

ADULT BASIC EDUCATION (ABET)

SUMMARY OF TRANSCRIPTIONS

Part 1

ABET – PORT ELIZABETH: FEMALES (Secondary) 30 minute programme

ABET – KWAZULU/NATAL: MALES (Secondary) 20 minute programme

ABET – PORT ELIZABETH: FEMALES (Secondary)

30 minute programme

1. MOTIVATION FOR COMMENCING ADULT EDUCATION

What made you consider going to school at this stage in your life?

- *"sifuna uku-saver abantwana from ukusisebenzela, nabo bane-life yabo. Xa be gqiba esikolweni nabo kufanele bajonge I-responsibilities zabo. Ngoku, xa thina sigola imali encinci sidinga uncedo. So, we need to be educated so that sizogola imali engcono."*

We want to save our children the burden of supporting us when they need to take responsibility for their own lives. By being more educated, we will be able to earn more money (by getting better paying jobs) hence be less dependent on our children.

- *"Ngoku sisoloku si abantu abangafundaka sinolwazi oluncinci. Sifuna nathi ukwandisa ulwazi esinalo khona sizawuthi fit in nezinto ezenzekayo in our country nakwi-Economy. Ekuqaleni, besihleli nje singazi nto, ngoku siyaphakama nathi sizofana nabelungu. Asisafuni nathi ukuba qha izisebenzi emakhitshini; zigqithile ezozintsuku."*

For a long time we have been uneducated with little knowledge; we want to expand our level of knowledge and be in tune with events in our country and the economy. We no longer wish to be domestic workers, we would like to reach the level of our white counterparts.

- *"Kufuneka sincende abobaba, bathwele kanzima ngoba impilo yethu seiphucikile ayifani nasekuqaleni."*

It is necessary for us to help/assist our husbands; standards of living are not the same as before (they are higher, hence the load is also much higher).

2. INFORMATION SOURCES

What means do you access to assist you with your studies, apart from your teacher?

- Textbooks:

All subjects
Syllabus related

- Newspapers:

English (language and literature); Geography; Maths; History; Business Economics/Commercial Subjects; Science subjects
Syllabus related; Have a long "shelf-life"/kept for future reference

- Television (Channel 2): **Usually Saturday**

Geography; Maths; Science; English; Economics
Syllabus related; easy to understand due to visual aspect
"Xa ndijonga iiScience experiments kwiTV ne-Maths, ndinokuziqonda beteri"

- Radio (about 17:00): (Umhlobo Wenene)

Biology; Xhosa (language); English; Bibs
(Biblical studies)
Syllabus related; Most suitable for Xhosa

- Magazines (Bona)

Biology; Commerce

Apart from textbooks, radio and television most often used. Textbooks are at times perceived to be insufficient or too difficult to follow – *"I-textbook ityatyadula kakhulu; i-radio iyacacisa kakhulu abasebenzisi amagama amakhulu kakhulu, njenge textbook. Xa sisebenzisa I-textbook, sisoloko sidinga ukujonga I-dictionary."*

3. STRENGTHS/WEAKNESSES – RADIO

Thinking specifically about radi, what would you say are it's strengths or advantages and its disadvantages?

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Explains things better (experts are invited to explain and clarify issues) • Uses different languages 	<ul style="list-style-type: none"> • Lack of visual attribute <p><i>"I-radio, iyachaza izinto ezininzi qha asiziboni njengakwi TV"</i></p>

STRENGTHS (continued)	
<ul style="list-style-type: none"> • Has programmes that "build" people socially (e.g. marriage counselling) <p><i>I-radio, iyaskha ngezinto zekhaya ezininzi; izinto ezininzi zokwakha imizi sizicaphuna kwi-radio."</i></p> <ul style="list-style-type: none"> • Guides, motivates and builds confidence in us (we are able to speak-up and participate at school) • Most suitable for languages (English/Xhosa) <p><i>Bayasichasisela kwi-radio, kuvakale."</i></p>	

4. LANGUAGE FACTORS

How would you feel about Xhosa being the medium of communication/instruction for education programmes on radio?

