

The relationship between an Adult Basic Education and  
Training (ABET) literacy program and women's lives in  
Semi-urban context, in Cape Peninsula

By

Christolene Bernardine Beauzac

Dissertation presented in partial fulfilment of the requirements for the degree  
of MA Human Ecology at the University of the Western Cape

The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text "UNIVERSITY of the WESTERN CAPE" below it.

UNIVERSITY *of the*  
WESTERN CAPE

November 2010

Supervisor: Prof JJ Cornelissen

The relationship between an Adult Basic Education and  
Training (ABET) literacy program and women's lives in  
Semi-urban context, in Cape Peninsula

Christolene Bernardine Beauzac



Key words: women, illiteracy, functional literacy, critical literacy, ABET , literacy programme, Ethnographic study, Empowerment, Development, Cape Peninsula

## **Abstract**

In “Enabling the right to literacy is one of the greatest gifts that any government can give its people, since it opens so many opportunities for enhanced understandings, in South Africa, for realizing the benefits brought about by the new democracy” (Mc Kay, 2008:2). South Africa has embarked many upon national literacy programs. Although the rationale behind the programmes varies, the assumption is that these efforts are to increase the literacy level of South African adults. These literacy programmes will have

positive consequences for the learners, their communities and eventually for the country as a whole. As the freedom charter boldly proclaims that the “doors of learning and the culture should be opened to all” (ANC Discussion Framework 1994:3)

The aim of this research is to explore the relationship between an Adult Basic Education and Training (ABET) literacy program and women’s lives in Semi-urban context in the Cape Peninsula. The objectives of the study was to:

- 1.1 Explore the existing everyday literacy practices of women in a semi-urban community?
- 1.2 Determine what kinds of literacy goals and practices are being promoted in the ABET analysis
- 1.3 Determine the consequences of the promoted vision and practices of the literacy program on women’s lives in their particular context.
- 1.4 Determine the gaps in the promoted vision and practices of the literacy program in relations to women’s lives in their particular context.

The research employed a qualitative research paradigm. The ethnographic approach was used to conduct the research. Data collection was done through various ethnographic techniques, classroom observation, in-depth interviews and document analysis.

The population was 85 women who participated in a Adult Basic Education and Training programme in Eersterivier in the Cape Peninsula area a questionnaire was used to collect demographic information of the participants

Data was analysed by thematic analysis and coded, categorised and discussed according to the aim and objectives of the study in relation to previous studies

The main findings were why exploring the existing literacy practice women were depended on others for literacy assistance, which made them avoid literacy events and become vulnerable in this process to cope with the everyday life.

The Eersterivier Community Learning Centre promoted the vision and practices of the National Multi-year Implementation Plan for Adult Basic Education and Training.

The relation between the literacy programme and women’s lives were positive, because after participating in the programme women could count, read, write and converse in English in line with the specific outcomes and unit standards of ABET level 1. Few gaps

were identified between the Eersterivier literacy programme and the ABET programme's vision and practices.

The main recommendations were that the Eersterivier Community Learning Centre should ensure that participants know their needs are being determined. Funding must be obtained to improve the teaching material. The community learning centres (CLC) need to work more closely with the Education Department. More money allocated to CLC to improve resources. ABET should be viewed holistically, it should be more than just educating learners on reading and writing but it should be focused on the participants social, economical, health and legal concerns. Literacy Programmes should involve other stakeholders from the community to participate within teaching process, as this strengthens learning of learners for example the more involved the community are within the literacy program the more the program will be strengthened and community participation will be present. Teaching participants technical skills that they could use within their everyday life that could enhance their financial position.



## Declaration

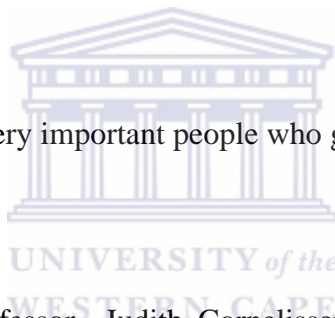
I, ..... undersigned, hereby declare that the work contained in this dissertation is my own original work that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature: .....

Date: .....

## Acknowledgements

I wish to thank the following very important people who gave me strength and inspiration throughout the study.



- To my supervisor, Professor Judith Cornelissen, thank you for always being there, believing in me and pushing me to draw on my own knowledge and link it to "the bigger picture".
- My parents Bernard and Sybil Beauzac for your guidance and support.
- My brother Brendon for always smiling and checking up on me.
- Jerome Mc Kay who always inspires me.
- My grandmother and late grandmother.
- To all the community members and ABET participants for their support and participation.

- Last, but not least, I want to thank God for making all of this possible.

## CONTENTS

Key words	i	
Abstract	ii	
Declaration	iv	
Acknowledgements		v
<b>CHAPTER ONE: STATEMENT OF THE PROBLEM</b>		
	1	
1.1	Introduction	1
1.2	Rationale for the study	3
1.3	Significance of the study	4
1.4	Objectives of the study	5
1.5	Conceptual, theoretical framework	5
1.6	Outline of the research report	7
1.7	Summary	8
<b>CHAPTER TWO: LITERATURE REVIEW</b>		9
2.1	Introduction	9
2.1.1	The concept of literacy	9
2.1.2	Literacy discourses	13
2.1.3	Literacy as social practice	17
2.1.4	Historical perspectives of literacy	22
2.1.5	Literacy in developing countries	23
2.1.6	Historical perspectives of literacy in South Africa	26



2.1.7	Summary	30
2.2	Adult Basic Education Training ( ABET) in South Africa	30
2.2.1	What is Adult Basic Education and Training (ABET)	30
2.2.2	Legislative framework of ABET	31
2.2.3	History of ABET in South Africa	36
2.3	Women’s literacy and development	40
2.3.1	Causes of illiteracy among women	40
2.3.2	Importance of women’s literacy	41
2.4	Literacy and Empowerment	43
2.4.1	Empowerment	44
2.4.2	Personal Empowerment	44
2.4.3	Women Empowerment	45
2.4.4	Community Empowerment	46
2.5	Millennium goals and women education	49
2.6	Education for All (EFA) Global monitoring	50
2.7	Human Capital Theory	51
2.8	Adaption of the illiterate in a literate world	51
2.8.1	Adaption Technique	52
2.9	Summary	53



## **CHAPTER THREE: RESEARCH METHODOLOGY**

55

3.1	Introduction	55
3.2	Research Setting	55
3.3	Literacy profile of centre	56
3.3	Study Design	57
3.4	Sample	58
3.5	Data Collection	58
3.5.1	Observation	58
3.5.2	In-Depth Interviews	60
3.6	Document Analysis	61
3.6.1	Validity of document analyses	61
3.6.2	Reliability of document analyses	61
3.7	Data analysis	61
3.8	Validity and Trustworthiness	62
3.8.1	Validity	62
3.8.2	Trustworthiness	63

3.9	Ethical consideration	63
3.10	Limitations and delimitations	64
3.11	Summary	64

## CHAPTER FOUR: RESULTS AND DISCUSSIONS

65

4.1	Introduction	65
4.2	Learners Demographic Profile	66
4.2.1	Introduction	66
4.2.1.1	Demographic	67
4.2.2.2	Citizenship of the group	69
4.2.2.3	Educational Background	69
4.2.2.4	Financial Position	71
4.2.2.5	Motivation for attending the literacy programme	72
4.2.2.6	Where did they hear about the literacy programme	74
4.2.2.7	Summary of learners demographics	74
4.3	Demographic Profiles	75
4.3.1	Centre manager Demographic Profile	75
4.4	Educators Demographic Profile	76
4.4.1	Educators Age	76
4.4.2	Educators race	77
4.4.3	Remuneration of educators	77
4.5	Improvement of existing literacy practices of women	80
4.5.1	Current literacy skills	80
4.5.2	Motivation to attend literacy programme	82
4.5.3	Recruitment of ABET literacy programme	83
4.5.4	Relevancy of ABET literacy programme	84
4.5.5	Assessment of needs	85
4.5.6	Level of literacy at the beginning of the literacy programme	87
4.5.6.1	Numeracy	87
4.5.6.2	Reading and writing	88
4.5.7	Copying mechanisms with being illiterate	89
4.5.8	Difficulty being illiterate	91
4.5.9	Influences of illiteracy on the everyday life	94
4.5.10	Asking for assistance	96
4.5.11	Importance of literacy	98
4.5.12	Expectation upon enrolment	101
4.5.13	Benefits of the ABET class	102
4.5.14	Main themes everyday literacy practices of respondents	103



4.6	Centre Management of Eesterivier ABET Community Learning Centre	105
4.6.1	Introduction	105
4.6.1.1	Community awareness and recruitment	105
4.6.1.2	ABET programme's offered in the community	105
4.6.1.3	Centre pre assessment	106
4.6.1.4	Challenges of the literacy programme	106
4.6.1.5	Role of the Department of Education	107
4.6.1.6	Impact of the literacy programme	107
4.7	Educators at the Eesterivier ABET Community Learning Centre	108
4.7.1	Introduction	108
4.7.1.2	Aim of the literacy classes	108
4.7.1.3	Educators view on recruitment	109
4.7.1.4	Educators Training	109
4.7.1.5	Curriculum design of Eesterivier ABET Community Learning Centre	109
4.7.1.6	Observations of the educator	110
4.7.1.7	Challenges faced by the educator	110
4.7.1.8	Most effective assistance of the ABET level 1 programme	111
4.7.1.9	Community awareness of CLC	111
4.7.1.10	Placement of learners	111
4.8	Literacy practices and goals as promoted by the ABET analysis	112
4.8.1	Department of Education national definition on ABET in South Africa	112
4.8.2	Department of Education (Multi-Year Implementation Plan) Vision for ABET	112
4.8.3	Department of Education (Multi-Year Implementation Plan)Sub objectives for ABET	113
4.8.4	National Modularised Curriculum	114
4.9	Assessment of Eesterivier ABET Community Learning Centre	115
4.9.1	Evidence of why the programme is needed	115
4.9.2	Target group	115
4.9.3	Statement of purpose of programme	116
4.9.4	Learning outcomes	116
4.9.5	Timetabling	120
4.9.6	Programme curriculum content	120
4.9.7	Description of appropriate educational methods	121
4.9.7.1	Teaching techniques	121
4.9.7.2	Pace of lessons	121
4.9.7.3	Time spent on a lesson	122
4.9.7.4	Assessment of learners	122

4.8.9	Resources	123
4.9.8.1	Library	123
4.9.8.2	The sport and recreation centre	124
4.9.8.3	The community Hall	124
4.10	Assessing ABET instruction materials	125
4.10.1	Content of learning materials	125
4.10.2	Presentation and technical quality of materials	126
4.10.3	Readability	126
4.10.4	Teaching effectiveness	126
4.10.5	Target population whom material are designed for	127
4.10.6	Content according to the NQF level	128
4.10.7	Cost	128
4.11	Learning outcomes used in the Eesterivier ABET Community Learning Centre	129
4.11.1	Literacy learning outcomes module 1-5	129
4.11.2	Numeracy learning outcomes module 1-5	130
4.11.3	Classroom outcomes	132
4.11.3.1	Teacher-centered tuition approach	133
4.11.3.2	Learner centered tuition	134
4.12	Impact of the programme	134
4.12.1	Literacy and women's lives for the ABET programme	134
4.12.1.1	Counting	135
4.12.1.2	Number Symbols	135
4.12.1.3	Number Names	136
4.12.1.4	Adding	137
4.12.1.5	Subtracting	138
4.12.1.6	Multiplication	139
4.12.1.7	Division	140
4.12.1.8	Fractions	141
4.12.1.9	Shapes	142
4.12.1.10	Working with money	142
4.12.1.11	Reading Time	144
4.12.1.12	Reading time tables	144
4.12.2	Reading	148
4.12.2.1	Recognise symbols and letters and make meaning	148
4.12.2.2	Express and respond opinions	149
4.12.2.3	Relate text to own experience and knowledge	150
4.12.2.4	Interpret and relate critically to text	151
4.12.2.5	Using appropriate reading strategies	151
4.12.2.6	Organise and format text	152

4.12.3	Speak English	152
4.12.3.1	Initiate and maintain conversation	152
4.12.3.2	Understanding literal meaning	153
4.12.3.3	Select and present appropriate content for writing	153
4.12.3.4	Ask and give instructions	154
4.12.3.5	Make and respond to offers and questions	154
4.12.4	Writing	155
4.12.4.1	Listen and respect critically to oral text	155
4.12.4.2	Using appropriate reading strategies to suit the text and the purpose of task	155
4.12.4.3	Write for a variety of purposes and context	156
4.12.4.4	Write in appropriate languages	156
4.12.4.5	Write a variety of purposes	156
4.12.4.6	Plan, Draft and edit own writing	155
4.12.5	Gaps in literacy programme	161
4.12.6	Summary	163

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

165

5.1	Introduction	165
5.2	Conclusion	165
5.2.1	Explore the existing literacy practices of women in semi-urban community	165
5.2.2	Determine what kinds of literacy goals and practices are being promoted in the ABET analysis	165
5.2.3	Determine the consequences of the promoted vision and practices of the literacy programme on women's lives in their particular context	167
5.2.4	Determine the gaps in the promoted vision and practices in relations to women's lives in their particular context	168
5.3	Recommendations	168
5.3.1	Explore the existing everyday literacy goals and practices of women in semi-urban communities	168
5.3.2	Determine what kinds of literacy goals and practices are being promoted in the ABET analysis	168
5.3.3	Determine the consequences of the promoted vision and practices of the literacy programme on women's lives in their particular context	168



5.3.4	Determine the gaps in the promoted vision and practices in relations to women's lives in their particular context	169
5.4	Limitations of the study	169
6.	REFERENCES	171
7.	Appendices	180

## APPENDICES

Appendix A	Permission letter to CLC	180
Appendix B	Consent Form	181
Appendix C	Information sheet	182
Appendix D	Demographic Questionnaire students	185
Appendix E	Demographic Questionnaire Educators & Centre manger	186
Appendix F	Interview for students	187
Appendix G	Interview Centre manager	193
Appendix H	Interview Educators	195
Appendix I	Interview two of the students	198
Appendix J	Diagnostic tool for placement test	206
Appendix K	Placement tool Example	207
Appendix L	Learning martial example	208
Appendix P	Photos of participants	209



## LIST OF FIGURES

Fig 2.1	Literacy Practices	20
Fig 2.2	Literacy as a language	20
Fig 2.3	National Qualification Framework	33
Fig 2.4	Literacy in South Africa	37
Fig 3.1	Map of Eersterivier	56
Fig 4.1	Age Groups	67
Fig 4.2	Home Language	68
Fig 4.3	Race	68
Fig 4.4	Citizenship of group	69
Fig 4.5	School History	69
Fig 4.6	Reasons why respondents left school	70
Fig 4.7	Origin of income	71
Fig 4.8	What respondents want to achieve by literacy programme	72
Fig 4.9	Respondents reasons for attending literacy programme	74

Fig 4.10	Educators race	77
Fig 4.11	Educators and their remuneration	77
Fig 4.12	Educators and their satisfaction of remuneration	78
Fig 4.13	Areas educators live in within the Cape Peninsula	79
Fig 4.14	Reasons for participating in literacy programme	79



## LIST OF TABLES

Table 2.1	Literacy rates between developed and developing countries	24
Table 2.2	Literacy and basic education levels of adult South Africans Aged 15 and over	29
Table 2.3	Levels of education of the South African Population women: Census 2001	38
Table 2.4	Literacy rates of women in the different provinces of South Africa	39
Table 3.1	Literacy levels of Eersterivier Community	57
Table 4.1	Age groups of educators	76
Table 4.2	Reasons for attending the ABET literacy programme	81
Table 4.3	Numeracy level 1 module 1-5	145
Table 4.4	Literacy Level1 module 1-5	157

# CHAPTER ONE: STATEMENT OF THE PROBLEM

## *1.1 Introduction*

Globally, some 774 million adults, between 64% and 88% of whom are women, are reported to be illiterate (Benavot, 2008: 3). At a national level, the 1996 census reported that 58.5% of women and 41.5% of men were illiterate (Aitchison & Harley, 2006). These figures remained relatively similar for the 2001 census, with moderate reductions in the illiteracy rates for men (down to 40%) and a moderate increase in illiteracy levels for women (up to 60%) (Aitchison & Harley, 2006: 93). In the 2001 census, it was reported that 18% of citizens aged 20 years or older had no education at all, while 16% had completed some primary school education ranging from Grade 1 to Grade 6 (Aitchison & Harley 2006: 93). The census of 2006 showed that 18% of the population in 2006 is still illiterate (Statistics South Africa, 2006).

The Western Cape population comprises 2 721 076 people (Statistics South Africa, 2006). The 1996 census indicated that 153 109 adults were without school while the 2001 census showed that this had increased to 162,781 (Aitchison & Harley, 2006). The 2001 census had a higher percentage of adults aged 20 and over with no schooling

However, according to the Bill of Rights Section 29, “everybody has the right to a basic education, including adult basic education and further education” (Constitution, 1996), indicating that education is a Human Right. Furthermore, the Freedom Charter boldly proclaims: the “doors of learning and the culture should be opened to all” (ANC Discussion Framework 1994: 3). In light of the dire literacy situation and obliged by the Constitution, South Africa has embarked upon many national literacy programmes which aim to increase the literacy level of South African adults. These literacy programmes will have positive consequences for the learners, their communities and, eventually, for the country as a whole.

The definitions of literacy have changed and been rewritten over a period of time, because the meaning differs in different context (Rogers 1996: 19). To function in their daily lives, people need varying literacy skills in different contexts. The United Nations Education Scientific Cultural Organisation's (UNESCO) definition of literacy can be regarded as a powerful tool for the development and empowerment of women. Literacy is considered as an essential right and adds volume to a women's life (UNESCO, 1994).

According to Ballara (1992: vii), "Women's literacy is the challenge of the decade" and it not only important for the personal development of women but also the development of their family and community as women are largely responsible for maintaining family education, health, nutrition and other aspects relating to their environment and their community.

Adult Basic Education (ABE) was declared a constitutional right in South Africa and the responsibility for it was firmly placed in the hands of government. ABE was believed to be a vehicle for change. The development of adult education policy formed part of the national process to establish education policy frameworks. The outcome of these processes was that policy of Adult Basic Education and Training (ABET). The integrated ABET system was intended to facilitate adult learners' access to various formal, non-formal and informal courses which would be integrated by the National Qualification Framework (NQF). There are various legislative frameworks and Government policies that underpin and support adult basic education, including the South African Qualifications Authority. (SAQA) Act of 1995, NEPA 1996, and the Department of Education White Paper No 4. The 1998 National Multi Year Implications Plan for Adult Basic Education and ABET Act of 2001 discusse the role of ABET in social change and development.

The Department of Education's ABET vision is "a literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio economic and political processes to contribute to reconstruction, development and social transformation" (Department Of Education, 1997a: 6). It particularly targets poor and vulnerable communities, in particular women and special needs learners, by providing "free education" to all (Mc Kay, 2008). Similarly, ABET is committed to



adults and out-of-school youth with inadequate or no formal schooling and ensuring access to opportunities for further education and training and lifelong learning (Department Of Education, 1997a: 6).

## ***1.2 Rationale for the study***

South Africa as a developing country needs to emancipate women through literacy programmes as enshrined in the Constitution of the Republic of South Africa (1996: 14). There is a need for a study to explore the relationship between literacy programmes and the lives of women who attend these programmes. This study explores the existing practices of literacy, the effort to make literacy more meaningful to women and women's experiences within a literacy programme.

The process of teaching adults is an empowering process, not only for the adult learners, but for the ABET educator as well. ABET classes draw largely female learners and seem to have a great impact on women's daily lives. It is an inspiring to see women who despite their hardship and day to day struggles took it upon themselves to change their lives.

The ABET literacy programmes are specifically designed to increase the literacy levels of adults. These programmes were not only designed to improve people's literacy but also to empower them in their day to day activities. Although many studies have been done around women and education a number of studies have proven that the increase in women's literacy levels had a positive effect on the individual and their community (Ballara, 1992; Kemp & van der Berg, 1995). The engagement of women in literacy programmes will enable them to be functionally literate to improve their family lives, and to be able to write for practical purposes.

