

NORTHERN CAPE

Provincial overview

The Northern Cape:

- Is the largest province in South Africa, with an arid landscape
- has the smallest population and the lowest population density of all the provinces
- borders Namibia and Botswana to the north, and the Atlantic Ocean on the west.

Major towns are: Kimberley and Upington.

The most commonly spoken home language is Afrikaans (57%) followed by Setswana (33).

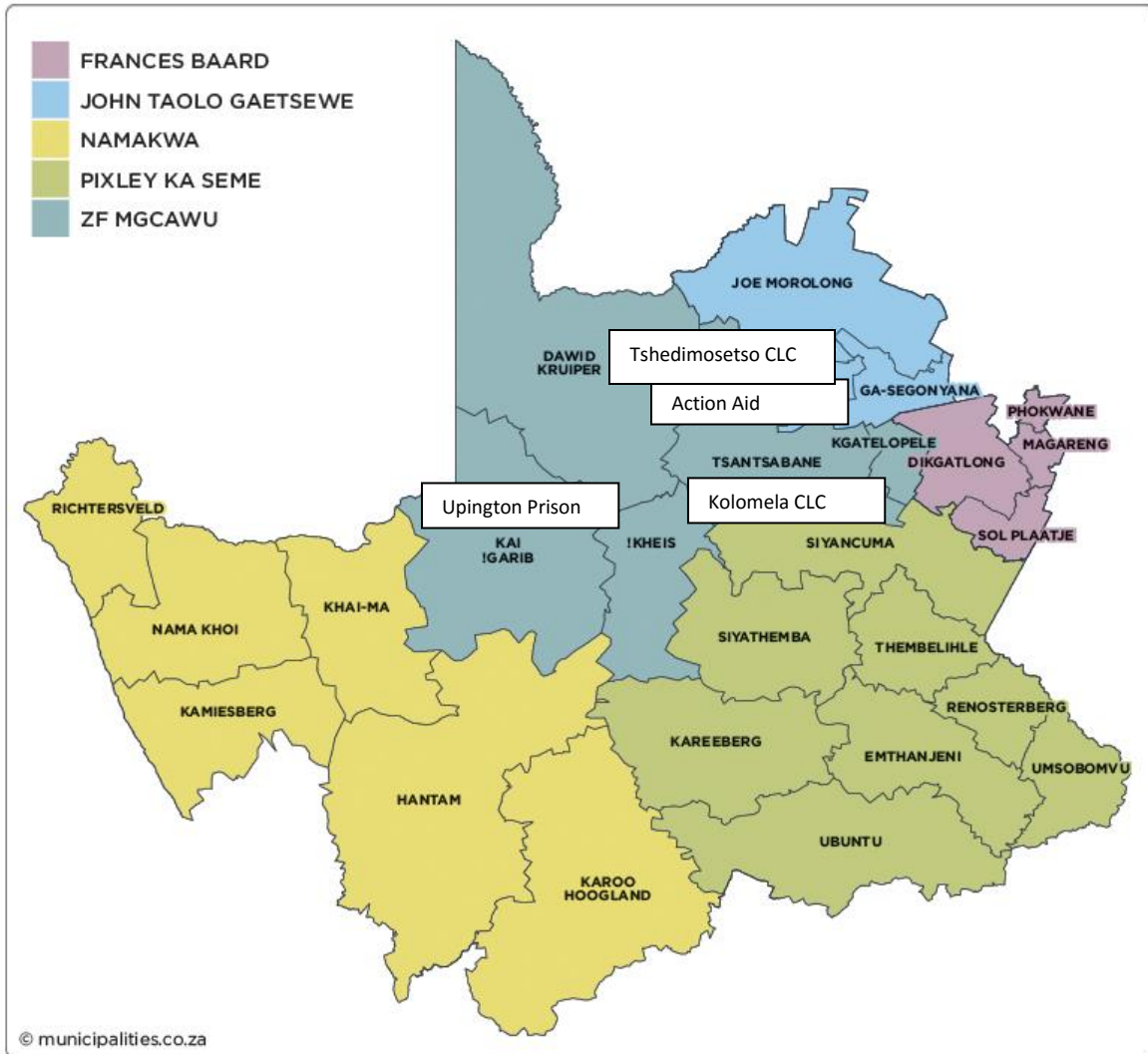
Initiatives in the province relevant to skills development

Economic activity is mining (particularly iron ore), agriculture round the Orange River, stock farming, and manufacturing.

