

KWAZULU-NATAL

Provincial overview

KwaZulu-Natal, or KZN:

- is on the east coast of SA
- is of the smaller provinces but has 20 % of SA's population
- has been the site of above average internecine strife and violence

Major cities are Durban, Pietermaritzburg, and Richards Bay

IsiZulu is the most commonly spoken home language, spoken by a large majority (82%). Many of the older members of this group living in rural areas are monolingual.

Initiatives in the Province Relevant to Skills Development

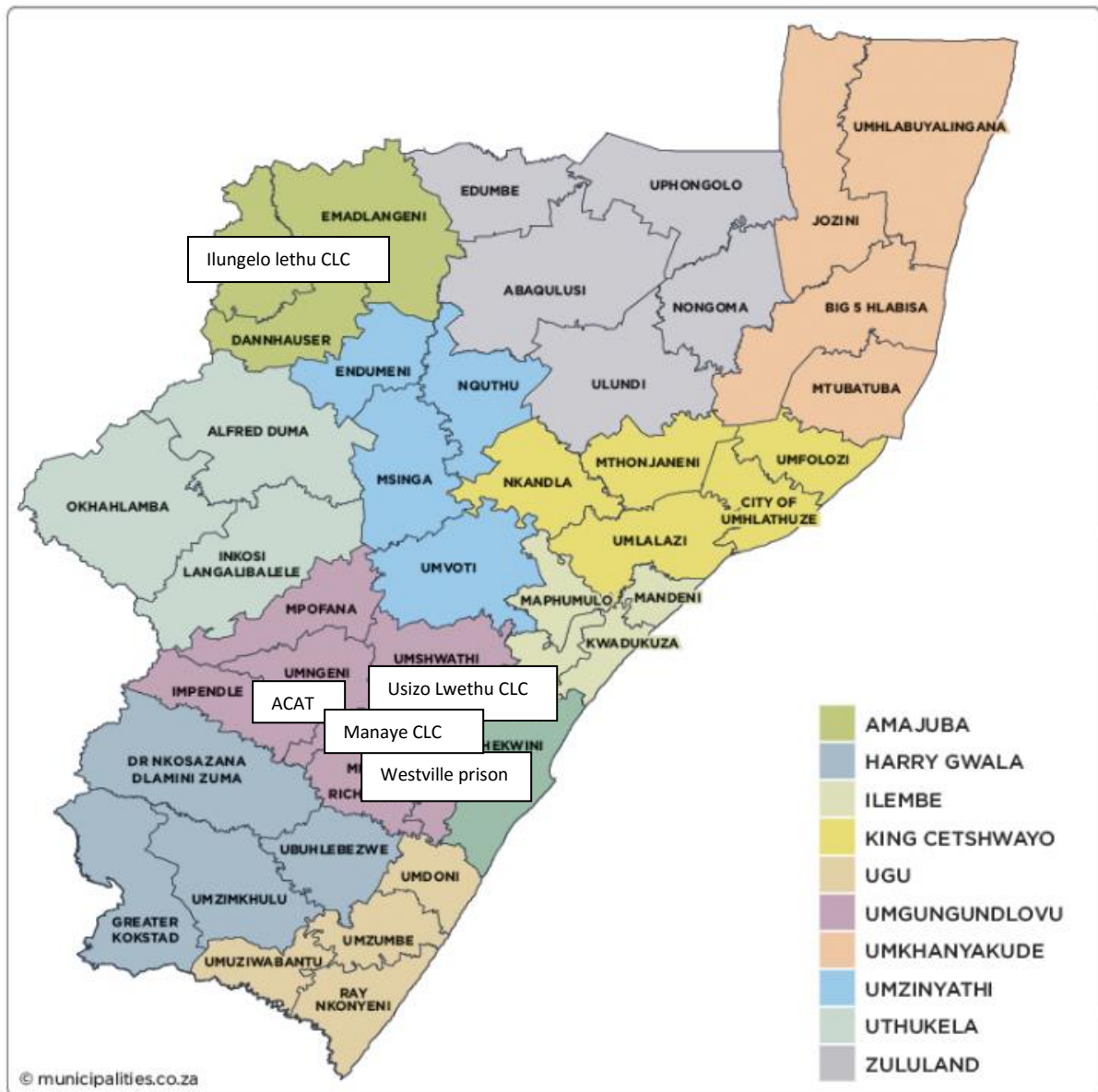
Economic activity is manufacturing, agriculture, forestry, mining, and tourism.

South Africa's two biggest harbours are in KZN (in Durban and Richards Bay), and the province is popular with tourists particularly because of its beaches on a warm coastline, its mountains (the Drakensberg in southern KZN) and its game reserves in the north.

Not dissimilar to the rest of the country, KZN's major problems are poverty, inequality and poor economic growth.

COVID19 STATUS

In August 2020 KZN is said to be becoming the new epicentre for the COVID 19 virus, with 18% of confirmed cases and approximately 1700 deaths.

