EDITORIAL

THE WAY WE LEARN, THE WAY WE ARE TAUGHT!

First and foremost, it is correct that the way we learn interacts with the way we are being taught because the way we are being taught on the other hand is the way we learn. If one teaches us to learn in a particular way, the way he/she conducts the teaching has influence in making us learn in that particular way.

It is also quite correct that out of a better teacher comes out better learners. A better teacher could be defined as one that fully understands what is required of him/her in order to be a better teacher. Again, it should be one who understands quite well what is required by the learners in order to win their attention thus becoming better learners. A good or rather better teacher is one that is exemplary to the learners in conduct and personality. Teaching could not only be by word of mouth but also by actions. If a better teacher acts in such a way that the focusing learner is interested in what the teacher does, such a teacher could be counted as better if the learner’s character would depict what the actions of the teacher portrays.

Furthermore, a teacher could be defined as being theoretical or practical. Most often than not, the one who teaches practically turns out to be a better teacher. It is why therefore that, teachers are encouraged to make and use illustrations when they are teaching so that they become better teachers so as to produce better learners.

Teaching by way of illustrations could be when a teacher provides and/or uses teaching aids for his/her students. Obviously, new ways of teaching foster new ways of learning. For instance, technology has brought new ways of learning. The computer world is such that information flows easier and faster than before. The things that are programmed in computers could easily influence learning through pictures, graphics and text simultaneously. For example, to present a certain lesson, a movie could be watched followed by a lesson. Such a way could be considered a new way of teaching that has actually provided a new way of learning for the learners.

(Thulie Shongwe and Sunboy Mazibuko – Diploma in AE Graduates – 2005)
CURRENT ISSUES IN DISTANCE
AND ADULT EDUCATION

Why Use ANDRAGOGY in Adult Learning?

Prudence T. Mamba
Certificate in Adult Education Year 1

Andragogy is a theory developed by Malcolm Knowles which attempts to describe how adults learn. His hypothesis was that adult learning could not follow the principles of traditional pedagogy in which teachers are responsible for making decisions about what will be learned. Because adults in general are more self-directed, they should take control of their own learning. The definition of an adult, however, does not strictly relate to age. Knowles (1980) describes adulthood as “the point at which individuals perceive themselves to be essentially self-directing”. Adult learners in general are differentiated by the following:
- they are self directed;
- they are goal oriented;
- they are practical and problem solvers; and
- they have accumulated life experiences.

1. Adults Need To Be Involved In The Planning and Evaluation Of The Instruction

As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being. A person becomes an adult, according to Knowles, psychologically, is that point which he perceived himself to be wholly self-directing. It is at that point when he also experiences a deep need to be perceived by others as being self-directing. There are some elements of self directedness in children’s learning but they are not dependant learners for which of the time, learning for them is an activity which is natural and spontaneous.

Example
If Ntfonjeni farmers were to come together and discuss their need for 2 000 tonnes maize silos, first, they would be involved in the maize farming whereby a need for the maize storage could arise. They would then plan how they can construct the silos; this could be in different committees whereby they would come together with a common plan and begin the construction, and evaluate their instruction thereafter.

2. Experience (Including Mistakes) Provides The Basis for Learning Activities

As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning. There is a belief that adults learn more effectively through experiential techniques of education such as discussion or problem solving. There may be times when experiential learning is not appropriate for example when a substantial amount of new information is required. We have to ask the question, what is being learnt before we can make judgments. It could also be argued whether childrens’ and young peoples’ experiences are any less real or less rich than those of adults. They may not have the accumulation of so many years, but the experiences they have are no less consuming and still have to be returned to, entertained, and made sense of. This would support the argument that age and amount of experience makes no educational difference.
Example
An association of maize farmers at Mankayane is made up of different aged farmers ranging from 18 - 55 years. They come together to share experiences as they do their daily farming at the scheme. Mostly the young ones learn a lot from the elderly, especially those who have been with the association for a number of years. It is only now that they can get a higher yield of maize from a smaller hectarage, of which it was not the same in the past five years.

3. Adults Are Most Interested In Learning Subjects That Have Immediate Relevance to Their Job or Personal Life
As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles. Knowles put it like it is difficult to see how this assumption has any implication at all for the process of learning, let alone how this process should be differentially applied to both adults and children as children also have to perform social roles. The most important point here is that the relevance of study becomes clear as it is needed to carry out a particular task; it is at this point that more ground can be made as the subject seems relevant. Knowles pointed out some other problems "Adult education programs, therefore, should be organised around life application categories and sequenced according to learners' readiness to learn" (1980:44).