However stock farming in the Northern Cape is currently under severe pressure, with many jobs lost, because of a severe and prolonged drought. The province was declared a disaster area because of the drought in January 2020. This means that some funding became available for those suffering the effects of the drought, but this assistance was limited and short term, and has come to an end.

COVID19 status

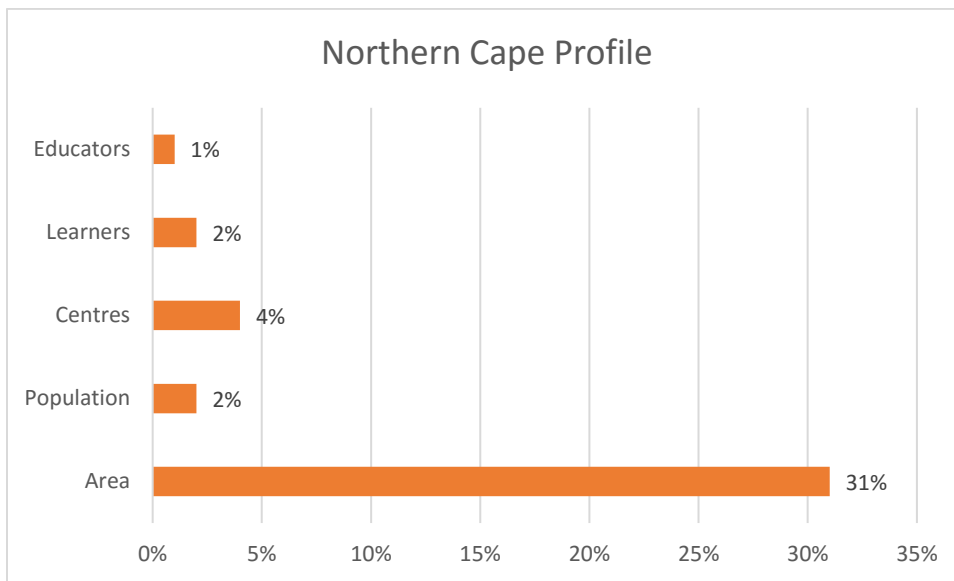
The Northern Cape is relatively COVID free, with only 1.4% of confirmed cases in SA, and in August 2020 its population had registered less than 100 COVID 19 related deaths.



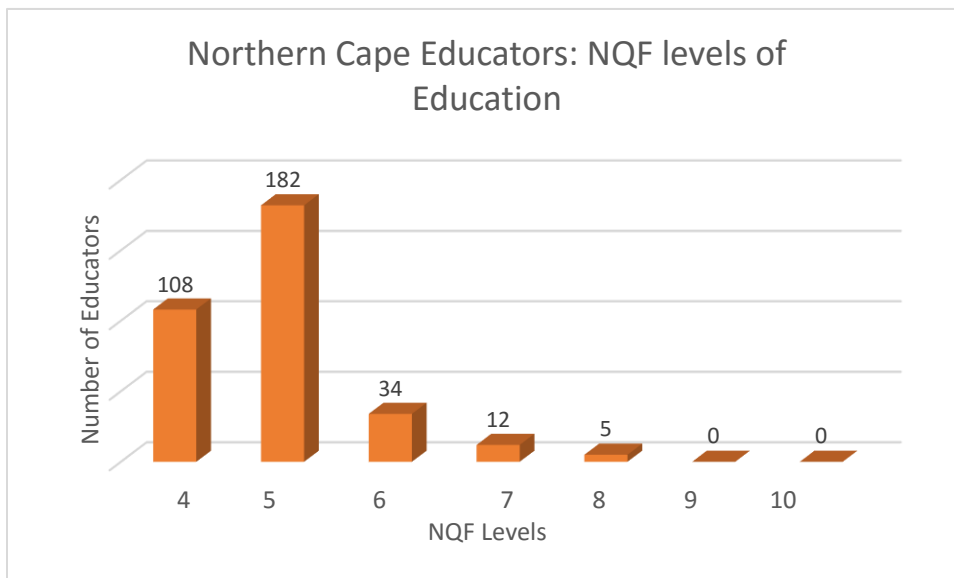
We visited four sites in the Northern Cape in April 2019