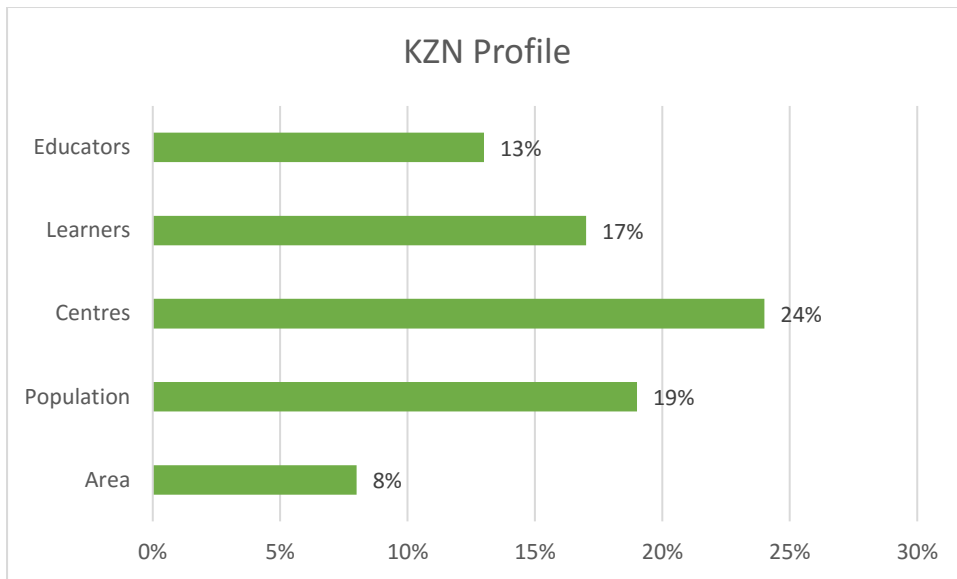


Centres visited in KwaZulu-Natal

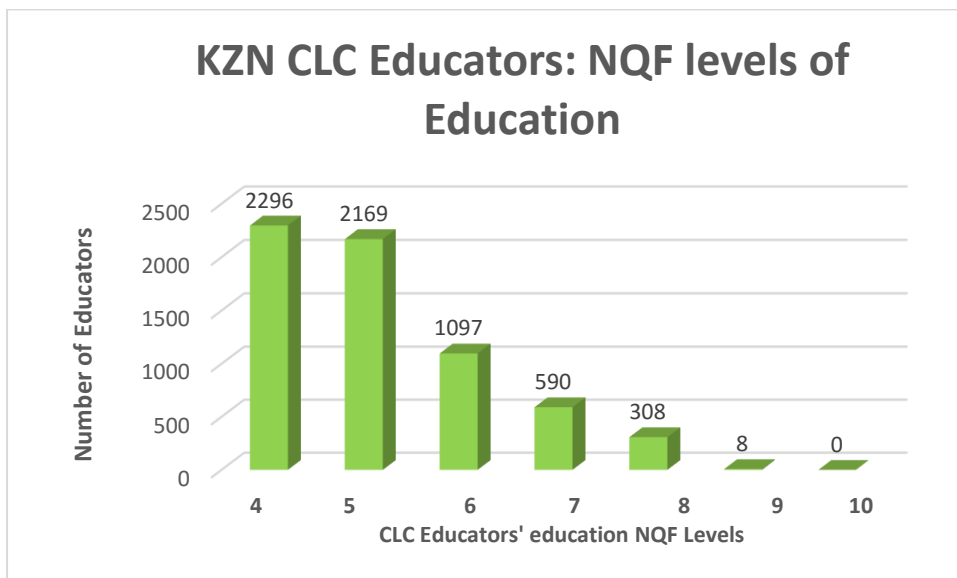
Between February 2018 and April 2019 we visited five centres in KZN:

- Manaye Adult Centre urban CLC in Pietermaritzburg
- Usizo Lwethu Adult Centre rural CLC in Maqongqo, in the Table Mountain area
- Africa Cooperative Action Trust (ACAT) NGO in Lion's River near Howick
- Westville Prison on the outskirts of Durban (visited 21 August 2018)
- Ilungelo lethu near Newcastle 9 April 2019

Adult educators in KwaZulu-Natal



KwaZulu-Natal is one of only two provinces with more than 6000 adult educators. It has nearly 6500 adult educators working at CLCs across the province. It has 640 learning sites, a figure that is relatively high in relation to its share of South Africa’s overall population, since it represents 24% of centres serving 19% of the population, with an average of 10 adult educators working at each site.



From the most recent data available from DHET’s MIS system (no info for 60 of 645 centres recorded in 2017)

The most common level of education claimed by adult educators working at CLCs in KZN is a Grade 12. This can be seen in the graph, which shows that 36% of adult educators in KZN have a NQF level 4 qualification, which, for 96% of them, is simply a grade 12. The other 4%

of this group have N3 or N4 vocational certificates, or have started a degree or diploma but have not completed it.

The next most common level of education among KZN educators is NQF level 5, held by 33% of CLC educators in the province. These educators hold a range of different NQF level 5 qualifications, including teacher's diplomas, teacher's certificates, ABET practitioners' certificates or diplomas, and four year national diplomas for technicians. Many of these teachers obtained their qualifications many years ago, and the qualifications they have are no longer offered by any institution.

17% of CLC educators in KZN have an NQF level 6 qualification, the most common of which is a three year teaching diploma, followed by an Advanced Certificate in Education. Less commonly held Level 6 qualifications include a Higher Diploma in Education, a three year Diploma in Grade R teaching, and a Diploma in Specialised Education.

Only 9% of educators in the province hold a NQF Level 7 qualification. Most of these hold a four year professional teaching degree, or a degree plus a postgraduate certificate in education (a PGCE).

5% of CLC educators in KZN have an Honours degree, and less than 1% have a Master's or doctoral degree.

Information from the centres described below is summarised by theme and by province in the overall report.

MANAYE CLC (Urban CLC)



Visited on 9 April 2018

Centre manager: Thami Jili

Building and Facilities

The centre operates from a few rooms it has on the first floor at Umsunduzi TVET College, Umsunduzi Campus, 114 Pieter Maritz St, Pietermaritzburg, 3201. There is no sign at the gate or on the campus to show where it is, so it is not easy to find, and gate guards are not able to direct learners looking for it, because they do not know where it is, or even that it exists. This centre serves urban learners, 80% of whom are workers, and 20% of whom describe themselves as unemployed. Manaye has two satellite centres, Phumelela Satellite Centre, hosted at Haythorne High School, in Woodlands (in the apartheid era, an area designated for 'Coloured' people) and Zizamele Satellite Centre, hosted at Esther Payne Secondary School, in Northdale (in the apartheid era, an area designated for Indian people).