Example
When conducting a workshop for Manzini Region farmers, they will learn from me (instructor) as much as I will learn from them. At first, I would find out what they need to learn and then I will deliver precisely as per their need. For example on marketing the crop I would talk to them about National Maize Corporation; how she receives the maize and the condition of the maize at the time of receiving, as well as the payment procedures.

4. Adult Learning Is Problem Centred Rather Than Content - Oriented
As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation towards learning shifts from one of subject centredness to one of problem centredness. This is not something that Knowles sees as 'natural' rather it is 'conditioned'. It follows from this that if young children were not conditioned to be subject-centred then they would be problem-centered in their approach to learning. The relation here is not age or maturity but to what may make for effective teaching. Adults have a greater wish for immediacy of application than it is with children.

Knowles also sees that as a person matures the motivation to learn is internal. It is also conditioned rather than natural. This readiness to learn is the result of the need to perform (externally imposed) social roles and that adults have a problem-centered (utilitarian) approach to learning.

Example
The grey-leaf disease in maize would make all maize farmers to come
together to find out a solution from Agricultural Officers concerned and then after getting what pesticides to use they would buy from any farm input shop around town. It would be after solving the grey leaf problem that they would look forward to their good yields.

Adult Education Students at UNISWA during Orientation in August 2005.

FEATURE ARTICLE

ESSENTIAL COMPUTER SKILLS

Getting Started

By
Phumzile H.S. Vilane
(Dip. in Adult Education 1)

It may happen that you are one person who may have in the past shunned a computer because it made you feel very uncomfortable. Even if you happened to get a chance and type on that keyboard, you did not reach the level of comfort that is experienced by those who are computer literate. Now as an adult learner, you see the need to know more about the use of a computer. This essay on “Essential Computer Skills” is aimed to help you become a friend with a computer. These days computers have become a basic tool, which is used almost everywhere. In most places of business computer use is standard. The banks use them to check on account information for clients. Doctors keep patients’ records and financial statements in file folders and they can easily refer to them by accessing their computers. Computers can also be used for research purposes. For example, finding books in the library using computerized database, searching the periodicals for journals and browsing the internet. All you need is to know the basics in a computer, which will give you a solid foundation.

It is in your best interest to start off as a computer literate individual. Computer literacy does not mean knowing how to use every single piece of software that you may come across. Neither do you need to know how to write programmes or network computers. For starters, you need to know the computer language that is a necessity. This will help you to know how to describe any piece of hardware, software and functions on your computer, in case you encounter problems that need to be attended to by the experts known as computer technicians. You need to know how to operate basic computer operations. These may include:

a. To turn the computer on & off.
b. To use the keyboard and mouse.
c. To open software applications.
d. To open, minimize & close windows.
e. To use a word-processing programme.
f. To manage files and folders.
g. To send and receive email messages.

This may seem to be too much work for an adult learner but believe me, it is worth the effort. Computers are the most interesting tool to use and they are so easy to learn. Having learnt the basics,
these should lead you to the most interesting part that is conducting library and internet research.

By browsing the periodical section of the library, the adult learner can get access to journals. It is also possible to browse online journals that are only available in electronic form and not in paper form. You can also search for books and articles that are available in the library. The author’s name, title or subject is required to conduct this search. This then gives you a number of books or articles that are available in the section that you browsed and their call numbers. The call numbers make it easy for you to locate the book or article in the library shelves. You do not have to go reading all the books in that section in order to get the one that you want. At times I wish we had an internet system that would allow us to search, pick and read books on our computers, without having to go there in person. This would be of advantage to all of us because we would get any book we want when its free, unlike now when you find that the book is out on loan. Wow, wouldn’t that be wonderful!!

Another interesting internet resource is the World Wide Web (WWW). This allows you access to a number of web pages which you can read or make print outs from. Web pages are similar to reading a book that you find in the library shelves. Most web pages consist of text with additional information like graphics, audio or digital video. Access to the web page can be made easy by use of a website address or URL (Uniform Resource Locator).

An example:
Ingeta (an online index of academic and professional journal articles):-
http://www.ingeta.com/

WWW can also be accessed by those whose computers have a software known as a Web Browser. Most commonly used Web Browsers are Netscape Navigator and Microsoft Internet Explorer. The use of search engines in research is also encouraged. Adult learners can find information relevant to their courses in search engines such as Google, Yahoo and MSN. The news search engines are also featured, especially if you need information on community news and articles.

Search engines have related sites that are always shown on that particular web page. These can be reached by clicking the mouse on them. The internet search gives you a wide variety of sites related to every web page. With this variety the search becomes endless. Actually, the more you search the more information and knowledge you gain.