The policy document on ABET (1997: v) contains core values of ABET such as equity and redress, democracy, development and reconstruction, access and development and integration. These core values mean that the basic education that is offered should be of

the highest quality. The basic education should neither exclude nor discriminate against learners and should prepare people for a full and active participation in their society. The participation in society may lead to transformation and the development human potential.

There has not yet been research done on ABET programmes in a semi urban context ‘and the effect it could have on women’s lives. The literacy programme in Eersterivier targeted mainly the poor and the vulnerable groups such as women.

### ***1.3 Significance of the study***

The purpose of this study is to determine and explain the relationship between an Adult Basic Education and Training (ABET) literacy programme and women’s lives in semi-urban context, in the Cape Peninsula, and by so doing, contributes to a greater understanding of the role of literacy in women’s lives. Its dissemination assists professionals, practitioners and policy makers to better acquaint themselves with the issues and challenges of women’s literacy.

The study can make a significant contribution to the field of education by helping professionals conceptualise literacy in a way that addresses the multi dimensional aspects of women’s literacy, women’s aspirations, motivations, and efforts, social, cultural and economic issues of literacy. The study attempts to expand the definitions of literacy to encompass a view of women’s literacy through the eyes of those who experienced it.

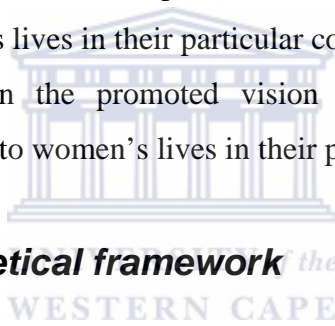
Literacy practitioners can also benefit from this research. Exploring the experience of women could help them identify ways through which they can bring literacy closer to the lives of women. They can make literacy experiences meaningful as possible to women. Practitioners can also strategize literacy programmes differently to avoid challenges that keep women from realizing their full potential to become literate. Women’s experiences about their uses of literacy can illuminate the ways in which literacy is delivered.

The implications of this research are also significant to the development of policy. The way women view and use literacy in their lives can assist policy makers to develop adult education policies that best meet the needs and aspirations of learners.

### **1.4 Objectives of the study**

The objectives of the study are to:

- 1.1 Explore the existing everyday literacy practices of women in a semi-urban community.
- 1.2 Determine what kinds of literacy goals and practices are being promoted in the ABET analysis.
- 1.3 Determine the consequences of the promoted vision and practices of the literacy programme on women's lives in their particular context.
- 1.4 Determine the gaps in the promoted vision and practices of the literacy programme in relations to women's lives in their particular context.



### **1.5 Conceptual, theoretical framework**

Literacy in the 21<sup>st</sup> century is a critical indicator, even used as measure of how developed or underdeveloped a country is. Literacy as well as literacy practices can be identified as a universal process. Literacy practices are seen as a unique set of social activities that are used by people when dealing with written or verbal text. Within these literacy practices we would find that there would be a similar patterns associated with reading and writing in certain contexts (Barton 1999:37). Baynham claims that “Literacy practices do not only focus on what people do with literacy, but it also focuses on what they make of what they do, how they construct its value, the ideologies that surround it” (1995:53).

The research is intended to develop and share knowledge within a context where many questions are asked about the ability of ABET to deliver on its constitutional mandate. The field of adult education in South Africa has been badly neglected and the sector is facing many challenges such as poor funding, lack of opportunities for adult educators

and the inability of ABET programmes to contribute to the skills needs of the country. The neglect of ABET and the challenges faced by the sector has been emphasized by writers such as Aitchison (2001; 2002) and Baatjes (2004).

It is within this context that the study was conceptualized so as to contribute to the growing debate within the field. In attempting to locate the study within a theoretical orientation, a number of challenges were faced due to the complex variety of definitional discourses in the field of adult education and training. This can lead one to conclude that the concept of adult education is a ‘‘chameleon term’’ (Youngman 1996: 198) that means different things in different contexts and periods. It is these tensions that gave rise to the study of ABET in the Western Cape area in an attempt by the researcher to make sense of what the policy means in practice.

The study is based on the assumptions that the integration of adult education and training is essentially a union between education and economic policy. In this study, I briefly explored the work of Paulo Freire, as one of the most influential theorists of critical approaches of adult education in modern times to gain answers to what adult ‘‘education’’ means. This approach views adult education as a collective activity that should, as a goal, strive for social and political transformation. In contrast, the ‘‘economic’’ view, assumes a direct link between education and the economy where any form of learning is viewed as an economic opportunity. The second theoretical framework explored in the study is human capital theory, where ‘‘training’’ is seen as a vehicle to achieve economic growth. In developed countries, these two main strands are dominant and divided adult education between ‘‘a liberal education view and the social change view’’ (Rogers 1992:34).

As South Africa emerged from years of isolation the country began to integrate itself into the global political economy in the early 1990s and ‘‘was caught in the maelstrom of the global shift’’ (Groener. 2000). The study draws attention to the impact globalization had on changing the transformative views of adult education from focusing on the collective good to a highly individualized form of learning that is geared to the needs of the economy. The study cannot only assume that the current challenges facing the

implementation of ABET is due to global shifts in adult education without exploring the historical roots of adult education in South Africa.

This research study is based on the assumption that through ABET the literacy practices of women will be improved. In the theoretical frame work of this study, an overview of literacy was done to asses the literacy concept globally, in developing countries as well as in South Africa. This will be informed by the concept of social theory. Social theory can be explained through the six propositions of literacy and have a strong emphasis on literacy practices and literacy events that occur among the illiterate as well as the literate within the community (Barton & Hamilton, 2000).

Secondly, the theoretical framework of the study explores ABET within South Africa. This part of the theoretical framework focused on the history and functionality of ABET within South Africa as this is a new approach to education replacing the previous ABE (Adult Basic Education) approach in 1994 within South Africa (Aitchison, 2006).

Thirdly the theoretical framework of the study explores the process of development within South Africa. The main focus of this part of the theoretical framework focuses on the reasons for women being illiterate. Currently 60% of the illiterate population of developing countries is female. Empowerment is also focused upon as it reflects on how literacy impacts on the individual, and the community (Regan, 2002).

## ***1.6 Outline of the research report***

**Chapter 1** provides a statement of the problem; it includes the rationale, significance of the study, and the main objectives of the study. In this chapter, the conceptual framework for the study is provided.

**Chapter 2** includes a review of pertinent literature relating to the research question being investigated. The literature includes the historical perspectives of literacy in South Africa,

literacy in a developing country, different concepts around literacy, the different literacy approaches, women and literacy, and Adult Basic Education in South Africa.

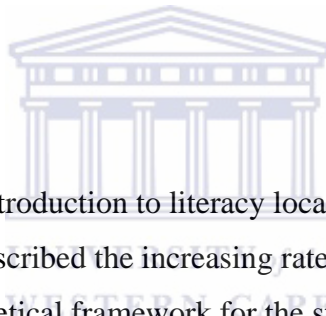
**Chapter 3** will delineate the research methodology used to obtain and analyse the data for this research. The qualitative research method will be described. The data collection instruments, sample and data analyses are discussed.

**Chapter 4** will convey, discuss and interpret the results and findings of the study.

**Chapter 5** present the conclusion of the study. It will also provide recommendations, and the implications of the data will be discussed. The limitations and recommendations of the research will also be reported.

## **1.7 Summary**

This chapter has provided an introduction to literacy locally and internationally and the rationale for this research. It described the increasing rates of illiteracy in South Africa. It concluded by providing a theoretical framework for the study



# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Introduction

The purpose of this study is to determine the relationship between Adult Basic Education and Training (ABET) literacy programmes and women's lives in a semi urban context in the Cape Peninsula area. This chapter will review the literature on literacy programmes such as ABET and focus on specific issues related to the literacy experiences and practices of women.

### 2.1.1 The concept of literacy

While there is some consensus on the definition of literacy, there is also considerable variation contingent upon the field and discipline. The common sense definition is exemplified by the New Choice English Dictionary which defines literacy as “the ability to read and write or to be educated” (Geddes & Grossett, 1999,:193). In a similar vein, Aitchison *et al* claim that “A person is also considered literate when s/he can read with understanding and be able to write a short simple statement on his/her everyday life” (1996:18).

By 1975 the definition of literacy had been expanded to include not just “the process of learning the skill of reading and writing and arithmetic, but a contribution to the liberation of man and his full development”. By the 1990s, approaches such as New Literacy Studies asserted that “literacy is best understood as a set of social practices; these can be inferred from events which are mediated by written texts (Barton & Hamilton 2000,:8).In a similar vein, Harley *et al* (1996), claim that for the student, literacy also stimulates initiatives and his/her participation in the creation of projects capable of acting upon the world, of transforming it, and of defining the aims of an authentic human development. It should open the way to mastery of techniques and human actions. Literacy is not an end in itself. It is a first stage of basic education. (University of Natal 1996,:13)

It is clear that understandings of literacy have undergone a process of shift from seeing literacy as technical skills to an appreciation of literacy as “socio-political and contextual practices” (Benavot, 2008: 41) While the various definitions above describe literacy as a technical activity that linked to an activity of doing, literacy can also be described in three different concepts such as functional, critical and liberal literacy (Papen, 2007).

Firstly, a functionally literate person would be able to engage in a literacy task and have a basic understanding of literacy (UNESCO, 1994). UNESCO (1994,:18) and Papen, (2007) describe a functional literate person as “A person who has acquired the knowledge and skills in reading and writing which enable them to engage effectively in all the activities in which literacy is normally assumed in their culture or group.” Here it can be seen as a skill, which is required for a broad range of attributes associated with the individual participation in society.

Literacy as a skill can be seen as a universal process. People usually identify the activities of reading and writing as a skill (Papen 2007; Afzal, 2008). Many refer to it as a cognitive skill that enable people to code and decode numbers, words and letters. The “skill” links literacy and education, meaning that once the person become literate there is a continuous level of cognitive and social development taking place (Papen, 2007). The skill of literacy relates to people’s everyday life and their ability to develop and empower themselves. Afzal 2008: 248 notes that scholars believe that the skill of literacy can play an essential role in the individual, social and economic growth of the person and their community.

Every person has a literacy history which usually begins in childhood and continues right up until adulthood. The literacy history of that specific person will include everything from community learning as a child, school practices and adult learning. In the case of illiterate people most of their learning will have depended on their past experiences. For example, when an illiterate person is waiting for the bus at the bus stop in the morning,



instead of reading the destination of the bus, they will instead look for the bus driver that usually drives the bus.

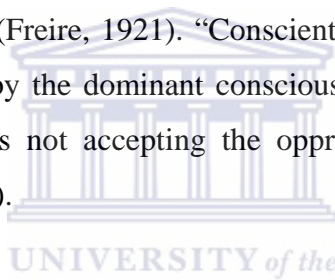
In recent years, there have been some challenges to the view of literacy as a skill. which has been challenged for its inability to view activities that a community and individual engage within their everyday lives as a kind of literacy (Moock, 1984). Critics such as Papen's (2007) main concern with the skills view is with the traditional and informal learning that occurs in the social and cultural domains. Other critics, such as Afzal viewed literacy not only as a skill but as a "critical and political process of learning" (2008,: 248). This means that literacy is not only a technical process but also a social engagement with learning.

Functional literacy is linked to the concept of human resource development and the debate about basic skills that occupied a central place in current employment policies. Literacy is seen to have high economic volume and serves as an indicator for economic and social development. Functional literacy differs in every community. What is regarded as illiterate in South Africa, for example might differ from that which is regarded as illiteracy in other countries in the world. In first world countries, people may be regarded as illiterate because of their lack of skills that are needed to be able to adjust to ever changing technology. South Africa, as a developing country with a high number of people who cannot read and write, regards them as illiterate.

Secondly, critical literacy refers to the concept of being able to read and write but also to understand the world (Papen, 2007).

To understand the role that adult education can play as a tool for transformation it is important to understand the influence of Paulo Freire. Paulo Freire is a literacy theorist who contributed widely to the field of literacy. His work first had an impact on education or adult basic education where he started discussing illiteracy and literacy and how this impacted on people. Paulo Freire is well known for his theory on conscientisation that

focuses on the critical aspects of literacy and how literacy becomes integrated within the social changes that occur in people's lives overtime (Benavot, 2008). The process of conscientisation should be critical at all times and should reflect a mirror image of reality (Freire, 1921). There is no conscientisation if the result is not conscious at all times and in touch with reality (Freire, 1921). More important would be the fact that no person could conscientise another as conscientisation is an individual process that occurs with the help of an educator and the other class mates (Freire, 1921). Conscientisation involves constant clarification of what remains hidden in us as we move about the world (Freire, 1921). Its main goal would be to transform the individual in a way that they are capable of viewing a new vision of the world (Freire, 1921). Occurring at any point of time, it then can continue at any point where-ever and whenever; and the new transformed reality will take up a new place in the person life and in many cases brings about a new vision of power (Freire, 1921). "Conscientisation is the process of getting rid of the influence exerted by the dominant consciousness. A process of discovering your own thoughts and values not accepting the oppressive beliefs of the dominant conscience" (Mackie 1980, :13).



Freire sees the process of conscientisation with individuals very much the same as "banking" education (Horsman, 1989, :85). The educator donates freely his knowledge to the learner. The learner then saves whatever knowledge the educator provides (Horsman 1989). This enables the learner and the educator to critically discuss and view the knowledge that has been donated to the learner (Horsman,1989). Freire calls this process of critical interaction between the learner and the educator as praxis when a person has reached this stage, according to Freire, then he/she have reached conscientisation (Horsman,, 1989).

Freire believed that education is necessary for liberation and the result is transformation. The significance of Freire's approach is a great value of conscientisation. Conscientisation does not occur automatically it the process whereby the previous oppressed person is know the knowledgeable being with awareness of their environment that shapes their lives (Mackie, 1980).

Aichison & Harley (2010: 1) states that “during the late 1970s and the 1980s various Freirian approaches to conscientisation were adopted in South African NGO projects aligned to the democratic struggle. NGOs, adult education units at universities and the Congress of South African Trade Unions all advocated for a new adult (basic) education to be instituted once *apartheid* ended”

“The process of conscientisation focuses on the learner’s ability to develop both literacy skills and cognitive skills such as critical thinking that enable the learner to generate solutions to the problems facing them in everyday life. Education becomes a revolutionary activity as its sees the outcome of learning will be authentic human beings who will be able to transform the world and humanise it” (Larney, 2006:18)

Over time and through his work it become very clear that Freire saw the method of education and the content as a whole which is inseparable from each other. (Horsman, 1989: 84). Freire sees “learning as the process of becoming free and becoming more human” (Gadotti, 1994: 21). Freire saw the process of being a person linked with the ability to read and write. Freire’s view on literacy stems from the classical but also from modern Marxist thinkers.

The third concept, liberal literacy, refers to the literacy as an activity of welfare to the disadvantage people in communities. The concept of also refers to the personal and community development that may occur because of literacy (Papen, 2007). The concept can best be discussed or seen within the process of community education and development (Papen, 2007).

### **2.1.2 Literacy discourses**

Literacy has some underlining discourses. “Discourses tend towards exhaustiveness that is attempt to account not only for an area of immediate concern to an institution, but attempt to account for increasingly wider areas of concerns” (Baynham, 1995: 14). This discussion will focus on four main literacy discourses: thoughts around literacy, themes in literacy, modules of literacy and the social history of literacy.

The first discourse focuses on people's thoughts around literacy. People see literacy as the "tool" that can improve life through becoming more independent, less vulnerable and more knowledgeable (Scott-Goldman, 2001). In many countries, low literacy is associated with low income, unemployment, financial dependence on others and the need for financial assistance (Scott-Goldman, 2001). People usually feel that once they become educated they will have the ability to find employment, earn a salary, become independent from others and the state, and generally improve their life-style, reducing their experience of poverty (Scott-Goldman, 2001). People also see literacy as a tool as becoming less vulnerable. Vulnerability is reduced when people are able to understand and be part of the natural, social, human, political and financial resources of the world. People generally feel that they are less vulnerable and independent as soon as they become knowledgeable around improving their own well-being, income, improving food security, technology and disease (Scott-Goldman, 2001).

Literacy helps to stimulate innovation and participation in the reaction to projects, and open the way to the mastery of techniques and human actions. Rogers (1994: 35) is also of the view that the illiterate are in a culture of silence from which learning literacy will release them.

The second discourse of literacy focuses on the different categories or themes of literacy: for example, self-generated literacy, imposed literacy, vernacular literacy, indigenous literacy, and imported literacy, creative and constrained literacy. People do not always realise that there are different themes within literacies that occur in different domains of life and that each has their own set of categories that can be identified. The first theme of literacy is self-generated uses of literacy. This occurs when people write letters and read books because they personally want to do so (Barton, 1999). The second theme of literacy focuses on imposed literacy: this includes such activities as completing documents and forms (Barton, 1999). Usually when people are in a dominant institution, for example school or work, is the most dominant literacies while literacies that occur in everyday life is called vernacular literacies this is the third theme of literacy (Barton,

1999). Vernacular Literacy is also known as informal literacy. Vernacular literacy refers to the concept of the informal literacy. “Informal learning or Vernacular literacy contexts long before they are adopted and instrumentalised by the institutions of formal education” (Burgess, 2006: 2)

The fourth and fifth categories of literacy, indigenous and imposed literacies, stand in opposition to each other. Depending on the domain of literacy you will either be exposed to or use indigenous or imported literacy (Barton, 1999). There are different domains in which literacy may occur: for example, home, school or work. All the above mentioned literacy domains have their own literacy practices, some of these practices can be seen as indigenous literacy practices while others can be viewed as imported literacy practices. People practicing indigenous literacy do not always view themselves as illiterate when they are in domains such as their home, own community or environment. It is only when they enter other domains such as work or school that they find that the types of literacy practiced that are practised are not the same as theirs and they view it as imported literacy. For example, a woman who works on a farm can cook, clean, plant, do housework, sewing etc. These women don't see themselves illiterate until leaving home and being faced with the writing her name, or working with money she will be faced with illiteracy.

There is also what is called creative literacy. This kind of literacy usually occurs when people become creative by writing poems, songs, jokes, while other literacies like completing a job application form are seen as constrained literacy (Barton, 1999). All of the above literacies are usually serving different purposes at different times. In some cases the themes or categories of literacy may overwrite each other and in other cases we will find that they complement each other (Barton, 1999).

The third discourse focuses on the different models of literacy. Baynham (1995) identifies and discusses six models: the development, therapeutic, personal empowerment, social empowerment, functional and the critical models. The first model

of literacy focuses on skills development. In this model of literacy is seen as a set of skills people acquire to better themselves. The second model of literacy is known as the therapeutic model. The main focus of literacy in this model is that literacy is seen as a tool that help people to work through their own problems as well as a method people can use to relax themselves (Baynham, 1995). The third model assumes a psychological framework and foregrounds personal empowerment. The focus is on the individual's personal empowerment through literacy. This model of literacy does not only focus on the literacy but the growth within the individual whether it is power, or other areas of life that may better the way individuals see themselves. The social empowerment model, the fourth model Baynham discusses, builds on the personal development model but focuses on the social challenges and changes people may face. The fifth model of literacy is the functional model of literacy help the learner to function within their current society and within their everyday practices. The six and final literacy model is critical literacy; the main focus of which is to help learners within the process of linking their classroom context with their life experiences.

The fourth and final discourse focuses on the social history of literacy and the underlying social behaviour that people display. The social history of literacy has its roots embedded in institutions such as religion and schools (Barton, 1999). The social history of literacy has changed overtime and was mostly influenced by Western ideologies and cultures that lead to a change in people's social behaviour. The two aspects driving the changes that have occurred overtime in people's social behaviour are individual growth and development. Barton notes that age and exposure to literacy, changes social literacy practices over time (Barton, 1999). Everybody has their own literacy history that has been thought to them over a period of time (Barton, 1999; Baynham, 1995). As people change, the literacy practices, demands, attitudes, values and also shift. With every change in a person's literacy history, their social behaviour will change (Barton, 1999; Baynham, 1995). Usually when people's literacy history or behaviour changes their literacy social practices will change.

MacLicky, Katy, Newton and Nommer (1997:1) argue that literacy involves understanding of the socio political context and engaging in a setting to promote change. Thus, one may say that people who are illiterate are not adapted to function fully in society. They can instead, be helped in such a way that they become aware of the inequalities and contradictions in the economic and social structures, and then bring about positive change and development.

