

# ***Adult Education for Southern Africa and the Developing World***

***There is a sudden urgency concerning the need for Adult Education all over the world and especially in South Africa.***

Only a small percentage of learners entering into Grade 1 successfully complete Grade 12.

The large number of dropouts constitute the unemployed out-of-school youth.

The most distressing part of this out-of-school youth are those learners who drop out even before Grade 9 (NQF 1).

To enter into a formal **Learnership** requires at least an NQF1 qualification (*passing the fundamentals of Language Communication and Mathematics*)

***Once outside the formal school environment the partially schooled or almost unschooled person finds it difficult to upgrade their qualifications.***

To provide for this challenge an **Adult Education** Structure (popularly known as **ABET**) has been developed.

This **ABET** structure has been characterized by plenty role players who most probably have spoiled the broth **because uncertainty about ABET** has become the order of the day.

These role players have included or still include: the Departments of Education, the Department of Labour, the Independent Examination Board (IEB), SAQA, NQF, Umalusi, Organised Business, Private Provider Companies and of course the relevant SETAS.

***Taking into account that the ABET-target group is being estimated to be in the likes of ten million South Africans, very limited positive results have flown forth from the interaction among all the above mentioned role players.***

***ABET has even been declared DEAD some two years ago by the CEO of a very relevant SETA.***

***Why now the sudden upsurge of interest in Adult Education?***

It is not only the devil who finds some mischief for idle hands to do.

***Desperate poverty and frustrated youth (but not only youth)'s survival aspirations feed into hideous crime.***

***Desperate poverty and frustrated youth (but not only youth)'s political, social and financial aspirations are fanning the flames of riotous rebellions in countries too close for comfort for South Africa.***

*Desperate poverty and frustrated youth (but not only youth)'s thwarted expectations of decent living conditions and delivery of services incite wild and dangerous protests in the streets of South African villages, towns, and cities.*

*There is a deep concern and expectation in South Africa that EDUCATION must be drastically improved in order to become the warrant of a prosperous harmonious South Africa.*

INEXTRICABLY LINKED TO THIS UPSURGE IN EDUCATIONAL INTEREST STANDS THE CHALLENGE OF EDUCATING THE 10 MILLION OR MORE WHO HAVE DROPPED OUT OF THE FORMAL SCHOOL SYSTEM, i.e.

### **THE CHALLENGE OF ADULT EDUCATION**

**CONCLUSION:** Make use to the optimum the expertise of every stakeholder who can contribute to provide necessary employable skills to the millions who are presently barely employable. Blow new energy into the already established **ABET** and make the necessary adjustments wherever and whenever it needs to be done.

**LEAD THE FIELD TRAINING** (1964) has to answer numerous enquiries about **Adult Education (ABET)** and has decided to send out this brief review on this field of education of which we are regarded as the pioneers in South Africa.

The full story can obviously not be told within these few pages but interested parties can contact us at [info@leadthefield.co.za](mailto:info@leadthefield.co.za) for further information or go to our website [www.leadthefield.co.za](http://www.leadthefield.co.za)

### **STEPS LEADING TO AN ADULT EDUCATION (ABET) PROGRAMME:**

1. Grasping and understanding the elements and procedures of **ABET** (to be addressed below)
2. Selection of appropriate **ABET** Facilitators (to be addressed below)
3. Selection of candidates by assessing learning ability as well as present level of literacy and numeracy in order to place candidates in the appropriate levels and classes (to be addressed below)
4. Training of **ABET** Facilitators (to be addressed below)
5. Equipping Facilitators with training and study materials (to be addressed below)
6. Implementation of **ABET (Adult Education) programme** (to be addressed below)
7. Assessment procedures (to be addressed below)

## 1. The formal elements and procedures Of *Adult Education (ABET)*:

### 1.1 LEVELS: There are four levels to be discerned in *Adult Education (ABET)*:

#### LEVEL 1:

This is the level for adults (or out-of-school youth) who have had little or no education. In the case of total illiterates some providers (like **LEAD THE FIELD TRAINING**) adds a sub-category of Pre-**ABET** training where illiterates first read to write in their mother tongue. The **fundamentals** of which the foundations are being laid in Level 1 is **English Communication and Numeracy**. The outcome of this level more or less corresponds with school grades 1-3.

#### LEVEL 2:

This is the level for adults (or out-of-school youth) who already have rudimentary English literacy and numeracy skills to progress up to school grades 4-5. The fundamentals to be mastered remain **English Communication and Numeracy (mathematical literacy)**.

#### LEVEL 3:

A significant leap in understanding and application of learned skills occur in Level 3. The fundamentals to be mastered remain **English communication and mathematical literacy** but electives like **Human and Social Sciences and Life Orientation** are being phased in. The outcomes comply with formal grades 6-7.