- **Xhosa most frequently spoken (mother tongue)**
- *"Andiyithandi loonto ngoba ingasibuyisela muva. I-subjects exinjenge Economics asinozivisisa, xazichazwa ngesiXhosa; zinaamagama esingesi afuna ukufundiswa ngololwimi – I-communication yawo yiEnglish. IsiXhosa sinokusi-confusa (confusing)."*

I would prefer the medium of instruction for education programmes on the radio not to be Xhosa. We would not be able to understand subjects such as Economics if they were instructed in Xhosa; the terminology used in these subjects is in English and thus requires communication in that language. Communicating such courses in Xhosa would only confuse us.

- *"Mna ndibonokokuba kufanele iiSubjects zi-communicathwe (communicate) nge-English, izinto ezinzima zichazwe ngesiXhosa ke. Ngolohlobo, sinokwazi ukufunda kwayona I-English eyo siyivisise."*

I think that these subjects need to be communicated in English and difficult/complicated aspects explained in Xhosa. That way we will be able to learn

English itself and understand things better. Examples of subjects that would be best suited to this approach are Biology and Geography.

- *"Umangabe kunokuchazwa yonkinto ngesiXhosa, kuzakumoshakala ixesha. Amanye amagama, akanakuchazwa ngesi-Xhosa njengo DNA."*

Translating everything into Xhosa would waste a lot of time and anyway, some words/terminology cannot be translated e.g. DNA.

- *"Ininzi lwethu sidinga ukuchasiselwa ngesiXhosa, nyani ngoba asivisisi ngesingesi qha; kakhulu amagama amakhulu, siphoswa izinto ezinensi yilonto."*

Many of us need things explained to us in our own language to help us understand better because we do not always understand things communicated in English, especially "big words"/complicated terminology; and because of this, we miss out on a lot of things.

5. SPECIFIC PROGRAMME ANALYSIS – AID PROGRAMME

(approximately 20 minutes long)

REACTIONS TO THE PROGRAMME

CONTENT-ANALYSIS

- *"Abantu abakholelwa yi-AIDS, bacinga okokuba eyabantu abathile, bona abanakuyifumana. Kubalulekile gqithi ukuba abantu bafundiswe ngayo."*

Many people do not believe AIDS exists; there is a widespread perception that it is a disease for a certain type of person. It is very important that people be educated about it.

Respondents generally felt there was a great need for programmes such as the one for AIDS. The content in terms of the information was deemed to be important and a much detail as possible was requested.

PROGRAMME LENGTH

- *"Ndingahluleka ukuyimamela yonke, andinalo ixesha elininzi."*

I wouldn't be able to listen to the whole programme, I don't have time (too long, requires time and attention)

- *"Inoba, umntu angayimamela ebusuku xakuyolalwa, uyimamele usezingubeni Abantwana ngeloxesha, balele; uyimamela kammandi."*

One can listen to the programme at night while lying in bed. At that time the children are asleep and you can listen to it without any disturbance.

PROGRAMME FORMAT – SUGGESTED IMPROVEMENTS

- *"Ndingavuya mna kunoba no doctor kuyo I-programme achasisele abantu betere."*

I would be happy if a medical practitioner was invited to participate in the programme and explain things better to the public.

- *"Kaloku ingqondo zethu azifani, asinakucinga ngokufana, akebabe ne-debate, abantu bazakwazi ukuzicingela ngolohlobo, bakhethe into efanele bona. Lendlela enoku-educatha (educate) people on different ways zokujonga izinto, singasoloko sicinga ngandlela inye."*

We do not think alike, there should be a debate on issues being discussed to allow people to make their own decisions, that suit them and their circumstances. This will also educate people that there are different ways of looking at issues, instead of being one-track minded all the time.

- *"Sengathi bangaba ne – contact numbers for abantu abazidingay; baxebele abantu nangama-support groups anganceda abantu abawadingayo."*

It would be useful if contact numbers were provided for people who need them; and also information regarding support groups that can help people get through their problems.