### **2.1.3 Literacy as social practice**

While there are several literacy practices, in this study, only social literacy practices will be discussed. This understanding of literacy foregrounds the social element of literacy, giving “written language its purpose in which the production and use of written text is embedded” (Baynham 1995: 53). The term “practice” in New Literacy studies may be looked at in two different ways: as a specific event or as a pattern of behaviour. Barton, Hamilton and Ivannic (2003:213) begin by defining practice as “an observable, collectable and/or documentable specific ethnographic detail of a situated literacy event, involving real people, relationships, purposes, actions, places, times, circumstances, feelings, tools and resources. In this sense the term, practice refers to text and all other aspects of literacy that goes beyond the text itself.” (Barton, Hamilton & Ivanic 2000:213). Further they acknowledge that “Practice can also be viewed as a cultural recognisable pattern of behaviour, which can be generalised from observation of specifics. In this term practice includes text but also the culturally recognisable patterns for conducting texts” (Barton, Hamilton & Ivanic 2000:213). Critically, both these understandings of “practice” go beyond the textual level to encompass the social level at which literacy practices are constructed.

The understanding of literacy as a social practice was first developed in the 1980’s when researchers studied literacy in different communities and countries (Street, 2002: 7): “Social Literacy practices are human activities that involve not just the objective facts of what people do with literacies, but also what they make of what they do, how they

construct its value, ideologies that surround it". Literacy practices can be understood as a cultural and social practice rather than a skill. The approach to literacy as a practice moved away from the educational setting and teaching practices but is moving towards literacy and numeracy in people's everyday life's (Papen, 2007; Afzal, 2008).

Our everyday literacy practices are shaped through text, for example reading the newspaper, reading the instructions on how to bake a cake etc. The "text" in our everyday lives is what brings our communities closer or could be a barrier between society and an individual (Tett, Hamilton & Hillier, 2006, Barton & Hamilton, 2000, Baynham, 1995). In our everyday lives there are certain activities where literacy plays a major role. These activities are called literacy events. Many of these literacy events are unavoidable and regular events that occur in people's lives (Tett, Hamilton & Hillier, 2006). Many of these literacy events are routine and formal and occur in organisations such as the workplace and school while other literacy events are informal and occur at home. Literacy events are all different depending on the specific literacy event (Tett, Hamilton & Hillier, 2006; Barton & Hamilton, 2000; Baynham, 1995). There are different literacies for example film literacy, computer literacy, political literacy workplace, literacy and academic literacy. People might be illiterate in one literacy event but not the others. The illiteracy will depend on their specific domain and the domains association with literacy (Tett, Hamilton & Hillier, 2006, Barton & Hamilton, 2000, Baynham, 1995).

Literacy practices are culturally constructed, dynamic and changes the specific lives and society they are part of. A person's literacy practices are also located in a person's own history, past experiences and current live that would relate to a specific literacy need. (Tett, Hamilton & Hillier, 2006; Baynham, 1995). Literacy practices and literacy are acquired through informal learning and also through understanding and making sense of formal education and training (Tett, Hamilton & Hillier, 2006).

The first proposition focuses on literacy events and practices that involve reading of text. There are certain texts that a person reads everyday or are associated with a certain



activity in a person's everyday life, for example, the making of a pudding recipe. A person will study the recipe when they first make the pudding; later they will glance at the recipe now and again; while later the person may have the recipe in front of them but not even look at it (Barton & Hamilton, 2000).

The second proposition of social literacy is located in the different literacies that may be associated with the different domains. As previously discussed, there are different domains for example home, school and work-place. The home is usually associated with the primary domain of literacy and is often the first place of being exposed to literacy. The second domain of literacy is school and the third is the work place (Barton, Hamilton & Ivanic, 2000)

The third social literacy proposition is the literacy practices that are patterned by social institutions and power relationships, and some literacies are more dominant, visible and influential than other (Barton, Hamilton & Ivanic, 2000). The fourth social literacy proposition is literacy is purposeful and embedded in broader social goals and cultural practices. The fifth social literacy proposition claims that literacy is historically situated. Literacy practices are changing as society and people's lives evolve overtime (Barton, Hamilton & Ivanic, 2000). The final proposition is that literacy practices are not static but changes overtime and new ones are developed because of other factors such as learning informally or formally (Barton, Hamilton & Ivanic, 2000).

The figure below explains the six propositions that come to play when discussing literacy as social practise.

- Literacy is best understood as a set of social practices.
- There are different literacies associated with different domains.

- Literacy practices are patterned by social institutions and power relationships, and some literacies are more dominant, visible and influential than others.
- Literacy practices are purposeful and embedded in broader social goals and cultural practices.
- Literacy is historically situated.
- Literacy practices change and new ones are frequently acquired through processes of informal learning and sense making.

Figure 2.1 Literacy practices (Barton & Hamilton, 2000: 8)

Written and verbal literacy can be seen as a way of communicating and making meaning and sense of the world around us. If we consider text in everyday life we will find that there are certain social practices, we can identify for example reading a book or a note or even writing a letter (Barton, Hamilton & Ivanic, 2000). Through these practices or events we will find that people can be communicating with each other. People making meaning through reading and while on the other hand these people can be communicating meaning through writing a letter (Barton, Hamilton & Ivanic, 2000). This can be seen as another language that is only understood by people that are able to read and write or seen as literate.

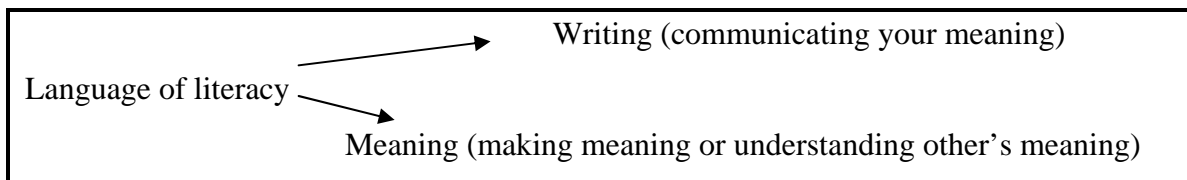


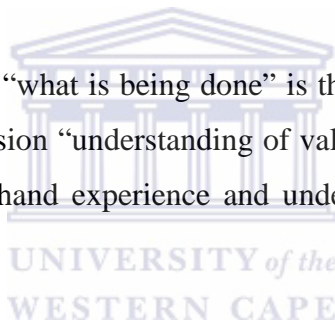
Figure 2.2 Literacy as a language (Barton & Hamilton, 2000: 8)

People participate in literacy social practices usually through reading and writing, linked to cultural and social context. In communities where literacy is part of the cultural and social context we will find that there is a higher literacy rate. Children are encouraged to participate in social practices such as scribbling and doodling from an early age. Later in their lives their social practices will be nourished and supported by school and other learning environments (Barton, Hamilton, 2000).

On the other hand, in cases where literacy (reading and writing) are not a prominent social practice. People may be exposed to literacy much later in their lives. For many they may only be exposed to literacy once they go to school while other are only exposed to literacy much, much later in their lives. In these cases there would be a much higher illiteracy rates (Barton, Hamilton & Ivanic, 2000).

“Literacy practices are culturally constructed with its roots in the past”. Literacy practices are not static as it can be seen as evolving process whereby literacy practices keep on changing according to society and people lives. “A persons literacy practices can also be located within their own history of literacy” Meaning that as people changes their lives and literacy interest they may find themselves changing their literacy practices once again literacy practices are not a static process(Barton, Hamilton 2000, :8).

The first dimension of literacy “what is being done” is the observable literacy event that takes place. The second dimension “understanding of values” focuses much more on the written or verbal insiders firsthand experience and understanding of the literacy (Tett, Hamilton & Hillier, 2006).



Looking at the above mentioned literacy practices we will find that the observable literacy practices are those that are stable and repeated over and over again in any social practices.

People do not realise that literacy practices and events that occur on a daily basis for example reading the news paper, reading the words or letters on a remote control, taking minutes in a meeting, reading or sending an e-mail, a mom telling her child a bed time story or even making a shopping list all of these are literacy events that may occur on a daily basis. They may carry different weight in terms of the domain that it occur within as well as whether it is a casual or formal literacy event (Barton, Hamilton & Ivanic,2000).

#### **2.1.4 Historical perspectives of literacy**

There is no clear time and date that is associated with literacy. However literacy can be associated with the origins of Homo sapiens or best known as humans. Humans originated about 35, 000 years B.C (Bowen, 1972, p1). They were well known for their creative ways of thinking and tool making skills. These tools were used for anything from making food to designing images on rocks and caves (Bowen, 1972).

Different images were created such as animals, animal foot prints, trees, clouds etc. All of these images had their own set of meaning (Goody & Watt, 1963). These images became more sophisticated and later carried messages. This period become known as the logogram period and the writing of image become known as logogram (Goody & Watt, 1963). The fact that these images carried a message shows the development within human capacity to create meaning with symbols. This becomes the culture of man (Bowen, 1972). Over time man has tried to perfect their skill of writing and understanding what meaning does all these symbols carry.

Logogram over time has become a lot more complicated the more people wanted to communicate. For example if there was a single sentence that they wanted to explain they needed to do a whole lot of images, this was difficult to understand for many and took a lot of time doing (Goody & Watt, 1963).

The logogram principle was then replaced with another principle named the phonetic principle. “The phonetic principle was established during the period 1500-1000 B.C.” (Goody & Watt, 1963: 10). This principle was much easier to understand and went faster doing, personal names and other words that could not have been done through drawings this made the phonetic principle so much easier to understand (Goody & Watt, 1963). Even though this principle has covered a lot of the aspects that the people have been struggling with, it still failed in other aspects. For example there were more than six hundred characters that people needed to learn to communicate effectively in the phonetic principle (Goody & Watt, 1963).

Over time the phonetic principle have emerged into what is called the Alphabet. The alphabet was established in Greece in the eighth century B.C. The Alphabet consisted of 26 characteristics which could be used to make words and create sentences. The alphabet over time was developed and emerged to the fullest during the sixteenth and seventeenth century in Europe (Goody & Watt, 1963).

The first alphabet primer was developed and was called the New England Primer. There was millions of these alphabet primers printed between 1690 and 1850 and was especially used within primary schools where children needed to learn the foundation of literacy (Crain, 2000).

Many have argued that the start of literacy started with the western ideas about literacy while others argue that literacy has been around for decades and started off with Homo sapiens and their manner of literacy.

### **2.1.5 Literacy in developing countries**

The world we live in can be seen as an unequal world. Approximately 80% of the world can be seen as developing countries. Developing countries are those countries that are poorer than the developed countries and are lagging behind the developed countries in terms of industrialisation and technology (Regan, 2002). Developing countries are usually known for their traditional systems, lack of modernity and low economic conditions (Regan, 2002).

Many attribute the pace of development in developing countries to rapidly growing populations (Boucher, & Loveday, 1998). Population growth outstrips food production and economic development suffers (Boucher, & Loveday, 1998).

Infrastructure in developing countries is usually weak to non-existent. Social and basic services like health facilities, education, water and sanitation are usually minimal. This leads to factors such as illiteracy, infant mortality, water shortages, lack of health services and poor quality of life (Boucher, & Loveday, 1998).

Thomas (1994) states there are certain indicators that indicate and measure the development of a country. The literacy levels (meaning the number of people that can read and write) of a country are an indicator of development. Literacy rates among the developing countries are usually low. Low literacy in developing countries can be attributed to a history of colonial education combined with the introduction of new education systems when a country obtained independence from colonial rule (Boucher, & Loveday, 1998). In most cases, this would offer a very basic level of education infused with the norms, traditions and customs of a particular country..

Gender discriminations in developing countries often leads to preferential treatment of male children, ensuring they receive longer access to better quality education (Boucher, & Loveday, 1998). Aichison & Harley, 2006 explain the “gender gap” as the gap in literacy between males and females. For example in developing countries the gender gap between males and females are 21.0 % meaning that 48% of the women in developing countries are illiterate and while 27.9% of the males are illiterate, meaning there is a gender gap of 21.2 %.



Table 2.1 Literacy rates between developed and developing countries

Region	Gender		Gender Gap
	Female	Male	
Developed countries	2.6 %	1.7 %	0.9 %
Developing Countries	48.9 %	27.9 %	21.0 %
Africa	64.5 %	43.3 %	21.2 %
Asia	47.4 %	25.6 %	21.8 %
Latin America and the Caribbean	19.2 %	15.3 %	3.9 %

(Aichison & Harley, 2006)

The United Nations Development Programme (2001) reports that the adult literacy rate between 1970 and 1999 in developing countries has increased from 48% to 73%.

Between 1990 and 1997, gross primary and secondary school enrolment has increased from 74% to 81% (Regan, 2002). However, in the year 2000, more than 850 million adults from different developing countries are still illiterate and over 60% are women (Regan, 2002). More than 325 million children dropped out of primary and secondary schools in developing countries. This indicates high illiteracy or functional literacy rates for the future.

South Africa is a developing country that has 4.2 million illiterate adults over the age of 20. Forty one percent of men and 58% of women are currently illiterate. Researchers claim that the illiteracy rate and gender gap among men and women in South Africa is low compared to other developing countries (Aichison & Harley, 2006).

Regan (2002) states many students drop out of school because of poor quality of life. He refers to poor quality of life as the deprivation of basic capabilities and needs, such as lack of financial, social and emotional support.

The long term problem of students dropping out of school to better their current quality of life is a cycle of poverty and illiteracy is established. For example when a girl child drops out of school due to lack of financial support, she will end up illiterate and work in a low income bracket, almost certainly resulting in a life lived in poverty. On a broader base, developing countries move further and further away from becoming developed or First World countries. It has been projected that by the year 2025 about 84% of the world's population would be living in developing countries (Regan, 2002).

In many developing countries, the quality of life people face today is influenced by the country's history. A country like South Africa's quality of life was influenced by apartheid, but also post-apartheid transformation history (Aichison & Harley, 2006). Apartheid as well as the post apartheid activities affected people's quality of life by affecting life opportunities such as limiting their literacy. Literacy in South Africa has a rich history and has changed dramatically over the last few decades (Aichison & Harley, 2006).

The introduction of apartheid in 1948 discriminated against all who were not white and reinforced the contribution of low education attainment, low income and low unemployment status. Race became the predictor of access to education. Sign & Mc Kay (2004: 109) assert that the implication of apartheid were far reaching and entrenched inequalities and poverty along racial lines, which permeated the education system in South Africa.

### **2.1.6 Historical perspectives on literacy in South Africa**

The earliest European schools in South Africa were established in the Cape Colony by Dutch Reformed Church elders committed to biblical instruction, which was necessary for church confirmation (French, 2000). In rural areas, teachers taught basic literacy and math skills. During the 1950s, South Africa entered a period of segregation. During this time, the literacy gap in South Africa widened (French 2000) as a result of the Bantu Education Act (No. 47) of 1953. “The Bantu Education Act No 47 of 1953 was the cornerstone of *apartheid* education. One of the purposes of this act was to concentrate control of education for blacks in the hands of the State. One of the provisions of the act meant that Church schools and night schools had to be handed over to the State or face diminished subsidy. Only the Roman Catholic Church was able to retain some control of its schools for a number of years until the cost became prohibitive” (Achison, 2003: 130). It was considered illegal to teach or educate people if not registered by government. Schools that did not adhere to the Bantu Education Act were deregistered and closed with immediate effect. This led to fewer schools and literacy classes, resulting in crowded schools and students leaving school because of the Bantu Education Act (French 2000).

Literacy organisations in South Africa under the apartheid state operated in a generally hostile environment where the organisations had to register to be considered “legitimate” and receive subsidies from the state. The problematic value of the registration process required by the apartheid state in terms of the Bantu education resulted in adult education providers being deemed illegal by the apartheid state (Aichison, 2007).



During the early 1960s the Bureau of Literacy was allowed to join some religious organizations, community groups and to do some work in mines. This collaboration increased the level of literacy somewhat for certain members of the black communities. The number of schools for blacks increased during the 1960 and 1970s, but these were still characterized by a shortage of educators, books and other learning equipment. Due to this situation, an interest grew in literacy (French, 2000).

On 16 June 1976, students took to the street in a protest against Bantu Education language policies, which would have compelled students to be instructed in half of their school subjects in Afrikaans rather than English. (Aichison, 2003)The protests resulted in violence and several children and adults were killed in the protest. Schools were violated, students protested by not going back to schools this lead to a drop in the literacy levels of South Africa (French, 2000).

In the 1980s, the education system changed somewhat and the National Policy for General Affairs Act (No. 76) of 1984 was introduced. The National Policy Act (No.76) of 1984 provided some improvements in black people's education but maintained the overall separation called for by the Bantu Education system. During the 1980s, many of the literacy programmes were introduced to improve literacy rates among South Africans. They are the National literacy Co-operative (NLC), Learn and Teach, Use, Speak, and Training (USWE) and South Africa Literacy and Trainings (SALT), established to promote education and increase literacy among South Africans (French, 2000).

The progressive National Literacy Co-operative (NLC) was a literacy body that was established to better the literacy of the people. This literacy "body" was established during 1980s. The main aim of the NLC was to keep adult education on the agenda of liberation movements. The organisation functioned on a regional and a national level. This umbrella body literacy body represented 35 other literacy organisations (French 2000).

Learn and Teach was the first alternative learner-cantered progressive literacy programme in South Africa. Established during the 1980s, it was strongly influenced by

Paulo Freire, and supported by the Catholic Church. The organisation's main goal was to improve the literacy and language skills of the people and to bring about empowerment (French 2000).

The Use, Speak and Write English (USWE) were one of several organisations that were established during the 1980s. The organisation was established by Basia Ledochowski to promote the use of English whether it is written or verbal. The organisation was specifically established for domestic workers, migrant workers and all other workers that worked in the urban setting and had to use English on a regular basis. It combined a justified Freirian approach with services to trade various and united democratic front group (Aichison, 2001: 739)

The South Africa Literacy and Training (SALT) was established in the early 1980s. The goal of this organisation was to provide literacy training and life skills to the people of South Africa. The organisation mainly consisted of church groups. The literacy was based on biblical and evangelical context.

French (2000) states that, during the 1990s, the adult learning projects English Literacy Project (ELP), Adult Learning Project (ALP) & Eastern Cape Adult Literacy Learning Project (ECALP) were established. The above mentioned learning projects were provincially based and focused on illiteracy in their specific areas (French 2000).

The ELP or better known as the English Literacy Project was designed to improve the Literacy and the language English among the industrial workers. The literacy project consisted of a short course in English. It was published and structured in a user-friendly manner to support the educator's teaching and all so to keep the attention span of the learners (French 2000).

Adult Learning Project (ALP) was established in the Cape Peninsula area. The learning project was established initially for the trade unions. Later the project becomes more like an organisation on its own. The ALP was also the first project that had learners on the committee. The organisation had a crisis as the organisation lost learners and had a problem recruiting more learners (French 2000).

The Eastern Cape Adult Literacy Learning Project (ECALP) was more of a community based project. It was established in the Eastern Cape to increase the literacy rates as this part of the country had high illiteracy rates (French 2000).

In the Post Apartheid era, access to equal education was viewed as a human right and entrenched in the South African Constitution: “Everybody has the right to a basic education, including adult basic education and further education” (Constitution, 1996)

The following table summarises figures for the literacy and basic education levels of adult South Africans aged 15 and over.

Table 2.2 Literacy and basic education levels of adult South Africans aged 15 and over.

Literacy and basic education levels of South Africans aged 15 and over			
Level of education	1995 October House Hols Survey	1996 General Population Census	2001 General Population Census
Full general education (Grade 9 and more)	14.3 million (54%)	13.1 million (50%)	15.8 million (52%)
Less than full general education (less than Grade 9)	12.2 million (46%)	13.2 million (50%)	14.6 million (48%)
Less than grade 7	7.4 million (28%)	8.5 million (32%)	9.6 million (32%)
No Schooling	2.9 million (11%)	4.2 million (16%)	4.7 million (16%)

(Aichison & Harley, 2006)

In 2006, government designed what is called the Kha Ri Gude literacy program. This program is designed to invite those adults who missed out on their schooling and who cannot read or write, to join one of about 20 000 literacy classes that will be held all over South Africa and during the period 2008-2012 to better the literacy of the people of South Africa.