After the closure of many adult learning centres in Pietermaritzburg and its surrounding areas, Manaye, with its two satellite centres, is the only centre serving adult basic education learners in Pietermaritzburg and its surroundings. For many learners, particularly those who must travel long distances, for example those from areas such as Hopewell, Impendle, Thornville, Hammarsdale, and townships such as Imbali and Sobantu, it is a struggle to come to Manaye, because of transport costs and the time taken to travel.

Programmes offered

AET level 1-4

Level 1-3 Maths Literacy, English

Level 4 – Maths Literacy, English, Ancillary Health Care, Early Child Development, Wholesale and Retail

Grade 12

Amended Senior Certificate

Ancillary Health Care is the most popular course on offer, since it opens gates to job opportunities for some learners

Requests for courses that Manaye cannot meet, because they do not have sufficient staff, include isiZulu, Small and Medium Enterprises (SME), and Tourism.

They would also like to offer training in website development. Educators believe it would be a drawcard for the centre since it would help out of work youths to gain employment.

They would also like to organise homework clubs for their learners, on the day when they do not have lectures.

Non-formal learning that learners want

Consumer studies

Number of learners served

380 in 2018

Educators employed at this centre

There are 12 educators in all, 7 of whom work at Manaye's main centre, and 4 at its two satellite centres.

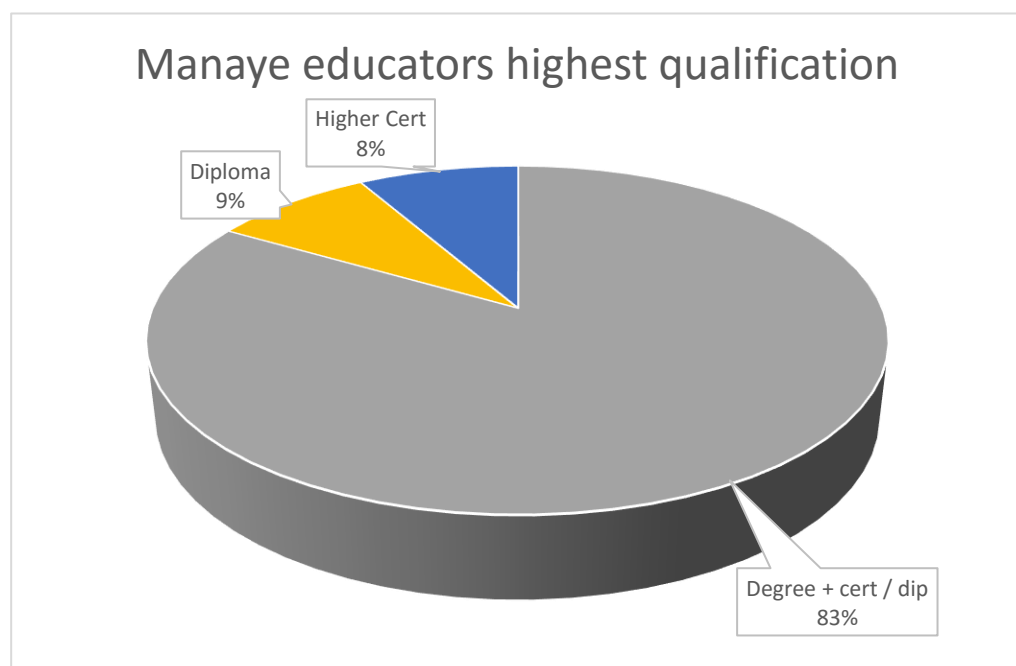
Staff qualifications

Educator	Qualifications	Subjects taught	Desired training
1	Gr 12, N Dip, B Sc		
2	Gr 12, HDE, B Ed, ABET cert, NPD BusMan	ANCH, LO, ECD, EMS, ENG	Gr 12, PTD
3	Gr 12, STD, FDE, B Ed		
4	Gr 12, ABET Higher Cert		
5	Gr 12, BA, ABET Higher Cert, PGCE, ACE		
6	Gr 12, PTD, ACE, B Ed		
7	Gr 12, HDE, ABET Higher Cert		
8	Gr 12, SPTD, P Grad Dip, BA, B Ed	Gr 12, JPTD, BA, ABET	
9	Gr 12, SPTD, HDE, B Ed	Life skills grade 12 ECD	Computer studies Using data projector
10	Gr 12, SPTD, HDE, ABET Cert, B Ed		
11	Gr 12, SPTD, ACE		
12	Gr 12, B Paed, FDE, B Ed, FUND in Proj Man	Geog grade 12	

Summary of Manaye CLC educators' qualifications

Highest qualification

Degree + cert / dip	10
Diploma	1
Higher Cert	1



Educators are paid by DHET, one on a stipend, and the others through the claim system.

Do they feel adequately trained?

These educators do not feel adequately trained – they would like to know more about teaching methodologies, and how to work with unit standards, and how to plan their teaching in relation to the unit standards.

Problems/disadvantages at this centre

Because DHET provides no learning materials, educators use their own money to pay for resources and photocopying. Learners donate money to pay for printing and copying.

There is no clerk, and the full time principal has to work as a clerk as well as a principal, doing administration work, preparing learning materials, making copies and making notices for posting on the notice board.

Educators say that they find quite a high number of their learners drop out.

They feel that there is not enough time for them to teach their learners well

They find that assessing their learners is not easy because these adults developed basic literacy skills at school very many years ago, and it is not easy for them to remember and use these skills.

Advantages at this centre

In their AET classes, their mature adult learners take their learning more seriously than younger learners of 16 – 18 years.

