knowledge and skills;
- In-service, vocational and professional training.

Houle, cited in Groombridge (1983:11) sees adult education as a process by which men and women seek to improve themselves or their society by increasing their skills, knowledge and sensitiveness. To Houle education is present only when there is an intention to learn.

Nyerere (1988:11) defines adult education as follows: “Adult education incorporates anything that enlarges man’s understanding, activates them, helps them to make their own decision and to implement those decisions themselves”.

From the above definitions of adult education, it is clear that the primary aim of adult education is a voluntary, systematic and organised educational activity, which helps mature individuals to make the best of life through developing all possible talents. This in turn helps the nation and the country to develop as a whole.

In this study adult education is viewed as a process whereby adults undertake systematic learning activities to bring about growth in knowledge, skills and attitudes for the purpose of identifying and solving personal and community problems. Possible methods of achieving this goal were investigated.

1.6.2 Adult Basic Education and Training (ABET)

The definition from the National Multi-Year Implementation Plan for Adult Education and Training (1997:12) was adopted for this study. According to the above mentioned plan, adult basic education and training is viewed as the basic phase in the provision of lifelong learning and development, comprising of knowledge, skills and attitudes which are required for social, economic and political participation in society. ABET includes the core knowledge, skills, experiences and abilities which should be assessed as learning outcomes.

The Reconstruction and Development Programmes (RDP) sees the provision of adult basic education and training, with emphasis on literacy and numeracy, as a crucial step in the reconstruction and development of the South African Society. The RDP stipulates that such provision must be expanded by the employer, provincial government, community and funding agencies (1994:63).

ABET enables the disadvantaged individuals, Blacks in particular, to have an education and training base that would help them develop their full potential and engage in the process of further training. ABET would also empower individuals with skills to participate more actively in the processes of social, political, cultural and economic development. It is targeted at specific needs of particular audiences, and provides access to national recognised certificates. The final exit point from ABET is equivalent to the exit point from compulsory

education as stated by the National Adult Basic Education and Training Framework of 1995.

1.6.3 Facilitation

Facilitation is a form of self directed teaching and learning. A facilitator is a person who plays the role of helping participants to learn in an experiential manner. Here teaching is no longer seen as the imparting of knowledge and doing of things to students, but a direction towards adult learning. In this study the terms “experiential” and “self directed” learning are used to refer to activities encompassed in the field of adult education and training.

1.6.4 Method

In the context of the study, a method may be defined as a way or manner by which the facilitator conveys the content of learning to the adult learner. In a broader view, a method is how the teacher decides to take the content in the environment and reveal it to each learner and the class as a whole. This is how the elements of the subject are tied together, and the observable part of this process is labeled a method. The purpose of pulling the elements into a unified whole, is set to drive the instructional event.

In this research the exploration of methods is seen as input-output transactions. A purpose-driven approach focuses on the methods used to achieve particular outcomes by adult learners, and not only on the

input of the content. The study looks at the methods as interactions of elements of the teaching-learning exchange.

1.6.5 Literacy

Literacy refers mainly to the basic education given to adults who have never had a chance of attending school. "A person is literate if he/she can, with understanding read and write a short simple statement on his everyday life" (Gillete and Ryan, 1983:20). This means that a person is literate when he/she has acquired the essential knowledge and skills which enable him to engage effectively in his group and community, and whose attainment is reading and writing makes it possible for him to continue to use these skills towards his own development and that of his community.

Supporting this view, Bataille (1976:273) cites an International Symposium for Literacy in Perspolis in 1975 which unanimously declared that ..."Literacy is not just a process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development". Literacy stimulates an initiative to participate in the creation of projects capable of acting upon the world, thereby transforming it for authentic human development. The researcher therefore uses the term "literacy" to incorporate reading, writing and numeracy as well as many other areas of skills, behaviour and knowledge necessary for human development.

1.7 RESEARCH PROCEDURES

Research Methods

- i) A literature study of relevant and available literature was done.
- ii) An empirical study comprising questionnaires was completed by the researcher and the respondents in an interview situation.
- iii) A total of 6 ABET centres targeted for the study were be visited.
- iv) It is envisaged that a sample of 18 facilitators and 90 adult learners will be drawn from the targeted centres.

1.8 FURTHER COURSE OF THE STUDY

- CHAPTER 1 will introduce the study, presents the problem under investigation, gives the aims and significance of the investigation and elucidates relevant concepts in the study.
- CHAPTER 2 gives a literature review on methods of facilitation used in ABET.
- CHAPTER 3 explains the research methodology to be followed.
- CHAPTER 4 contains an analysis and interpretation of research data.
- CHAPTER 5 consists of a summary, findings and recommendations.

1.9 CONCLUSION

This study looks into the various methods of facilitation used in the field of adult education with an aim of helping facilitators choose methods that would give desired results among adult learners. In this chapter the problem being investigated is clearly mapped out. In the following chapters an elaborate discussion is made on various methods used in ABET learning which is the focus of this study.

CHAPTER TWO

LITERATURE REVIEW OF METHODS OF FACILITATION USED IN ADULT BASIC EDUCATION AND TRAINING

2.1 INTRODUCTION

Various attempts have been made in South Africa to offer adults who have never had formal schooling a chance to gain skills and knowledge particularly in the areas of reading, writing and counting.

At the time of the Nationalist Party government in South Africa very little was done to eradicate illiteracy among Black communities. Organisations responsible for adult education programme were the non-governmental community and employment organisation. The state provided employment organisation and the state. Right school which offered education aimed at controlling Black citizens in urban areas.

With the advent to democracy in South Africa, the new government realised that most of the Black population could not read and write. It therefore embarked on an official ABET policy through which all the illiterates would be brought on board. A number of policy documents have been published giving the guidelines by which illiteracy would be eradicated in South Africa.

The ABET curriculum however does not prescribe the methods that need to be used in facilitating adult education. The methods used depend on the main outcome that adult learning focuses on. Facilitators use any methods which they think is appropriate for the learners in their particular learning context, in an attempt to assist learners to achieve the desired outcome. It has however come to light that some methods of facilitation leave a gap between them and practice in adult learning. It is therefore important to look into the most popular methods used in facilitation.

2.2 FACTORS THAT FACILITATE LEARNING

The general criticism advanced by developing countries that there is lack of coherent between theory and practice in ABET learning has led the researcher to look into a variety of methods of facilitation used in ABET, with an aim of identifying methods which can be used to link up theory and practice thereby providing sustainable development. Before an in-depth study of methods used in facilitation is done, certain factors that influence learning need to be taken into account.

2.2.1 Cultural Factors

This refers to differences among people cultures. The people's culture shapes the way people think and behave. In most cultures, men and women are expected to think and behave in way that are presented by

their respective cultures. This notion has a tremendous influence in adult learning.

2.2.2 Learner's Expectations

Learner's expectations are a powerful factor in determining the success or failure of adult basic education programmes. Where learners expect quick progress out of intensive programmes, they become disappointed when this does not happen. On the other hand, where sceptical adult learners get support in class, have a positive facilitator, and a programme that meets their needs, they are usually stimulated and encouraged.

2.2.3 Written Language

As Cummins and Swain (1986:9) suggest, the adult's existing knowledge and linguistic strategies as a basic for the development of literacy skills.

Put more simply, what people know about the language serves as the foundation for learning its written forms. Learners can predict what is coming next if they understand the language. Predictive skills are of central importance to reading and listening and can only be developed in mother tongue.

The three factors mentioned above play a major role in adult learning if well focussed.

2.3 FACTORS THAT INFLUENCE THE FACILITATOR'S CHOICE OF A METHOD

Facilitators in ABET, sometimes have very little scope in choosing a method to use. More often than not, they work for organisations which have already chosen a programme or course for facilitators. This course or programme may follow a particular method quite rigidly and the facilitator is expected to use it. The facilitator is therefore constrained by the programme or course and cannot freely choose any other method.