This knowledge can be extended to others by communicating with them through a tool known as email. You need to have an email address to send and receive messages. Those particular individuals you are communicating with should also have email addresses. Special software is required for an email address. Example of an email address:
Cindi2@yahoo.com
Or
cindiswa@uniswacc.uniswa.sz
Other tools of communication are discussion forums, chat rooms and instant messaging. Instant messaging is similar to an email because you still use your email address but without the @ and the information that follows. The part that you use is referred to as an ID. For example:
Cindi2@yahoo.com would read as yahoo id: Cindi2 only.
Just like the email, you are only able to communicate with those who have the yahoo id's in this case. It is called instant messaging because the messages are brief and both communicators should be on the internet at the same time so that there is immediate response. Instant messaging also allows you to communicate with more than one person at the same time. You know who you are talking to by their id's.

You can also subscribe to a number of sites that are of interest to you for free or at a cost. Newsletters on educational information are also available. Subscribing to these gives you an advantage to getting to know what is happening around you before other people do. You get an update on current events.

Your knowledge on computers would not be complete if you cannot create or edit reports and presentations. This can be done by using the word processor known as MSWord or Word Perfect. Creating and presenting slides on PowerPoint is most commonly used in workshops and conferences.

By now I am sure you cannot wait to get your hands on that computer. So let's go:

ON YOUR MOUSE,
CLICK START ON YOUR DESKTOP,
SELECT A SOFTWARE APPLICATION,
TAP YOUR KEYBOARD TO SUCCESS AND
KEEP THAT MOUSE FLOWING LIKE A PEN!!!

References
http://careerplanning.about.com/od/importtnatskills/a/comp_literacy_p.htm

http://adulted.about.com/cs/computerliteracy/a/computerbasics.htm


COMMUNITY SERVICE

In this issue we present a short report on an activity that was conducted in Nzongomane Community in 2003. It is a challenge for the department to find ways to make follow-ups to see whether there is progress after intervention.

Cacatemela Women's Association

The group is located in Nzongomane community. General community needs were identified and prioritized in a meeting where the Home Economist worker from the Ministry of Agriculture (Nhlangano) was present. They were prioritized as
follows:

i) Lack of clean water  
ii) Lack of good roads  
iii) Lack of a health clinic  
iv) Lack of telephones  
v) Lack of electricity  
vi) Improvement of income generating project operation.

On the other hand, Cacametala Women's Association was formed in 1993, after a community meeting which was organized and convened by the Ministry of Agriculture and DPM Office with a view to conscientize the community about tile making machine. The Agriculture extension workers were closely monitoring the progress of the projects for some time. The performance and motivation was very high during the presence of the extension workers. After their departure, the members experienced a decline in performance and motivation.

Group Profile
This group comprised of female and males. The majority of the members are not working. Their level of education ranges from primary to secondary level. Most of the members are Christians. They have dependants ranging from six to more than ten per member.

Problem Identification
Needs assessment was used as a method for identifying the problem for the group. Once needs assessment is finished, quasi needs assessment is conducted. This stage focuses on the identification of ways and means to close the identified gaps. It provides the strategies and tools required to meet the specific performance required. It seeks the resources quality and availability of the methods and means to close the gaps.

The facilitators discovered that the group had some problems which led to failure in some of the projects. For example, the making of roof tiles project was failing due to lack of market. They stopped making cement water tanks because of the same problem.

The group was also dissolving due to theft in the beekeeping project. Some community members steal the honey and damage the boxes where bees are kept and it is very discouraging. Boxes are very expensive to buy or make. The group also had some problems, where some of the committee members do not attend meetings including the chairperson. They now keep the bees as individuals. Each and every individual is responsible for his or her bees.

The group listed the following needs: lack of leadership skills, lack of business management skills, and lack of bee keeping and management skills. They have a number of projects which they run. These are:
1. Mealie meal grinder (miller) hammer mill
2. Bee keeping
3. Sewing
4. Cement tanks
5. Cement roof tiles

They also need a market for their produce.

Required Performance
Good leadership skills, Good business management skills, Have bee keeping management skills and Good record keeping skills.
Problem Statement
Group members of Cacametela Women’s Association are situated at Nzongomane area in the Shiselweni region. Most of them are not employed. They have made efforts to earn more money or some money through income generating projects such as, bee keeping; floor polish making and shoe polish (using the wax from the honey cabs); making of roof tiles and other activities as mentioned earlier. Members could make sufficient income if they could be provided with relevant skills that would make their project more productive. An instructional programme was designed to assist the group.

Instructional Goal
At the end of the training programme, members of Cacametela will be able to manage their projects and would have acquired the skills on leadership and business management which will help them manage their project effectively (economically and socially).