Through their work, educators get developed too.

Support that is most needed

- Developmental workshops for educators
- Text books: They have AET Level 4 textbooks but they are insufficient for enrolment in the following learning areas: Mathematical Literacy, English, Life Orientation, Early Childhood Development, Travel and Tourism.
- Computers and access to the internet for learners to search for information and for lecturers to prepare would be useful for both homework and lessons.
- Library / Resource centre
- Materials for skills training for livelihood skills such as sewing, fashion designing, baking, welding, catering
- A Staffroom
- More educators, so that they could have the capacity to accept all the people who apply.

Educators' sense of their work at this centre

Educators like to see the development from level 1 to level 4

Some of the learners who started at level 1 are now in Grade 12, and this is rewarding

Some of the learners who have studied at Manaye are now working as nurses

Some have registered with UNISA

They identify with the background of learners, and appreciate their reasons for coming back to school. Some are unemployed and they would like to help them get jobs.

Understanding of the new Community College System

Educators have very little idea of what the change in the system means.

Usizo Lwethu CLC at Maqongqo School (Rural CLC)



Visited on 9 April 2018

Centre manager: Mr Mhlengi Shabane

Building and Facilities

The centre uses the facilities and buildings of Maqongqo Primary School at Maqongqo, an area known as Pietermaritzburg's Table Mountain, about half an hour's drive from the city of Pietermaritzburg. There is no sign at the gate to show that a CLC exists here, but the centre is well maintained, with newly tiled floors and chairs and tables where adults can sit comfortably. This centre serves rural learners, who live in the surrounding area, as well as some who come from far. Those who travel to this centre do so even though there are CLCs near their homes but they prefer to attend this one far from home. They feel comfortable here because they are not exposing their lack of education to their neighbours.

This centre is unusual in that its manager, who is also deputy principal of the school that houses the CLC has managed to get a number of computers and set up a computer laboratory.

Programmes offered

In 2020 Usizo Lwethu offers only AET Level 4 courses.

Most popular courses offered

ICT, as an AET Level 4 course, because it increases people's chances to find employment

In 2018 but no longer, Usizo Lwethu offered an open source cashier course that the centre manager found on line as a short course that helped some of their learners to find employment.

Requests for courses that they cannot offer

According to the manager of this CLC, they have many requests from learners who want to do Grade 12, and the CLC are anxiously hoping that DHET will employ more educators at this CLC so that they can offer classes at Grade 12.

Non-formal learning offered

In 2018, this CLC offered non-formal training in computer skills, a cashier's course and training for the K53 Learners Licence test. However the teachers who was teaching these courses left and they no longer offer them.

Non-formal learning that learners want

Number of learners

In 2018 the CLC had 120 learners but by the beginning of 2020 this had dropped to only 60. The manager believes that this is because all the local people who wanted to study at AET levels 1 – 3 have completed these levels. Only a few are left doing AET Level 4 – and they are waiting for DHET to enable them to offer Grade 12 level courses.

Educators employed at this centre

4 educators are employed here

Staff qualifications

Educator	Qualifications	Subjects taught	Desired training
1	B Ed Hons, ACE, Cert in AET		
2	B Ed Hons, ACE, Cert in AET		
3	BA Hons		
4	B Ed Hons Higher Dip Ed		

Educators are employed and paid by: DHET. There are no permanent staff. All four of the educators are all school teachers who teach in the CLC as extra work, so they are all paid via the claim system.

Do they feel adequately trained?

Yes, but they believe there is a need for educators to get workshops from the department to help them cope with the ever changing environment.

Problems/disadvantages at this centre

The educators feel that it is a disadvantage that DHET has not yet enabled them to offer Grade 12. After doing level 4 learners stay at home – their reason for doing AET level 4 was to go on to Grade 12 and they are disappointed.

Advantages at this centre

Educators say their work is enjoyable since their adult learners know what they want. When they don't want to learn they don't come and when they want to learn they come. They are eager to learn, they know the importance of education.

Support needed

- Learning and teaching materials.
- Further training for educators in their learning areas.
- More computers that are up to date and fully functional, to accommodate learners
- Access to the internet

Educators' sense of their work at this centre

It is easier to teach adults than children, they know what they want, they are not sent to school they come to school.

Understanding of the new Community College System

Educators do not seem to have a complete understanding of the new Community College system.



Ilungelo Lethu CLC at Zithuthukise Primary School

(rural CLC)

Centre manager: Mr Thabethe



Building and Facilities

Ilungeloletu CLC is located in Osizweni which is part of Newcastle East, and one of the largest townships in the province. It is about 36 kms from Newcastle City CBD. The CLC is in the Ematsheketseni area and operates from Zithuthukise Primary School. They use some classrooms here and have some rooms and cupboards that are used only for their crafts. Buildings are quite rough, have limited space, furniture and storage facilities, and the CLC has limited options in regard to timing of classes, and no dedicated administration facility. There is a day care centre next to the school/CLC. There is very little development in the area and high rates of unemployment, crime, domestic abuse and substance abuse (many taverns in the area). There are 2 other CLCs: Zicebiseni and Ulwazi in the area. These centres are 20 to 30 kms apart.

Programmes offered

- AET 4 – IsiZulu, English, Maths Lit, Ancillary Health Care (ANCH), Life Orientation, Travel and Tourism and Early Childhood Development (ECD)
- Grade 12 – IsiZulu, English, Maths and Maths Lit, Life Science, Physical Science

Non-formal learning offered

- Learner driver's license (but could not afford to make test bookings)
- Security Course
- Beadwork
- Candle-making
- Gardening
- Sewing
- Hospitality
- Plumbing
- Electrical
- Making floor and table mats from cattle skins they get from the abattoir

Some income is generated from these activities, especially by selling beadwork and things made from cattle skins.