#### LEVEL 4:

The most significant scholastic leap in **Adult Education (ABET)** happens in Level 4. The content, which is to be mastered in the fundamentals English Communication and Mathematics, includes co-ordinated group work and individual basic research. More elective subjects become part of the package: **Economic and Management Sciences, Human and Social Sciences, Life Orientation, Natural Sciences and Technology**. The formal educational qualification to be attained is Level 4 or **NQF 1**, a qualification giving access to enrolling for a **Learnership**.

### 1.2 Learning materials required for different levels: (Available from **LEAD THE FIELD TRAINING**)

#### LEVEL 1:

- **Workbook for learners and Instructions for Facilitator:** Pre-**ABET** instructions and exercises for totally illiterate learners learning to read and write in their mother tongue (9 South African languages available, as well as English, French, Portuguese)
- **Work Book for learners and Facilitator:** English Communication: L1
- **Instructor manual for Facilitator:** Numeracy: L1
- **Work Book for learners:** Numeracy L 1

#### LEVEL 2:

- **Work Book and Facilitator instructions:** English Communication: L2
- **Instructor manual for Facilitator:** Numeracy: L2
- **Workbook for students:** Numeracy L2

#### LEVEL 3:

##### A. Fundamentals:

- **Instructor manual for Facilitator:** English Communication L3 (Recommended to use IEB (Independent Examination Board) **User Guide**)
- **Instructor Manual for Facilitator:** Mathematics L3 (Recommended to use IEB **User Guide**)
- **Workbook for students:** English Communication: L3
- **Workbook for students:** Mathematics: L3

##### B. Electives: (Not provided by **LEAD THE FIELD TRAINING**)

- Economic and Management Services
- Human and Social Sciences
- Life Orientation

#### LEVEL 4:

##### A. Fundamentals:

- **Instructor Manual for Facilitator:** English Communication L4 (Recommended to use IEB **User Guide**)
- **Instructor Manual for Facilitator:** Mathematics L4 (Recommended to use IEB **User Guide**)
- **Workbook for Students:** English Communication Level 4
- **Workbook for Students:** Mathematics Level 4

##### B. Electives: (Not provided by **LEAD THE FIELD TRAINING**)

- Economic and Management Services
- Human and Social Sciences
- Life Orientation
- Natural Sciences
- Technology

### 1.3 The role of the Independent Examination Board and other Stake Holders in **ABET**-procedures:

**ABET** programmes are implemented in different contexts:

- Some learners are in **work-based** training programmes, like mine companies
- Some attend evening classes at government schools
- Some attend classes at centres of private providers

- Some attend classes at community centres
- Others are taught to an individual Facilitator's ideas
- Some learners do their own learning full time
- Others have only one hour a week over a long period of time

Whatever the context, organisations wishing to enter learners for formally recognised grades will have a responsibility to:

- Provide Facilitators with the relevant Unit Standards as registered and updated by SAQA.
- Use selection criteria to place learners in the appropriate class for their level of competence
- Make sure that Facilitators get copies of User Guides, Site-Based Assessment Guidelines and other supplementary material sent out by the IEB
- Make sure that Facilitators carry out procedures by the IEB. For example, at NQF Level 1 (**ABET** Level 4) this includes sending in learners' Site Based Assessment marks and sending in their work for moderation if asked to do so.
- Levels 1 & 2 can be internally assessed in cooperation with the IEB.

**THE IEB-COOPERATION IS NECESSARY TO EVENTUALLY OBTAIN AN ACCEPTABLE NQF 1 CERTIFICATE ENABLING THE CANDIDATE TO ENTER A *LEARNERSHIP*.**

**HOWEVER, BASIC EDUCATIONAL EMPOWERMENT IN GENERAL OR OUTSIDE THE BORDERS OF SOUTH AFRICA IS NOT DEPENDED ON OBTAINING A NQF1 CERTIFICATE.**

**Any company or organisation can immediately start with an *Adult Education (ABET)* programme by starting with at least the fundamentals of levels 1 & 2 and prepare their learners for the eventual more advanced levels 3 and 4.**

**THE EXPERTISE, PROGRAMMES AND MATERIALS ARE AVAILABLE (from *LEAD THE FIELD TRAINING*) TO EQUIP SUITABLE FACILITATORS- PARTICULARLY FROM OUTSIDE THE CONVENTIONAL TEACHING PROFESSION – TO UPGRADE THE LANGUAGE AND MATHEMATICAL SKILLS OF INSUFFICIENTLY SCHOOLED FELLOW WORKERS IN THEIR OWN WORK PLACE.**

## **2. Selection of appropriate ABET Facilitators:**

### **2.1 Profile of appropriate *ABET (Adult Education)* Facilitator:**

- **Minimum educational qualification: Grade 12**
- For Levels 1&2: At least C symbol for Eng.& Maths
- For Levels 3&4: Must have demonstrated competence in English at FETC Level to teach English communication; and must have accreditation for the full range of required outcome in MLMMS: Mathematical Literacy, Mathematics, and Mathematical Sciences.
- Candidates should have record of proven teaching, instructing or facilitating experience.