- Kolomela CLC in Postmasburg
- Tshedimotsetso CLC just north of Kuruman
- Action Aid NGO in Kuruman
- Upington Correctional Centre

Adult educators in the Northern Cape



Given that the Northern Cape is home to only just more than 2% of South Africa’s population, it is not surprising that it has by far the fewest adult educators of any province in the country, with less than 350 at CLCs across the vast area of the whole province. It has 104 CLCs, with, relative to other provinces, a very low average of 3 adult educators working at each of its CLCs.



From the most recent data available from DHET’s MIS system (from 93 of 104 centres recorded in 2017)

More than half of the Northern Cape's adult educators (53%) have an NQF Level 5 education, with 92% of these qualifications being in adult basic education and training. The most commonly held qualifications at this level are a National Certificate in Adult Basic Education and Training, National Higher Certificate in Adult Basic Education and Training Practice, and a Certificate in Adult Education, Training and Development.

32% of the remaining adult educators in Northern Cape indicated that they have an NQF level 4 qualification, and all of these have only a School Leaving Certificate, but this may not be their highest qualification.

It is very uncommon for adult educators in this province to have a qualification at NQF level 6 or higher, with only 10% holding an NQF Level 6 qualification (most of these have an Advanced Certificate in Education). 4% hold a degree or Honours level qualification and none hold a Masters or doctorate level qualification.

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

KOLOMELA TRAINING CENTRE (Urban CLC)



Building and Facilities

The CLC is situated on the outskirts of the town of Postmasburg, in the centre of five different communities. The buildings are adequate and the CLC has unrestricted access to the rooms it uses since it does not have to share them. There are social ills in the community, for instance young people abusing drugs and alcohol, and a high unemployment rate. However, the community has a good relationship with the CLC, and educators are proud to say that they suffer no theft at the CLC.

Centre manager

Mrs Sehako

Programmes offered

AET levels

AET 1 - Numeracy and Literacy

AET 2 - Numeracy and Literacy

AET 3 – Maths, English, Elective Subjective (HSS, Travel & Tourism, Ancillary Health, Life Orientation)

AET 4 - Maths Literacy, English, Life Orientation, Ancillary Health, ECD, HSS

GRADE 12 – Amended Senior Certificate: English FAL, Business Studies, Accounting, Agriculture, Maths, Maths Literacy, Physics, Geography, History, Life Orientation

Most popular courses offered

All courses – because all are compulsory

Requests for courses that they cannot offer

Computer skills, but they lack the facilities for this, although there are lecturers who could teach this

Drivers licence, Ancillary Health as a course, ECD as a course, sewing as a course.

Non-formal learning offered

None

Non-formal learning that learners want

Skills training, especially computer skills, plumbing, sewing, dressmaking and baking.