Two NGOs meet at the CLC (one for senior citizens and one for orphans and vulnerable children). The CLC liaises with the day care centre next door and Early Childhood Development learners get practical experience there. ANHC learners work with the orphans and vulnerable children the senior citizens.

Most popular courses offered

The most popular academic courses are ECD and Ancillary Health Care, Travel and Tourism, and most popular non-formal training options are Beadwork, Plumbing, Electrical and Hospitality.

Learners are able to start their own business and sustain their lives with these courses. These learners have their own families so it is important to them to do something that will put food on their table

Requests for courses that they cannot offer

- Computer Skills
- Mechanics, Electrical and Bricklaying
- The centre does not have resources to offer these courses

Non-formal learning that learners want

- Certified Security Programs
- Handwork
- Electricity
- Plumbing – world-wide need
- Driver's License
- Agriculture and farming

Number of learners served

In 2019 they have 304 learners. Learners are aged between 18 and 55 and there are far more females than males (71% compared with 21%).

Number of educators employed in the centre:

19

Staff qualifications

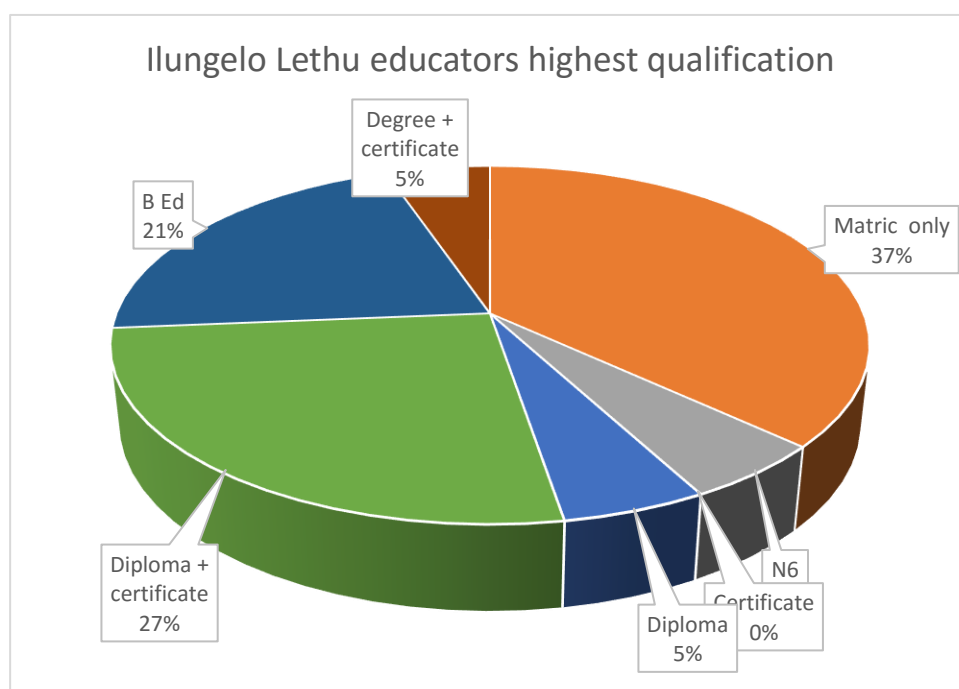
Name and Surname	Highest Grade Passed	Qualifications	Major Subject	Subject Taught
1. THWALA NF	MATRIC			LO
2. HADEBE SI	MATRIC	PLUMBING CERT.		PLUMBING
3. SHABALALA PN	MATRIC			TOURISM
4. MBHENSE EGZ	MATRIC	DIPLOMA AET, ECD CERTIFICATE		ECD, ANCILLARY
5. MASIKANE WK	MATRIC	N6 FINANCE MANAGEMENT		MATHS LIT, ECON
6. THABETE SA	MATRIC	Adv dip LO, TOURISM, HIGHER CERT IN ABET, CERT IN HR, CERT IN MANGMNT, HIGHER CERT IN PROJECT MNGMNT, BED HONOURS	LO, TOURISM	ISIZULU
7. KHUMALO LE	MATRIC	DIPL IN ELECTRICAL ENGINEERING		MATHS, PHYSICS
8. NGIDI NG	MATRIC			ECD
9. MBATHA LPF	MATRIC	STD, ABET , ACE		LO
10. MAKHANYA LW	MATRIC	PGCE, BA HUMANITIES		GEO
11. MASEKO NH	MATRIC			ECD
12. MAKHUBO JP	MATRIC			TOURISM
13. KUNENE TA	MATRIC			SMME, DRIVERS LIC
14. NGCOBO WP	MATRIC	CURRENTLY DOING BED	LIFE SC, ENGLISH	LIFE SCIENCES
15. NTANDA PW	MATRIC	SPTD, ACE		HOSPITALITY
16. KHUMALO KN	MATRIC	BED		ENGLISH

17. MASUKU ACV	MATRIC	CERT IN MANAGEMENT, SPTD, ACE, MATHS	MATHS PHYSICS	MATHS, PHYSICS
18. SIBIYA S	MATRIC	B.ED	TECHNICAL (EGD, ET)	EGD, ET
19. XABA M	MATRIC	B.ED	ENGLISH, GEO	ENGLISH

Summary of Ilungelo Lethu Educators' qualifications

Highest qualification

Matric only	7
N6	1
Certificate	0
Diploma	1
Diploma + certificate	5
B Ed	4
Degree + certificate	1
19	



Educators are employed and paid by: DHET, on a contract basis to teach 2 hours a day (8 hours a week). They do work extra time and have extra classes to cover their work and on holidays and weekends.

Do they feel adequately trained?

