

Visit to Galeshewe, Kimberley

(on 29 October 2015)

John Aitchison

Galeshewe Community learning centre is a main centre housed at the Boitshoko Primary School (boitshokops@gmail.com) in Galeshewe, Kimberley.

I and Akose Maaka met Ms I.K. Mafunisa, the Centre Manager at the school, initially in the office of the Primary School principal, Ms V.S. Morwe. The school itself looks to be well managed and cared for. It is in the older part of Galeshewe and has about 600 pupils, though it was built to house 800, which may partly explain why there is, for example, an office with furniture for the use of the Centre Manager and teachers, and an empty classroom in which they have some cupboards for storing textbooks.



Ms I.K. Mafunisa, the Centre Manager, in her office



The storage cupboards for materials in a spare classroom

We went through the questionnaire that had been compiled and this I have edited to add new points or clarifications and make a correction.

Material in this report is mainly to add additional information, observations and comments that do not fit into the questionnaire.

The Centre

The Centre, which does not have a satellite, is old and may have been opened in the late 1970s (when the DET decided it should reopen nights that had been closed in the late 1950s).

It does not seem to have a Memorandum of Agreement with the School. The relationship between the Centre Manager and the School Principal seemed excellent. The School Governing Body “recognises” the Centre and parents (at times when they come to school meetings) are reminded about the Centre’s adult education provision.

The Provincial Education Department was meant to pay something towards maintenance (water, electricity, etc.) but an amount was last paid in 2013.

The Centre uses ordinary classrooms after hours. The classrooms are well kept, with good chalkboards and decorated with posters and charts. There were three negatives:

- The desks and chairs are small, for small children – and there have been complaints of damage to them when adults have to use them.
- Sometimes the school teachers leave text written on the chalkboard with the acronym PDNE (Please Do Not Erase) leaving little room for the class teacher to write.
- On parent-teacher evenings they have to cancel the adult classes.



Centre Manager, Ms I.K. Mafunisa, three of the educators and Professor John Aitchison in a classroom used for the classes

Please Do Not Erase!

The educators



Centre manager
(centre) and two
teachers



The Maths teacher

They are all on year by year part-time contracts. They can only teach a maximum of 20 hours a week and are not paid for any extra hours they put in. These conditions of service mean that they have no benefits, even if they have served for more than a decade. Those with just a Higher Certificate qualification, because they are part time, cannot get access to bursaries to study further as they are not mainstream school teachers or on the permanent staff.

The programmes

The only programme run is the ABET one and that mainly at ABET level 4. The teach English, Mathematics and Life Orientation at all levels, Human and Social Sciences and also Ancillary Health Care at Levels 3 and 4, Travel and Tourism at level 4.

They did at one time (2002 to 2004) run Senior Certificate classes which were taught by high school teachers working after hours from 2 pm till 9 pm. However they did not provide full coverage of all the subjects and the Centre's ABET level educators had to fill in the gaps, though they were not paid for this extra work. There were also no materials and no budget. So it was decided not to continue. Subsequently some high school teachers run private classes (@ R70 per subject per month). There was a meeting with Moloi from the National Directorate about NASCA a year or so ago.

We warned Ms Mafunisa that it was highly likely that the new set-up would expect Senior Certificate provision (even before NASCA came into operation - they had been told in 2016).

Resources

They cannot use school facilities such as library or the photocopier (though we saw some fliers that had been printed by the school!).

Some photocopies were made by the Adult Education Directorate housed in the Provincial Education Department, but the copy jobs are in a queue and take two to three days.

Some textbooks were provided by the Directorate, but only enough for about a third of the learners, so three learners share each textbook and they are not allowed to take them home. There are no readers at all for the language classes. Some exercise books were provided in the past.

Textbooks that were shown to us were:

English. Level 4, Lesson book. [Media works, 2001]

Effective Communication. ABET level 4. Learner's workbook. [SAADA, 2007]

English course for adult learning. [Vivlia, 2001]

Active English. ABET level 2. [Department of Basic Education, 2008]

Numeracy. ABET Level 3. Workbook. [Media Works, 2002]

Numeracy. ABET Level 4. Workbook. [Media Works, 2000]

Mathematical literacy. ABET Level 3. Learner workbook. [Fundani, No date]

Achieving Mathematics. ABET Level 4. [SAADA, 2007]

Life Orientation. Level 4. Learner's workbook book. [Fundani, No date]

[Note: there was also a **Facilitator's guide** for this book.]

Active living. ABET Level 2. [Department of Basic Education, 2008]

Human and Social Science. ABET level 4. Workbook. [Media Works, 2002]

Ancillary Health Care. Book 1. [SAADA, 2006]

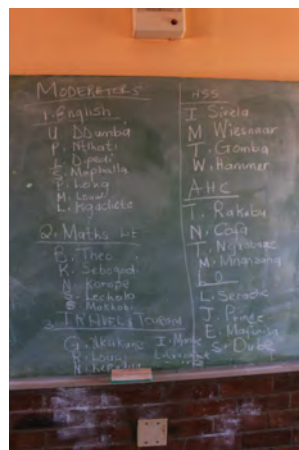
Ancillary Health Care. Book 2. [SAADA, 2006]



Assessment

The regulations enforced by Umalusi relating to the examinations and Site-based assessment are onerous and take up a lot of time.

The centres in the Kimberley (Francis Baard Municipality) area get together to plan exam invigilation and moderation.



The district

There were about 8 PALCs in the Kimberley area, including in the old Coloured area.

There was a coordinator who used to visit twice a month, a curriculum specialist who also visited regularly. There was a secretary at the district office.

Educators in the district appeared to meet voluntarily to plan such things as exam invigilation and moderation.

The same system was operating in the other Northern Cape districts, although the Kimberley one was unusual in that it shared offices with the provincial directorate.

Funding

Only salaries were paid. In 2013 they received some extra money for maintenance and utilities. Further budgets sent in by the centre requesting such have been ignored.

The Centre applied to the lottery but was rejected as they do not have a NPO registration number (and presumably never can as it is a state body).

The function shift

The provincial Adult Education directorate had this system of district managers and curriculum advisors. It is as yet unclear what will replace this. Ms Mafunisa seemed unclear as to what had happened to the old directorate (or its head, Phillips). They had no news at all from the new Community College Administrative Centre set up in Upington, 400 kms away, or from the DHET regional office in Cape Town, 960 kms away.

They did not receive salaries in April, though got them later.

The lack of Kha Ri Gude intake

Mafunisa says that Kha Ri Gude did operate (though not in the last two years). One of the reasons for its success was the social support it gave, for example a soup kitchen.

Recruitment

They used to use radio stations but now the stations charge. Congregations in churches are addressed and they have produced a flier.



Centre Manager, Ms I.K. I.K. Mafunisa and Ms Akose Maaka from the DHET