- *"Abanike abantu I-chance yokuba babuze imibuzo, bafounele e-studio."*

Time should be allowed for people to phone in to the studio and ask questions regarding the topic being discussed.

- *"Amanye amaprogrammes, afanele abantu abadala qha. Makasasazwe ebusuku abantwana belele; njengezomtshato. Thina bantu abadala sinokwazi ukuzimamela sisodwa sivisise."*

Some programmes (topics) are suitable for adults only. These should be broadcast late at night when children are asleep e.g. marriage counselling/problems. We will then be able to listen to these on our own and understand issues better.

6. TOPICS/SUBJECTS OF INTEREST IN NON-SYLLABUS RELATED ADULT EDUCATION PROGRAMMES

What topics/subjects would you like covered in non-syllabus related adult education programmes?

- *"Singavuyela ukufundiswa ngokuziphatha kwi-Social situations; sizokwazi ukuthi-fit into different situations. Ngemanye amaxesha, asina-short (not sure) okokuba sithini na xakutheni."*

We would like to learn about how to behave in social situations (e.g. functions); so that we can fit into different social situations. Sometimes we are not sure what to do when at social functions.

- *"Tinkulumo ngezemitshado zinoncedo kakhulu, siyazidinga."*

Issues on marriage (marriage counselling) are very important and we need them.

- *"Ukufundiswa ngendlela yokuthetha."*

How to speak (public speaking).

- *"Ezezinkonzo"*

Religion

7. RADIO STATIONS LISTENED TO

What radio stations do you usually listen to?

- **Umhlobo Wenene:** everything
- **Radio Ubuntu** (communication radio station): entertainment and religious programmes
- **Radio Algoa:** general knowledge; issues like insurance

ABET – KWAZULU/NATAL: MALES (Secondary)

20 minute programme

1. MOTIVATION FOR COMMENCING ADULT EDUCATION

What made you consider going to school at this stage in your life?

- *"Ngangivele ngithanda isikole, kodwa ngendaba yemali ekhaya, ngehluleka ukuqhubeka nemfundo kwafuneka ukuthi ngiyeke isikole ngiyosebenza. Sengilitholile ithuba manje lokuphindela esikoleni, amasentjana asekhona."*

I have always loved school and wished to complete my school education; but due to financial considerations I had to abandon school and go to work. Now I have the opportunity and a little bit of money to continue with my studies.

- *Imfundo ibalulekile, siphila esikhathini lapho ubandlululo selwaphela. Sekuvumelekile ukuthi sihlale eyindaweni ezisemadolobheni, ngakoke, kufanele sibe nolwazi nokukhuluma isingisi kuzwakale."*

Education is important these days, we live in times where apartheid is gone. It is now possible for us to live in town. We thus need to be more educated, knowledgeable and able to speak English properly.

- *"Imisebenzi eminingi besingakwazi ukuyenza ngoba singafundile futhi singavunyelwe. Manje izinto zishintshile, sesiyakwazi nokuthola imisebenzi ephezulu, kodwa ifuna imfundo."*

We couldn't do a lot of jobs before because we were uneducated and these were not open to us. Things have changed now; we (black people) can get respectable jobs; but we need to be educated and have certain qualifications.

2. INFORMATION SOURCES

What means do you access to assist you with your studies, apart from your teacher?

- Radio:

Maths, English and Zulu – literature is well explained/easy to understand on the radio.
Syllabus related

- Television:

All subjects but mainly Sciences, Geography and Maths
Syllabus related; visual aspect, particularly experiments

- Textbooks:

All subjects
Syllabus related *"Sifundiswa ngayo, ngakoke kufanele siyisebenzise."*

Textbooks remain the most important source of information for syllabus related subjects, however, radio and television simplify things. I-radio ne-TV zichaza kalula."

3. STRENGTHS/WEAKNESSES – RADIO

Thinking specifically about radio, what would you say are it's strengths or advantages and its disadvantages?