Number of learners served

2019: 300+

Number of educators employed in the centre

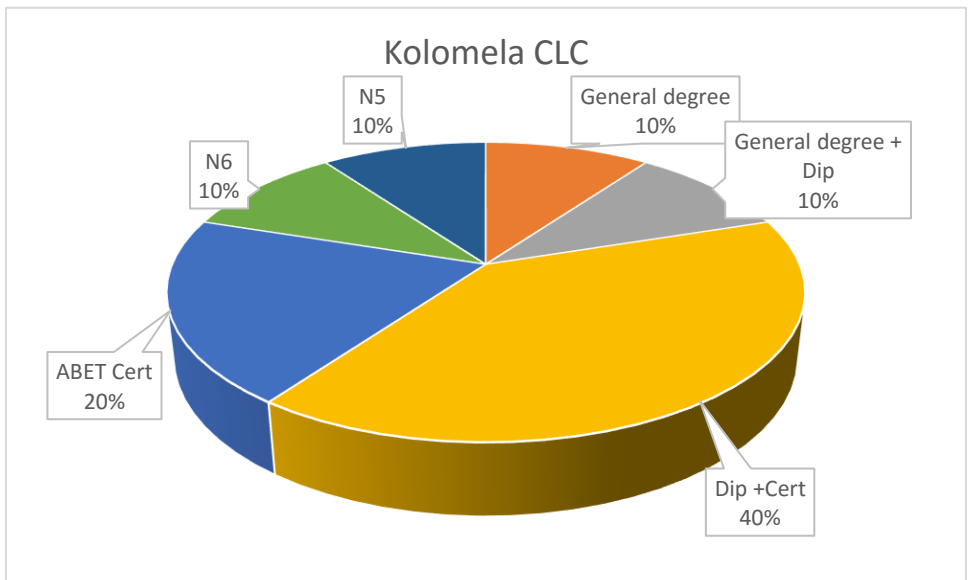
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Staff qualifications

Staff	Qualifications	Subjects taught	Desired training
Kehilwenyane Shereen Sehako	Higher Certificate in ABET Higher Diploma in ABET	Centre Manager	
Orienda Keoagile Lindiwe Manong	National Diploma in ABET ACE in Education Leadership Diploma in Management	Grade 12 Maths	
Valeri Makapane	N6 Management Assistance	Administrator	
Lizwi Mvila	B-Tech Mechanical Engineering	Grade 12 Maths	
Agness Masabatha Phakathe	National Diploma in Human Resources Management Honours in Social Work PGCE	Grade 12 English FAL	
Koena Daphney Mokobodi	Higher Certificate in ABET Higher Diploma in ABET Awaiting Certificate in Huma Resources	Grade 12 English FAL	
Olivier Barend	Higher Certificate in ABET Higher Diploma in ABET	Level 4 Maths Lit	
Morogong Kegomoditswe Christiniah	Higher Certificate in ABET	Level 4 Life Orientation Ancillary Health Care	
Van Nel Nico	Higher Certificate in ABET	Level 4 ECD	
Tonyane Boitumelo Joy	N5 Marketing Management Higher Certificate in ABET	Level 4 HSS, E Level 4 English	

Summary of educators' qualifications at Kolomela CLC

KOLOMELA CLC	
Highest qualification	
General degree	1
General degree + Dip	1
Dip +Cert	4
ABET Cert	2
N6	1
N5	1
	10



Educators are employed and paid by: DHET, through yearly renewed contracts

Do they feel adequately trained?

Educators feel that they still need training, especially in computer skills. They would like more professional development and training in the learning areas they teach, and they would like to pursue their studies.

They cannot afford to pay for training and underqualified educators need bursaries for training.

Problems/disadvantages at this centre

- Funds for operating the CLC are insufficient
- Some learners are parents and they cannot attend classes because they have to look after their children
- Safety and security is a concern for some learners
- They lack a resource centre for
- Access to water is irregular and then sanitation becomes a problem
- Student support system is needed for the learners

Advantages at this centre

- Learners do enjoy the learning they get at this CLC, and drop outs are mainly those who experience transport problems and cannot afford to pay for transport to come to class. Some of the learners from this CLC have done very well, with one even opening her own laundry as a business venture.