In conclusion, although these organizations only provided literacy classes on a small scale, their strength lay in their identification with the oppressed.

### **2.1.7 Summary**

This chapter has provided a brief overview of literacy and ABET in South Africa and how low literacy levels in South Africa can impact women's lives. The concept of literacy was described in great detail to illustrate how broad the concept of literacy is. Literacy as practices, literacy as discourse, the historical background of literacy and literacy in the developed and developing countries were discussed. Paulo Freire's theory on conscientisation were discussed with the main focuses on how literacy becomes integrated within the social changes that occur in people's lives overtime

## **2.2 Adult Basic Education and Training (ABET) in South Africa**

### **2.2.1 What is Adult Basic Education and Training?**

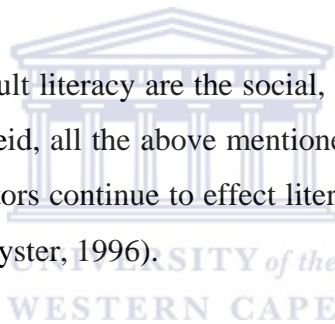
In the resistance against apartheid, importance has been placed on the impact of adult education in the struggle for equity and human right in South Africa

When discussing adult literacy or education, it is important to remember that this is a total different educative principle. Adult literacy is designed only for adults meaning all participants should be 16 years and older, be illiterate or lack a basic education. Adult literacy is located in different aspects that have been influence by the individual's personal development, political and social context of the country (Aitchison, Harley, Land & Lyster, 1996).

Adult basic education is embedded in personal development or empowerment approach. Adult literacy started out as a tool that would improve the literacy among the people of South Africa. It was also a tool that was developed not only to increase literacy but also to improve the personal development and empowerment of South Africans that were previously oppressed and disadvantaged (Aitchison, Harley, Land & Lyster, 1996).

Adult learning is embedded in the political, social, cultural and economic processes of society. The primary social purposes of Adult Basic Education in South Africa are to enhance possibilities for people to survive the harsh conditions in which they live in due to the apartheid era. Adult Basic Education provided people with skills and knowledge to improve their day to day living conditions (Oliver, 1998). Adult Basic Education educated people around politics such as political parties, political leader, policies, trade unions, government etc. It is important to remember the political history of South Africa and how the political factors of the past may have influenced the literacy rate of South Africans (Aitchison, Harley, Land and Lyster, 1996). The first political factor that influenced South Africa is the segregation or apartheid system. Other factors would be the breaking away from apartheid and moving towards transformation which broad a different dynamic to literacy in South Africa (Aitchison, Harley, Land and Lyster, 1996).

Other aspects embedded in Adult literacy are the social, cultural and economical aspects of South Africa. Due to apartheid, all the above mentioned aspects influenced literacy in the past and many of these factors continue to effect literacy in present day South Africa (Aitchison, Harley, Land and Lyster, 1996).



### **2.2.2 Legislative framework of ABET**

The end of legal apartheid in South Africa in the early 1990's signalled dramatic changes in all aspects of South African life, individually all aspects of the education system were fragmented along racial and ethnical lines. and generally insulated from public serenity and international differences from the debates was the integration of education and training as proposed by the National Qualification Frame Work (NQF)

In South Africa, the government uses the age of 18 years and older to define an adult. For a person to participate in ABET the age of 16 years and older are requested. The reason for this is because of the fact that 16 years old was the minimum of schooling leaving ages for people in South Africa in the past (Aitchison, Harley, Land & Lyster 1996, : 21). Aitchison, Harley, Land & Lyster (1996, : 21) contend that "a adult person is considered

to be illiterate or lacking a basic education who is aged 15 years or older and has received no education or less than 7 years of formal schooling (that is, less than a standard 5 level or grade 7 certificate” in the South Africa.

The NQF is defined as a framework for providing lifelong learning opportunities utilising nationally recognised levels (Department of Education 1996: 15).“Adult Basic Education is the general conceptualisation foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social economic and political participation and transformation applicable to a range of contexts. Adult Basic Education and Training is flexible, developmental and targeted at the specific needs of particular audience and ideally, provides access to nationally recognised certificates” (Department of Education 1997, : 5)The key assumption of the NQF is that the adult learner can move through an integrated system from non-literacy to accessing general and further and higher education.

The South African Qualifications Authority (SAQA) Act (Act No.58 of 1995) was established in1995. (South African Qualifications Authority, 2004). “The main aim for SAQA is to provide for the development and the interpretation of the National Qualifications framework” Olivier 1998: 4). SAQA develops guidelines to ensure coherence between facilitating, assessing, and interpreting the standards and qualifications of South African Education which could be found in the National Qualifications Framework (Oliver, 1998).

The NQF, aims to equal opportunities for those people whose careers were blocked due to past policies. The NQF is defined as a framework for providing lifelong learning opportunities utilising nationally recognised levels (Department of Education 1996,:15).

There are 8 different NQF levels. Each level represent a differ qualification. That will be discussed later.

The first NQF level are usually provided through NGO's, churches, night schools; ABET programmes, Private providers, unions and the workplace (Department of Education, 1997). The second, third and fourth NQF Level is usually any other post compulsory education that the student have obtained through Schools, Colleges and Adult Centres. For example, level 2 includes grade 10, Level 3 includes grade 11 and level 4 includes matriculation or grade 12 (Department of Education, 1997). NQF levels 5 to 8 deal with all higher education for example diplomas, higher diplomas, certificates, first degrees, higher degrees and doctorates (Department of Education, 1997).

There is a parallel presentation of ABET and formal schooling. This study will focus on the ABET parallel development band as indicated in Fig 2.3

NGF LEVEL	QUALIFICATIONS & CERTIFICATED	EQUVALANT QUALIFICATIONS	BANDS	SERVICE PROVIDERS
LEVEL 1	ABET LEVEL 1 ABET LEVEL 2 ABET LEVEL 3 ABET LEVEL 4	Pre-School Foundations Phase Grades 1- 3 Intermediate Phase Grades 4-6 Senior Phase Grades 7-9	GENERAL EDUCATION AND TRAINING BAND	NGO's, Churches, night schools, ABET programmes, Private Providers Work place and other
LEVEL 2	School/ college/ Trade certificates	GRADE 10	FURTHER EDUCATION AND TRAINING BAND	Formal high schools. State Schools Private Schools Private Colleges
LEVEL 3	School/ college/ Trade certificates	GRADE 11		Formal high schools. State Schools Private Schools Private Colleges
LEVEL 4	School/ college/ Trade certificates	GRADE 12		Formal high schools. State Schools Private Schools Private Colleges
LEVEL 5-8	Diplomas, Occupational Certificates, degrees, higher degrees, professional qualifications, doctorates, further research degrees		HIGHER EDUCATION AND TRAINING BAND	Universities, Technikon, Colleges, Private professional institutions, workplace

Fig.2.3 National Qualification Framework NQF (South African Qualifications Authority, 2004).

The NQF is developed in three bands GET, FET, and HET. These bands are seen as the foundation for education and training framework. There are three different Training bands and each consists of their own NQF levels and education phases (South African Qualifications Authority, 2004).

The first is the General Education and Training Band also called GET. The band consists of NQF level 1 and is divided into three different phases. The first phase is called the Foundation Phase. This phase is the first phases of early childhood education and comprises of Grades 1-3. The second Phase is called the Intermediated Phase, comprising Grades 4-6. The third and final phase for GET is the Senior Phase, Grades 7-9 (South African Qualifications Authority, 2004; Department of Education, 1997). ABET is presented parallel to this band.

The second education and training band is called Further Education and Training Band (FET). The Further Education and Training Band consist of NQF Level 2-4 and comprises of Grades 10-12 (Olivier, 1998, Department of Education, 1997). FET is a non-compulsory education band meaning people can choose whether or not to complete this level of training. In this band, learners could be provided with learning programmes through the following providers, for example senior secondary schools, technical colleges, Training centres, NGO's private companies and community centres (Olivier, 1998. Department of Education, 1997).

The last band is called Higher Education and Training Band (HET). HET is made up of NQF levels 5-8 and is once again not compulsory. This training band is based on the previous educational achievements that people have achieved either through, occupational certificates and diplomas, first degrees, higher diplomas, higher degrees, doctorates and further research. These qualifications may be provided through Universities, Technikons, Colleges and Colleges for professional training (Olivier, 1998; Department of Education, 1997).



The South African Qualification Authority (SAQA) Act (1995) was established to oversee the development and implementation of the National Qualification Framework (NQF). It was also charged with the responsibility for monitoring and promoting the quality of education and training provision by the accrediting providers to offer certain programmes and by registering assessors. SAQA established a statutory body tasked with the overseeing development and implementation of the National Qualification Framework (NQF) on which all South African education and training qualifications are to be specified in an outcomes-based format, approved and registered. The NQF was intended to transform the education and training framework by making it easier for learners to enter the system and to move and progress within it. This was due to be done by improving the quality of education and training and by enabling learners to develop their full potential, thereby supporting the social economic development of the country as a whole (Department of Education 2002b,: 8)

Although the Department of Education (1997,: 9) does not give any explicit definition of the programme, it does propose such an approach and maintains education systems that will promote diversification of access, curriculum and qualification structure with the programmes developed and articulated within the National Qualification Framework (NQF); encourage an open and flexible learning system based on credit accumulation and multiple entry and exit points for learners, improve the responsiveness of the higher education system to social and economic needs; address present and future social and economic needs, including labour market trends and opportunities and the new relationship between work and education; respond to new curriculum and methodological changes (and changes) that follow from the information revolution, the implications for knowledge production and the types of skills and capabilities required to apply or develop new technologies, require the implication of institution-based planning process, enhance a responsive regulatory and funding system , and ensure that the expansion of the system us managed in a responsible way, responding to the demands for access, redress, diversification and human resource requirements of society and economy, affordability and sustainability.

### **2.2.3 History of ABET in South Africa**

Adult Basic Education and Training (ABET) is a new intervention designed by the Education Department of South Africa to improve the literacy among those that are 16 years and older that are illiterate or lack a basic education (Aitchison, 2006). ABET previously known as ABE started in South Africa way back in the 1685 when the first schools were developed for slaves by the Dutch. “During 1737 the Moravian missionaries started with literacy classes for adults in Western Cape. They then taught adults how to read and write mostly focusing on the biblical verses using the bible as a text book (Fourie, 2005: 22).”

As time passed, the “night school” that started these centres were originally schools that operated during the days but offered the venue in the evenings to assist adults whom wanted to participate in ABET. Due to the political situation in the country in the 1970’s and 80’s, many learners dropped out of school due to the liberation struggle and never had the opportunity to complete their schooling. These schools focussed on the black and coloured South Africans who were working during the day and whom could have only attended classes during the evenings (Fourie, 2005).

During the apartheid era, these classes suffered as people were boycotting these classes. This was mainly due to the challenges that they were facing during apartheid. These challenges were lack of schools, lack of equal learning opportunities as well as what was called Bantu Education. All of the above mentioned factors lead to people being functional literate while others remained illiterate (Freire, 1987).

Since 1994, South Africa has faced major democracy changes and educational changes. Great emphasis was placed in South Africa on equity and human rights: “Here the role of adult education can be seen as a key element of an expression of national reconstruction in progress” (Larney, 2006: 6). In the new democratic South Africa, education becomes a human right. Education was seen as the tool to bring about social change to the poor and illiterate people of South Africa.

In 2006 the Education Department re-examined the illiteracy and the statistics of the census done in 200, finding that more than 4.7 million people or 16 % of the in South African population is currently illiterate. This became a serious concern not only to the education department but also the rest of South Africa. This means that more than 4.7 million South Africans missed out on the opportunity to be able to read, write, calculate and work with numbers. Many of these people missed out on the opportunity to think for them self, work independently, and make simple decisions. In the Western Cape there is currently, 597752 people or (13, 4%) of the population who has no formal education (Aitchison and Harley, 2006)

Literacy in South Africa between the period 2006 to 2008

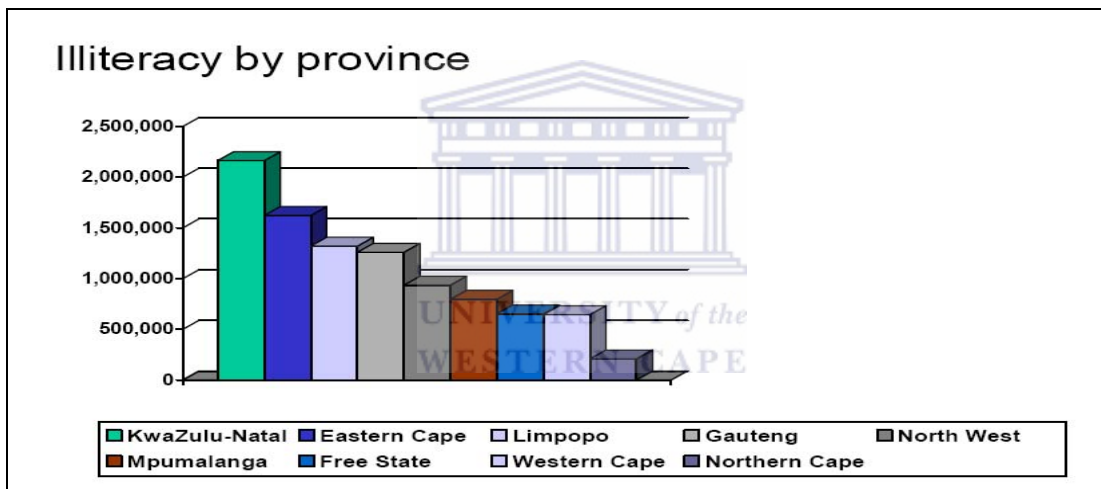


Fig 2.4 ( Mckay, 2008)

As previously mentioned in the chapter one, there is gap between the literacy levels of women and men. Statistics of 1996 has shown that there is a difference in illiteracy rates among women is much higher than this of the men. Among the women there are once again literacy gaps depending the literacy gap difference according to the age, race, and geographical location of the women for example see the table below.

Table 2.3: Levels of education of the South African Population women: Census 2006

	Black African	Coloured	Indian or Asian	White
<b>Gauteng</b>				
Female				
Not attending	410 460	24 333	11 110	63 520

Pre-school	42 567	2 089	1 556	13 014
School	651 653	39 032	19 352	147 104
College	31 754	1 069	1 016	7 379
Technikon	25 102	422	396	3 717
University	13 892	953	3 035	16 378
Adult education centre	3 109	106	59	511
<b>KwaZulu-Natal</b>				
Female				
Not attending	597 417	8 981	44 476	14 766
Pre-school	41 609	967	4 536	3 414
School	1 270 719	17 539	83 379	37 841
College	10 264	495	2 702	1 956
Technikon	11 669	341	1 893	1 057
University	7 012	482	5 882	3 334
Adult education centre	2 523	43	116	159
<b>Limpopo</b>				
Female				
Not attending	312 292	704	387	4 896
Pre-school	35 481	60	65	924
School	962 212	1 412	799	12 153
College	6 612	23	17	311
Technikon	2 746	3	8	129
University	4 716	9	52	227
Adult education centre	925	4	0	16
<b>Mpumalanga</b>				
Female				
Not attending	191 743	1 404	582	8 022
Pre-school	19 182	177	105	1 502
School	457 480	2 980	1 222	20 857
College	3 886	74	34	563
Technikon	2 589	30	11	289
University	668	8	41	512
Adult education centre	846	5	0	45
<b>Northern Cape</b>				
Female				
Not attending	21 604	33 779	109	3 561
Pre-school	1 889	2 397	17	660
School	35 734	51 608	255	9 273
College	681	282	7	203
Technikon	169	165	4	123
University	44	61	11	116
Adult education centre	60	42	3	11
<b>North West</b>				
Female				
Not attending	223 099	4 117	425	9 747
Pre-school	22 670	383	80	1 729
School	450 842	7 126	983	22 825
College	4 893	79	17	706
Technikon	3 645	31	11	255
University	3 004	42	77	1 785
Adult education centre	2 002	27	0	36
<b>Western Cape</b>				
Female				
Not attending	92 789	178 019	2 111	25 826
Pre-school	8 454	15 786	397	5 512
School	144 500	282 105	4 686	63 874
College	3 234	4 049	188	4 202

Technikon	3 396	2 568	127	2 224
University	3 522	3 805	916	9 076
Adult education centre	629	409	7	208

(<http://www.statssa.gov.za/timeseriesdata/pxweb2006/Dialog/Saveshow.asp> sited 1.07.2010)

From a real perspective it can be seen as reported in the 2001 census that for the level of education, no school is the highest for the black citizens and the lowest for the white citizens of South Africa.

It is clear that there is a huge gap in the literacy rates between the black and the white women within South Africa this can be because of different reasons such as apartheid, culture or even the geographical location of these women. For example the women in the Eastern Cape have a higher percentage of illiteracy than the women in the Western Cape. Literacy can be viewed and changed from a geographical point as seen below

Table 2.4: Literacy rates of women in the different provinces of South Africa

Literacy rates of women in the different province of South Africa											
No Schooling	Female	KZN	Northern Province	Eastern Cape	Gauteng	Mapuma-Langa	Freestate	Western Cape	Northern Cape	North West	Total
	→	587106	518914	373380	203428	236846	124895	75290	50503	206966	2377328

(Aitchison, 2006)

Over all in South Africa women's illiteracy rate are much higher than this of men. Adult literacy precedes the development of an individual. This can be seen as a fertilizer needed for development and democracy to take root and grow. It is a visible ingredient in any successful strategy for eradicating poverty and achieving gender equity. This leaves women in a vulnerable position as they have limited opportunities and development with regards to literacy.

## **2.3 Women's literacy and development**

Women's literacy is an important factor but there are certain causes that stop women from becoming literate and developed.

### **2.3.1 Causes of illiteracy among women**

There are many obstacles to literacy of women in third world countries, such as gender, class, tradition and in some situations even religion (Kemp & Van der Berg, 1995). Here are some examples of these obstacles. Many parents believe that it is not worthwhile to invest in girls' education, instead they will much rather invest money and time in their son's education (Ballara, 1992). Another obstacle why women or the girl child are leaving school would be due to the high unplanned pregnancies that affect girls more negatively than unplanned paternity affects boys. The South Africa's National Policy Framework for Women's Empowerment and Gender 28% of female drop-outs were as a result of pregnancy compared to the 3% of male drop-outs.

Domestic responsibilities are an additional obstacle that leads to women not being able to attend school, this especially occurs in rural areas where the girl child is assigned specific domestic responsibilities by the family. In many cases these domestic responsibilities do not only pertain to the "girl or women's" house but to also domestic employment (Ballara, 1992).

In South Africa girls drop out of school because of being victims to violence. Girls, more often than boys, are likely to be the victims of sexual harassment, rape and other forms of violence. The resulting trauma frequently leads to a drop in school attendance or a total non-attendance of school .

Poverty and school fees are all obstacles to why women in South Africa drop out of school. Many parents or guardians refuse to pay school fees sometimes because they care less about the education of girls than of boys, or they simply do not have the money In South Africa the Education Department tried to deal with the problem though

exempting school for children that cannot afford to pay school fees (Kemp & Van der Berg, 1995).

In urban areas, there are other factors that may contribute to the girl child not attending school these could be teenage pregnancy, alcohol and drug abuse. Other factors that may occur in the urban areas are the girl child living very expensive lifestyles and in order to finance their habits, they end up being prostitutes (Kemp & Van der Berg, 1995).

The last factor would be girls leaving school because of the HIV and AIDS epidemic that is currently occurring in South Africa. The girl child would drop out of school because either the girl child is HIV or AIDS positive or the girl child would have a family member, friend or neighbour that is HIV positive and that the girl should either take care of that specific person or take that persons responsibility on them (Kemp and Van der Berg, 1995).

Above mentioned is several reason reasons why the girl child may leave school. These above mentioned reasons in most cases are the reasons that cause illiteracy among adult women.

### **2.3.2 Importance of women's literacy**

Basic education should neither exclude nor discriminated against and it has to prepare women for full and active participation in society. Their participation in society will lead to transformation and the development of human capital.

A number of studies have proven that the effect of women's literacy had a positive effect on the individual and their community development (Ballara, 1992, Kemp & Van der Berg, 1995).