The skills and experience of the facilitator are vital factors in the choice and success of a method. This relates closely to the amount of training and experience that facilitators have in facilitation. It makes sense for a facilitator to use a method that he/she has confidence in and believe it. The way facilitators are trained when they attend workshops has an important influence on the way they facilitate. They may wish to try out new methods. Prabhu (1919:97) shows that effective facilitation and learning to happen, it is not a matter of which method a facilitator uses, but the method which a facilitator believes in. One facilitator, for example, may use a very progressive method such as the communicative approach unskilfully and unenthusiastically, while another may use an apparently outdated method creatively and enthusiastically.

Linked to this fact is the issue of support for the facilitator. It is vital that facilitators have support for the methods they use. Support can be

from learning centre, principals, programme co-ordinators, their fellow facilitators are from education and training programmes. If a facilitator works in isolation, or is using an approach that none of his/her colleagues are using, the chances of trying out and successfully using a new method are reduced.

The expectations of the adult learners play an important role in a facilitator's choice of method. Learners in adult education classes, no matter how negative their experience maybe, have entrenched beliefs on how they should be taught.

Facilitators are expected to try out a variety of methods that would enhance learning among adults. They can introduce new methods of learning gradually. Facilitators can also explain to adult learners why they use particular method and activities as well with them what is expected of them, and the role they should play in their learning (Clifford & Kerkfoot, 1992: 190).

Other important factors which influence the facilitator's choice of methods are local conditions and culture, Some of the implications of this issue are that if activities like role play are used, the facilitator needs to be sensitive to the choice of a topic, language, and the roles to be played by learners. What may be culturally appropriate and inoffensive in urban, western cultures, may be very insensitive in a traditional and rural cultures.

Practical consideration such as available resources, time size of the class also influence the facilitator's choice of method. Facilitators are usually aware of those considerations. However, if there are constraints, it may be possible to overcome them with creativity and resourcefulness, and by adapting and tailoring methods to suit the class.

2.4 METHODS USED BY FACILITATORS IN ADULT BASIC EDUCATION AND TRAINING

The following are some of the most popular methods used by facilitators in ABET:

2.4.1 Experiential Method

Experiential learning means the acquisitions of knowledge and skills through life and work experience and the study which is formally attested through any educational or professional certification (Evans, 1994: 1).

Baydell (1976: 19) sees experiential methods refers to “meaningful discovery learning which involves the learners in sorting things out for himself by restructuring his perceptions of what is happening....”.

The various methods involved in producing and assessing evidence of prior learning are widely understood and accepted although their implementation remains patchy. Experiential learning as well as prior

learning have made in roads into education, where they are seen as means of developing flexibility in adult learning.

Weil and M.C.Gill (1998: 95) maintain that here are four aspects which emphasize the role of experiential learning in adult education.

These are:

- The assessment and accreditation of learning from life and work experience;
- A means of bringing about changes in the structures, purposes and curricular of adult learners;
- A basis for raising the consciousness of group, community action and social change;
- A means for increasing self awareness and group effectiveness.

Theoretical foundations of experiential learning can be influential in developing broader understanding of the nature of learning. Kolb (1984 : 380) build on Levins four stage feedback model of learning namely:

- concrete experience,
- observation and reflection,
- the formation of abstract concepts and generalization, and
- the testing of the implications of these in new situations.

Kolb (1984) sees learning as the process whereby knowledge is created through the transformation of experience. This model of learning is very influential among facilitators and trainers in adult education.

There is an assumption that many adult possess consideration knowledge, understanding and skills, often developed through work, or voluntary activities which are worthy of accreditation towards an appropriate qualification (Eans 1992 : 17). Experiential activities are those that draw on the learner's prior life experience and through imposition of an activity, allow the learners to 'experience' the information which the facilitator wants them to gain.

Technical training uses experiential activities to allow clients to identify the patterns of their behaviour or the foundation for their beliefs (Barnard, 1988 : 47). The key to developing experiential activities is to ask what experiences the facilitator wants the learner to have and what values they should use. Experiential methods are often linked to critical thinking.

Another skill which is often required in experiential methods is decision making. In fact, anytime we want transferable knowledge to the outcome of teaching, we should consider experiential activities. Value clarification, self-discovery, diversity, and change are all words that are keys to experiential methods. Experiential methods are not limited to physical behaviours but apply to affective and cognitive learning equally well.

The role of the facilitator in experiential methods is to devise, plan implement, and organise the learning event. Experiential methods frequently require much more preparation than of presentation methods. The facilitator must identify what the learner are set to gain and how they will experience the information gained. In this case the evaluation of the above-named method is often difficult since internalised learning is less realised by the adult learners than the information presented at the time of learning.

2.4.2 Demonstration

A demonstration is a method of instruction which requires the adult educator to actually perform an operation. It requires adult educators who are highly skilled in the material or process to be demonstrated. This means that the utilisation of the demonstration should be limited to those who maintain a mastery of the material and the process being studied. Laird (1968 : 18) defines demonstrations as an accurate portrayal of a procedure, technique or operation.

Demonstrations show adults how things work and the procedures followed in using them. Demonstration can supplement content and translate descriptive material into actual practice. Demonstration of the skills is often required to enable the learner to fully comprehend and apply the new knowledge, competencies and skills gained. Demonstrations serve two purposes in instruction, namely to provide a model of a skill and also to support an idea or belief or concept of a skill.

In adult learning a demonstration may be used to show the use of rules or problem-solving skills. Quite simply, a demonstration may then be any well-chosen example of something the adult learner is able to do. An implicit criterion in the demonstration is the standard of performance that will be required of the adult learner. The preparation and skill-level of the facilitator performing the demonstration cannot be over-emphasised.

Much of learning is concerned with acquiring a combination of knowledge and skills. Lecturers and discussions are incomplete as techniques for providing a combination of knowledge and skills. The demonstration portion of a formal learning programme uses the same procedures applied to a larger number of adult learners.

In terms of a learning process, a demonstration serves the purpose of arousing interest or motivation and direction attention to the skill, behaviour, and knowledge to be learned. Demonstrations may sometimes be used to support verbal explanation of a principle. When used in this way, the demonstration may provide a visual image that contributes to better understanding.

Demonstration are appropriate when the poetic or skill lends itself to observation. Facilitators can develop learning situation which foster particular and involvement and allow the learner to observe their individual performance and their development.

Demonstrations are appropriate when there is a need or value in providing step-by-step guidance in performing a task or using a skill. An example of this might include a complex process such as designing a learning programme or a simple process such as teaching someone how to use an overhead projector. In both situations, exact step-by-step procedures must be followed in order to accomplish the desired goal. These adult learners practice for skill improvement. Learners watch the adult educator perform the specific skill and then practice the skill themselves.

Demonstrations are an excellent way to illustrate points which enable the adult learner to comprehend complex and difficult material in a short period of time. In formal training environments, time is important; this is especially true in corporate settings. When properly prepared, several minutes of demonstration may accomplish more than hours of lecture time.

While demonstrations may accomplish outstanding results which otherwise might take several hours of lecture time, they can be time consuming because they require time for practice and review. In many learning environments, little time is available for such activities if the entire course outline is to be covered. This is a realistic concern in corporate and organisational learning environments. In many situations, however, the learners can practice the tasks, skills, and behaviour on their own which allows for more content to be covered during ABET class sessions. Under these circumstances, the responsibility for mastery is solely upon the adult learners.

2.4.3 Simulation

Simulation is a technique which enables adult learners to obtain skills, competences, knowledge, or behaviours by becoming involved in situations that are similar to those in real life. It is a dramatic representation of reality. In addition, simulation is a method which attempts to address problems under real life conditions.

Simulation requires adult educators to possess practical experience prior to the use of this method. If adult educators fail to maintain such experience they will be unable to construct a real life situation needed to maximise learning. Adult educators must also possess the facilitation skills required to process the learning results after adult learners have participated.

Many adult learners participate in learning activities in order to address problems, as a result, they demand relevant and accurate learning situations. They are less tolerant of theoretical and non-practical exercises which cannot be applied. Kolb (1984 : 33) noted that there is a renewed interest in instructional methods which translate abstract ideas of academia into concrete realities of people's lives.