Objectives of the Programme
At the end of the training participants were able to define what a leader is and leadership style. Furthermore, they were:
- Able to state the characteristics of a good leader.
- Able to explain and state the procedure followed when selecting a leader
- Able to define the role of the office bearers, (chairperson, secretary and treasure)
- Able to state the importance of record keeping in an organization without making a single mistake.
- Able to state the 6ps that are taken into account for a successful business, (the 6 P’s are place, people, products, price, profit and promotion)
- Able to state the four main characteristics of a good business.

Facilitators
The facilitators of the two days workshop were Emelyn Mdluli who is a Home Economics officer in the Shiselweni region under the Ministry of Agriculture. She facilitated leadership skills. Joyce Muntu Dlamini, a teacher at Evelyn Barrnig Primary School facilitated on business management skills.

As eluded earlier, many groups are facilitated but there is no proper mechanism in place to make follow-ups after training. It is a challenge to all of us.

TIPS on HOW TO…in ADULT EDUCATION

How to Become Computer Literate
Dumisani Malinga
Year 3 (B.Ed) Adult Education

The lack of technological and skills knowledge is said to be contributing to the underdevelopment of Third World countries, including Swaziland. In our society many adults are computer illiterate (including adult educators), if it happens for one to be computer literate she/he is reluctant to make good use of the knowledge and skills to gain experience, as a result he ends up forgetting most of what he knows. This is a serious setback faced by our society
especially adults, but this does not mean the end of the world for us. Below are suggestions that could be used by anyone interested.

If you are computer literate and do not have an idea where and how you can make good use of your knowledge and skill— an Internet Café is the answer. For example, by making use of your nearest Internet café you can type and send your assignments to your lecturer through the E-mail facility. The Internet offers overseas employment opportunities for Accountants, Social workers, Teachers, Nurses and many more - the choice is yours. It also offers business and friendship/relationship opportunities for the young and old.

If you are computer illiterate and have no idea of the cheapest way to become computer literate - the Internet café is still the answer. For example, these days the Swazi Post is running an advertisement inviting all and some day to empower themselves with computer skills from their internet café. All one have to do is to visit your nearest Internet café and register or secure and account with them, then you are done, to be able to practice your computer skills or learn to use a computer.

STUDENTS CORNER

Orientation for Certificate and Diploma
At the beginning of every academic year the department holds an orientation programme for the Certificate and Diploma students. The B.Ed (Adult Education) are oriented through the Institute of Distance Education.

Among others, the Menu normally covers the study programme, course structures, attendance, mode of instruction (part-time) and assessment. This year we invited the Director of Community Service (Dr. N.O. Simelane) to orient students on community service at the university.

DEPARTMENT REPORTS

DEASA MEETING AND WORKSHOP
September 16 - 18, 2005 (Gaborone Botswana)

Four (4) members of staff in the department of Adult Education attended a DEASA Meeting and Workshop in Botswana from 16 - 18 September 2005. These are A.M. Mkhwanazi, BTN Ngwenya,
D. Jele and P.L. Biswalo. Mrs L.D. Vilakati represented IDE.

The meeting was preceded with a two days workshop. The theme of the workshop was “Research in Open Distance Learning: A Tool for Capacity Building, Innovation and Regional Relevance” Staff members got a dose on beginners in research (for beginners) as well as writing winning funding proposals for advanced researchers.

Countries which attended included Namibia, Lesotho, South Africa, Zimbabwe, hosts Botswana and Swaziland. Below are some pictures from the meeting.

Guest of Honour (Minister of Communications Science and Technology – Botswana) fourth from right and Chairperson of DEASA (3rd from right) during the Opening Ceremony.

BTN Ngwenya and Mrs L.D. Vilakati

2005 GRADUATION

The 2005 graduation for UNISWA took place on 1st October 2005. It was a successful year for our students. Below we present some photographs of the occasion. Good Luck to our Graduates!

Fikile Cebe and Frank Dlamini (Year 5)

Sipho Mamba and Phumzile Nhlengetwa (Year 5)

Abednego Gama (L), Makhosazana Dlamini and Samketi Dlamini (Year 5)
Lindiwe Maseko (Year 5)

From Left – Dumsani Simelane, Xolile Dlamini, Constance Dlamini and Senamile Dlamini (Diploma year 2)

Alton Lukhele and Deniese Mnisi (Certificate Year 2)

PROGRAMME CALENDAR

Certificate and Diploma
Residential Session: 1 – 5 October, 2005
Study Weekend 15 – 16 October, 2005
Study Weekend 29 – 30 October, 2005
Study Weekend 12 – 13 November, 2005
Residential Session 10-14 December, 2005

Degree – Adult Education
Residential Session: 6 – 8 October, 2005
Study Weekend 05 – 06 November, 2005
Tutorial Session 26 – 27 November, 2005
Residential Session: 03 – 04 December, 2005

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