STRENGTHS	WEAKNESSES
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<ul style="list-style-type: none"> • Simplify things that are difficult to understand in textbooks • Simplifies literature (both English and Zulu) <i>"Cha emsakazweni bayichaza kangcono i-literature."</i> • Communication in home language <i>"Kukhulunywa ngesi-Zulu okwenza kubelula ukulandela izinto eyiningi."</i> 	<ul style="list-style-type: none"> • Not good enough for Science subjects <i>"I-TV ingcono kakhulu ngoba uyakwazi ukubona ama-experiments."</i>
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4. LANGUAGE FACTORS

How would you feel about Zulu being the medium of communication/ instruction for education programmes on radio?

- *"Ezinye izinto azikwazi ukuchazwa ngesi-Zulu, ngakoke zidinga ukuchazwa ngesingisi. Ikakhulu ama-subjects afana no-Business Economics, Science, Maths; kulukhuni ukuwachaza ngesi-Zulu ngoba kunamatemu esingisi ongoke uwachaze ngesi-Zulu."*

Some things cannot be explained in Zulu, particularly subjects like Business Economics, Science, Maths. It's difficult to explain these in Zulu because of the terminology involved that cannot be translated to Zulu.

- *"Ngesinye isikhathi ukuthi izinto zichazwe ngolwimi lwesi-Zulu zizobalula. Kulukhuni umangabe uqala ukufunda isingisi futhi ungasikhulumi njalo, ukusizwisisa."*

Sometimes it is useful for things to be explained in Zulu, to make it easy to understand especially for people who are not always exposed to English and do not speak the language often.

5. SPECIFIC PROGRAMME ANALYSIS – POSTAL SERVICES

(approximately 20 minutes long)

REACTIONS TO THE PROGRAMME

CONTENT-ANALYSIS

- *"Bayyasifundisa ngezeposi. Loku kumqoka. Inhlelo ezinjengalezi, zigquguzela abasebenzi baseposini ukuthi basebeze kangcono ukusiza umphakathi."*

We are being educated about the postal services, which is very important. Programmes like these encourage employees of the postal services to provide better service to the public.

- *"Kubalulekile ukuzwa iinkinga umphakathi onazo ngeposi, futhi siyafunda ukuthi yiziphi izinto okufanele siziqaphele umangabe siposa iincwadi. Okunye ukuthi sibanolwazi ngokungafenele sikwenze uma sithumela iincwadi ngeposi."*

It is important to hear problems that other members of the public service experience with the postal services. We also learn about things to look out for when posting a letter; and to be aware of the correct procedure to follow when sending a letter.

Responding were extremely positive about the programme content believing it to be necessary and relevant. It was felt to be essential that the programme be of use to the target audience and build in some way.

PROGRAMME LENGTH

- *"Isikhathi sezinhlelo kufanele singeqi u-20 minutes. Nakhona kuzoya ngokuthi uhlelo luhlelwe njani. Umangabe kunengxoxo kanye nabantu bavunyelwe uku-founa, u 20 minutes uzokwanela. Kodwa umangabe ingxoxo kuphela, u-20 minutes mningi kakhulu – uhlelo ngeke lusabamndi."*

The programme length should be no longer than 20 minutes. This will depend on the programme format. Should this include a discussion as well as a phone-in, then 20 minutes is sufficient. If however, the programme comprises only a discussion, then 20 minutes is too long – it will get boring.

There was general agreement on this.

PROGRAMME FORMAT – SUGGESTED IMPROVEMENTS

- *"Kufanele iinhlelo ezifana nalezi zibenesikhala sokuthi umphakathi ukwazi uku-founela exakazweni; abantu bazokwazi ukubuza imibuzo nokuthola iimpendulo."*

The public should be allowed to phone in and ask questions and get answers to their problems.

- *"Kungabakuhle umabengasinika inombolo esingayi-founela noma ikheli lapho singathumela iincwadi zezinkinga esinazo ngeposi."*

A contact number for a help-desk would be appreciated with a telephone number and/or address where letters of complaint can be sent.