One of the values of simulation is its potency and its ability to get learners involved cognitively as well as emotionally. This enables adults to share valuable insights which can deepen and enhance learning. A simulation might also include policies and procedures

already understood. Since learners are more comfortable with situations which resemble their everyday lives than with unfamiliar situations, this method provides a safe but relevant environment to test ideas, beliefs, and assumptions against personal experiences.

A successful simulation is based on identifying an appropriate learning objective and then designing a learning activity which accomplishes that objective. In order to accomplish a learning objective, the facilitator should plan activities that include the following:

- Appropriate background information;
- Establishment of the correct physical and/or psychological environment;
- Correct characterisation of the participant which includes appropriate casting of roles and dialogue;
- Identification of a relevant and realistic problem or situation;
- Incorporation of the decision-making progress.
- Utilisation of the feedback process as a learning tool;
- Adequate time for participants to evaluate the experience.

On the other hand, Chiarelott (1979 : 43) identifies four principles which should be considered in the development of simulation activities. First he maintains that the selection should be based on the continuing and interaction of the learner's past, present, and future

experiences. Secondly, the sequencing of activities should be based upon an experience continuum in which the learners use the knowledge gained from one experience to understand the meaning of the new experience. Thirdly, action and reflection should be in reviewing learning experience. Fourthly, the subject matter should be discovered by the learner through a process of inquiry which explores the significance of each experience.

Simulation is rewarding for adult learners. It provides opportunity to apply learning to new situations which allows for new discoveries. Adult learners become active participants in the learning process rather than passive recipients of information (Waddel, 1982 : 24). Stimulation is realistic and focuses on observed behaviours. Feedback is immediate.

It provides for a built-in reward system that encourages involvement. Adult learners are receptive to new ideas and attitudes change when they are exposed to them in real life situation. Stimulation is a cost effective method because it enables many learners to participate in a learning experience at the same time.

Facilitators should take note that a simulation demonstrates how people may behave rather than how they will behave. This should be addressed by the facilitator before a simulation begins. An effort to depict appropriate behaviour that is directly related to real life situation should be made.

In some situations, the results of a single simulation are used as the sole basis for generalisation of behaviours. This misapplication of the method leads to mistrust and often inappropriate behaviour. Confusion may also be created by introducing complex situation and circumstance to the adult learners. This can cause a loss in confidence and self-esteem because of the failure to perform successfully. As a result, negative learning can occur and its transferability to the real situation may become more difficult.

The facilitator must thoroughly prepare the learners for the simulation experience in order for them to adequately develop the knowledge, skills and attitudes desired. The facilitator must be able to shift from role to role from a disseminator of information to a facilitator of learning. Many adult educators have not developed the skills necessary to make this transition.

It may be appropriate to follow a five step process designed by Goldstein and Pfeiffer (1983 : 12), when using a simulation. These five steps also apply to an experiential exercise. They include the experience simulation, sharing, processing, generalisation and application.

Simulation should develop an atmosphere for sharing and support for each other and provide essential feedback to one another. When a fellow learner fails to accomplish the objectives of the simulation or reaches an incorrect answer, it is important to be non-critical. The adult learner should give the facilitator open and honest feedback

regarding the complexity of simulation thus making it more realistic, challenging and simulating.

2.4.4 Discussion

The discussion method is a controlled conversation among members of a class with a define objective in view. Of all the methods favoured by adult educators, the discussion method has become enshrined as the adult educational method. Discussion as a teaching method seems both inclusionary and participatory. Those who proclaim its benefit do so because it appears to place facilitators and adult learners on an equal footing. The discussion method implies that everyone has some useful contribution to make to the educational effort, and also claims to be successful in actively involving adult learners. To facilitators, the discussion method is respected as the educational method which is most participatory and respectful of adult learners.

The discussion method encourages active, participatory learning. Legge (1971 : 58) declares that.... “as an educational method, in fact, its importance lies in the way in which it impels class members to participate”. According to Gulley (1965 : 4) to call an activity discussion, all or most members of the group must participate. The assumption underlying such an assertion is that the more members who are active in the discussions, the better the retention of active and inactive members Davis (1961 : 135). Facilitators who use discussion generally do so with the belief that most members must be actively involved for the discussion session to be successful.

Yet, as Rogers (1977 : 188) points out, not all discussion need to be noisy or obviously vigorous to be educationally valuable. A good discussion may be quiet, apparently low key, with a lot of thoughtful silences additionally where discussion groups have a powerful psychodynamic dimension to them. Participation patterns tend to be created early in the group's life.

Discussion groups can easily become competitive emotional battlegrounds which would participation a highly threatening experience. Group members compete for recognition and affirmation from peers and facilitators. Adult learners invest discussions with considerable emotional significance and performing well viewpoints and critical comments from other participants can be interpreted as personal attacks. When disagreement is treated by group members as an act of thinking in the competition for status within the discussion group, reflective thinking becomes virtually impossible. Such a situation is often created when continuous assessment of adult learner participation becomes one criterion by which facilitators judge adult learners' achievements.

The following are suggested as the most impelling cognitive purposes for which discussion is used.

- To expose adult learners to a diversity of perspectives on an issue, topic or theme;
- To help adult learners to externalise the assumptions underlying their values, beliefs, and action;

- To assist adult learners in perspective taking;
- To introduce adult learners to elements of complexity and ambiguity in an issue of discussion.

The overarching purpose of discussion is to help adult learners to explore their experiences so that they become more critical thinkers (Brookfield, 1987). In flexibility and risk taking. There are various preparatory steps which can be taken to increase the chances that discussion sessions be perceived by adult learners as open ended and charged with meaning and excitement.

Themes, issues, questions and topics for discussion should not be too factual or controversial, nor should any questions be raised which learners are unable to answer in the course of their preparation reading. Legge (1971 : 78) proposes the discussion is most appropriate to those subjects concerned with controversial issues about which there are different but equally tangible opinions. It is useful to present groups with questions to be considered, rather than abstract themes.

When adults are gathered together for the purpose of discussion, it does not guarantee that any worthwhile will take place. Discussions can quickly degenerate into communication intolerance if participants merely exchange entrenched prejudices on the basis of mutual ignorance. If adult learners have an access to materials for well scrutiny, well before any meeting, then a common pool of concepts and ideas, exists to inform their discussions.

The discussion method is a balance between examining the declared themes of the discussion and exploring uncharted intellectual terrains. It is balance between accepting the contributions of confident and articulate group members, and arranging exercises which provide silent members with a chance to speak. Discussion makes sure every member's contributions are respected. Facilitators express their own opinions honestly and openly. To participate in a discussion calls for courage and hard work on the part of adult learners and leaders.

2.4.5 Games

Humprey (1980 : 44) defines games as active interactions in competitive and co-operative situations. Games use the concept of competition, co-operation knowledge, skill transfer and individual in a group as their driving forces. Facilitators talk about making learning enjoyable but fail to make play to be part of the learning process in education. The use of games in adult learning is invaluable in creating trust and in facilitating group learning of other members. It creates group culture, and structures informal learning opportunities.

There are many reasons for using games in adult education. Anderson, Elliot and La Berge (1972 : 35) identify the following purposes:

- To participate in structured situations in which various skills are employed;
- To increase awareness of the surrounding space;

- To increase the ability to use appropriate patterns in every changing situation;
- To understand the organisation and rules of the game;
- To learn to work together and develop strategies;
- To participate as an individual with the aim of contributing to group.

Many commercial games are available for learning activities but unfortunately, these games rarely teach exactly what facilitators want to teach in their educational setting. Facilitators can create their own games or adapt existing games to their specific needs. The key to creating effective games for learning is to ask facilitators what they want the adult learners to experience from the activity. Adults should think of games they played as children and as adult and adapt them by issuing current situations and relevant content. In this way games become more effective if they include drama, simulation, challenges and fun.

Games are created or adapted by working backwards. The facilitator first identifies the desired outcome then considers a situation or conflict. He applies necessary skills and knowledge to the situation, and finally creates the environment for the game.