Support that is most needed

- Staff feel that there is a need to build the image of the new college by upgrading its facilities and acquiring learning resources.
- They would like to have a plan for developing staff capacity
- Marketing the institution and advertising adult education through billboards and signs, fliers, Facebook, Whatsapp groups, TV, and radio could improve the image of CLCs, and boost learner attendance. It would help to involve chiefs, councillors, mayors, and pastors, and have award functions, and invite the community to attend.
- Transport for the students would help because of the distance between their homes and the CLC.
- Resources they need include
 - Learner's books
 - Teachers guides for Grade 12
 - A computer lab so that learners can acquire computer and internet skills
 - Telephones, and email access
 - Skills training facilities and first aid kits
 - Sports equipment so that they can include sporting activities
 - Printing and photocopier
 - A Kitchen, Boardroom, Sickroom

Educators' sense of their work at this centre

Educators feel that they work well together as a team, and tackle challenges together.

Understanding of the new Community College System

Educators know that the Community College main office is in Kimberley, and they think that the new system delays the process of getting claims paid.



TSHEDIMOSETSO CLC

This CLC is about half an hour's travel north of Kuruman, not far from where the famous missionary Robert Moffat set up a mission at Maruping. It is interesting that it was here that Moffat learned Setswana, developed an orthography for this language, and then created and printed a Setswana version of the Bible - the first whole Bible to be printed in Africa.

Centre manager

S R Sidilang

Building and Facilities

The AET centre is located at a primary school, where they have an office in a building within the premises but separate from the main buildings of the school. Learners start their AET classes after the primary school classes have finished for the day.

Programmes offered

AET Level 4 only: Life Orientation, Setswana, English, Ancillary Health Care, Maths Literacy, Travel and Tourism

Most popular courses offered

Learners do all the subjects - they do not choose.

Requests for courses that they cannot offer

Sewing

Computer skills

Non-formal learning offered

None



Non-formal learning that learners want
Sewing

Computer skills

Number of learners served
2019 – Level 4 = 37

Number of educators employed in the centre
2 including the principal

Staff qualifications

Staff	Qualifications	Subjects taught	Desired training
Educator 1 (Principal)	ABET certificate and Diploma in ABET	English, Ancillary LO	Sewing
Educator 2	Higher Certificate and Higher Diploma in ABET	Setswana, Maths Literacy, Travel and Tourism	Sewing

Summary of educators’ qualifications at Tshedimosesto CLC

Tshedimosesto
CLC
Highest qualification
Diploma and
certificate 2



Educators are employed and paid by: DHET, earning R 12 000.00 per month, which is based on their qualifications and hours worked. They teach 4 hours a day, and say that before the shift from DBE to DHET they taught for 4 days a week, but now it is 5 days a week, Monday to Friday.

Do they feel adequately trained?

These educators would like more training, and they hear that the ETDP SETA is training educators from some centres.

Problems/disadvantages at this centre

- Lack of access to classrooms during the school day
- Dropouts – learners say it is too hard for them, and people in the community mock them
- Learners must travel long distances to the centre and this makes attendance difficult because there is no transport for the learners
- Lack of textbooks, and learning and teaching materials
- Educators must ask for help from the school teachers, since they have no learning materials, and they use their own money to make copies for learners
- DHET officials promise that they will make copies for this CLC, but they do not
- When the moderation comes an educator cannot go without files that are in order (in spite of not having paper / copier)
- Educators clearly feel aggrieved and believe that the principal's office is not supporting their centre well
- They promise to build a community college in Kuruman but they did not
- Learners have difficulties because for each subject they must compile a learner's portfolio - educators have to help learners to compile these files and it is not easy
- There is no photocopying machine
- There is no grade 12 in this centre, the place is poor and cannot find learners

Advantages at this centre

Educators can think of no advantages at this CLC.

Support that is most needed

- Bursaries
- Skills training facilities
- Chairs and relevant learning materials for learners
- Access to computers and the internet
- Sports facilities

Educators' sense of their work at this centre

These educators like to see the students doing something with their lives.

Understanding of the new Community College System

The educators know that the Community College principal's office is in Kimberley

Pictures from
Tshedimosetso



ACTION AID – NGO

<https://www.actionaid.org.za/>

International Organisation involved in community education in Kuruman

Action Aid is an international organisation working in 45 countries on different continents. According to their website, they “work with people living in poverty and exclusion to build sustainable, people-centred and just alternatives to injustice and inequality”.