- Candidates must have the expressed desire to become **ABET** Facilitators, must have strong motivation and be eager to learn.
- Candidates should have been involved in some form of personal and community development with decision-making implications.
- Must be willing to engage in private study of the relevant subjects (English/Mathematics) to master facilitating at levels 3 and 4.
- **Study two empowerment programmes from LEAD THE FIELD TRAINING, available as SELF STUDY COURSES:**
  - (i) ***CONCEPTS for Capacity Building and Successful Achievement;***
  - (ii) ***The PRINCIPLES of Accelerated Learning and Teaching***
- Candidates must complete a LEAD THE FIELD TRAINING LAB assessment and achieve a minimum of 80 in the Individual Ranking Score.

## 2.2 Applying the Learning Ability Battery (LAB) to select **ABET** Facilitators:

(**INFORMATION concerning the historical background of the LAB, the vast testing grounds and the process of continuous upgrading is available separately and will not be supplied here.**)

The **LAB** is not a psychometric test, not an intelligence test, not an aptitude or whatever psychological device. The **LAB assesses the learning ability of a candidate**. The **LAB** also **assesses the level of prior learning** in several languages as well as the level of mathematical literacy. The **LAB** identifies **top candidates**, highly competent candidates, suitable candidates and also candidates with basic learning and training potential.

The **LAB** gives a reading regarding **visual** and **auditory acuity**. The **LAB** also eliminates not-suitable candidates, because that is what selection is all about.

**THE LAB IS A MULTIFOLD INSTRUMENT WHICH CAN BE USED FOR THE SELECTION OF ABET FACILITATORS as well as ABET LEARNERS AT ONE AND THE SAME TIME.**

***The procedures remain precisely the same whether for highly educated or illiterate candidates.***

The full application of the **LAB** will be explained during training sessions. The following, however, can be listed beforehand:

- The **LAB** is a cost-effective, easily implementable device, administered and applied by either **LEAD THE FIELD TRAINING OR by trained administrators from the CUSTOMER'S OWN COMPANY**, independent of expensive academics.

*(Procedures concerning the training of **LAB** administrators and **LAB** conductors will be immediately provided when required.)*

- The **LAB** is **state of the art technology**, providing the customer with computer printouts containing all the relevant information about assessed candidates, in a variety of languages as requested.
- The **LAB** makes effective training possible, enabling the trainer to place candidates in groups of comparable ability.
- The **LAB** with its pre-**LAB** component empowers the immediate supervisor or mentor (of the prospective trainee) with **skills to help the candidate with individual career planning and development**.
- Although the **LAB** is essentially a **pre-employment** tool, it has been effectively applied to hundreds of thousands **already-employed** people to select the most suitable employees for further training and development.
- The **LAB** is not only directly linked to in-company employment. It activates a **much wider environment of training and development, involving the COMMUNITY around the operational plant**.
- The **LAB** is increasingly used to select from settlements and villages around mining activities, suitable candidates for various levels of **Adult Education (ABET)**. These people constitute **the future line of employment** for the operational industry.
- Appropriately qualified and trained employees working within the operational plant can be trained to become **Facilitators of** the learners who score well enough on the **LAB** in order for them to become fully literate in language (English, French, Portuguese) and eventually also in Mathematics.

### 3. Training of Adult Education (ABET) Facilitators:

#### 3.1 Components of training:

- **LIVE TRAINING:**

Prospective candidates will receive a four day live training by an experienced **ABET** trainer, currently Professor Flip Strydom, a recognised master teacher of Suggestopedic Accelerated Learning and Teaching (**SALT**). Candidates will be guided through two English Workbooks for Adults. It is imperative that learners first understand and use the relevant language (English, French or Portuguese) before they embark on Mathematics. During this workshop, the candidates will also be practically introduced to the principles of **SALT**.

- **TRAINING BY MEANS OF SELF STUDY PROGRAMMES:**

During the 4-day training, every prospective Facilitator will receive two complete **SELF STUDY COURSES (included in the price)**. The use of these self-study courses will be explained as well as the function and usage of the accompanying manuals, reading materials, DVD's and CD's.

The two **SELF STUDY COURSES** will require 25 days of intensive self-study after getting back home.