The role of a facilitator is to plan the game, construct the rules for the play, initiate the game, and monitor the progress. It is important for the learners to understand that they have indeed learned through the

game. A debriefing session following the game is a vital component of using games in adult education.

2.5 CONCLUSION

Although all facilitation methods discussed above seem ideal for adult learning, there are some appropriate for particular ABET programme. It is up to the facilitators to choose the best methods suitable for the ABET programme which they are handling. It is also important for facilitators to ensure the programme and methods used achieve the desired outcome.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The primary focus of this chapter is on the methods and procedures employed in collecting data related to the issues for research already identified. In this regard, matters such as identification of the population used in the study, the selection, the preparation and administration of the research instrument used and a detailed discussion of the questionnaire are covered. An attempt to have an equal balance of theory and method was also maintained. A quantitative research design was used in this study with an aim of gathering data to support theories discussed in the preceding chapters.

It is worth noting that since the research topic deals with methods of facilitation in adult education it warrants quantitative investigation. The quantitative investigation enables the researcher to obtain opinion from different people in order to arrive at valid results. Such information could be measured by the use of a quantitative research instrument namely, the questionnaire. In order to solicit opinions regarding the identification of methods of facilitation used in ABET from a wide selection of adult learners and facilitators, the survey research method was considered to be the most appropriate one. It is also appropriate for gathering information about respondents themselves such as their ages, type of ABET programmes they are

following, location of the ABET centres and the various methods of facilitation used in ABET programmes.

In addition, interviews were held with some stakeholders in adult education to establish their views on different methods of facilitation. Open-ended questions were used in order to allow the respondents to express their views without limitations.

3.2 INSTRUMENTS FOR DATA COLLECTION

3.2.1 Documentary analysis

ABET programmes drawn up by the providers were subjected to thorough study. Relevant literature, such as books, newspapers, theses, journals, latest circulars, speeches and government publications were also surveyed.

3.2.2 The questionnaire

The questionnaire is another instrument for data collection. It is used when factual information is desired and should be constructed according to certain principles. A well designed questionnaire is the culmination of a long process of planning the research objectives, formulating the problem, and generating a hypothesis. A well designed questionnaire can enhance the reliability and validity of the data to acceptable tolerances Schnetler (1976 : 54). A poorly-designed questionnaire on the other hand, can invalidate results, not

withstanding the merits of the sample, the field workers and statistical techniques Schnetler (1976 : 54).

In this study questionnaires were used as instruments for gathering data because a questionnaire among other things:

- Permits anonymity. It is arranged such that responses are given anonymously. It increases the researcher's chances of receiving responses that genuinely represent a person's beliefs or feelings.
- Allows a person a considerable amount of time to think about his answers before responding.
- Can be given to many people simultaneously.
- Provides greater uniformity across measurement situations than do the interviews. Each person responds to exactly the same questions.
- Provides data that can be analysed and interpreted easily than data received from oral responses.

Through the use of the questionnaire approach, the problems related to interviewers, whose errors may seriously undermine the reliability and validity of survey results may be avoided. It is easy for respondents to answer questions of a personal or embarrassing nature more willingly and accurately when they are not face-to-face with the interviewer. In some cases, however, it may happen that respondents

report less than expected and make critical comments in a mail questionnaire approach.

In the current study, two types of questionnaires were sent out to respondents, namely one for adult learners (Appendix A) and another one for facilitators of ABET programmes (Appendix B). Variables in each questionnaire were divided into three (3) parts. In both questionnaires, the first part dealt with the personal background which included the name of the ABET institution the location of the ABET centre, sex, age and level of enrollment or facilitation.

The second part touches on the relationship between the programmes and adult learner's needs, and the third part looks into the suitability of these methods in promoting skills, relevant to the various needs of the communities.

The researcher used unstructured or open questions where respondents are encouraged to formulate and express their responses freely. This form of questionnaire does not contain any fixed response categories. Open-questions are used to obtain reasons for particular opinions or attitudes adopted by respondents. They are more appropriate than closed questions since they impose no restriction on the responses. The researcher can thus determine exactly how the respondent has interpreted the question. Open-ended questions are appropriate for pilot work, particularly with the view to the compilation of answer categories. They can also help to determine the more deep-rooted

motives, expectations or feelings of respondents. Reliable information on sensitive issues can be obtained through open questions.

Although the use of open questions is time-consuming and does not give specific answers, the researcher chose this type of questionnaire to enable the respondents to give full and unchannelled responses. The respondents should not feel that the response options do not accommodate their personal opinions regarding the variables under investigation.

3.3 POPULATION AND SAMPLING

The area under study is delimited geographically to Ukhahlamba region in KwaZulu-Natal. It incorporates Greytown and the surrounding areas up to Dundee in the North and Matimatolo in the South. The delimited area encompasses the urban, peri-urban and rural ABET centres. In these centres categories under study are covered, namely, the facilitators of ABET programmes and adult learners. The identified respondents are representative of the entire adult learner population and facilitators in KwaZulu-Natal.

Two centres visited in the urban area are Greytown and Holmesdale adult education centres. In the peri-urban area, Enhlalakahle and Macongo adult education centres were visited and in the rural area Matimatolo and Mabomvini adult education centres were put under investigation.

Since researcher cannot reach out to the entire population she wish to investigate, she limits her investigation to a small sample which is representative of the population into which she wishes to generalise research findings. The method of selecting a sample is critical to the whole research process.

In this study it was necessary to use stratified sampling in order to divide the population under investigation into sub-groups in accordance with areas where the ABET centres are located, and their levels of participation in ABET programmes. Stratified sampling allows the selection of a sample in such as way that identified sub-groups in the population are represented in the same proportion that exists in the population (Gay, 1980 : 90).

Respondents were divided according to their ABET areas. In the urban area, two different ABET centres were put under study. Each centre offered levels one, two and three classes. Five learners were selected at random from each level. Each one of them was given a questionnaire to which he/she had to respond in either IsiZulu or English. Questionnaires were filled in at different times in accordance with the learner's schedule. In the two urban centres investigated, level three learners understood the question well and wrote their responses with ease after the researcher had explained to them what they had to do. In level two, some respondents could not articulate their responses well and thus needed the researcher to rephrase their responses appropriately. In level one, each question was read out and clarified by the researcher before the respondents could write out their

responses. Level one took forty minutes to complete the questionnaire while levels two and three, took thirty five and thirty minutes respectively. One facilitator was responsible for one level and worked according to the drawn timetable.

In the two peri-urban centres visited adult learners identified were in levels one, two and three. The researcher selected five learners from each level at random and gave each one a questionnaire to respond to. Most of the responses were in IsiZulu. In level one, the researcher “had to use” the questionnaire interview method and actually write in the responses for each respondent. The five learners took turns in responding to answers while the researcher recorded each one’s responses. Levels two and three took forty five minutes to complete the questionnaire while level one took much longer. The researcher had to read out the responses to each individual respondent to verify that what was written was what he or she had said.

In the two rural centres visited, levels one, two and three were investigated. The researcher selected five learners from each group at random and gave each one a questionnaire to respond to. Responses were mainly in IsiZulu. Like in the peri-urban area, the researcher “had to use” the questionnaire interview method and write in the responses for each respondent especially in levels one and two. Level three learners responded to the questionnaire with little help from the researcher and facilitators.

It is worth noting that in all the urban, peri-urban and rural centres visited a similar programme of English Literacy Project was used in level one and methods of facilitation used ranged from experiential, discussion, simulation, demonstration and games. The Social English programme was followed in level two and operational English in level three. Similar methods of facilitation were interchanged.

Facilitators in all the centres visited had to respond to a questionnaire designed for them. The questionnaire was intended to find out the best facilitation method used in these centres which yielded the best results to the benefit of adult learners.

3.4 PILOT STUDY

A pilot test is a try-out of a questionnaire, and should not be ignored. It is essential because it refines the questionnaire and locates potential problems. As Mahlangu (1987 : 82) maintains, the pilot study may be undertaken on a captive audience such as co-workers or students.