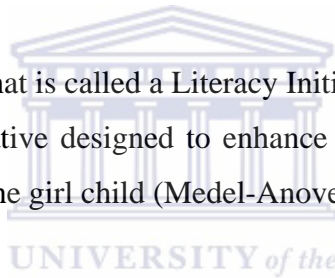
Women's education plays an important role in child care, especially infant mortality rates, pre natal care, child birth and medical treatment (Ballara, 1992, Kemp & Van der Berg, 1995). Literacy among women also has a positive effect on school enrolment and

attendance of their children and motivation for going to school (Ballara, 1992, Kemp & Van der Berg, 1995).

Women's literacy also increases the productivity and self-employment in the informal sector. In South Africa women started to move into jobs that was predominantly seen as a men's job. Entrepreneurship among women has become acceptable (Kemp & Van der Berg, 1995).

On a level of personal development literacy influence on how people perceive themselves. Women develop a better self-esteem and with reduced reports of feelings of powerlessness and low self-esteem (Albertyn, 1995). From the discussion above literacy can be viewed as a tool of sustainable development.

UNESCO (2005) developed what is called a Literacy Initiative for Empowerment (LIFE). LIFE is a global literacy initiative designed to enhance the literacy rates and empower people especially women and the girl child (Medel-Anovevo, 2008).



In April 2007, the education department launched The South African Literacy Campaign Kha ri Gude (Tshivenda for 'let us learn') who focuses on adults who missed out on their schooling, and who cannot read or write, was developed to instil new visions, possibilities and opportunities for the people of South Africa. The learning material and activities done in the literacy program is relevant to people's everyday lives. Kha Ri Gude means in Tshivenda "let us learn". The Kha ri Gude literacy programme focus on teaching first language communication and literacy skills, basic numeracy and basic spoken English (Mc Kay, 2008).

LIFE like the Kha Ri Gude programme mentioned previously. The programme's main goal is to equip people with literacy skills that they can use to develop and empower themselves.



ABET provide people with a sense of functional literacy and it also provides people with a new skills and experiences. These new experiences in return lead people to better the jobs and work skills. People are in return applying for new job and better jobs meaning that they have a better chance of becoming employed and earning more money. Abet also provide people with the proper skills how to work with finance all these skills leads to better financial skills.

Fourie (2000, :26) states “it is important for people to understand that low levels of literacy are not caused by poverty instead it is a cycle that is past on form one generation to the next. The cycle can only be broken when the illiterate people living in poverty reach out to adult basic education.” Literacy will develop women to enjoy the opportunities that education bring, such as having safer healthier, more productive and fulfilling lives.

All the above factors contribute to the individual empowerment but also contribute to community development and empowerment.

ABET usually affects the community in a big way. Knowing that people are able to think logically for themselves and are able to participate in critical thinking increases a sense of personal development and community development. ABET students take their knowledge and new skills into the communities leading to indirect community learning (Grant & Horrocks, 2004).

## ***2.4 Literacy and Empowerment***

Adult Basic Education and Training is an important factor in the new South Africa, because there are about 4, 7 million in need of education (Aitchison & Harley, 2006). Currently this factor is effecting the development of South Africa. The relationship between education and development is an indicator of how developed a country or a community is (Boucher & Loveday, 2000). The level of illiteracy is usually very much higher in rural communities than in urban communities (Kemp & Van den Berg, 1995).

### **2.4.1 Empowerment**

“Empowerment can be seen as the process of enhancing feelings of self-efficacy through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficacy information” (Conger & Khanungo, 1988: 474). Empowerment is the process where individuals learn to become more self-aware, self-confident, self-worth and have the feeling of power to better the existing self rather than to change it (Albertyn, 2005). Empowerment can be divided into two aspects: Individual or personal empowerment as well as community empowerment

### **2.4.2 Personal Empowerment**

Personal empowerment is about taking responsibility and having direct control over your own life. Krist-Ahman (2000) states personal empowerment is the process whereby individuals take responsibility for themselves and their own life choices. These life choices have an impact on people's self-power, self-strength, self-control, self-reliance and own choices, life of dignity and much more (World Bank, 2002)

“Personal empowerment can also be seen as the process through which people become strong enough to participate within, share in, the control of, and influence the events and instruments affecting their lives and that part empowerment necessitates that people gain particular skills, knowledge and sufficient power to influence their lives and the lives of people they care about.” (Parson 1991, : 10)

ABET may be seen as the catalyst for human development and empowerment in ways such as opening new horizons for people, extending freedom, and creating opportunities. Education empowers people to demand better services, and life treatment from organizations, institutions and governance (Boucher & Loveday, 2000)

ABET instil new visions, possibilities and opportunities for ABET participants. Knowles (1980) refers to Maslow who argues that all humans have basic needs. These basic survival needs consist of physical as well as psychological needs. People can only be

happy and satisfied with themselves when they are capable to look at themselves and have a sense of self actualisation and self esteem needs ( Knowles, 1980).

### **2.4.3 Women Empowerment**

Women's empowerment focuses on empowerment based on the needs of the women in a specific country, city, area or community. Women's empowerment is the process of personal empowerment that occur when women take control and responsibility of their own in life much like personal development.

Educating women and improving their literacy status will benefit women and may lead to personal and community empowerment. For example, by educating or improving their literacy levels, women may improve personal development whereby they become more informed and could improve her health, financial and social aspects (Rapp port and Hess, 1984).The power of literacy brings about empowerment for as literacy is framed primarily in terms of economic development, equality of opportunity and the possibilities of liberty and democracy (Rappaport and Hess, 1984).

ABET provides women with a sense of functional literacy, new skills and experiences. These new experiences in turn lead women to better the jobs and work skills. People are in apply for new job and better jobs meaning that they have a better chance of becoming employed and earning more money. ABET also provides people with financial skills (Waldfogel, 1998).

According Fourie (2000: 26) "it is important to know that low levels of literacy are not caused by poverty instead it is a cycle that is past on form one generation to the next. The cycle can only be broken when the illiterate people living in poverty reach out to adult basic education." A number of factors contribute towards the poverty of women in South Africa. The

gendered division of labour in the household, the low value accorded to women's work with the concomitant clustering of women in low-paid jobs contributes to female poverty.

Past discriminatory civil and traditional laws that have denied women access to land, loans and property have also hindered women's ability to be self-sufficient (Waldfoegel, 1998).

#### **2.4.4 Community Empowerment**

“A community is a group of people who have something in common with one another that connect in some way and distinguish them from another (Krist-Ashman, 2000.p29)”

The definition of community can be divided into two different sections for example people notion and place notion. People notion refers to a group of people coming together to share their interest; share their culture and way of living. These cultures and ways of living are often based on race, religion, classes and gender (Grant & Horrocks, 2004). Place notion on the other hand refers to a group of people who live in a specific locality. It can also be seen as the place where people have a sense of identity, character and personality (Grant & Horrocks, 2004).

From a development perspective “Development is about positive change and the planning required to effect change” (Grant & Horrocks 2000, p 40). It is important that we view the concepts of community and development in separate views. When viewing the concept of community development, it is not that difficult to understand and it then eliminates the process of confusion. “Community development refers to the process by which people join forces to improve the social, economic, political and cultural conditions of the communities. This process is made up of elements of participation and self help” (Tamasane, 1998). When discussing community empowerment the issue of participating always arise. The process of participation leads to genuine community empowerment (Tamasane, 1998).

Community development dates back to the early stages of human civilisation when people found that when they work together in some way this process benefits them and leads to development (De Beer & Swanepoel, 1998).

Community development is traced way back to learning of agricultural extensions in the 1870's. The aim was to transfer knowledge to people about agriculture and promote self-

help projects (Tamasane, 1998). Other writers traced it back to 1908 when the focus was on improving the lives of the rural population (De Beer & Swanepoel, 1998). The term community development was used worldwide during the period of the 1940's. Community development reached the peak during the 1950's and 1960's (De Beer & Swanepoel, 1998). By the 1960's the community development programmes were in place in more than sixty countries (Tamasane, 1998).

During the 1970's, the theme of community development was adopted by the World Bank. In the 1980's, the focus of community development was much more focused on the third world and poor communities (De Beer & Swanepoel, 1998). In the 1990's, community development was focused on sustainability and the top-down approach (De Beer & Swanepoel, 1998).

“Community development learning is about changing communities and lives of people engaged in taking action to effect change. By becoming involved and proactive within the community, people influence and alter communities in the process they also gain a wide range of knowledge, skills and understanding that can be used to develop their own lives” (Grant & Horrocks 2004: 41)

Community learning usually takes place in local venues in the community. There is no cost or a low cost prescribed to this type of learning (Mc Givney, 2001). The learners that participate in this type of education are usually from that specific local community and in need of a basic education or a qualification (Mc Givney, 2001). This type of educative programme is usually designed to for full the basic need of the community participants (Mc Givney, 2001).

Community education can help to build on people's experiences and knowledge. Community learning can serve as the basis for ideas and discussions around community development problems (Grant & Horrocks, 2004). It serves as social instrument that keeps people together and it terminates feelings of isolation and alienation rather campaign for people to work together (Grant & Horrocks, 2004). Community education

also promotes skills that will influence people's lifestyles such as employment, entrepreneurship and other practical skills (Grant & Horrocks, 2004). Once again community education promotes self-esteem and empowerment. Community education have different effect on different people in the community, this maybe because of the gender and age difference that people have and the roles that is associated with these differences.

Community development is a process for enhancing the social well-being of all residents in that specific community. Community development is much more focused on the collective actions of by the community members to improve their environment and quality of life. Community empowerment also focuses on the up liftman and to improve the community and the organisations in the community (Perkins& Zimmerman, 1995).

“Community development learning is about changing communities and lives of people engaged in taking action to effect change. By becoming involved and proactive within the community, people influence and alter communities in the process they also gain a wide range of knowledge, skills and understanding that can be used to develop their own lives” (Grant & Horrocks 2004,: 41)

Community education can help to build on people's experiences and knowledge. Community learning can serve as the basis for ideas and discussions around community development problems (Grant & Horrocks, 2004). It serves as social instrument that keeps people together and it terminates feelings of isolation and alienation rather campaign for people to work together (Grant & Horrocks, 2004). Community education also promotes skills that will influence people's lifestyles such as employment, entrepreneurship and other practical skills (Grant & Horrocks, 2004). Once again community education promotes self-esteem and empowerment.

## **2.5 Millennium goals and women education**

In September 2000 at the UN Millennium summit eight development goals were set. These goals represent the human needs and basic rights that every individual around the world should be able to enjoy—freedom from extreme poverty and hunger; quality education, productive and decent employment, good health and shelter; the right of women to give birth without risking their lives; and a world where environmental sustainability is a priority, and women and men live in equality. The above mentioned goals were designed to be met in 2015 (Roudi-Fahimi, Valentine & Moghadam, 2003).

Goals 2 and 3 were particularly designed to increase the literacy rates and to develop empowerment and equity among women

Goal 2 aims to “achieve universal primary education. Target: Ensure that, by 2015, all children, boys and girls alike, will have access to a full course of primary education. Indicators for this goal: the net enrolment ratio in primary education; the proportion of pupils starting grade 1 who reach grade 5; and the literacy rate of 15-to-24-year-olds” (Roudi-Fahimi, Valentine, Moghadam 2003: 2).

Goal 3 is to “promote gender equality and empower women. Target: Eliminate gender disparities in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015. Indicators for this goal: the ratio of girls to boys in primary, secondary, and tertiary education; the ratio of literate females to males among 15-to-24-year-olds; the share of women in wage employment in the non-agricultural sector; and the proportion of seats in national parliament held by women”. (Roudi-Fahimi, Valentine, Moghadam 2003: 2).

Many countries are moving forward, including some of the poorest and lowest levels of literacy skills. However, the inadequate resources, lack of focus and accountability, and insufficient dedication to sustainable development have created shortfalls in many areas. To see the results and whether the goals have been achieved we need to wait until 2015 (Millennium Development Goals Report, 2010).

## **2.6 Education For All ( EFA) Global monitoring**

The Decade of “Education for All” (EFA) was launched in Jomtiem, Thailand, in March 1990

EFA provided countries with a broad vision of basic education where EFA was meant to assure that the basic learning needs of all –children, young people and adults- throughout life, within and outside the formal school system, were to be met (Hallak199: 11).

In 2006, the Education for All (*EFA*) Global Monitoring Report focused on literacy. They felt that literacy is one of the most neglected of the six millennium goals adopted in 2000. Literacy’s crucial role in achieving each of the millennium goals. It may also provide a key to improving the lives of millions of people living in extreme poverty, and especially women (EFA, 2006).

Women account for 64% of the adults worldwide who cannot read and write with understanding, virtually unchanged from 63% in 1990. At the global level, only 88 adult women are considered literate for every 100 literate adult men. It is important for women to become literate as illiteracy influence a person, socially, economically, politically and emotionally (EFA, 2006).

Education for All (2006) state literacy contributes positively to women’s empowerment, in terms of self-esteem, economic independence and social emancipation. Many women who have benefited from adult basic and literacy education have spoken of feeling a sense of personal empowerment as a result.

According to the EFA, 2010 a rising in literacy took place and the differences in gender disparities are smaller. Between the two benchmark periods (1985-1994 and 2000-2007), the number of adult female literates increased by 14%, compared with 7% for males. Women are catching up, though in many countries they are starting from a long way behind.



## **2.7 Human Capital Theory**

“Human capital theory is used to simplify interpretation of complex phenomena and reject it when it conceals more than it reveals” (Welch 1975: 1)

Human capital theory was developed by economists such as Schultz (1961) and Becker (1964) from the 1960s onwards (Griffin, 1987; Cunningham, 1996; Tight, 1996; Rubenson, 1992).

The human capital theory focuses on wealth distributions and life-cycle earnings profiles; sources of income returns to schooling; and race differences in income” (Welch 1975: 1).

“Globally, human capital theory has done much to narrow the scope of adult education where the theory assumes a direct positive relationship between education and the Gross National Product of countries ( Larney, 2006, :21)

Oliyan & Okemakinde, (2008,: 2) states that there are several ways of modelling how education accelerated economic growth and development. The first is to view education as an investment in human capital. Another way of modelling the role of education in the growth and development process is to view human capital as a critical input for innovations, research and development activities. From this perspective, education is seen as an intentional effort to increase the resources needed for creating new ideas, and thus, any increase in education will directly accelerate technological progress. Education is seen as an input into the intentional and entrepreneurial efforts to create new technology and new products. Proponents of this view of education point out the close correlation between new product development and levels of education.

## **2.8 Adaptation of the illiterate in a literate world**

People all adapt to their situation differently for example a person that cannot read will ask others and will keep on asking other until he/she learned to do it himself or herself. Another person will avoid reading while another will become vulnerable

## 2.8.1 Adaptation techniques

Adaptation deals with the defence mechanisms of the human psyche. “In general, this theory seeks to find how human beings deal with threatening or traumatic events. Adaptations occur when humans "bounce back" from negative events in their lives” (Johnson 2010: 1). For example, when an illiterate person cannot make sense of the literate world around them he/she needs adapt and find a way of dealing with their circumstances. The human psyche naturally seeks to find meaning, that is, to see the good in the negative event. People usually adapt in attempt to structure one's life so as to avoid the event from ever happening again (Johnson, 2010). People usually adapt by doing one of the following techniques, becoming dependant on others, avoiding the negative event, or becoming submissive and vulnerable to other, co-adaptation and internal adaptation (Johnson, 2010).

The first technique of adaptation is dependency. The word dependency like literacy is one of those concepts that have more a one definition. The definition of dependency will depend on the (person's) author's view of literacy as well as the (persons) authors' discipline.

The New Choice English Dictionary defines Dependency as “the process where a person is completely dependent on someone for support or assistance or relies on someone else's judgment” (Geddes & Grossett, 1999: 87).

Dependency can also be seen as the process of addiction; entangled in a difficult situation; under someone else's power or influence; devoted to or obsessed by a person, occupation, or other matters such as financial dependency on others (Greene, 1982).

The second technique focuses on avoidance. Avoidance is the process of escaping, dodging, preventing and forestalling something from happening. Johnson, 2000 see the process of avoidance as a technique that the illiterate teach themselves so that they can

cope in a literate world. This technique like any other technique is adapted according to a person's personality and their environment.

The third technique focuses on vulnerability. "Vulnerability can be seen a way of conceptualising what may happen to an identifiable population or person under certain conditions of particular risk and hazards" (Cannon 2005: 3) for example when a women can't read or write for herself she needs to rely heavily on other people opinion to what they have read or written this leaving her in a vulnerable position as she doesn't know if the other persons opinion are correct.

## **2.9 Summary**

This part of the chapter focused on ABET in South Africa. It started by out looking at what is ABET in South Africa followed by the legislative framework of ABET. The legislative framework of ABET were described to formalize the link between literacy in South Africa and ABET in South Africa. The legislative framework that included the NQF system was then followed by the History of Literacy in South Africa focussed on the apartheid era, literacy and ABET. The history of literacy and ABET in South Africa were then linked to causes of illiteracy why literacy is important in women's lives. Once again literacy had a great impact in women's lives and has several reasons why it is an important factor in women's lives.

This chapter also focused on literacy and empowerment. Three different levels of empowerment were identified such as the personal empowerment, community empowerment and women empowerment. The Millennium goals and women education, EFA Global Monitoring and Human Capital Theory was used to show the shift from illiteracy of women to literacy of women and link between education, economy and women all over the world. The different adaptation techniques that illiterate women use to survive in a literate world were also discussed.

Overall the chapter focussed on how education will set free the potential of women and empower them to contribute rightfully in the growth of South Africa.



# CHAPTER THREE: RESEARCH METHODOLOGY

## ***3.1 Introduction***

The purpose of this chapter is to focus on the various stages of the qualitative research methodology used in this study. It will present and discuss the research design, research instrument, the sample, the procedure of obtaining the data, analysis of the data, validity and consent of research, trustworthiness, ethical consideration, reliability, limitations and delimitations. The demographics of the sample were obtained using a short questionnaire.

## ***3.2 Research setting***

The study was conducted in the Cape Peninsula in a small semi urban community called Eersterivier. Eersterivier, (Afrikaans for "First River"), is a suburb of the city of Cape Town, South Africa, situated about 45km from the Cape Town CBD and 8km from Cape Town International Airport on the N2 route, located behind the Airport. Established during the apartheid era as small farms, and expanding into a Semi-urban area in the 1980s, Eersterivier now has a population of 25000. It is a predominantly low to middle income coloured community with high rates of unemployment and poverty. Housing spans the range from formal to informal and most of the Eersterivier community has access to basic resources such as electricity, clean and running water supply toilets and telephones.

Most of the women in the community are unemployed and face the challenges of poverty, low income, minimal (if any education) and single parenthood

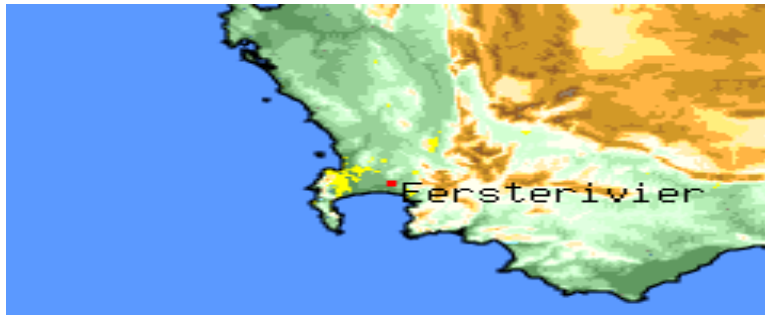


Fig 3.1 Map of Eersterivier

<http://www// Maps. Weather. and Airports for Eersterivier. South Africa.mht>

The research study was conducted in Eersterivier at the Eersterivier ABET Community Learning Centre. The learning centre functions at three different locations in Eersterivier: the library, the sport and recreation hall and the community centre. These locations in Eersterivier were identified to make ABET as easily accessible as possible to all in the Eersterivier area. The Eersterivier ABET Community Learning Centre is connected to the Department of Education which provides the centre with funding and helps with assessment of learners attending the Eersterivier ABET Community Learning Centre.

The programme was designed for part-time and full-time learners. Full-time learners attended classes once a week from 9am - 12 am or 1 pm - 4 pm, depending on the class. Part-time learners attend classes from 6pm to 8pm only and need to attend the ABET classes twice a week to make up to make up the same number of hours as the full-time learners.

The staff at the centre consists of a centre manager and five educators. The centre manager's job is to manage the centre while the educators educate and support students.