- *"Abantu basemakhaya abanazo incingo. Kungabangcono umangabe bengavunyelwa ukuthi bathumele iincwadi emsakazweni ngeposi, ukuzenabo bakwazi ukukhipha imibono nezinkinga zabo."*

People from the rural areas do not always have access to phone. It is thus important for them to be given a chance to write in to the programme and send their opinions and problems to the studio by mail.

- *"Umuntu onolwazi ngokuxoxwa ngalolosuku kufanele amenywe e-studio. Kungabi umsakazi ophendula imibuzo, ngoba akanazo zonke iimpendulo ezidingekayo."*

An aspect on the topic being discussed should be invited to the studio to answer questions. The presenter is not geared to answer questions because he/she will not always know the correct answers – he/she is not an expert in that field.

IDEAL PROGRAMME FORMAT

- Programme introduction by presenter
- Speaker
- Comments/complaints from public (phone-in)
- Question and answer

6. TOPICS/SUBJECTS OF INTEREST IN NON-SYLLABUS RELATED ADULT EDUCATION PROGRAMMES

What topics/subjects would you like covered in non-syllabus related adult education programmes?

- *"Ukukhuluma noma indlela efanele yokukhuluma nabantu, umangabe kukhona enikuxoxayo. Nendlela efanele yokukhuluma nabantu ocigweni."*

Communication with other people, how to conduct a discussion with people, the right way of doing this. Also telephone manner.

- *"I-culture yezinye izizwe. Asifani, ezinye izinto zivunyelekile kithina kepha hhayi kwabanye abantu. Kufanele sikwazi ukuhloniphana, ngakoke kubalula umangabe sazi okufanele nokungafanele kwabanye abantu."*

Cultures of other nationalities. We are not the same, things that are acceptable in one culture are not necessarily accepted in another. It is therefore important to learn each other's culture so that we can be respectful to each other's culture.

- *"Siyathanda ukuba nolwazi ngendlela efanelekile umasiphakathi kwabantu; ukuthi kufanele sibukeke njani ukuze samkeleke, nokuthi emphakathini umuntu ukhuluma kanjani. Kufuneka uma usukuma phambi kwabantu ungethuki."*

We would like to know how to present oneself in public and the acceptable things to say as well as appearance. One needs to be confident when you stand up in public.

- *"Iindawo lapho singathola usizolwezinto eziningi, njengokuthi uma unenkinga yophuzo."*

Where to find help when one needs it, for different things, for instance alcoholics anonymous.

- Crime

- Career guidance
- Health issues
- Personal motivation

7. RADIO STATIONS LISTENED TO

What radio stations do you usually listen to?

- **Ukhozi:** everything (news, stories, entertainment, education)
- **Metro:** music and discussions

Part 2

ABET – TZANEEN: MALES (Primary School) 48 minute long programme

ABET – BLOEMFONTEIN: MALES (Secondary) 20 minute programme

ABET – GROBLERSDAL: FEMALES (Primary)

ABET – TZANEEN: MALES (Primary School)

48 minute long programme

1. MOTIVATION FOR COMMENCING ADULT EDUCATION

What made you consider going to school at this stage in your life?

- I couldn't do a simple thing like writing my name and read. So I decided to go to school. It was very difficult because I couldn't even sign my name at the bank.
- It is really embarrassing when you have to ask your children all the time to read things for you. Sometimes they don't even do things properly for you, sometimes they even lie to you.

Children no longer have respect as before, they laugh at you and make fun of you as a parent or an adult.

2. INFORMATION SOURCES

What means do you access to assist you with your studies, apart from your teacher?

- Radio:

Afrikaans, English, Northern Sotho Literature, Biology
Syllabus related

Benefits

give clear explanations

- Newspapers:

Maths, Biology (exercises every Friday in Sowetan)
(Sowetan, City Geography, Physical Science, Afrikaans, English Press, The Star) Syllabus related

Benefits:

can be kept for future reference

- Television:

Physical Science, Maths, Biology, Agriculture
(SABC 3) - We watch experiments on TV
Syllabus related

Benefits:

can see/the visual aspect

- Textbooks:

All subjects
Syllabus related

Benefits:

used in the classroom by teachers

Textbooks remain the most important source of information for syllabus related subjects, however, radio and television simplify things.