The first try-out of a questionnaire of this study was with ten adult education facilitators who are Bachelor of Education students and ten general assistants of the University of Zululand who are in ABET level two. Facilitators who participated in the pilot study are involved on a part-time basis with adult education in different centres and the general assistants involved also attend ABET classes on a part-time basis. This exercise helped the researcher to discover the flaws in the questionnaire. In the process of conducting the pilot study, some

questions were either omitted, included, rephrased or made simpler for better understanding. The questionnaire itself took twenty minutes for the ABET facilitators and thirty minutes for adult learners to complete.

Finally, the pilot study reflected an overall response accuracy or validity of 85 percent of questionnaire items.

3.5 COLLECTION OF DATA

The collection of data in the field was achieved through the circulation of questionnaires to identified ABET centres in the urban, peri-urban and rural areas. The data were personally collected by the researcher. The collection of data by the researcher herself eliminated possible errors or inconsistencies that might have occurred if assistant researchers were employed. It also ensured a hundred percent return rate of responses. The anonymity of respondents was assured and maintained. Permission to undertake research survey in ABET centres was sought and obtained from the providers. ABET centres chosen follow the same programmes and were thus appropriate for comparison.

The researcher also made use of the non-survey method by studying individual ABET programmes drawn up by service providers. Also, government publications, circulars and resource materials were studied. The researcher studies these in order to get information on the aims of the programmes, its content, the methodology proposed and

the relationship between the programme and the needs of the target population.

A total number of ninety adult learners and eighteen facilitators were involved in the study.

3.6 ANALYSIS OF RESULTS

This study makes use of descriptive statistics due to the emphasis on quantitative research procedures. A quantitative analysis of results was followed since data was gathered from different respondents, in this case, 90 adult learners and 18 facilitators. Upon receipt of the completed questionnaires, the data were transferred to code sheets and were prepared for key punching and data processing. Missing data were recorded as zeros in all cases. Computer processing of the data acquired from the questionnaires was conducted by the researcher and trained computer technician at the University of Zululand statistics Department. As mentioned earlier, the use of quantitative variables was because data had to be obtained from different respondents.

3.7 CONCLUSION

In this chapter an attempt has been made to describe the research design used in this study. The questionnaires were used as instruments for data collection. The survey method and reasons for using it have been put forth. Its application was considered appropriate in as far as it would be able to get direct information from the respondents,

namely adult learners and ABET facilitators. Furthermore the survey method has been accepted as an ideal method of collecting information from people on educational issues. Open-ended questions were used and reasons for their use given. The open-ended questionnaire was however time consuming since some of the adult learners could not articulate their responses well and thus the researcher ended up conducting an interview questionnaire and recording the responses of the respondents herself. After recording the responses from the subjects of the study, it became necessary to read out the responses to them to verify that what the researcher had written was what the respondents had said.

CHAPTER FOUR

PRESENTATION OF DATA

4.1 INTRODUCTION

In this chapter, data collected is presented in two parts, namely part A for adult learners and part B for facilitators of ABET programmes. In both parts, data is discussed under the following sections:

4.1.1 Section A

The first section considers the personal background of the respondents, namely adult learners and ABET facilitators. Data collected was in the name of the ABET institution, its location, gender, age and level of enrollment of adult learners as well as the type of ABET programmes followed by the institution.

4.1.2 Section B

The second section presents data as a method of facilitation used with a view to relating them to the needs of adult learners. Data indicates the various methods which the facilitator practices to enable adult learners to achieve their desired goals. It is worth noting that all methods identified here are used interchangeably in all ABET centres.

4.1.3 Section C

The third section looks at the suitability of the methods used in facilitating ABET programmes in the different centres in as far as practically implementing what has been learned by adults.

4.2 PART 1 : DATA COLLECTED FROM ADULT LEARNERS

4.2.1 Section A : Respondents personal background

ABET institution, programme followed, levels and the number of respondents :

ABET Institution	Level	Programme	Number of Respondents
Matimatolo (rural)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5
Mabomvini (rural)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5
-Enhlahakahle (per-urban)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5
Macongo (peri-urban)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5
Greytown (urban)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5

Holmesdale (urban)	1	English Literacy Project	5
	2	Social English	5
	3	Operational English	5

In order to collect information on respondents personal background, the researcher visited the centres identified for the study which fall under three categories, namely, the urban, peri-urban and rural areas. In the rural area, two centres were put under study namely Matimatolo and Mabomvini Adult Education Centres. In each of these two centres levels one, two and three were put under study. In these centres level one follow the English Literacy Project, level two Social English and level three follow the Operational English programmes. Only five learners were selected from each level in each centre.

In the peri-urban area, centres put under study were Enhlalakahle and Macongo Adult Education Centres. In each of these peri-urban centres levels one two and three were put under study. Level one follow the English Literacy Project, level two Social English and level three follow the Operational English programmes. Five learners were selected from each level in each centre.

In the urban area, centres put under study were Greytown and Holmesdale Adult Education Centres. In each of these centres, level one, two and three are offered. Level one follow the English Literacy Project, level two, Social English and level three follow the Operational English programme. Five learners were selected from each level in each centre visited.

The total number of all ABET learners put under study was 90.

Table 4.1 Gender of respondents

Gender	Number of Respondents	Percentage
Male	40	44
Female	50	56
Total	90	100

Of a total number ninety adult learners participating in the study, 44 percent were males while 56 percent were females as table 4.1 illustrates.

Table 4.2 Ages of respondents

Age	Number of Respondents	Percentage
20-25	24	27
26 – 34	55	61
35 – 45	11	12
Total	90	100

According to table 4.2, the ages of respondents range between twenty and forty five years of age. Of these 27 percent fall between twenty and twenty-five years; 61 percent fall between twenty-six and thirty four years and 12 percent fall between thirty five and forty five years of age.

Table 4.3 Programme followed by respondents

Programme	Number of Respondents	Percentage
English Literacy Project	30	33.3
Social English	30	33.3
Operational English	30	33.3
Total	90	100

In terms of the programme followed, 33,3 percent follows the English Literacy Project; 33,3 percent, Social English and 33,3 percent follow the Operational English programme.

4.2.2 Section B: Methods of facilitation used and their relationship to learners needs

Table 4.4 Matimatolo Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	1	5
Simulation	15	7	4	4
Discussion	15	14	0	1
Games	15	7	2	6
Demonstration	15	10	2	3
Total	75	47	9	19

Although adult learners are exposed to all four methods of facilitation identified in this table, 93,3 percent feel that the discussion method relates to learners' needs, while 46,6 percent favoured simulation as well as games as related to adult learners' needs.

Table 4.5 Mabomvini Adult Centre Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	7	4	4
Simulation	15	9	2	4
Discussion	15	12	1	2
Games	15	5	5	5
Demonstration	15	10	3	2
Total	75	43	15	17

In the Mabomvini Centre, 80 percent of the respondents agree that the discussion method meets their needs, while 33,3 percent identified the games as meeting their needs.

Table 4.6 Enhlalakahle Adult Centre: Levels 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	8	4	3
Simulation	15	6	6	3
Discussion	15	13	1	1
Games	15	9	4	2
Demonstration	15	9	3	3
Total	75	45	18	12

In the Enhlalakahle Adult Centre, 86,6 percent respondents identified the discussion method as meeting their needs, while forty percent preferred simulation as the appropriate method.

Table 4.7 **Macongo Adult Centre: Level 1 to 3**

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	7	4	4
Simulation	15	5	2	8
Discussion	15	11	2	2
Games	15	8	3	4
Demonstration	15	10	3	2
Total	75	41	14	20

In the Macongo Adult Centre, 73 percent of the respondents feel that the discussion method meets their individual needs, while 33,3 percent favour the experiential method.

Table 4.8 **Greytown Adult Centre: Level 1 to 3**

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	4	2
Simulation	15	4	6	5
Discussion	15	14	1	0
Games	15	10	3	2
Demonstration	15	9	3	3
Total	75	46	17	12

In the Greytown Adult Centre, 93,3 percent of the respondents agree that the discussion method meets their needs, while 26,6 accepted simulation as the relevant method.

