

SAQA

KHA RI GUDE SITE VISITS 2012

COMMENTS FROM VISITORS SELECTED FOR INTEREST OR FEEL

NOTE: These are not representative of the general response. For that you must see the quantitative analysis of the responses. The following give a sense of the reality of the visits, the quality of the visitors, the variety in the quality of the sites, and, sometimes, a clear sense of context.

The teams in different provinces approached the voluntary completion of the cover sheets in different ways, hence the larger numbers and fuller accounts from some provinces.

KEY:

LA is short for learner attitude (response to the visit and the tasks).

LF is short for learner feelings about KRG and other matters in the programme

VE is about the Voluntary Educator, especially her or his approach to assessment

GC is general comment - anything the visitor felt like adding.

KZN Mhlangandlovu Area

LA

The learners were very passionate about the assessment but a few struggled. Three learners failed to finish the forms because they can't see clearly.

LF

KRG is very helpful, They are able to withdraw cash from the bank, and to use the cellphone, count change, sign and read newspapers and the Bible. They are in need of a building and furniture. They want to continue learning, not just six months!

VE

They prefer portfolio assessment, not exams.

The VE complained of absenteeism because of the weather - all rain and thunderstorms. This is also the plowing time.

GC

We were targeting classes across the river and found that we could not cross the river because of the high water.

From the same visitor as above

KZN Hlabisa

LA

The learners didn't know what was happening. They could not even write their names.

LF

They liked KRG and strongly recommended to be provided with glasses.

VE

The VE herself didn't understand some tasks in the workbook and I then wondered whether she had passed matric herself.

GC

The learners couldn't even read their names when written down for them. As far as I'm concerned their class does not exist.

KZN Jozini

LA

Most of them struggled and complained about the font in which their tasks were written.

LF

They recommended KRG and requested glasses as their eyes are giving them problems due to age.

VE

The VE hadn't marked the portfolio and didn't record the daily attendance of her learners.

GC

There were about ten learners who were not registered. They were just studying to keep themselves busy. The grannies were drunk or it was their pension day, but still they were in class!

KZN Enseleni

LA

The learners were very eager to learn and do the tasks. Although some had difficulty in doing the tasks. I assisted them while they worked by explaining some terms which were written in English.

LF

At first they were nervous, but after I explained the aim of the visit they were calm. They had a concern as to what will happen after completing the course. Are they going to get any accreditation?

VE

The voluntary educator was happy about the LAPs, since most of the work was covered.

GC

I think visiting sites should be done on a regular basis (one after 3 months) to ensure that VEs and supervisors are on the right track with their work. Visiting sites will also boost the morale of the learners when they see that there are people from outside who are doing follow-up on their work.

KZN Mpophomeni

VE

The VE was very happy to use a portfolio instead of exams. The portfolios were marked and the VE complained of the (short?) length of the programme but was happy to uplift the standard of her people.

KZN Gcilima

LA

Learners were very energetic in attempting the tasks. The age factor hindered them in doing other tasks. Most learners were too old and had problems with sight. Some could not write properly but were very much willing to learn.

KZN Osizwene, Newcastle

VE

The VE complained about absenteeism but said she went to their homes to teach them there. They experienced difficulties on lesson 13 page 64, otherwise she was happy.

GC

Though the VE claimed most learners were collecting their pension, I suspected she was lying. But those learners who were in class were legitimate.

WC Delft

LA

They were all excited about doing the tasks. They feel that somebody above is checking their work. That makes them happy.

LF and VE

Love the programme but there's too little time!!

WC Khayelitsha

LF

They think that KRG is doing a lot for South Africans who did not have the opportunity to go to school. They even said it's a God-send.

WC Khayelitsha

LA

They were very excited; they feel that KRG is a gift from above because it has done a lot for them in a short period of time. (But later they say there's too little time, and they and the VE want a level 2, please.)

FS Tweespruit

LA

Over-anxious as they expect certificates from this test, though nothing of the kind was promised.

FS Welkom

LA

They view it as service delivery. Very essential and overdue. More should come. Campaigns don't reach widely enough.

VE

Unemployed educators are very grateful and show commitment.

FS Welkom

LF

KRG must continue. They have been neglected for far too long. It restores their dignity.

FS Welkom

LF

KRG is part of service delivery. They feel through this to be included, not excluded in the new SA.

FS Welkom

General: Learners nervous but determined, proud and grateful. The VE would wish to stretch KRG up to at least 10 months. It is moving to see the gratitude and happiness adult learners especially feel and express.

EC Qumbu

LF

For them to perform to their best they think if the programme could be longer they would hope for excellent results.

VE

Voluntary educators need to be more exposed in various ways to dealing with hardships they get in their daily work. The LAPs show that the learners are trying hard.

EC Mthatha

VE

The educator has a challenge in dealing with mostly old learners who never went to school. She needs to be more skilled and more empowered. The LAPs are well marked, but the learners didn't perform very well. Close supervision is necessary in this kind of situation.

EC Machibini

VE

The educator and supervisor are passionate and responsible about the work. The LAPs are marked and kept in a safe place.

GC

This programme is good and should be extended so that learners can graduate to ABET. There should be integration with the Department of Education.

EC Motherwell

LF

The learners are independent. They are now able to count, to press their ATM pins.

VE

The educator is responsible and helpful, young and enthusiastic, encouraging, motivating.

NW Taung

LF

They come to school with happy faces, full of zeal, eager to know. They need this education highly, but need story books to read. They have bettered themselves in the degree of knowing how to read and write.

VE

Very good always and they respect one another at all times.

NW Taung

LF

They are very pleased with KRG. They run to school like small kids. Today they can read and write and know things they didn't know before.

NC Galeshewe

LF

They are full of energy when they come to school, because they need this education. They say KRG has helped them a lot because they can write and read and they are proud of that.

VE

The spirit which is prevailing amongst the learners and the educators is amazing.

Gauteng Tembisa

LF

Excited to write. Love KRG, want more time, need material to arrive on time!

Gauteng, Ivory Park

LF

Were excited to write, looked confident and found the visit OK. They love KRG, think it improves their lives. But they would like glasses and food aid. They also need more time, or at least the material should arrive on time.

GC

This is an organised group with high praises for their VE and supervisor. The VE is comfortable with marking the LAPs.

Gauteng, Diepsloot

LF

The learners look forward to writing, love KRG, want more time added on and a continuance as well.

VE

Confident with marking and gets enough help from the supervisor.

Limpopo, Chavani

LF

They were excited, though most of them showed better understanding of numeracy. KRG has helped them to sign for pension grants.

VE

The LAPs are up to date, but the VE feels they have too little time for teaching. Some learners haven't made much progress in reading skills.

Limpopo, Mwakinyamani

LA

Nervous

LF

They didn't know how to read and write, but now they can write their names and surnames and their signatures.

Limpopo, Mashau Bodwe

LA

They were nervous... they were scared as this was the first time that they had to do work on their own.

LF

Most of them are old ones. They believe the programme helps them when they have to sign for their grants.