3. STRENGTHS/WEAKNESSES – RADIO

Thinking specifically about radio, what would you say are it's strengths or advantages and its disadvantages?

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Simplify Northern Sotho Literature and short stories 	<ul style="list-style-type: none"> • Not suitable for experiments • Time is too short (30 minutes per subject)

4. LANGUAGE FACTORS

How would you feel about Northern Sotho being the medium of communication/instruction for education programmes on radio?

For Primary School level, most of the subjects are instructed in Northern Sotho anyway except English. But it is important that some subjects, especially Sciences are instructed in English so that we can also learn to understand English better.

The Science subjects have terms that cannot be translated into Northern Sotho. So it would be ideal to instruct them in English and then explain difficult aspects in Northern Sotho.

5. SPECIFIC PROGRAMME ANALYSIS – ABUSE

(approximately 20 minutes long)

REACTIONS TO THE PROGRAMME

CONTENT-ANALYSIS

- Topics like these are very important because they have a lesson for us. We tend to take things for granted and also our women and we forget to value them. Sometimes we treat them like objects who are there to do things for us – cook, clean and look after us.

We forget to treat them as human beings and when they start wanting to do things their way, then we beat them up. I really like programmes like these, because the more you hear them the more cautious you become about doing wrong things, because people are watching you.

The programmes really build us.

PROGRAMME LENGTH

- The programme length is fine because there are some animals out there and they need to get the message. It is fine if the programme is long because if you miss a bit then you can still get something from the programme. If it was shorter we would miss everything.

Many people listen to the radio at night, especially older people so they won't miss these programmes

PROGRAMME FORMAT – SUGGESTED IMPROVEMENTS

- People should be given a chance to air their views on the radio. It will be a good idea to allow the public to phone in.
- It would not be a bad idea to also include a person who has experienced whatever is being discussed. In this case a woman who has been abused and who has got help to offer support to those women who are being abused. It sometimes important to show those that are abused that they can get help from somewhere.
- Contact numbers of where people can get help if they are in trouble should also be supplied on the radio. Many people don't know what to do when they have problems and then people just stay in difficult situations.
- Experts who can give advise should also be invited to the studio to participate in the programme also to help the public and educate us.

There was a general feeling amongst respondents in this group that this programme should serve as an eye-opener and help corner for the public.

6. TOPICS/SUBJECTS OF INTEREST IN NON-SYLLABUS RELATED ADULT EDUCATION PROGRAMMES

What topics/subjects would you like covered in non-syllabus related adult education programmes?

- How to manage children in these changing times
- Crime
- Health issues
- Insurance
- Banking/Financial advise

7. RADIO STATIONS LISTENED TO

What radio station do you usually listen to?

- **Thobela:** everything (news, stories, entertainment, education)

ABET – BLOEMFONTEIN: MALES (Secondary)

20 minute programme

1. MOTIVATION FOR COMMENCING ADULT EDUCATION

What made you consider going to school at this stage in your life?

- *"Mathata achelete enyani ke one a nseng hore motho akhutele sekolong. Leteng ha osa ithuti, bana bahonyatsa."*

Financial considerations (remuneration) prompted me to go back to school. Also, children do not respect you that much if you are uneducated/illiterate.

- *"Keshebile promotion mosebetsing!"*

I would like to get a promotion in my job.

- *Hakebe kafumana monyetla nakong yane resahola. Jwale, kebone hore lenna ke iteke. Hake geta mona kentse ketswella pele kathuto ke be kefumane degree."*

I did not get a chance when I was growing up to go to school, now I have decided to take a chance. When I complete matric I intend studying further to get a degree.

2. INFORMATION SOURCES

What means do you access to assist you with your studies, apart from your teacher?