Table 4.9 Holmesdale Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	2	4
Simulation	15	3	3	9
Discussion	15	13	1	1
Games	15	10	2	3
Demonstration	15	10	3	2
Total	75	45	11	19

In the Holmesdale Adult Centre, 86,6 percent of the respondents favoured the discussion method as the one that meets their needs, while 20 percent felt that the simulation method is the correct one.

Table 4.10 Matimatolo Adult Centre: Levels 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	1	5
Simulation	15	7	4	4
Discussion	15	14	0	1
Games	15	7	2	6
Demonstration	15	10	2	3
Total	75	47	9	19

In the Matimatolo Adult Centre, 93,3 percent agree that the discussion method is suitable to practical implementation of ABET skills while 46,6 percent identify games and simulation as suitable for practical implementation of ABET skills.

Table 4.11 Mabomvini Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	8	4	3
Simulation	15	6	6	3
Discussion	15	13	1	1
Games	15	9	4	2
Demonstration	15	9	3	3
Total	75	45	18	12

In the Mabomvini adult centre, 86,6 percent feel that the discussion method is the best for practical implementation of ABET skills while 40 percent of respondents think simulation is suitable for practical implementation of ABET skills.

Table 4.12 Enhlalakable Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	8	4	3
Simulation	15	6	6	3
Discussion	15	13	1	1
Games	15	9	4	2
Demonstration	15	9	3	3
Total	75	45	18	12

According to table 4.12, 80 percent of the respondents agree that discussion method is suitable for the implementation of ABET skills while 33,3 percent feel it is the method of games that promote the implementation of ABET programmes.

Table 4.13 Macongo Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	7	4	4
Simulation	15	9	2	4
Discussion	15	12	1	2
Games	15	5	5	5
Demonstration	15	10	3	2
Total	75	43	15	17

In the Macongo Adult Centre, 86,6 percent of the respondents see the suitability of the discussion method in ABET skills implementation, while 40 percent point at the simulation method.

Table 4.14 Greytown Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	2	4
Simulation	15	3	3	4
Discussion	15	13	1	1
Games	15	10	2	3
Demonstration	15	10	3	2
Total	75	47	9	19

In the Greytown Adult Centre, 86,6 percent accept the discussion method as suitable for the implementation of ABET skills while 20 percent favour simulation as the ideal method.

Table 4.15 Holmesdale Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	15	9	4	2
Simulation	15	4	6	5
Discussion	15	14	1	0
Games	15	10	3	2
Demonstration	15	9	3	3
Total	75	46	17	12

According to table 4.15 the Holmesdale Adult Centre sees 93,3 percent respondents feeling that the discussion method leads to practical implementation of ABET skills, while 26,6 percent see the simulation as the most suitable method.

4.3 PART 2 DATA COLLECTED FROM FACILITATORS OF ABET PROGRAMMES

4.3.1 Section A: Respondents personal background, ABET institution, programme followed, level and the number of respondents

Table 4.16 Facilitator's responses

ABET Institution	Level	Programme	Number of Respondents
Matimatolo (rural)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1
Mabomvini (rural)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1

Enhlalakahle (per-urban)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1
Macongo (peri-urban)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1
Greytown (urban)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1
Holmesdale (urban)	1	English Literacy Project	1
	2	Social English	1
	3	Operational English	1

In the three categories of centres visited, the researcher collected the following information from facilitators of ABET programmes. Eighteen (18) respondents were put under study.

Table 4.17 Gender of respondents

Gender	Number of Respondents	Percentage
Male	6	33.3
Female	12	66.7
Total	18	100

Of a total number 18 facilitators of ABET programmes, 33,3 percent were males while 66,7 percent were females as table 4.17 illustrates.

Table 4.18 **Ages of respondents**

Age	Number of Respondents	Percentage
20-25	2	11
26 – 34	11	61
35 – 45	05	27
Total	18	99

The above table shows that 61 percent facilitators range between the ages of 36 and 46 years of age. While only 11 percent of the respondents range between the ages of 20 and 25, 27 percent are between 35 and 45 years of age.

Table 4.19 **Programme facilitated by respondents**

Programme	Number of Respondents	Percentage
English Literacy Project	6	33.3
Social English	6	33.3
Operational English	6	33.3
Total	18	100

In all centres visited the English Literacy Project is followed by 33,3 percent of the respondents. Another 33,3 percent followed Social English and the other 33,3 percent of the respondents follow the Operational English.

4.3.2 Section B: Methods of facilitation used and their relationship to learners needs

Table 4.20 Matimatolo Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	1	1	1
Discussion	3	2	0	1
Games	3	1	1	1
Demonstration	3	1	1	1
Total	15	6	4	5

Table 4.20 indicates that 66,6 percent of the respondents feel that discussion method relates to learners needs while only 33,3 percent is uncertain. None of the respondents disagree with the view of relationship.

Table 4.21 Mabomvini Adult Centre Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	0	1	2
Simulation	3	0	0	3
Discussion	3	1	1	1
Games	3	1	1	1
Demonstration	3	1	1	1
Total	15	3	4	8

Of a total number of 18 respondents, 33,3 percent favour the discussion method. Thirty three percent disagree, while 33,3 percent is not certain about the relationship between the discussion method and learners needs.

Table 4.22 Enhlalakahle Adult Centre: Levels 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	0	3
Discussion	3	2	1	0
Games	3	1	1	1
Demonstration	3	1	1	1
Total	15	5	4	6

The above table shows that 66,6 percent of the respondents relate the discussion method to the needs of the adult learners while none is uncertain about such a relationship.

Table 4.23 Macongo Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	2	0	1
Simulation	3	0	0	3
Discussion	3	2	0	1
Games	3	1	1	1
Demonstration	3	1	1	1
Total	15	6	2	7

In the Macongo Adult Centre, 66,6 percent of the facilitators feel that the discussion method does give adult learners a way forward in their learning, and thus make them capable of practicing what has been learned.

Table 4.24 Greytown Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	3	0
Discussion	3	3	0	0
Games	3	1	1	1
Demonstration	3	1	1	1
Total	15	6	6	3

Table 4.24 shows that 100 percent of the respondents support the discussion method as the one that relates to adult learners needs. Sixty percent of the respondents disagree that simulation relates to learners needs.

Table 4.25 Holmesdale Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	0	3
Discussion	3	1	1	1
Games	3	1	0	2
Demonstration	3	1	1	2
Total	15	4	3	9

Of the respondents involved, 33,3 percent see the experiential and discussion methods relevant to adult learners needs while 100 percent of the respondents are uncertain about the relationship between simulation and adult learners needs.

Table 4.26 Matimatolo Adult Centre: Levels 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	0	3
Discussion	3	2	1	0
Games	3	1	1	1
Demonstration	3	0	1	2
Total	15	4	4	7

Table 4.26 shows that 66,6 percent of facilitators think that discussion held among adult learners help them articulate what has been learned practically, while 100 percent are uncertain if simulation is suitable for practical implementation of the programme.

Table 4.27 Mabomvini Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	0	3
Discussion	3	2	1	0
Games	3	1	1	1
Demonstration	3	0	1	2
Total	15	4	4	7

In the Mabomvini Adult Centre, 66,6 percent of the facilitators feel that the discussion method would be most appropriate in linking theory with practice among adult learners.

Table 4.28 Enhlalakahle Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	1	2
Discussion	3	2	1	0
Games	3	1	1	1
Demonstration	3	1	0	2
Total	15	5	4	6

In the above table 66,6 respondents agree that the discussion method is suitable for the practical implementation of what has been learned by adults while 33,3 percent disagree.

Table 4.29 Macongo Adult Centre : Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	0	2
Simulation	3	0	0	3
Discussion	3	1	1	1
Games	3	0	1	2
Demonstration	3	1	0	2
Total	15	3	2	10

According to the survey on the Macongo Adult Centre, 33,3 percent of the respondents think that the experiential, discussion and demonstration methods are suitable for practical implementation of programme.

Table 4.30 Greytown Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	1	0	2
Discussion	3	1	1	1
Games	3	1	0	2
Demonstration	3	1	1	1
Total	15	5	3	7

Out of three facilitators visited in the Greytown Adult Centre, 33,3 percent supported the experiential, discussion and demonstration methods as suitable for practical implementation of programmes learned by adults while simulation and games were not supported.