### **3.3 Literacy profile of centre**

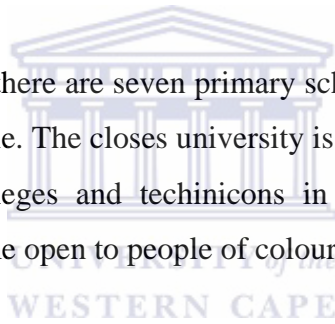
The census of 1996 indicated a low level of education in the Eersterivier area. There are 1487 people that never attended school and 727 community members that attended Grades 0 – 2. Most of the community members have passed grade 8 to grade 11 see table 2 below.

Table 3.1: Literacy levels of Eersterivier Community

<b>EDUCATION</b>	Males	Females	Total
<b>No schooling</b>	717	770	1,487
<b>Grade 0 - Grade 2</b>	400	327	727
<b>Grade 3 - Grade 7</b>	1,752	1,986	3,738
<b>Grade 8 - Grade 11</b>	2,823	2,916	5,739
<b>Matric only</b>	883	772	1,655
<b>Matric plus Diploma/certificate</b>	121	203	324
<b>Matric plus Degree</b>	41	27	68
<b>Matric plus Postgraduate Degree</b>	7	3	10
<b>Other qualification</b>	13	10	23
<b>Unspecified</b>	249	193	442
<b>NA: Aged &lt;5</b>	1,086	1,077	2,163
<b>Total</b>	8,092	8,284	16,376

(Statistics South Africa, 1996)

In the Eersterivier community there are seven primary schools, three high schools and no universities or colleges available. The closest university is University of the Western Cape (UWC) and a few other colleges and technicons in the Bellville areas, which all admittedly only recently become open to people of colour.



### **3.3 Study design**

This research study was based on the qualitative research paradigm. The ethnographic approach was used for conducting the research. The aim of this approach is to “provide an in-depth description of a group of people or community. Such descriptions are embedded in the life-worlds of the actors being studied and produce insider perspectives of the actors and their practices” (Mouton 2003, p.148). The ethnographic approach involves making the invisible visible, theorising the context and describing the real practices of everyday life (Afzal 2008:250). The above mentioned study design was chosen by the researcher because the ethnographic research approach fits the objectives and the aim of the study, allowing women to reflect on their own lives and to share their everyday literacy practices with the researcher.

### **3.4 Sample**

According to Welman & Kruger (2001:63), the power of purposive sampling is in its focus on natural ordinary events and natural settings, helping to create a strong idea of what “real life is like” for the respondents of qualitative research.

The sample consists of 85 participants located in the Eersterivier area from all three local community learning centre locations. The participants were selected for the study based on their gender, participation in the literacy programme and their availability.

The sample’s age group ranged from 20-80 years of age and consisted of females only. These females ranged from pensioners, the unemployed and the employed.

All of the respondents were residents from the Eersterivier and Kasselvlei area. There were some participants who come from an old age home located close to Eersterivier area. The participants were selected from across the three different centre sites such as the library, community hall and the sports and recreation centre.



### **3.5 Data collection**

Data collection procedures must be appropriate for answering the research objectives. Data collection was done through various ethnographic techniques such as classroom observations, in-depth individual interviews, document analysis. Data was collected in 11 classes. For this study, ethnographic fieldwork was conducted from 1 June to November 2009.

#### **3.5.1 Observation**

Observation is a technique used by the social scientist over time to observe human activities and their behavior within their physical setting or environment (Lichtman, 2006). In this study, the researcher used nonparticipant observation. In this type of observation, the observer is not participating in activities and the assumption is made that



participants knew the role of the researcher. This type of observation is also called direct observation or reactive observation (Bailey, 1994, Norman, Denzil & Yvonna, 2000).

To explore the everyday literacy practices of women in the semi-urban community the observation type used is the direct observation type as the researcher did not participate in the literacy classes and participants gave consent and were aware of the fact they were observed.

The researcher randomly observed the 11 classes according to the time table and the researcher's availability. When doing classroom observations, the researcher used the observation check list to ensure that all criteria for observation were met. There were different aspects that the researcher were looking for such as initiatives of conversations between students and the educator, reaction of participants to a particular situation such as class discussions, arguments and disagreements, nonverbal signals shown by participants, body language and the different feelings participants were portraying on different days.

Observation was done through note taking and relying on the observer's memory. Note taking can be seen as the process whereby the observer wrote down some key notes about the current observation taking place. There are some advantages and disadvantages of note taking. The advantage of note taking is that the correct data is captured (Lichtman, 2006).

The research technique observation has advantages and disadvantages. It is more focused on the nonverbal behavior of the participant advantage to the researcher as an awareness of non verbal behavior creates a depth of understanding of the behavior of the participant (Bailey, 1994). An in-depth study of the individual starts to occur and relationships become of primary rather than secondary importance. In the social sciences, research observation is usually done in the natural environment and this becomes an advantage as the observer watches participants in their own environment (Bailey, 1994, Norman, Denzil & Yvonna, 2000).

Usually the observation occurs over a period of time that confers validity and reliability on the data gathered. The disadvantages of this type of research is the lack of control that the researcher has over the environment and the participants. Another disadvantage of observation is that it is best used and understood in a qualitative research study. Quantifying the insights gathered is difficult and reduces both the reliability of the process and the value of the data (Lichtman, 2006).

### **3.5.2 Interviews**

Interviews are understood to be a “process whereby you get information from sources through asking questions” (Louw & Edwards 1998: 596), there are different types of interview that produce qualitatively different types of data.

Interviews vary according to the degree of open-endedness of the questions. In the unstructured interview, or in-depth interview, instead of an exhaustive list of question, there are only a few questions designed to get the participant talking as freely as possible. Unexpected data may arise out of this type of interview as participants offer in-depth information about their lives (Louw & Edwards, 1998).

Another type of interview is the structured interview whereby participants are asked a set of predetermined questions that the participants have to answer accordingly (Louw & Edwards, 1998). The advantages of an unstructured interview are that all the issues and topics are covered (Louw & Edwards, 1998) and that data is commonly offered in pre-designated categories potentially allowing for easier analysis.

In this research study the researcher made use of the in-depth interviews which can be seen as “spontaneous conversations with a purpose” (Ritchie & Lewis, 2003:138). The reason why the researcher chose this type of interview is because the researcher wanted the participants to talk openly and freely about the specific topic and be restricted to answering predetermined questions (Ritchie & Lewis, 2003)

### **3.6 Document analysis**

In the process of compiling information at the three centres through classroom observation and in-depth individual interviews, certain documents were requested by the researcher to analyze.

The official records of the literacy programme such as documents related to the programme design, implementation strategy, monitoring and assessment tools, literacy process, educator training guide, learners' writing portfolios, mark sheets, and attendance registers were obtained and examined for this research.

### **3.6.1 Validity of document analyses**

The researcher found a correspondence among the above mentioned documents that were analyzed that reflected positively on the validity of the document analysis. In terms of validity, the above mentioned documents (programme records) cannot be generalized due to the unique interpretation of events.



### **3.6.2 Reliability of document analyses**

The researcher ensured that the appropriate data collection techniques such as observation, interviews and questionnaires were used and analyzed.

## **3.7 Data analysis**

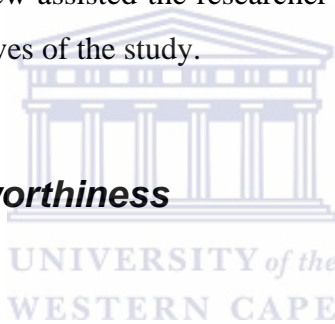
Data analysis is a qualitative approach used in the transcribing and translation, class room observation and interviews. According to Huberman and Miles (1998: 180), "Data analysis can be seen as an interactive process that contains three sub-processes namely data reduction, data display and conclusion drawing verification" (Huberman & Miles 1998:180). Data reduction can be describe as the process whereby the researcher chooses the specific frame work, research questions and the instruments needed for the study. Data display, on the other hand, is much more focused on drawing conclusions from the specific data gathered by the researcher. Conclusion drawing and verification is the third step in data analysis; this is the

process whereby the researcher needs to interpret all data gathered and draw a conclusion about the research study (Huberman & Miles, 1998).

The interview questions and observation notes and other documents obtained were summarised, coded and clustered around main themes in an effort to understand the relationship between women's literacy practices in their everyday lives and the "literacy" taught to them in the ABET classes..

The thematic analysis was employed. The recorded transcripts were transcribed and then sorted into clusters and categories from which themes emerged. The researcher determined the relationship between these themes. Using the theoretical underpinning as discussed in the literature review assisted the researcher in getting the relevant data that was used to address the objectives of the study.

### **3.8 Validity and Trustworthiness**



#### **3.8.1 Validity**

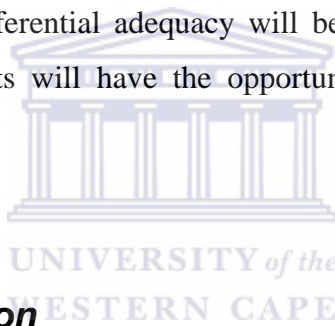
Validity refers to the extent to which specific measures provide data related to commonly accepted meanings of particular concepts (Cohen & Manion 1989:129). There are two aspects of validity internal and external validity. Internal validity strives to answer the following question: how do we know that the result of this piece of research present is the real thing? Cohen & Manion (1989:129) explain internal validity as a genuine product to be resulted of triangulation to find convergence among sources of information.

External validity on the other hand strives to answer the question: how do we know that the results of this piece of research are applicable to other situations? Crestwell (1994: 158) mentioned that "the intent of questioning respondents is not to generalise findings but to form a unique interpretation of events"

### **3.8.2 Trustworthiness**

In the qualitative research trustworthiness come to play. In order to increase the trustworthiness of the research findings, the criteria of the credibility, transferability, confidentiality and dependability will be met using several strategies. Supervisor and student will assent in the finalisation of themes and categories.

Firstly, credibility will be ensured by the following strategies, prolonged engagement staying in the classroom until the end of the classes. Secondly, persistent observation will be done. Thirdly triangulation, brought about by this different data sources used by the researcher. Auditing will be carried out by the researcher's supervisor who will examine the researcher's field notes and documents of critical incidents such as interviewer's notes, video tapes and an account of the process of enquiry to attest to their dependability. Fourthly the referential adequacy will be checked by use of audio and video tape. Finally participants will have the opportunity to check the data and the interpretation there of.



### **3.9 Ethical consideration**

Permission to conduct the study was obtained from the Higher Degrees committee and ethical clearance from the Research and Study Grant Committee of the University of the Western Cape. A letter of information outlining the purpose of the study was given to the participants. Permission was requested from the ABET centre manager (See Appendix A). Participation was voluntary and those who agree were given a consent form that will be read to them (See Appendix B). As the participants are illiterate, they were requested to provide a left thumb print as a sign of consent. Participants were assured that confidentiality and anonymity will be guaranteed and that they have the right to withdraw from the study at anytime without prejudice. They were also informed that information given will be used for the purpose of the study only. The findings will be made available to the participants of the study. If the study causes emotional distress, a counselor will be

made available. To protect the identity of the respondents, their names were withheld in the final themes.

### ***3.10 Delimitations***

The study will be conducted with a local literacy community group in the Cape Peninsula area. The finding of this research can, therefore, not be generalised to other literacy schools or literacy projects.

### ***3.11 Summary***

The main objectives for this chapter was to provide the reader with an understanding of the research methodology used, to delineate the data collection method for the analysis process and outline the qualitative and brief quantitative data obtained. The main aim is to explain to the reader what the problem is that has been researched and clearly explain its repercussion. The following chapter4 will offer a comprehensive description of the results and discussion of this study.

# CHAPTER FOUR: RESULTS AND DISCUSSIONS

## **4.1 Introduction**

The main purpose of this study was to determine the impact of an ABET literacy programme on women's lives in a semi-urban context, in the Cape Peninsula. This was done by means of the following four objectives:

- 1.1 Explore the existing everyday literacy practices of women in a semi-urban community by means of an in-depth interview done with the participants of the literacy programme.
- 1.2 Determine what types of literacy goals and practices are being promoted in the ABET programmes. This was done through analyzing the ABET multi-year plan and ABET policy documents.
- 1.3 Determine the consequences of the promoted vision and practices of the literacy program on women's lives in their particular context. This objective was reached through in-depth interviews with the centre manager and educators and analyzing the multi-year plan and ABET policy documents.
- 1.4 Determine the gaps in the promoted vision and practices of the literacy program in relations to women's lives in their particular context. This objective was reached through an in-depth interview with the participants and analyzing the literacy material, attendance register and portfolio marks.

This chapter presents the results of the interviews, document analysis and observations from the ABET literacy study.

Demographic data was gathered through a questionnaire which was administered to the learners and the educators of the literacy programme to determine the demographic profile of the participants. A taped in-depth interview was done when the programme started with a total of 85 respondents. Observations were done in the class groups. In-depth interviews with the educators and centre manager of the literacy programme were conducted and taped. A similar series of interviews was conducted at the end of the literacy programme.

## **4.2 Learners' Demographic Profile**

### **4.2.1 Introduction**

A short quantitative questionnaire (see Appendix D) was administered to determine the following: demographic details, citizenship, educational background, financial position, and motivation for attending the literacy programme.

The following data is drawn from the findings of the demographic questionnaire completed by the female learners of the ABET, level classes held at the three different location of the three ABET Centres in Eersterivier.

#### 4.2.1.1 Demographics

The age range of the respondents was between 16 and 80 years of age as illustrated in Fig 4.1

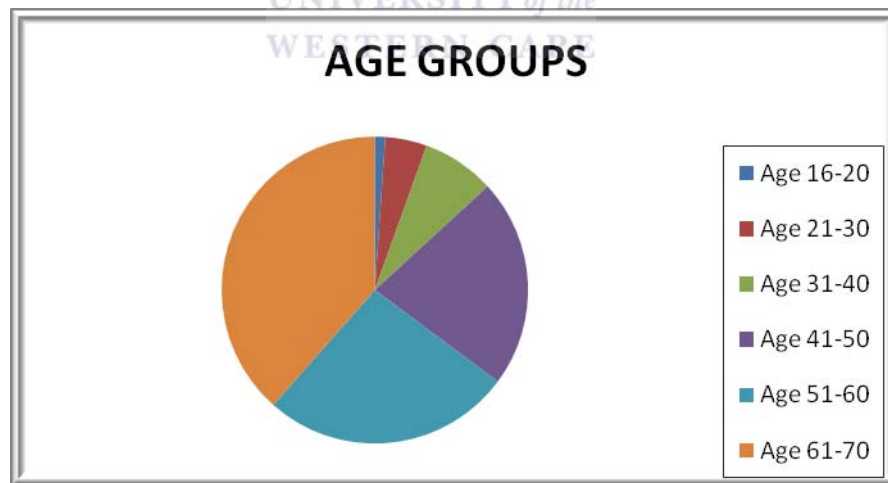


Fig 4.1. Age Groups

The majority of women are between the age of 61 and 70 years of age (35%). The age group ranging from 50 – 60 was 24% and a small percentage (1%) was of the age group 16-20 years of age. Therefore, the group of women was within the older age groups. As Fig 4.1 clearly indicates, there are more older women in the group than younger women.



This result correlates with Fourie's view on the high drop-out rate of learners due to the liberation movement and the effects of apartheid era economics and education (2005).

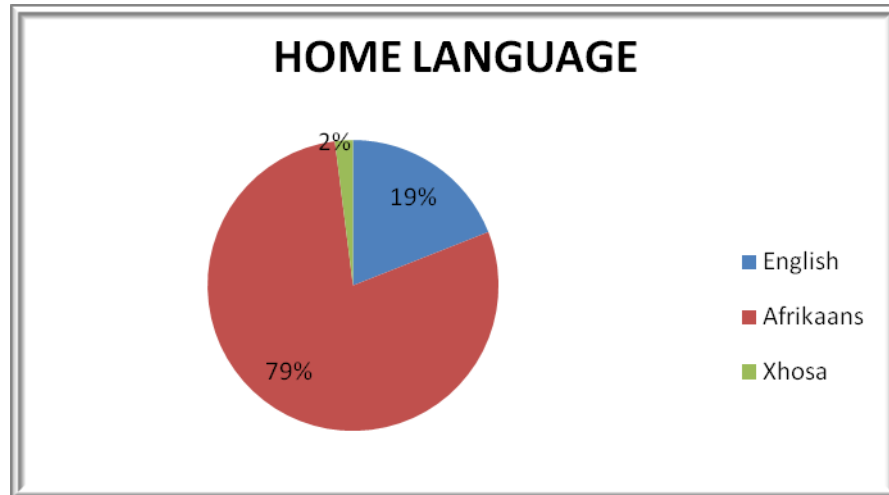


Fig 4.2 Home language

Seventy-nine percent of the respondents were Afrikaans speaking while 19% of the participants were English speaking and 2% of the respondents Xhosa speaking. This large percentage can be attributed, at least in part, to the area in which the three centers are located.

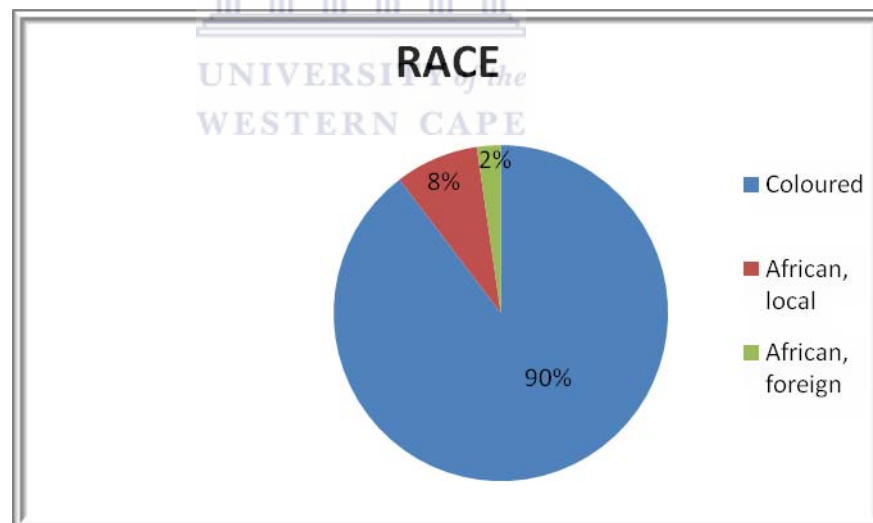


Fig 4.3 Race

Two race groups were represented in this study: 90% of the sample was coloured, the remaining 10% was African with 8% being local and 2% foreign. The foreign respondents were from Nigeria. These women were part of the group because they wanted to become more literate but also to be able to read and speak proper English.

#### 4.2.1.2 Citizenship of the group

The respondents in the study are all from Africa but not all were South African citizens. The group consisted of 83 South Africans and 2 foreigners from Nigeria.