- Television:

Maths and Physical Science
Syllabus related; visual aspect, particularly experiments

- Radio:

English, Biology, Afrikaans, Sesotho, Geography
Syllabus related

- Newspapers:

Maths, Biology, Physics, Geography, Afrikaans, Business
(Sowetan, Economics City Press)
Syllabus related

- Textbooks:

All subjects
Syllabus related

Textbooks are the main source of information.

3. STRENGTHS/WEAKNESSES – RADIO

Thinking specifically about radio, what would you say are its strengths or advantages and its disadvantages?

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Explain literature very well• Instruction is in home language	<ul style="list-style-type: none">• Presenters of education programmes are not teachers they just read what is written

4. LANGUAGE FACTORS

How would you feel about seSotho being the medium of communication/instruction for education programmes on radio?

- *"Hobetere habaka ruta seSotho language fela ka-seSotho. Tsedingwe dibetere kasegowa, haholo Maths le Science. Mantswe amangwe asegoa bakeke batseba ho wa hlalosa kaseSoth.o."*

Only seSotho should be instructed in seSotho. Other subjects are better instructed in English because they have terminology that cannot be translated into seSotho.

- *"Nna nekere basebedise seSotho lesegowa hobaneng babang batho haba utlwisisi segowa fela, ntleng lehlaloso."*

I think some cases they need to mix both English and seSotho for those people who do not understand English well enough, just to clarify things for them.

5. SPECIFIC PROGRAMME ANALYSIS – RAPISTS/ABUSERS

(approximately 20 minutes long)

REACTIONS TO THE PROGRAMME

CONTENT- ANALYSIS

- *"Mananeho ana keabohlokwa haholo. Dintho tse etsahalang jwanong, ketsemakatsang. Retlamehile hore reditsebe, dihlahelle hobane hadipatwa bana batlanne basengwa kebatho basalokang. Ebohlokwa haholo hobaneng bomme lebona hotlamehile bashebe dintho tsena diseke dia etsahala baneng babone."*

These programmes are very important. Things that happen these days are shocking and we need to know about them, they need to be brought out in the open otherwise children will always be sexually abused. It is also very important for women to know about these things so that they can look out for their children to ensure that they do not happen to them.

- *"Bothata boba moo basahlole barejwetsa hore hodirahetseng kabatho ba etsang ntho tse tsabehang tse, jwale kaSithole, oho kae jwale? Hare tsebe, habasarejwetsa. Entse ele tsela ya thuto, hobaneng bao bantse ba etsa dintho tsenkang tsena tsa Sithole ho tlamehile batshoswe. Jwale haresatsebe hore hodirahetseng, batho banahana hore olokollotswe."*

The problem arises when there is no continuity or follow-up after reports about rapists have been made regarding sentencing and what is being done about them. For instance we don't know what is happening to Sithole or where he is now. This is still part of education, because perpetrators like Sithole need to be scared off from engaging in these acts. Now if we don't know what is going on then criminals think Sithole has been let off the hook.

Respondents were extremely positive about the programme content believing it to be necessary and relevant.

PROGRAMME LENGTH

- *"Nako ebehilweng elekane. Dintho tse na dihloka nako etelele."*

The test programme length is sufficient for these types of programmes, they need time.

PROGRAMME FORMAT – SUGGESTED IMPROVEMENTS

- *"Hokaba jwang habadumella batho banaleng dipotso hore beletsetse programeng ena? Hohotle hore re utlwe menahano yabatho babangwe."*

Perhaps the public should be allowed to call in during the programme and express their views on the matter.

- *"Moprogrameng, bafane kanomoro yamapolesa, dipetlele ledi-Social worker."*

Telephone numbers for the police, hospitals and Social workers should be given on the programme.

6. TOPICS/SUBJECTS OF INTEREST IN NON-SYLLABUS RELATED ADULT EDUCATION PROGRAMMES

What topics/subjects would you like covered in non-syllabus related adult education programmes?