In South Africa, Action Aid is active in Gauteng, KwaZulu-Natal, Limpopo, the Western Cape, the Eastern Cape and Northern Cape, with 2 or 3 staff members in each location depending on the work they take on in the area.

We visited the Action Aid offices in Kuruman where there are 3 staff members.

Activities

From this office they organise

- improvements in schools by sourcing international sponsorship to provide books, chairs, and improved facilities, such as painting of schools
- community projects like farming projects, youth empowerment clubs
- youth campaigns, children education, assisting community to hold government officials and ward councillors accountable to what they should be doing in terms of programmes such as Integrated Development Programmes
- Advocacy programmes for tolerance of minority gender groups
- Farming projects (mainly driven by women) to enhance livelihoods and reduce dependency on food parcels and other handouts
- Child Sponsorship programmes where a sponsor from other areas in South Africa or different countries sponsors a particular child, and sets up a channel of communicating with that child so that they learn about each other’s lives. Action Aid provides translators, and the child and sponsor may send pictures. In this way sponsors find out how their donations help particular children and how some of what they donate helps with building, extending and maintaining schools. There are 3000 sponsored kids in Kuruman, or in 40 villages in the area.

Much of Action Aids work focusses on youth, and is often organised by a network of about 40 young Action Aid volunteers called **Activista**. This work involves

- Youth groups where they organise camping programmes that focus on social cohesion, and advocacy for various issues. Youths are encouraged to discuss challenges they face, and in the group, to think of ways to overcome these challenges, and plan how they can start and who they should approach. Action Aid also runs Self-Discipline Camps to encourage improvements in behaviour where it is needed. This is run along the lines of a military camp where the youth are treated like soldiers and removed from social media while the camp lasts.
- Information sessions on opportunities for study at tertiary education institutions as well as TVET colleges.

- Boys and girls clubs at schools where young people discuss conscious decision making in the face of challenges
- Fund raising and requesting donations for basic life improving products such as sanitary towels, and ensuring that disadvantaged or poverty stricken youth can have access to basic bodily care, such as getting their hair cut.
- A goat farming project for youth, where groups are given young goats. This project has the support of traditional leaders who give groups of young people land to keep the goats, and the first progeny of each flock is given to new groups to start the project in an increasing number of communities. There is also a catering project for youth in Kuruman where they learn to cater for functions.
- Organising communication between sponsors and the children they are helping in the - they help with the communication of a sponsor and a child.

Non- formal learning

Action Aid provided reading material to a group of women who have farming / gardening project on a piece of land given to them by the chief. Educated people volunteer for Action Aid and use the reading material to help the women develop their reading skills, as well as their numeracy and writing skills. This is all non-formal learning without examinations or grades, but is related to what they need to be able to do in their farming project, and the women are very excited about it.

Just before the COVID lockdown, Action Aid provided and installed four Jo Jo water tanks to villages near Kuruman, so that the women and children did not have to spend hours fetching water, and had access to water, which is especially crucial for washing hands and keeping homes clean during the COVID 19 pandemic.



UPINGTON CORRECTIONAL CENTRE

Building and Facilities

They use DCS premises as their AET centre for offenders.

Centre manager:

Nomvula

Programmes offered

AET Levels

AET 1: Numeracy, Literacy in Afrikaans and English

AET 2: Numeracy, Literacy in Afrikaans and English

AET 3: Maths Literacy, Afrikaans and English (17 learners)

AET 4: Life Orientation, Tourism, Afrikaans, English, SMME, Maths Literacy (19)

Grade 12: Amended Senior Certificate

Most popular courses offered

All learner register for all the subjects, so no course stands out as the most popular.