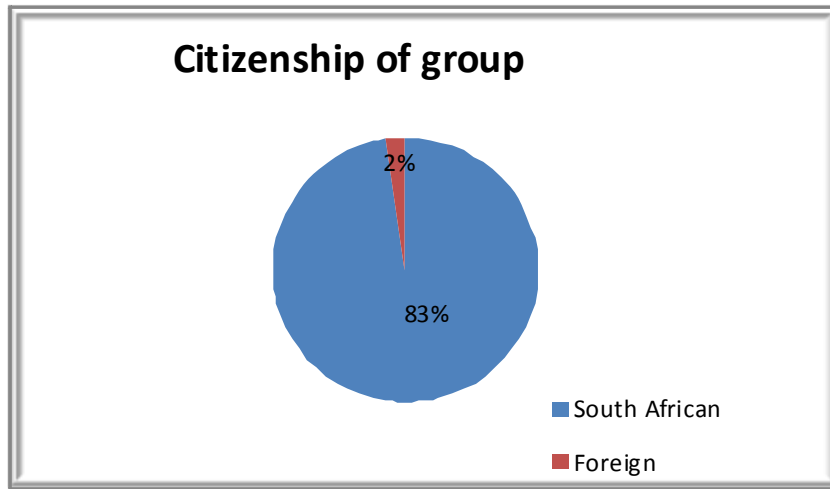


Fig 4.4  
Citizenship of Group

#### 4.2.1.3 Educational Background

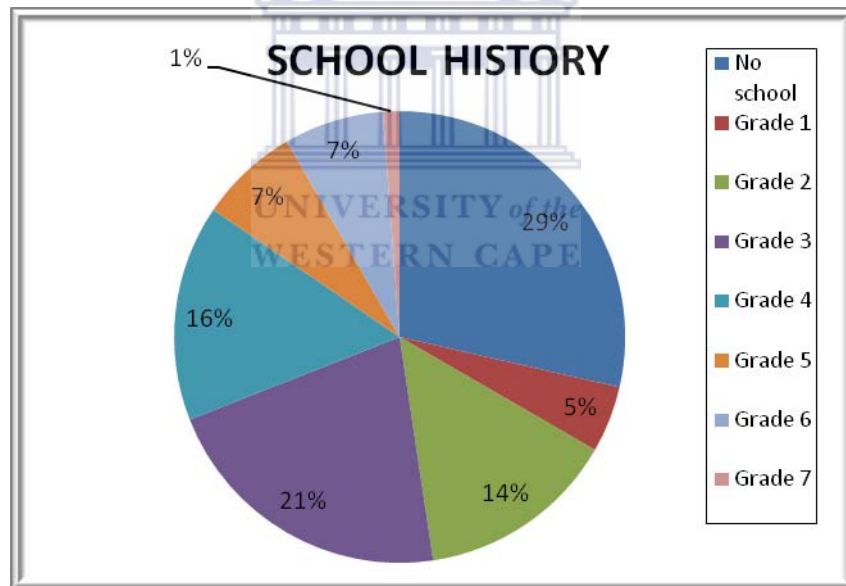


Fig 4.5. School history

Twenty eight percent of the respondents never went to school before. Five percent of the sample left school in grade one these people are still located in the age group 45 to 80 years of age. Twenty one percent of the sample left school in grade three and one percent of the sample left school in grade seven are located in the age group 16 to 50 years of age. Those who did attend school were asked why they left. The older members of the group, ranging from 50-80 years of age, had the following reasons: there were no schools close to their house, parents never enrolled student, they moved to Cape Town for work.

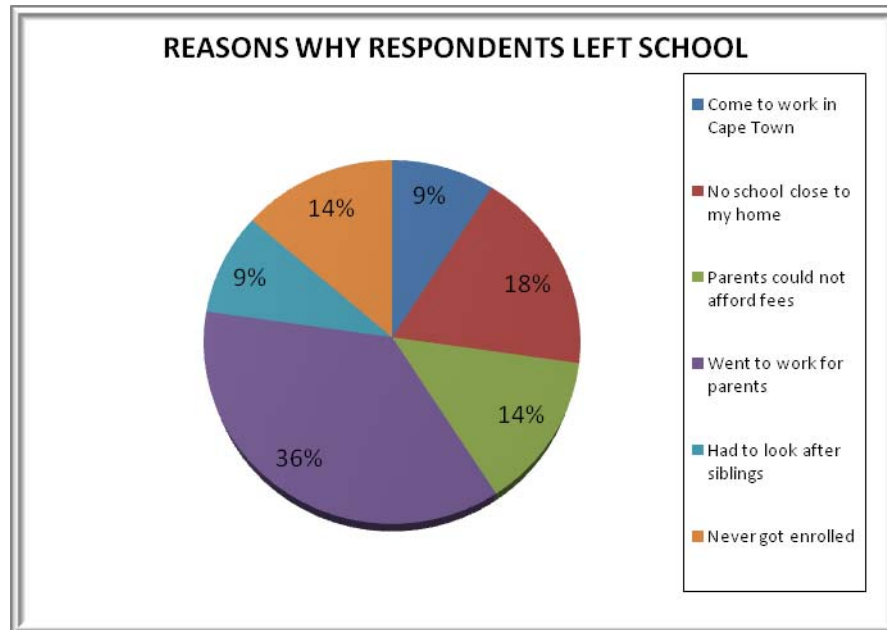


Fig 4.6. Reasons why respondents left school

Fig4.6 illustrates the six different reasons respondents gave for leaving school. Thirty six percent of the sample left school because they went to work for their parents or to support their parents while 18% had no school close to their home at that particular time. Fourteen percent of respondents parents could not afford to send the respondents to school or keep them at school for financial reasons. Nine percent left their home towns to come to work and support their families and a further 9% of participants had to look after their siblings while parents worked. Kemp & Van der Berg (1995) affirm this, as they see poverty resulting in South African women dropping out of school

#### 4.2.1.4 Financial Position

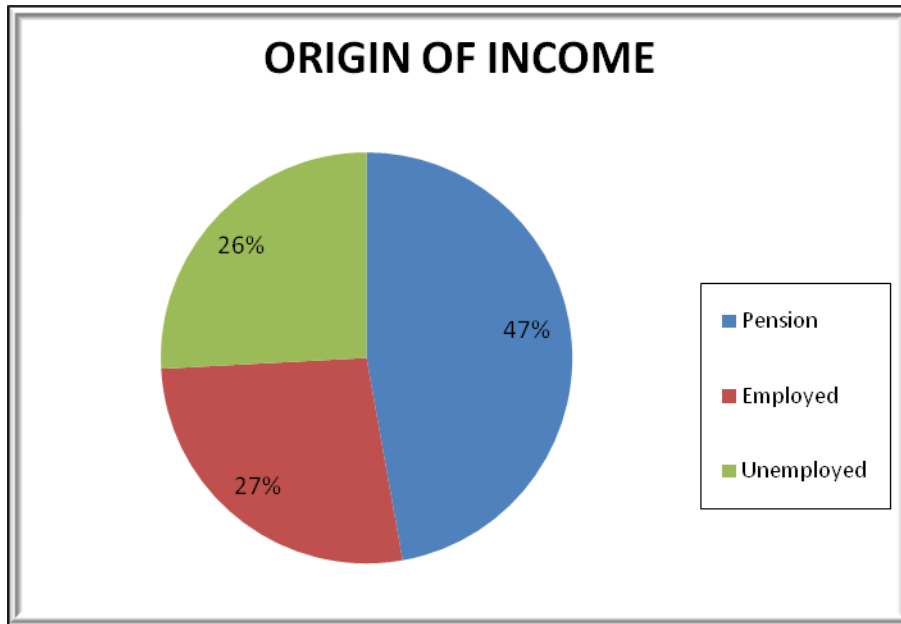


Fig 4.7 Origin of income

The average household income for participants ranged from R600 to R1500 per month. Forty seven percent of the respondents received some kind of pension from the state while 27% of the respondents were employed and a further 26% unemployed.



#### 4.2.1.5 Motivation for attending the literacy programme.

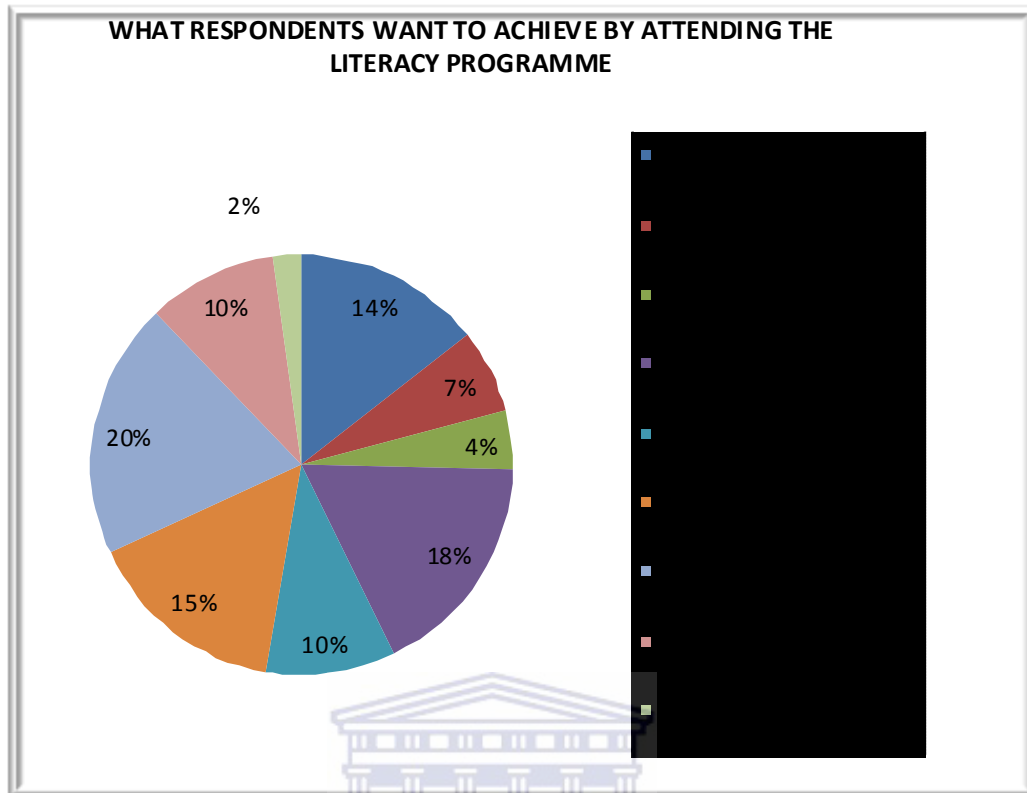


Fig 4.8 WHAT RESPONDENTS WANT TO ACHIEVE BY ATTENDING LITERACY PROGRAMME

As shown in Fig 4.9 above, 20% of the women want to learn how to work with money. Fourteen percent of women want to get a better job while 10 % want to become independent and 2% of the women want to learn how to read and speak proper English. This was the reason given by the Nigerian women attending the literacy programme.

The demographic profile of the group is a reflection of the broader situation in South Africa. An estimated total of 2 377 328 women in South Africa are currently illiterate with 75 290 of these resident in Western Cape (Aitchison, 2006).

In this study, a high percentage of respondents, 35%, are older women between 61 and 70 years old. In addition, 24% of the respondents are between 50 and 60 years age. In total, 59% of the group is above 50 years of age.

Many of these women were of schooling going age during the early years of apartheid while others were born into the apartheid era. During this time education for black and coloured people was neglected (French 2000). The introduction of Bantu Education saw many people boycotting education and not participating in learning at a school level (French 2000). While none of the respondents specifically cited the impact of apartheid era education policies, factors such as the paucity of accessible schools in rural areas and

the competition for financial resources for education can be attributed to the policies of this time.

While the obstacles of the past discouraged or prevented women from attending schools as children, the obstacles of the present act to impel women to seek out education options. Respondents cited high unemployment rates and poor quality of life as motivations to attend literacy classes in order to improve their current quality of life.

To ensure that these women's dreams across the world become their reality in September 2000 at the UN summit eight development goals were designed. One of those goals was to achieve universal primary education for all women by 2015 (Roudi-Fahimi, Valentine & Moghadam, 2003). Once this goal has been reached more women would be literate and be in a position to earn their own money. As seen in the human capital theory when scope of adult education has narrowed, a more positive relationship between the Gross National product and education will be developed (Larney, 2006).



#### 4.2.1.6 Where did they hear about the literacy programme

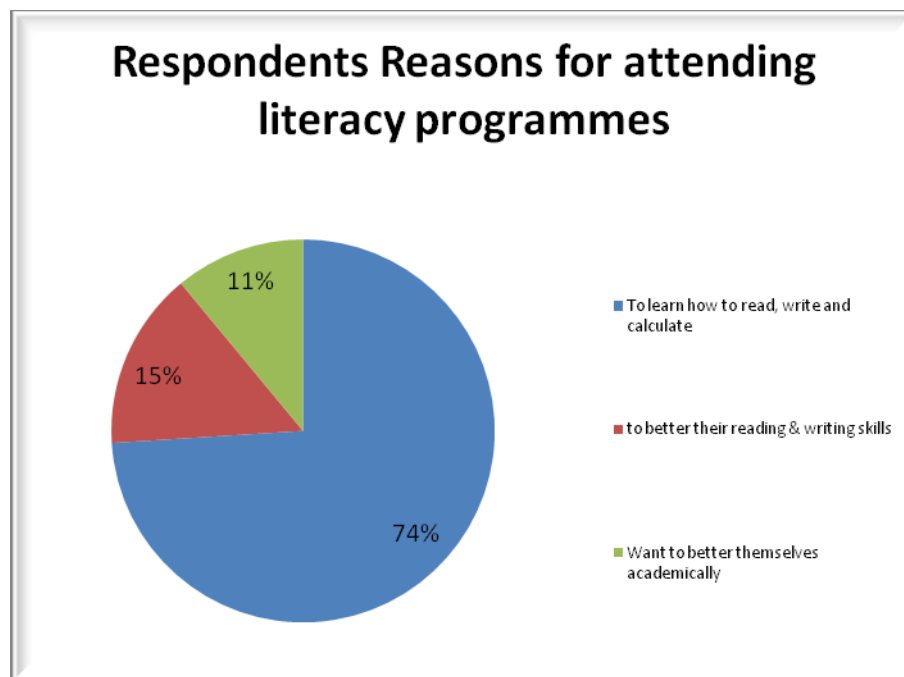


Fig 4.9 Respondents reasons for attending literacy programme.

There were three main themes why respondents joined the literacy programme. Seventy four percent of the respondents joined the literacy programme to learn how to read, write and calculate. Fifteen percent of the respondents wanted to improve their reading and writing skills while 11% of the respondents used the literacy programme to improve themselves academically.

#### **4.2.1.7 Summary of learners' demographics**

A demographic questionnaire was administered to 85 respondents at the Eersterivier CLC. This was done to explore the respondent's demographic profile. The profile described the age range, language, race, citizenship, educational background, reasons for leaving school, income, motivation for attending and reasons for attending the programme.

The age range of all respondents was between 16 and 80 years of age. Thirty five percent of the respondents were between the ages of 61 and 70, while only one respondent fell into the lowest age range.

Seventy-nine percent of the respondents reported that they were Afrikaans, speaking, 19% reported that their home language was English, while 2% of the respondents reported that they were isXhosa speaking. Ninety percent of the respondents were coloured and 10% were African.

Thirty percent of the respondents had no schooling before attending the literacy programme, while 21% of the respondents left school between grades three and seven. Respondents had different reasons for leaving school ranging from financial difficulty to a lack of access to schools in their area.

All respondents had their own reasons for attending the literacy programme and everybody wanted to achieve something different through attending the literacy programme.

### **4.3 Demographic profile of Centre Manager and Educators**

The Eersterivier ABET Community Learning Centre literacy programme was conducted in Eersterivier at a community ABET centre.

#### **4.3.1 Centre Manager Demographic Profile**

The literacy programme is controlled through a partnership that includes the centre manager and educators as well as the education department. The centre manager's role is to manage the centre while the role of the educators is to educate the learners and the role of Education Department provides support and funding when it is required.

The centre manager is in charge of the centre and together with part-time administrator deal with all the administrative issues of the centre. This includes the statistics, finance, Human Resources of staff, office administration. The center manager is a 45 year old woman, residing in the Eersterivier area. She has diploma in education and a certificate in administration. The centre manager is employed by the Education Department. According to the centre manager she is satisfied with her remuneration. The centre manager applied for the job in 2007 after she was encouraged by her fellow community members to apply.

#### **4.4 Educators' Demographic Profile**

The learning centre consisted of one centre manager and five educators. Classes were held at three different locations to improve accessibility.

##### **4.4.1 Educators Age**

The following are based on the findings of the demographic questionnaire completed by the educators of the ABET Centre in Eersterivier.

The educators at the ABET centre's age range from 39 to 63 years of age.

Table 4 Age group of educators

Educator 1	Educator 2	Educator 3	Educator 4	Educator 5
39 years old	63 years old	52 years old	42 years old	55 years old

##### **4.4.2 Educators' race**



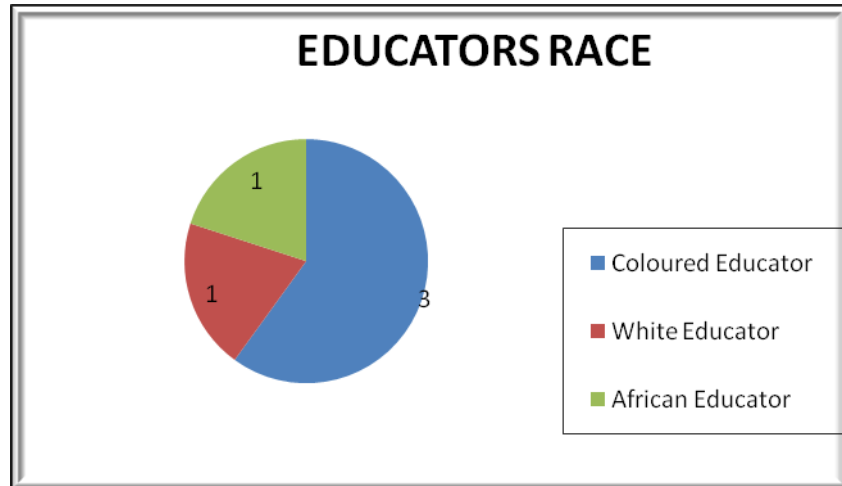


Fig 4.10. Educators' Race

There are three colored educators, one African and one White educator.

#### 4.4.3 Remuneration of educators

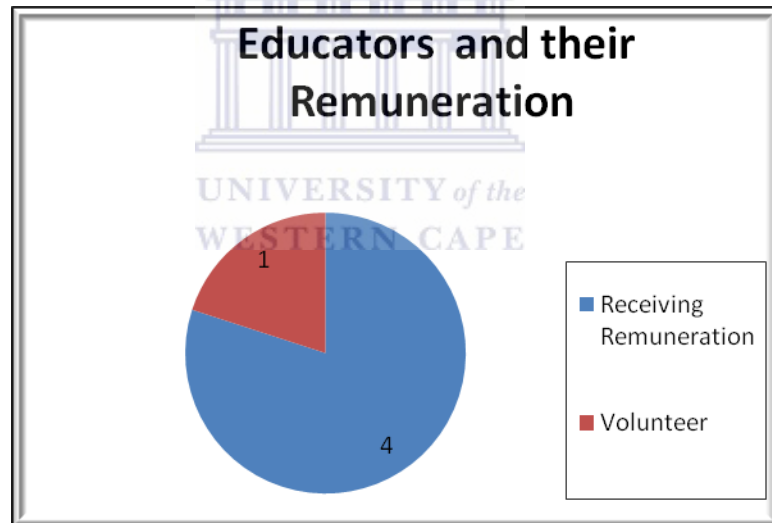


Fig 4.11 Educators and their remuneration

The ABET Centre received its funding mainly from sponsors such as the South African Department of Education, and religious organizations in the community. The Department paid the salaries of four educators while one is a volunteer.

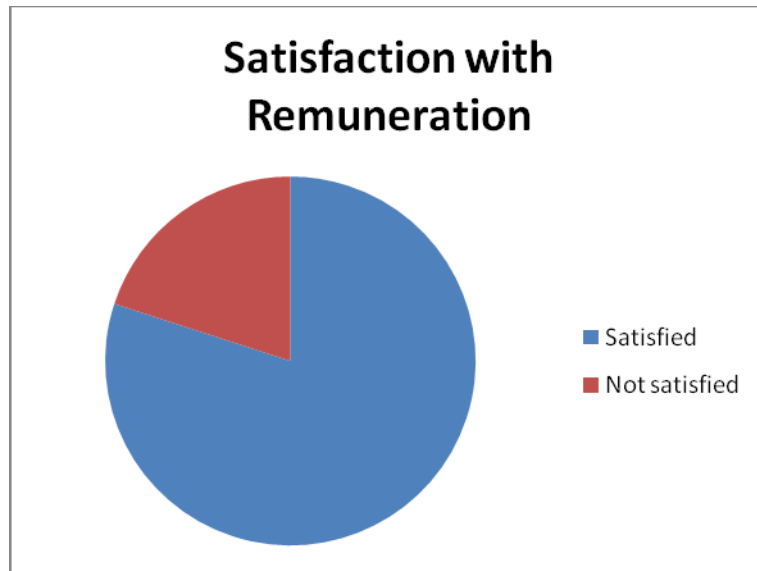


Fig 4.12 Educators and their satisfaction of remuneration

Four of the educators satisfied with their remuneration while one educator was not satisfied about her remuneration that she receives. Educators are paid an hourly rate.