- *"Ditaba tsamanyalo lebaratani."*

Marriage and relationships

- *"Ditshetele."*

Money matters

- Career guidance
- AIDS

1. MOTIVATION FOR COMMENCING ADULT EDUCATION

What made you consider going to school at this stage in your life?

- I did not know how to read or write and I was dependent on my husband and children to help me out. My husband has a matric qualification; he was involved in an extra-marital affair and he received notes from his mistress, but even when I saw these, I could not read them. I took one of these notes to the principal at a nearby school and asked her to explain the contents to me, I was shocked when she told me it was a letter from a mistress. So I decided to go to school to learn to read and write.
- I couldn't sign my name at the bank, and I started getting embarrassed by this; so I decided to learn to read and write, so that I can understand what is going on when I go to the bank, instead of relying on other people to interpret for me.
- Things are not the same anymore for us. In the past our mothers used to work in the fields and had lots of things to do around the home. There isn't much to do these days because things are becoming westernised. So, one needs to do something to keep you busy. I want to learn to sew, so I can make extra money for myself.

2. INFORMATION SOURCES

What means do you access to assist you with your studies, apart from your teacher?

- Textbooks:

All subjects
Syllabus related

- Radio:

English, Maths, N. Sotho, Afrikaans
Syllabus related

- Newspapers:

Maths, Biology, Physics, Geography, Afrikaans
(Sowetan, City Press)
Syllabus related

- Television:

Maths, Biology, Science, Geography
Visual aspect
Syllabus related

Textbooks are the main source of information.

3. STRENGTHS/WEAKNESSES – RADIO

Thinking specifically about radio, what would you say are its strengths or advantages and its disadvantages?

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• Instruction in home language• Presenters are patient and explain things better than teachers	<ul style="list-style-type: none">• Not good enough for experiments

4. LANGUAGE FACTORS

How would you feel about N.Sotho/Ndebele being the medium of communication/instruction for education programmes on radio?

- That is the language they use now anyway. We really don't understand English; if they communicate with us in English, we would not know what was going on at all.
- Maybe, if they would like to instruct in English, then they should interpret things so that we can understand what is going on. It may be useful because we still need to learn to speak and communicate in English.
- It will take a long time for us to understand and speak English because at home we speak our home language, and we need to practice the language in order to learn it properly. I think they must just continue teaching us in our home language, it is after all an official language like English.

5. SPECIFIC PROGRAMME ANALYSIS – MANAGEMENT

STRUCTURE OF SCHOOLS (approximately 20 minutes long)

REACTIONS TO THE PROGRAMME

CONTENT-ANALYSIS

- The programme is extremely informative. These things really educate us, especially people like us in the rural areas who really know very little. When we send our children to schools,

all we know is that the teachers and the principal are responsible for the running of the school. We don't really know anything else.

- These programmes are part of education for parents, they help us as parents to understand things better. We need to get involved with things that happen to our children, things are changing in the country. When I was employed as a domestic worker, I used to see how involved my employer was with her children's school work, but that was also because she was educated. We can also do the same.
- Sometimes on the radio, they have discussions about issues that concern marriages and things like that. We need them to talk about these issues to help us with problems that we may have.
- I have a problem with some of the issues that are discussed in these programmes, like use of condoms, contraception etc. These, at times encourage promiscuity amongst youth.
- PROGRAMME LENGTHThe programme length is sufficient; the discussions are long because there is a lot of information in the discussion. It is important that we get all the information, and not part of it.
- I don't have time to sit and listen to the whole programme it's too long.

PROGRAMME FORMAT – SUGGESTED IMPROVEMENTS

- Sometimes, we have personal experiences on the subject under discussion, we must therefore, be allowed to ask questions.
- When the topic of discussion is health issues, they should have the relevant experts on the programme. We need somebody who can give us advice on certain issues.

6. TOPICS/SUBJECTS OF INTEREST IN NON-SYLLABUS RELATED ADULT EDUCATION PROGRAMMES

What topics/subjects would you like covered in non-syllabus related adult education programmes?

- Marriage and relationships
- Teenage pregnancies
- Money matters
- AIDS
- Sexually transmitted diseases