Table 4.31 Holmesdale Adult Centre: Level 1 to 3

Method	No of Respondents	Agree	Disagree	Uncertain
Experiential	3	1	1	1
Simulation	3	0	1	2
Discussion	3	2	1	0
Games	3	1	1	1
Demonstration	3	1	0	2
Total	15	5	4	6

Table 4.31 shows that 66,6 percent of the facilitation in the Holmesdale Adult Centre feel that the discussion method is the most suitable for the practical implementation of ABET programmes, while only 33,3 percent disagree.

From the above tables it is clear that most respondents of ABET learning in the various centres visited support the discussion method as the most appropriate in helping learners realize their goals. It is also evident that all methods used in these centres do contribute positively to the learning of adults.

4.4 CONCLUSION

In this chapter an attempt has been made to give a quantitative analysis inferred from the presentation of data which was collected through surveys with adult learners and ABET facilitators. Questions asked aimed at identifying the best method of facilitating ABET programmes.

Data from adult learners and facilitators indicated that the discussion method was the most preferred in adult learning because through discussion adults freely shared their ideas and experiences on what had been learned. It also paved a way forward on how to implement what has been learned.

The interpretation and explanation in the final chapter helps place the above presentation and analysis of data in perspective. Notwithstanding the limitations of the survey, the data gathered in this study gives direction and support to adult education by various stakeholders.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The fundamental problem addressed in this study revolve is about methods of facilitation in adult basic education and training (ABET). The democratic government in South Africa is at present focusing on learners at the adult basic education level to ensure that the needs of adults are met, and that basic demands evident in contemporary society are addressed.

While the introduction of Adult Basic Education and Training (ABET) in South Africa is a move in the right direction, there seems to be problems regarding the methods of facilitation used in various programmes aimed at improving the lives of adult learners. Methods of facilitation fall short of implementation techniques and continuity which results in adult learners relapsing in to illiteracy.

The more specific objectives of this study were to investigate if the methods of facilitation used in ABET:

- Provide implementation techniques which enable adult learners to be independent;
- Provide skills necessary for self-development;
- Answer to the needs of the adult learners;

- Provide for sustained self-development through continuity.

Items used in the questionnaire to elicit relevant responses to the above objectives were divided into three categories namely; personal background methods of facilitation and learners' needs and suitability of the methods used.

5.2 MODE OF INQUIRY

The survey research methodology was the mode of inquiry in this study. It became valuable in eliciting the opinions and views of adult learners and facilitators of ABET programmes on the methods used in adult learning. The researcher visited all identified ABET centres in order to administer the questionnaire. This made it possible to clarify the intentions behind the research, to answer specific and general questions and observe the different methods used into the ABET centres under investigation.

In rural centres, the adult learners were very positive about the research that was conducted among them, and they co-operated fully on questions asked although questions had to be explained verbally before the adult learners understood what was asked.

In peri-urban centres a few learners were a bit apprehensive about some of the questions. The researcher had to convince the respondents on the anonymity of the questionnaire. After straightening up the matter they became relaxed and responded freely to the questions. In

answering to the needs of the adult learners they cited skills necessary for self-development, implementation techniques independence and self reliance as their aim of joining ABET classes. They were merely hoping to achieve their aims but were not sure if they would.

In urban centres the adult learners looked upon ABET to give them better life skills which would be applicable even outside the work situation.

There were no problems experienced with the questionnaire directed to the facilitators of ABET programmes, although some facilitators were not trained to facilitate adult learning they did their work well. They use the various methods of facilitation namely; games, demonstrations, simulations and discussions.

In order to assess the best ABET method of facilitation used in ABET centres under investigation, an analysis of the method used in each programme was done. This was also regarded as additional data collection. The information obtained from this analysis became critical when considering implementation of ABET programmes to meet the needs of adult learners.

5.3 SUMMARY OF FINDINGS

A summary of the most pertinent issues that emerged from this study is presented below.

Two questionnaires were administered one for adult learners and the other for facilitators of ABET programmes.

5.3.1 Findings on Adult Learners

Findings on part one of the questionnaire reflect the adult learners personnel background.

5.3.1.1 *Adult learners' personal background*

This item shows that most of adult learners are males who fall between the ages of twenty and forty-five years. The composition of adult learners' population differed in gender. In rural centres, more females than males attended ABET classes. This maybe because females remained at home while their male partners went for migrant labour in the cities.

In the peri-urban centres, more males than female adult learners attended ABET classes. Those who attended classes, were interested in obtaining skills to enable themselves to be self-sufficient.

In the urban centres, ABET classes were attended by more males than females. Their aim was to be more efficient in their respective jobs. They also wanted to become exposed to better job opportunities.

5.3.1.2 *Methods of facilitation and learners' needs*

The majority of adult learners (93,3%) under this study felt that the methods of facilitation used in ABET relate to their needs. Methods used match their goals. A few responses however, showed that outcomes of the methods used did not meet their needs.

5.3.1.3 *Suitability of the methods of facilitation*

Most of the facilitation methods discussed in this study seem ideal for adult learning. For example, methods of experiential demonstration, simulation, discussion and games of facilitation are in line with adult learning principles. There are some that are most appropriate for ABET programmes. It is up to the facilitations to choose the best methods suitable for the ABET programmes which they are handling. It is also important for facilitators to ensure that the programme and methods used achieve the desired outcomes.

5.3.2 Findings on facilitators of ABET programmes

Findings on part two reflect responses of facilitators of ABET programmes. Like wise there was honesty and positive co-operation from the facilitators. The results of the study show that most (80%) the facilitators support and show confidence in the methods they use. A few, however, identified short-comings in some aspects of their methods of facilitation.

It also emerged from the study that some facilitators of ABET programmes were not trained as facilitators and thus fell short of implementing proper facilitation methods. In some cases prior learning and experience of adult learners was not considered. Finally, the general view on methods of facilitation of ABET programmes was positive.

5.4 RECOMMENDATIONS

Recommendations given in this section emanate from the research findings discussed in the previous sections of this chapter. The recommendations are subdivided into two categories. The first category relates to the recommendations on the use of methods of facilitation. The second category presents recommendations for further research in the field of adult education, with an aim of identifying the best method to be used in adult learning to ensure implementation of what has been learned.

5.4.1 Methods of facilitation in ABET

Emanating from the foregoing discussion, it is recommended that a re-evaluation of methods of adult education in South Africa be considered. Such re-evaluation may reveal the extent to which methods are relevant to adult learning and to the needs of the communities and the country as a whole. Cultural and traditional patterns, attitudes, values and goals of people in different locations differ, and therefore require specific methods of teaching.

5.4.2 Training of facilitators

From the study it emerged that some facilitators in adult learning are not properly trained for the job. In many instances teachers of formal education were employed as facilitators without undergoing ABET training. These facilitators used formal school methods of teaching which overlooked learners prior knowledge and experiences. It is therefore recommended that facilitators of ABET programmes undergo suitable training before they handle ABET classes.

5.4.3 Institutions of higher learning

Institutions of higher learning play a major role in as far as the promotion of adult learning methods of facilitation in ABET are concerned. A comparative approach to formal schooling methods must be engaged in, in order to establish a sound relationship between formal, informal and non formal education.

5.4.4 Support programmes

There is a need for more support programmes to keep illiterates occupied after completing their literacy courses. Clear and concise education policies which cover ABET should be drawn up by all stakeholders, and proper co-ordination of individual programmes and methods should be upheld.

5.5 CONCLUSION

The foregoing study attempted to give a comparative analysis of methods of facilitation in adult education in South Africa. This was done through focusing on the different methods used in adult basic education. This aspect was chosen because ABET is used as a stepping stone towards development in South Africa and in other countries. It is not easy to democratise society if large sections of the population are illiterate. South Africa needs to be literate in order to cope with the current developments which are brought about by transformation.

In a democratic society people need to access information on which to base their choices and also develop confidence to participate in decision making. In the South African society, the written word plays a major role in everyday living which implies that literary and democracy go hand in hand.