Educators feel that they have had but we do need training like Assessor, moderator, facilitator, B. Ed Degree, Diploma in Adult and community Education and Training

Problems/disadvantages at this centre

- Some of their students travel far to get to classes, and they need transport
- They need improved infrastructure, and better resources
- They lack funds for skills training, accreditation
- They have no electricity – they use gas (educators say that electricity is “from the neighbourhood, used by extension cord”)
- They cannot run extra classes late afternoon
- They have no toilet facilities
- They lack a proper water supply

- Learners drop out before the end of the programme
- Educators feel that they do not having enough contact time
- TVET colleges have skills training, but they require Maths and Science, so adult learners need CET colleges to offer these subjects because most of them do not have Maths and Science.

Advantages at this centre

- Team work amongst the educators in this centre
- Dedication of learners to their work
- Good results of learners keep the centre moving forward

Support that is most needed

Support that they receive from the CETC Admin Centre is in the form of workshops about curriculum, record-keeping, policy and law. The kind of support and changes they would like more of are more workshops on curriculum and skills development, in particular:

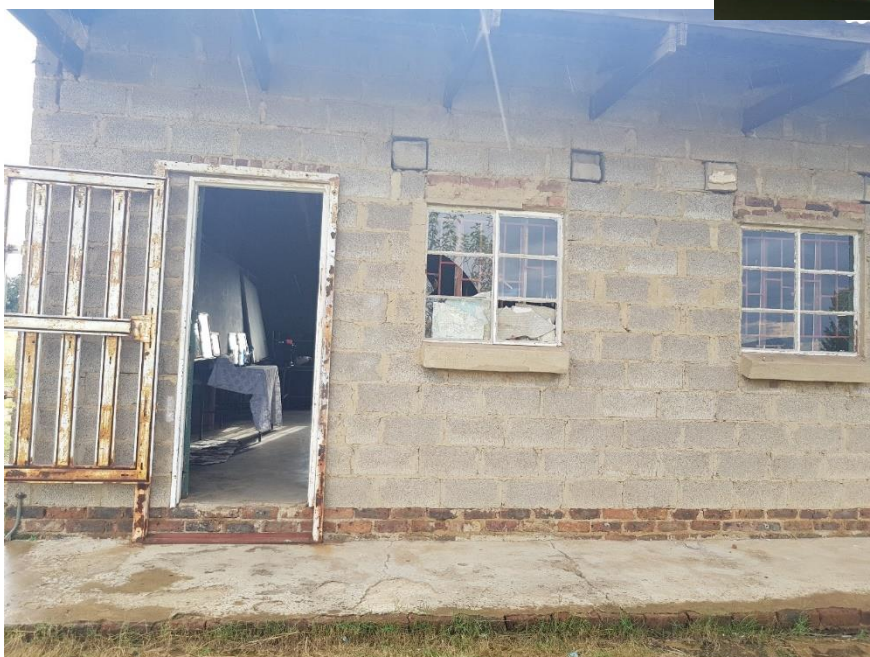
- Proper programs in line with their curriculum
- Accreditation of skills programs in the CLC
- Accessible funds
- Infrastructure
- ECD Space – adult learners are parents,
- ECD Space will reduce the rate of absenteeism
- Computers and Internet
- More contact time
- Provision of transport to learners
- NSFAS support
- Learnerships
- More educators
- Option of studying full time
- Sports and games for learners
- Art Skills – drama, music

If they were the Minister of Higher Education and had an unlimited budget, they would:

- create permanent centres with full-time lecturers
- improve budget allocation
- improve contact time
- install Wi-Fi for educators' use and to enable their students to conduct research on skills and content, and enable them to be more equipped to deal with life challenges
- buy computers and printers for the learners and educators
- improve the infrastructure
- improve human capital
- provide more materials for developing skills
- Learners need skills programmes that will help them improve their lives and ensure that they can participate in the economy. They do not offer formal skills training but learners meet and produce a great many beaded items, and also get cattle skins from the abattoir, which they process and make into floor mats and table place mats. They sell these items, but their turnover is low

Educators' sense of their work at this centre

- Serving the community give them a chance to rebuild their future
- Helping the disadvantaged people
- Seeing them becoming somebody in the community like business men and women, ward councillors etc
- Seeing the lives of people changing for better
- Starting their business, feeding their families
- Educators even visit the learner at home to understand reason for being absent or dropout
- Pass rates for ABET Levels appeared to be relatively high in 2017: ABET Level 1: 100%, Level 2: 89% in 2016 (no Level 2 in 2017), Level 3: 100% and Level 4: 77%. The high pass level is attributed to dedication, teamwork, extra classes on Fridays, Saturdays and during school holidays and working with subject advisors, internal teacher development and attending workshops run by the CET College.
- The best way to share best practice is through award days, display of work done, innovation, sharing ideas with lecturers from other clusters.
- Educators contribute to skills programs, even using their own resources, because they know that learners at Ilungelo Lethu have passion for skills.



A KwaZulu-Natal NGO involved in AET: Africa Cooperative Action Trust (ACAT)

Centre manager Rick Phipson

Context of the centre

ACAT is a non-denominational, faith-based organisation working to improve the livelihoods of the poor on a sustainable basis in a context where there is poverty, resource degradation, malnutrition, unemployment, and HIV and AIDS. Their address is 1 Market Street, Lidgettton 3270. P O Box 943 Howick South Africa.

ACAT's mission is to design and implement a training and mentoring programme aimed at equipping people to be sustainable in every aspect of their lives and to influence, motivate and assist others to achieve the same. ACAT's target group members are mainly in rural disadvantaged families, and they work with both adults and children. Unemployment is high in these communities, and ACAT's programmes train and equip rural people to provide food for their families and to start small income generating activities, and in this way become productively self-employed.