Requests for courses that they cannot offer

Setswana – they do not offer it because they have only 2 offenders who want to do it

Non-formal learning offered

Hair and Make-up (ladies)

Picture painting (drawings, frames) (men)

Skills Centre – carpentry and Wendy houses

Non-formal learning that learners want

Educators have nothing to suggest here

Number of learners served per year
2019: 61

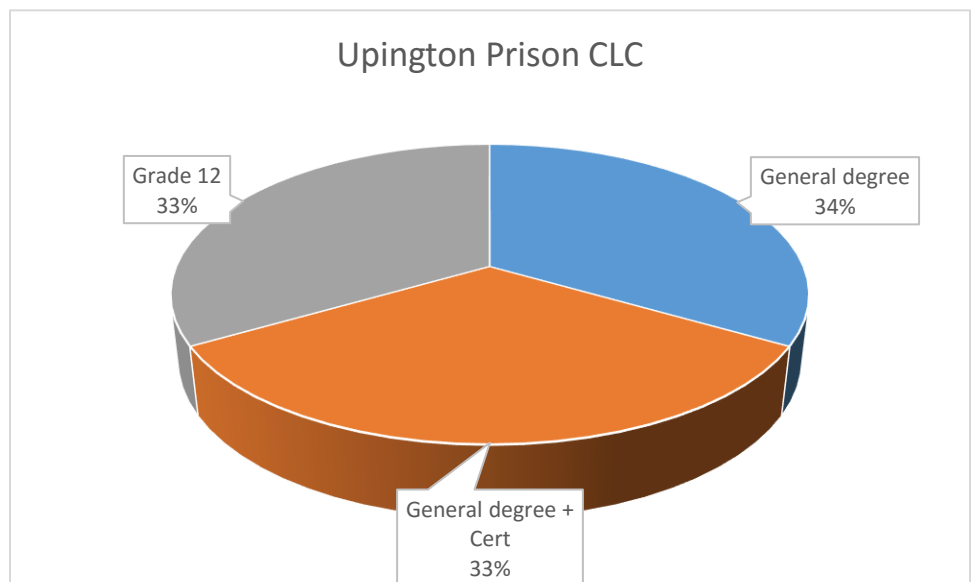
Number of educators are employed in the centre
3, with offenders that are assisting

Qualifications of Educators and Subjects Taught

	Qualifications	Subjects taught	Any desired training
	Grade 12		
	Bachelor’s Degree		
	PGCE – Central University of technology		Psychology

Summary of educators’ qualifications at Upington Prison CLC

UPINGTON CLC	
<u>Highest qualification</u>	
General degree	1
General degree + Cert	1
Grade 12	1
	3



Educators are employed and paid by: DCS

Do they feel adequately trained?

Educators feel that they need to be trained in remedial teaching, and support of learners who have special needs.

Problems/disadvantages at this centre

Some of the learners do not come to school because they do not have shoes, toiletries, or have not had family visits. Soap that is provided monthly by prison does not last until the month end, and they don't attend when their soap is finished. This seems to be a serious issue with learners. They are very aware that they might have bad body odour, especially after hard work in the prison's extensive vegetable gardens, and although this doesn't stop them doing manual labour, fear of having body odour prevents them coming to class.

The educators are concerned that their pass rate is not good

It is not easy to persuade offenders that education is important, and it is not a priority for prison management. Educators are concerned about dropouts, and have tried to have a meeting with the unit managers, supervisors and the dropouts, but have not had success. They feel that the school must report to too many people.

School Based Assessment tasks (SBAs) were received in March and had to be submitted in April, which gave them very little time. In addition, they found the SBAs to be too difficult in relation to what they understand their learners need to be able to do.

Most of the offenders are Afrikaans people and they hate learning English; this is a barrier to learning.

They have learners who are disabled, and they are not well accommodated.

Advantages at this centre

The learners want to participate in school

They want to see progress

Support that is most needed

Training for educators so that they can teach effectively in their context

Access to the internet

Educators' sense of their work at this centre

The educators enjoy seeing their learners make progress from level 1 to level 4. This makes them feel good as educators, since they are able to help offenders who want education.