**ORDER YOUR OWN SELF STUDY PROGRAMMES  
of "CONCEPTS" and "ACCELERATED LEARNING"**

- **ABET FACILITATOR KIT (OPTIONAL AND SEPARATELY PRICED):**

After having received the above training, the Company involved can decide to have the trained Facilitator equipped with a full Facilitator Training Kit. This Training Kit contains everything, which the trained Facilitator will need to prepare for presenting a course. All the relevant manuals pertaining to the fundamentals of English and Numeracy (Levels 1 & 2) will be in the kit to study beforehand. There will be only one set for each of each of the levels of Language and Mathematics. **Learner kits must be ordered separately.**

In the **ABET** FACILITATOR KIT the Facilitator will find various teaching aids: wall charts to fill the walls of the eventual training room, required musical CD's, a full-fledged English Phonics Kit; essential aids for the measurement of volumes, mass and geometrical problems: *equipped with this Kit the trained Facilitator can start a class.* The contents of the Kit can be packed according to the needs of the client, for example a lockable steel trunk, which can be bolted to the floor, with total weight of approximately 25kg.

- **LEARNER KITS: (OPTIONAL AND SEPARATELY PRICED):**

An **ABET** Programme is not possible without learner workbooks. These must be ordered separately. An **Adult Learner Kit** comprises the following:

- (i) All the materials which a learner will need to do Language (English, French, Portuguese) Levels 1 & 2: workbooks, writing materials
- (ii) All the materials, which a learner will need to do Numeracy (Mathematical Literacy) Levels 1 & 2: instructor manual, work books, writing materials, geometry set, calculator, ruler, and 2 exercise books.

*These materials will be packed in a carry bag.*

#### **4. Implementation:**

After having studied all the training materials, the **SELF STUDY COURSES**, and the subject matter (Whatever language to start off with) the Facilitator convenes a meeting with Management (right up to the top). Everybody in the company must be informed about the intended **Adult Education** Programme. The Programme must be supported from top to bottom and from bottom to top.

An **ABET** Committee should be formed to support the Facilitator with practical logistics, for example:

- *Completing **LAB** assessments,*
- *having Facilitator training monitored,*
- *ordering learner kits,*
- *settling of accounts,*
- *budgeting,*
- *an optimal classroom far away from noise,*
- *chairs, tables, lockers for books, flip charts, pens to write on flip chart, name tags,*
- *payment for Facilitator,*
- *recruitment of learners,*
- *applying the **LAB** to select learners for appropriate grouping,*
- *beforehand talks with prospective learners,*
- *attendance registers,*
- *informing communities, etc.*

## 5. Assessment and Certification:

Levels 1 & 2 can be assessed internally according to own criteria or applying criteria as set out in workbooks. **It is essential that achievement must be recognised and that certificates must be given to successful candidates.** For full recognition, it will be better to work in collaboration with the Independent Examination Board.

Facilitators have the responsibility to explain to the learners what the nature of the assessment will be. Learners must be taught to understand assessment techniques, for example following instructions, taking mark allocations into account, using numbering correctly and so on.

Facilitators must look at copies of past examinations, so that they know what kind of questions they should ask their candidates. (These are available from the IEB)

**The above information is given because of numerous enquiries we receive concerning *ABET* or *Adult Education*.**

**The information is given in accordance with LEAD THE FIELD TRAINING's view and understanding of *Adult Education*.**

As have been mentioned above our company believes in the principles of SUGGESTOPEDIC ACCELERATED LEARNING AND TEACHING (**SALT**). **SALT** does not restrict the Facilitator to using only this "methodology". **SALT** is infinitely more than just a classroom methodology. It is a state of mind created and reflected in the conduct of the Facilitator.

*NO FACILITATOR IS THEREFORE BOUND TO USE **LEAD THE FIELD TRAINING**, TRAINING MATERIALS AFTER HAVING RECEIVED THE TRAINING. ANY MATERIAL AND ANY PROGRAMME WILL BENEFIT FROM A PERSON WITH **SALT** CONCEPTS IN THE MIND.*

**SALT** is aimed at the unlocking of potential. **SALT** stirs the awareness of self-worth, self-esteem, and self-confidence in Facilitator and learner. The good teacher knows that you cannot teach anything to anyone who has a low self-image. This is particularly true in **Adult Education**.

By studying the two **SELF STUDY COURSES**, *CONCEPTS for Capacity Building and Successful Achievement*” as well as *Understanding the secret of Accelerated Learning* the aspiring Facilitator will gather information about a quite powerful way to communicate with adult learners. The Facilitator will be introduced to principles of **andragogy** or adult learning-related principles, which are in various ways very different from *pedagogy* or child-directed ways of teaching and learning.

**LEAD THE FIELD TRAINING** is regarded as one of the pioneer providers of **Adult Education** in South Africa and we gladly supply people with information concerning this extremely important sphere of human development. In order to cooperate with us or to become an associate, please contact [info@leadthefield.co.za](mailto:info@leadthefield.co.za) or read more about us on our website [www.leadthefield.co.za](http://www.leadthefield.co.za)



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