ACAT focuses on

- increased food production,
- improved health and nutrition,
- improved income levels,
- the starting of enterprises,
- increased knowledge, skills, capacity, and education,
- addressing the HIV and AIDS pandemic,
- social mobilization,
- strengthening civil society,
- caring for and sustaining the environment,
- spiritual upliftment and transformation,
- how to implement sustainable development programmes

Programmes offered

- Sustainable Agriculture
- Entrepreneurial Development
- Partnership
- Home food security
- Basic business
- Healthy living
- Capacity Building
- Spiritual Development

Particular projects

Asihlanganeni sewing group in Burford was formed in 2008 by group members who wanted to learn sewing and business skills in order to create self-employment opportunities. Most of the group say they had low self-esteem, and no business ideas. Now, 10 years later, members of Asihlanganeni are involved in:

- Running a sewing business where they sew school uniforms to supply local schools
- They spend two days in a week offering sewing skills to young girls in their communities. This initiative was supported by a grant from the Department of Social Development
- Trainees have the chance to earn ±R600 a month from sales of school uniforms that they have been involved in sewing while they learn

The Mashsha Primary school children were helped to work in their school garden through a workshop run for them by ACAT on how to develop a school vegetable garden.

- The school produces their own vegetables, which are then harvested and eaten / cooked for the children through the government school-feeding programme.
- The children also practice their gardening skills learned from ACAT to develop their food gardens at their homes.
- Because of the excellent school garden they established the Department of Agriculture donated some hoes, watering cans and other gardening tools to the school.

Most popular courses offered/ non - formal

- Basic life skills
- Community volunteer

Requests for courses that they cannot offer

- Skills training

Scale of operations

In recent years:

- 205 new 'Groups of 5' were started, which means that 1025 families 'joined' the programme.
- 415 household farmers and 610 entrepreneurs joined the programme.
- 917 new food gardens were started.
- In addition, 703 new gardens were started by the youth, making a total of 18,805 since the programme started.
- 901 new income-generating activities were started and 683 were started by the youth, making a total of 1584.
- 103 Savings and loans groups (14 new) are functioning with R1,610,626 saved.
- 235 Community Volunteers are actively assisting their communities.
- 82 Zone Savings and Implementing Committees are trained.

- 1803 One-day workshops were conducted in food gardening and income generating activities.
- 7560 Extension visits were made by community volunteers.
- 362 Exchange visits were conducted between programme participants and community volunteers to facilitate learning from each other.
- 33 Week-long courses and workshops were held at the ACAT centre.
- 31 Asilimani ('let us farm') days were held to promote to the wider community topics such as food security, income generation and spiritual development.

ACAT places high value on development of positive attitudes, good motivation and healthy interaction in families, in the community, as well as the implementation of best practices. ACAT sees this internal change from less positive beginnings as crucial to authentic sustainable development, which they believe they are successful in facilitating.

Number of learners served
+-1000 families and learners

Number of educators employed in the centre
5 working in the centre, and others working in the community

Staff qualifications

Educator	Qualification	Subject taught
Gugu Ngema	Diploma in Agriculture	
Maureen Zuma	On job training – Receptionist	

It is noteworthy that none of the educators in this extremely busy and successful NGO engaged in adult education and community development have any training in adult education or community development.

Educators are employed and paid by: They are employed directly by ACAT, and paid via a fixed monthly salary. Some workers are voluntary.





Fikile Sokhela joined Vulamehlo group in 2009, to learn more about farming and business. As a widow, life was not easy for her and she could not make ends meet. Five years later, she grows crops and vegetables all year round to feed her family and for sale. She is also a Community Volunteer for the ACAT programme, a treasurer for the school governing board and a Health community worker.

Fikile is very active and practices what she preaches! She has planted fruit trees, established a vegetable garden and a small field where she plants beans, maize, amadumbe, potatoes. Sweet potatoes surround her home.

She is among those who are reaping the benefit of hard work. Her long-term plan is to find a farm where she can really farm, and pass on what she has learned to youngsters and neighbours. She also bakes and her business has attracted people from areas surrounding Pietermaritzburg.



Westville Prison CLC



Centre managers:

Lee Mbongwe - Zikhethele AET centre

Mrs N Ngcolosi- Ethubeni Youth Centre

Mr Themba Mtshali- Unethuba AET centre

Building and Facilities:

Most striking to an outsider visiting the buildings for the first time are the bars and metal netting designed to keep prisoners exactly where they are supposed to be at different times, as well as the convoluted route we follow to the classroom. However, buildings are sturdy and functional.

Programmes offered

AET level 1 – 4

Level 1: IsiZulu, English, Numeracy

Level 2: IsiZulu, English, Numeracy

Level 3: IsiZulu, English, Numeracy, SMME

Level 4: IsiZulu, English, Life Orientation, Maths Literacy, SMME 4, Ancillary Health Care, Arts and Culture

Educator	Qualifications	Subjects taught	Any desired training
1.	Matric	Maths literacy L2	Workshop & diploma in adult education
2.	Matric	English L1	Workshop & diploma in adult education
3.	ABET certificate	ANHC L4	Doing BEd
4.	ACE,SED & PTC	isiZulu L4	Workshop, diploma in adult education & computer training
5.	BEd Hons	SMME L3& 4	Project Management
6.	Matric	isiZulu l 1 & 2	Teaching training & computer skills
7.	Various courses in ECD	EMS L3	Dealing with offenders & adult training
8.	B Ed	English L 3 & 4	Dealing with offenders
9.	Matric	isiZulu L 3 & 4	Doing degree in education
10.	BEd Hons	EMS L 4	Assessment, nutrition, self-dev and dealing with offenders
11.	BEd Hons	Maths lit L 2	Training in adult education
12.	Nat Dip foundation Phase	Maths lit L 1	Lesson plan prep & adult teaching
13.	Matric + 4 years training	English L1 & 4	Computer course
14.	Nat Dip in HRM	EMS L4	Computer skills
15.	B Ed	Maths lit L1	Computer training
16.	Further dip Educ	Maths lit L3 & 4	
17.	Matric & Nat Dip agriculture	MLMS L 2	Advance diploma
18.	ABET certificate	English & isiZulu L 1	
19.	ABET certificate	English level 3	Community safety
20.	ABET & social work	Maths L3	Workshop
21.	Diploma in Education	English	Diploma in adult community educ & workshops
22.	Matric	English L2	Diploma in adult community educ & workshops
	Matric	English L1	Bed qualification
23.	ABET diploma	LCEN 4 & LIFO 4	Advance diploma in adult educ & computer course
24.	B Ed	Mathematics(matric)	Workshops & computer course