It is encouraging to see that adult education has an impact on the development of communities and it needs to be expanded, particularly among rural communities. It is also encouraging to see the support which the democratic government of South Africa gives to these communications through adult education programme.

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APPENDIX A

P. O. Box 753
GREYTOWN
3250

25 August 2005

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN ADULT BASIC EDUCATION

I hereby request your permission to conduct research at your centre. I am undertaking a study for a Master of Education (M.Ed) degree with the University of Zululand. The title of my theses is : ***“A comparative analysis of methods used in ABET facilitation”***.

I shall administer questionnaires to both adult learners and facilitators of ABET programmes. The aim of the study is to identify the best method which would contribute positively to the implementation of skills learned in ABET.

Yours faithfully

O.S. SIBIYA (Mrs)

APPENDIX B

ADULT EDUCATION

A Comparative Analysis of Methods used in ABET Facilitation

QUESTIONNAIRE TO FACILITATORS

INSTRUCTIONS:

1. Answer all questions
2. Please make a cross (x) against the appropriate responses where required.

A. Personal background

Name of ABET Institution:

Location of ABET Institution

A	Urban	
B	Peri-urban	
C	Rural	

1.	Sex	Male	Female

2.	Age		
	A	20-25 years	
	B	26 – 34 years	
	C	35 – 45 years	

3. Programme followed by respondents

A	English Literacy Project	
B	Social English	
C	Operational English	

B. Methods of facilitators and their relationship to learners' needs

1. Matimatolo Centre

A	Agree	
B	Disagree	
C	Uncertain	

2. Emabomvini Centre

A	Agree	
B	Disagree	
C	Uncertain	

3. Enhlalakahle Centre

A	Agree	
B	Disagree	
C	Uncertain	

4. Macongco Centre

A	Agree	
B	Disagree	
C	Uncertain	

5. Greytown Centre

A	Agree	
B	Disagree	
C	Uncertain	

6. Holmesdale Centre

A	Agree	
B	Disagree	
C	Uncertain	

C. Suitability of methods used to practical implementation of ABET skills

1. Matimatolo Centre

A	Agree	
B	Disagree	
C	Uncertain	

2. Emabomvini Centre

A	Agree	
B	Disagree	
C	Uncertain	

3. Enhlalakahle Centre

A	Agree	
B	Disagree	
C	Uncertain	

4. Macongco Centre

A	Agree	
B	Disagree	
C	Uncertain	

5. Greytown Centre

A	Agree	
B	Disagree	
C	Uncertain	

6. Holmesdale Centre

A	Agree	
B	Disagree	
C	Uncertain	

IMFUNDO YABADALA

Ucwaningo oluqhathansia izindlela ezisetshenziswayo ukukhuthaza imfuno yabadala (ABET)

Imibuzo yocwaningo eqondene nabafundisi babafundi abadala

Imithetho elawulayo

- 1. Phendula**
- 2. Sicela ubeke uphawu (X) maqondana nempendulo okuyiyo.**

A. Imininingwane yomuntu

Igama lesikhungo semfuno yabadala:

Indawo esikuyona:

A	Idolobha	
B	Indawo esadolobha	
C	Isabelo	

1.	Ubulili	Owesilisa	Owesifazane

2. Ubudala Ngeminyaka

A	20-25 iminyaka	
B	26 – 34 iminyaka	
C	35 – 45 iminyaka	

3. Uhlelo olwalandelwa ngesikhathi kubuzwa imibuzo

A	Kwabhekwa indima yolwazi lweSiZulu	
B	Kwasetshenziswa isiLungu esijwayelekile	
C	Kwasetshenziswa ulimi lwesiLungu lokusebenza	

B. Izindlela zokufundisa kanye nobudlelwane bemfundo nezidingo zabafundi abadala

1. Isikhungo sase -Matimatolo

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

2. Isikhungo sase- Emabomvini

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

3. Isikhungo sase- Enhlakahle

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

4. Isikhungo sase-Macongco

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

5. Isikhungo sase- Greytown

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

6. Isikhungo sase-Holmesdale

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

C. Izindlela ezifaneleyo ukusethsensiswa ukuveza amakhono emfundweni yabadala

1. Isikhungo sase -Matimatolo

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

2. Isikhungo sase- Emabomvini

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

3. Isikhungo sase- Enhlalakahle

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

4. Isikhungo sase-Macongco

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

5. Isikhungo sase- Greytown

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

6. Isikhungo sase-Holmesdale

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

APPENDIX C

ADULT EDUCATION

A COMPARATIVE ANALYSIS OF METHODS USED IN ABET FACILITATION

QUESTIONNAIRE TO ADULT LEARNERS

A. Personal background

Name of ABET Institution:

Location of ABET Institution

A	Urban	
B	Peri-urban	
C	Rural	

1.	Sex	Male	Female

2.	Age		
A	20-25 years		
B	26 – 34 years		
C	35 – 45 years		

3.	Programme followed by respondents		
A	English Literacy Project		
B	Social English		
C	Operational English		

B. Methods of facilitators and their relationship to learner's needs

1. Matimatolo Centre

A	Agree	
B	Disagree	
C	Uncertain	

2. Emabomvini Centre

A	Agree	
B	Disagree	
C	Uncertain	

3. Enhlalakahle Centre

A	Agree	
B	Disagree	
C	Uncertain	

4. Macongco Centre

A	Agree	
B	Disagree	
C	Uncertain	

5. Greytown Centre

A	Agree	
B	Disagree	
C	Uncertain	

6. Holmesdale Centre

A	Agree	
B	Disagree	
C	Uncertain	

C. Suitability of methods used to practical implementation of ABET skills

1. Matimatolo Centre

A	Agree	
B	Disagree	
C	Uncertain	

2. Emabomvini Centre

A	Agree	
B	Disagree	
C	Uncertain	

3. Enhlalakahle Centre

A	Agree	
B	Disagree	
C	Uncertain	

4. Macongco Centre

A	Agree	
B	Disagree	
C	Uncertain	

5. Greytown Centre

A	Agree	
B	Disagree	
C	Uncertain	

6. Holmesdale Centre

A	Agree	
B	Disagree	
C	Uncertain	

IMFUNDO YABADALA

Ucwaningo oluqhathansia izindlela ezisetshenziswayo ukukhuthaza imfuno yabadala (ABET)

Imibuzo yocwaningo eqondene nabafundi abadala

Imithetho elawulayo

1. Phendula
2. Sicela ubeke uphawu (X) maqondana nempendulo okuyiyo.

A. Imininingwane yomuntu

Igama lesikhungo semfuno yabadala:

Indawo esikuyona:

A	Idolobha	
B	Indawo esadolobha	
C	Isabelo	

1. Ubulili

Owesilisa	Owesifazane

2. Ubudala Ngeminyaka

A	20-25 iminyaka	
B	26 – 34 iminyaka	
C	35 – 45 iminyaka	

3. Uhlelo olwalandelwa ngesikhathi kubuzwa imibuzo

A	Kwabhekwa indima yolwazi lweSiZulu	
B	Kwasetshenziswa isiLungu esijwayelekile	
C	Kwasetshenziswa ulimi lwesiLungu lokusebenza	

B. Izindlela zokufundisa kanye nobudlelwane bemfundo nezindingo zabafundi abadala

1. Isikhungo sase -Matimatolo

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

2. Isikhungo sase- Emabomvini

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

3. Isikhungo sase- Enhlalakahle

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

4. Isikhungo sase-Macongco

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

5. Isikhungo sase- Greytown

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

6. Isikhungo sase-Holmesdale

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

C. Izindlela ezifaneleyo ukusethsensiswa ukuveza amakhono emfundweni yabadala

1. Isikhungo sase -Matimatolo

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

2. Isikhungo sase- Emabomvini

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

3. Isikhungo sase- Enhlalakahle

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

4. Isikhungo sase-Macongco

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

5. Isikhungo sase- Greytown

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	

6. Isikhungo sase-Holmesdale

A	Uyavuma	
B	Uyaphika	
C	Awunasiqiniseko	