25.	Nat Dip financial management	Accounting (matric)	Computer course & assessing
26.	Educare N4 – N6	ARTC L4	Computer course, assessor, diploma in adult & community education

Most popular courses offered

All are equally popular

Requests for courses that they cannot offer

Skills training, particularly computer skills

Non-formal learning offered

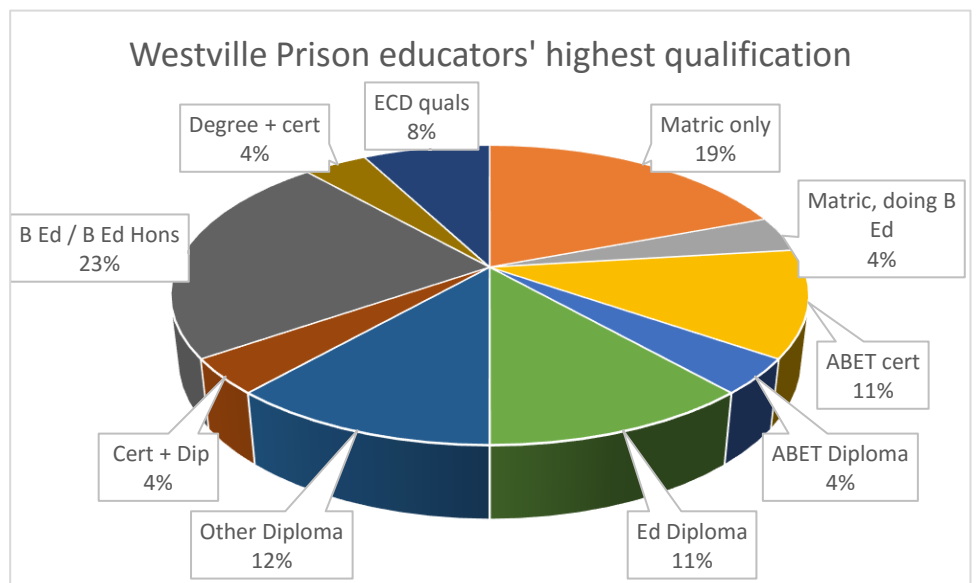
None, although there is a beauty parlour in the women’s prison where prisoners do each other’s hair and make-up.

Non-formal learning that learners want

None that educators are aware of

Summary of Westville Prison educators’ qualifications

Highest qualification	
BEd/BEd Hons	6
General degree + dip/cert	1
ABET Diploma	1
Ed Diploma	3
Other Diploma	3
ABET Certificate	3
Cert + Dip	1
ECD qualification	2
Gr 12 only (1 doing B Ed)	6
	26



Educators are employed and paid by: DHET pays the salaries of the educators who come from outside, on a contract basis. Those who have matric earn R2300 per month. . Unethuba educators are prisoners

Do they feel adequately trained?

Educators feel the need for workshops to help them cope with the ever changing environment. They feel they would be able to help their learners perform better with further training.

Disadvantages at this centre

- Lessons do not start on time
- Insufficient teaching and learning material
- Lack of discipline
- No conducive learning environment (noise from the kitchen, dirty classrooms etc)
- Inmates often absent due to other programmes that they have to attend.
- Learners are not motivated.
- Some inmates are released before they write exams.
- Inmates destroy the learning material.
- Homework cannot be administered effectively because of problems in their respective cells at nights.
- No proof is submitted by inmates as to whether they have done matric.
- Staff is underpaid, no allowance yet we are in danger working with inmates.
- More work expected to be covered within the limited time
- Some of the prisoner learners have a poor attitude; they are rude, negative and lazy
- Learners get transferred and released on parole, and cannot complete what they were registered for.
- Lack of extra mural activities (sports, music etc)
- Shortage of qualified educators.
- Security is prioritised over learning.
- Shortage of qualified educators.
- DHET do not pay the offenders who are educators well, even if they are well qualified.
- Sometimes educators have to use their own personal resources to get the job done.
- The educators are expected to cover a huge load of work within the short period of time which makes things difficult for both the educator and a learner.
- Some of the textbooks they are using are not relevant to what is being taught in that case some educators will have to go an extra mile finding what is relevant for the benefit of the learners.

Support that is most needed

- Add more teaching hours
- Organize workshops for educators
- Supply teaching and learning material on time.
- Supply workshops for educators of matric amended since it is new.
- Visibility of subject advisors on site.
- Moderation dates must be known in advance (there must be a year planner)
- Pay educators who are offenders well so that they become more motivated.
- More computers and related equipment
- Syllabus must be relevant.
- DHET must supply bursaries to those educators who would like to further their studies for the benefit of the learners.

Advantages

- There are no teenage pregnancies
- No strikes
- No violence against educators
- Teamwork among the educators and staff.

Educators' sense of their work at this centre

Offender educators

- It keeps our minds active
- It keeps us busy when we are sitting in our cell thus keeping us away of silly things.
- Award ceremonies motivate other inmates to do well and to take education serious
- Enjoy working with the adult learners and help them.