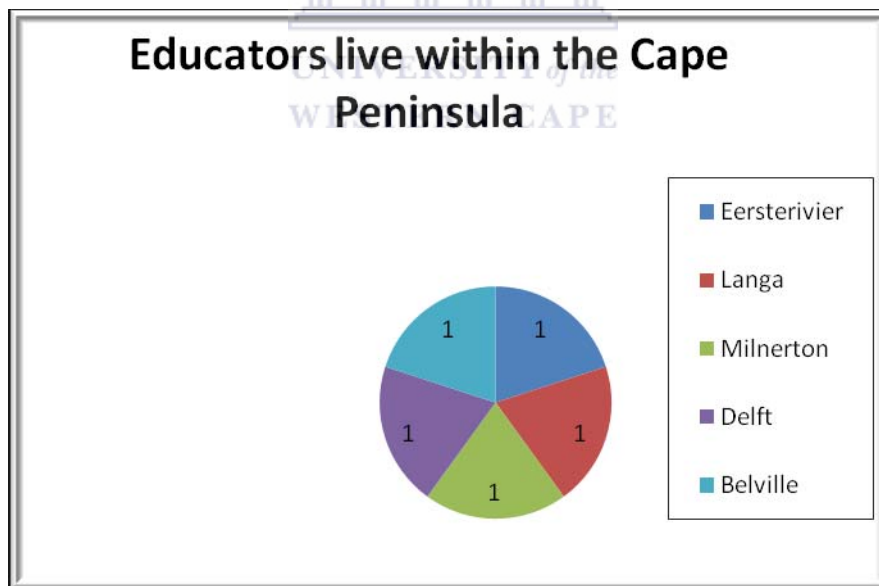


Fig 4.13 Areas educators live within the Cape Peninsula

Educators live in different areas of the Cape Peninsula for example Eersterivier, Milnerton, Langa, Delft and Bellville.

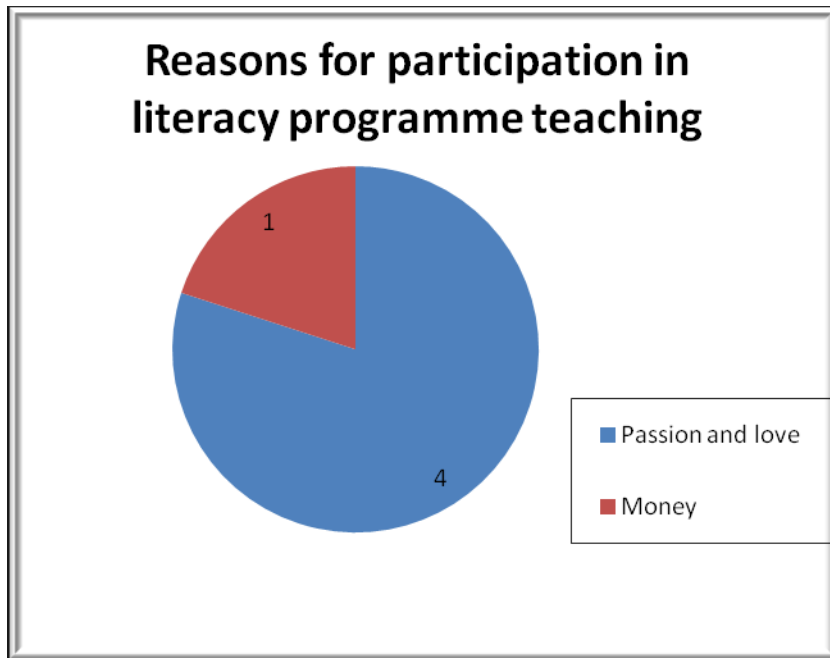


Fig 4.14 Reasons for participation in literacy programme teaching

Most Educators become ABET Educators because of their love and passion for educating. Other got involved because of the money. The following was reasons for participation in literacy programme teaching. Four educators did it because they were passionate about teaching adults but only one educator mentioned economic reasons for it.

UNIVERSITY of the  
WESTERN CAPE

#### **4.5 Existing literacy practices of women**

An interview (see Appendix F) was used to elicit detailed information from the women at the ABET classes about their daily literacy practices. The interview was divided into three different parts: Part 1 focused on evaluation of the literacy programme; Part 2 focused on existing literacy practices meaning the level of literacy before attending the literacy programme and Part 3 focused on expectations of the programme

The results of the interviews were examined and analysed resulting in the following categories:

1. Improvement of current literacy skills,
2. Motivation for attending the literacy programme,
3. Recruitment to ABET literacy programme,
4. Relevance of the ABET literacy programme
5. Assessment of needs expectation upon enrolment,
6. Benefits of the ABET classes,

7. Difference in self after completing ABET classes,
8. How ABET can improve lives
9. The main themes of the everyday literacy practices of respondents.

#### 4.5.1 Improvement of Current literacy skills

The general motivation for attending the literacy classes for most of the women was to learn how to read, write and work with numbers and to improve their current literacy skills. In addition, the women expressed other, more personal motivations for joining the programme. According to the data obtained through the questionnaire, as presented in Table 4.2: Reasons for attending ABET literacy programme, 20% of the women wanted to learn how to work with money while 18% of the study wanted to learn how to read the Bible. Ten percent of the participants wanted to become independent while 14% wanted a better job.

Table 4.2 Reasons for attending ABET literacy programme

Reason for attending the programme	PERCENTAGE	NUMBER OF RESPONDENTS
Be able to work with money matters	20%	16
To read the Bible	18%	14
To be able to read and write	15%	14
Get a better job	14%	13
To become independent	10%	7
To read books and news papers	10%	9
To write letters and read them	7%	6
To help children with school work	4%	4
Speak and read English properly	2%	2
Total	100	85

Participant 3 in group 6 in the literacy programme joined the programme because of an incident that happened to her due to her illiteracy, related to working with money. She represents 35 respondents who entered the program due to people exploiting them because of their low or absent literacy levels. Participant 3 in group 6 said:

*“I joined the programme because I got robbed out of my pension by a friend. That promised me she would help me save for my*

*child's 21<sup>st</sup> birthday. She took all the money and never saved a cent. And now she claims I gave her permission to use the money..... I want to learn how to work with my own money and not ask other people for help”.*

Other women entered the literacy programme because they had similar experiences of exploitation such as being robbed by family and friends, losing money, getting paid less than promised, or not being given the proper change.

Participant 5 in group 1 represents the views of those who wanted to learn to read:

*“I always wanted to go to school but I never had the opportunity to do so. And then they said there are literacy classes I said I am attending so that I can learn how to read the book of God the Bible, Yes I want to read the Bible and in my prayer group at church I have to lie and say I can't see the letters and my eye sight is bad so that I don't get a turn to read.”*

The above participant represents 24 women whom claim that they never had the opportunity to attend school.

Other respondents had their own reasons for attending the literacy classes such as those mentioned in the learner demographics as presented in Fig 4.9.

#### **4.5.2 Motivation to attend literacy programme.**

It seems like most respondents did not differentiate between question 1 and question 2 and ended up repeating the same answers previously given. Even though respondents became confused between question 1 and question 2 all of them had their focus on personal empowerment.

Some participants saw attending the literacy classes as an opportunity to complete or start their schooling career. Participant 1 in group 6 said:

*“I always wanted to complete school and have a matric certificate. Know that I have started these classes I feel that it is possible.”*

Other reasons were much the same as what motivated them to come to the literacy class such as getting job opportunities, learning to read and write, write letters and read them, help children with school work, read the Bible, read books and news papers, be able to work with money matters, become independent and speak and read English properly.

Participant 7 in group 9 said:

*“I want to help my children with school work like reading writing and doing maths”*

Participant 5 in group 10 said:

*“I need a job I think know that I can read and write I will be able to find myself a new job”*

More than 20 of the women indicated that they want to improve their quality of life using these exact words.

Only two women indicated that they want to attend these literacy classes to learn how to speak English. Participant 2 of group 5 said:

*“I am struggling with English because it is not my home language. I want to learn how to speak proper English”.*

Participant 3 of group 7 said:

*“I am a Nigerian and not a South African I can understand English but I sometime uhm. . . struggle to speak properly and write English”*

These results reflected positively on (Parson 1991: 10) view of personal empowerment. Parson (1991: 10) sees personal empowerment as the process through which people become strong enough to participate within, share in, the control of, and influence the events and instruments affecting their lives and that part empowerment necessitates that people gain particular skills, knowledge and sufficient power to influence their lives and the lives of people they care about.” (Parson, 1991: 10)

#### **4.5.3 Recruitment to ABET literacy programme**

The participants got their information about the ABET literacy programme from different sources. The respondents identify eight different sources: family, children, friends, husband (spouse), sister at the nursing home, priest (church leader), community leaders and the educators of the ABET classes.

Family and friends were the most common source of information about ABET classes while the educators of the ABET classes and the sisters of the nursing home were commonly cited as conveying the message to the respondents.

The recruitment process can be seen as a community project as the community did much of the advertising for the literacy programme. This can be seen as a community development process which refers to the process by which people join forces to improve the social, economic, political and cultural conditions of the communities. This process is made up of elements of “participation and self help” (Tamasane, 1998).

#### **4.5.4 Relevancy of ABET literacy programme**

All women identified that attending the ABET literacy programme is relevant to their everyday lives. The women wanted to do (practice) what they were taught in class in their everyday life.

One of the main themes that emerged from this was working with money: adding money, subtracting money, and giving change. Participant 3 group 2 said:

*“Working with money is very difficult. I want to learn how to work with money.”*

Another theme that was identified was being able to read: learning how to read in class and then being able to read the Bible, books, read letters, news papers etc. Writing was also considered a theme whereby women learned how write or to improve your writing skills. Women used the examples of writing letters, writing documents etc. Participant 8 in group 5 commented:

*“ Ek will baie graag leer om te lees. Baie keer is dit baie boring by die huis en dan sal ek kan 'n boek of die bybel lees. Baie mense verstaan nie altyd wanneer ek say hulle is baie gelukkig om te kan lees nie. Dit was altyd 'n droom van my om te kan lees.”*

The respondents also identified their themes like reading time and assisting children with their homework.

#### **4.5.5 Assessment of needs**

It is standard that before a programme is implemented that the participant's current needs must be assessed. When the participant applies to the literacy programme their needs are assessed. The assessment tool is used on application of the learners attending the programme to place them according their assessment scores in literacy groups. The placement tool used at the Eersterivier ABET Community Learning Centre is the prescribed ABET placement test prescribed by the Department of Education. The participants reported that at application their needs were assessed in the following way.

The manner in which this was done through the assessment or placement test. From Department of Education's perspective “a placement assessment is a pre-assessment which is conducted in order to determine placement of prospective learners in the literacy programme. The Language Literacy Communication (LLC) and Mathematical Literacy placement assessment seek to determine learner's existing knowledge and skills in English Communication and Mathematical Literacy. The reason for the placement test is as follows: “When adults join a learning programme at a college, it is difficult to know which class they should join. Placement assessments show learners' level of competence (in other words, what skills and knowledge they have) in a particular module. A portfolio of evidence could be used to assess a learner's competency. This helps facilitators understand their learning needs, and therefore what levels they should be placed in.

Placement assessments are designed so that the level of difficulty rises throughout the task. The assessment starts with simple tasks and finishes with difficult tasks. Assessment is incrementally difficult and demands more and more skill on the part of the learner. In this way the learner's level of skill (their prior learning) is shown by how much and what parts of the assessment they can complete correctly. The following section explains the actions and procedures for administering placement assessment (Implementation of Placement Assessment, 2006: 3).

When the student enrolls at the Eersterivier ABET Community Learning Centre, there is an enrolment process that occurs. Students are welcomed into the learning centre and a

short interview of at least 15 minutes is spent gathering personal, and literacy details of each participant. The structured interview consists of personal details such as name, surname, address, contact number, identification number and gender. This is followed by the education section focusing on the highest standard passed and year in which it was passed. The interview also establishes occupation, home language, other languages the respondents can speak and read, as well as a section on how the participant heard from the centre and why they want to study further. For this purpose, the researcher used her own interview schedule and did not use the data of the centre.

If students report that they have never attended school, they are placed automatically in the ABET level one as explained per theme in NQF levels as discussed in Chapter 2, page 35 and 36. Respondents who have previously attended school are required to write the placement test. The educator then will explain to the students why they are writing a placement or assessment test. If the student agrees to the test, the test is administered in the student's home language or the language the students understand best. The students will write two tests: a literacy and numeracy test which each consist of three sections. Each section represents a different ABET level. The students need to obtain at least 50% in a section for them to be eligible for that level of ABET class. The facilitator will monitor and assist students when help is needed, by explaining the question in simpler terms for an example if a learner appears to have done all they can or they have finished, congratulate them and take in their paper.

The test is assessed by the educators at the centre and then moderated by the centre manager and an external moderator. Learners are placed according to their score: those who score more than 70% are placed in level 3, 50- 60% level 2 and less than 50% in ABET Level 1. Learners who do not agree with their final mark can follow a placement appeal procedure and have their test remarked or moderated or rewrite the test depending on the student. An example of the scoring tool is attached see Appendix J.

Thirty-five women indicated that on application their needs were not assessed. These seem to be the women who did not attend school prior to the literacy programme. The last theme that no needs were determined during enrolment in the literacy programme, but a small test was administered at the beginning of the year. Twenty four women seemed to be confused and answered that they were not assessed but their needs were well determined.

This research did not focus on the above process as when this research commenced the respondents were already placed in the various classes. The research was administered at interview schedule to determine the responses as reflected in Appendix F Question 6-15

#### **4.5.6 Level of literacy at the beginning of the literacy programme**

The first interview schedule for learners was divided into three sections. The results that follow address the questions in Part 2 of the interview schedule.



#### 4.5.6.1 Numeracy

Forty-five respondents indicated that they had no understanding of working with numbers. The age group of these women ranged from the ages 50 years to 80 years of age. It seems that the older respondents indicated that they had no understanding on the working of numbers. Participant 3 in group 6 was one of the women who admitted that she could not work with numbers:

*“I can’t work with numbers and I can’t count I always ask my boss to assist me”*

In a similar vein, Participant 2 in group 7 said:

*“Om met nommers te werk is baie moeilik vir my. Ek kan nie met nommers werk nie. All daai syffers maak my kop deur mekaar”*

Other respondents indicated that they can work with numbers, only work smaller numbers and with larger numbers continuing to pose difficulties. Thirty nine women indicated that they could work with small numbers. These women’s ages range from 21 to 80 years but were most commonly the younger learners and those who had previously attended school. Participant 4 in group 1 said:

*“uhmmm I can work with numbers but only the small numbers ranging from 1 - 10. I struggle with the larger numbers and doing sums. The larger the number gets the more difficult the sum and the more I get confuse. That’s why I don’t work with money.”*

Participant 1 group 10 claimed:

*“My enigste probleem om met geld te werk is dat die antwoorde bly verander dit is nie iets soos 1+1 en 2+2 wat mens kan leer en dan ken nie dit is iets wat moet verstaan word. JA. Ek kan met getalle werk maar soos ek gese het dit verander en `n mens moet dit verstaan en ek leer stadig so ek ken nie altyd die antwoorde nie want ek verstaan nie die somme of die vraag nie.”*

One respondent claimed to be unsure of how well she could work with numbers and then refused to answer the question when it was asked to her. Other women also mentioned that they are not sure of their ability because they were not evaluated by the educators, that they can calculate small sums.

#### 4.5.6.2 Reading and writing

Forty women who participated in the study could not read and write. Once again, these women were those women that did not go to school before and other women in the lower

grades such as grade 1, grade 2 and grade 3. Other women said they were able to read and write. All the participants indicated that they could only read and write on an elementary level.

Age was a significant factor in predicting reading ability: most of the older respondents in the group indicated they were not capable of reading and writing, while the younger respondents were indicated that they could read and write on an elementary level.

Our everyday literacy practices are shaped through text, for example reading the newspaper, reading the instructions on how to bake a cake etc (Tett, Hamilton & Hillier, 2006; Barton & Hamilton, 2000; Baynham, 1995). The “text” in our everyday lives either brings communities closer or is a barrier between society and an individual. In our everyday lives, there are certain activities where literacy plays a major role. These activities are called literacy events. Many of these literacy events are unavoidable and regular events that occur in people’s lives.

Currently 18% or 774 million adult people across the world are reported as being illiterate (Benavot, 2008). While in South Africa the South African census of 2001 reported 40% of men were illiterate while 60% of women were illiterate (Aitchison & Harley, 2006). This a reflection of the low literacy rates currently in South Africa and how many people are being are not able to participate in literacy events such as reading and writing.

#### **4.5.7 Coping mechanisms for dealing with illiterate**

Each individual has their own coping mechanism. In the in-depth interview, the respondents were asked how they coped in their everyday lives being illiterate; three themes were identified: reading, writing and working with numbers.

Respondents that could not read had their own coping mechanism for coping in their community. Women identified various techniques for coping. For example Participant 10 of group 2 said:

*“I can’t read, I usually ask my friends or neighbours to read for me. I sometimes feel I am dependant on others to read for me. I hope I will learn how to read in this class”*

Participant 4 of group 2 said:

*“I can’t read so I depend on others to do it for me but I don’t like being dependent on others because people are very funny”*

Participant 10 in group 10 explained:

*“ Ek is vra gewoonlik my man of kinders om vir my te lees. Ek hou nie daar van om hulle te vra nie maar ek is afhanklik van hulle om vir my te help.*

The above quotes are representative of the participants that used the dependency mechanism to cope in the literate world.

Other women had difficulty writing and their own coping mechanism to cope in the literate world. Participant 3 in group 8 said:

*“I never went to school before. I am 67 years old and are learning to write properly for the first time. I usually would ask others to write for me or I would just pretend and say I don't feel like writing it now and take the document home for my children to write”.*

Participant 3 in group 2 claimed:

*“I always ask my family or friend to help. I have tried to write before but people laugh at what I do so I just ask friends and family.”*

Participant 1 in group 7 explained:

*“I usually try to stay away from writing and besides my children do that for me but I get nervous or very mad when people insist that I do write because I depend on my children to do it for me.”*

The above quotes are representative of participants who use the dependency mechanism to cope in the literate world with writing.

People adapt to their situation differently: a person cannot read will ask others and will keep on asking other until he/she learned to do it himself or herself, someone else may avoid reading while yet another will become vulnerable.

Johnson states that adaptation deals with the defence mechanisms of the human psyche. “In general, this theory seeks to find how human beings deal with threatening or traumatic events. Adaptations occur when humans "bounce back" from negative events in their lives” (Johnson, 2010: 1).

#### **4.5.8 Difficulty with being illiterate**

Seventy one women mentioned that it is difficult not being able to read, write or work with numbers in the community or at work. All women had different views: for example not being able to relate with others in the community, not understanding different literacy activities like reading and writing, being excluded from the community activities, not being able to find a proper job and keep it, always needing assistance, having to deal with

others in the community that see the illiterates as targets for emotional and financial abuse.

The following views are of respondents around difficulty in being illiterate. Participant 10 in group 4 said:

*“ Ja . Dit is baie moeilik om nie te kan lees en skryf in vandag se lewe nie. By die werk kan ek nie `n ander pos kry nie omdat ek nie kan lees en skryf nie. Ek verdien baie min geld om dat ek nie kan lees en skryf nie. Dit is moeilik vir my en my familie ”*

Participant 4 group 6 explained:

*“It is very difficult to not be able to work with your own money. Sometimes people would see you are stupid uhhmm and take advantage of you. I am taking myself as an example neh I can't work with numbers that well so when people give me money I will always double check the amount with others so that they don't lie or cheat we.”*

Participant 3 in group 8 noted

*“It becomes more difficult by the year because earlier we did not have the ATM Banking to draw money so even if you were not able to read you could still take your money to the post bank and draw money or bank money because the postmaster done all that for you. Now you need to be able to write and read to save money at the bank. So I have to say it is very difficult for me personally”*

Participant 1 in group 10 mentioned

*“As ek moet getuig dat dit maklik is dan is ek 'n lieg bek want dit is moeilik. Ek kan met klein getalle werk maar nog steeds is dit moeilik vir my ek will nie eens daaraan dink hoe anders moet voel wat toe taal nie kan lees en skryf nie”*

Participant 4 in group 4 claimed:

*“Almaal van die mense hier glo ek gaan antwoord dit is moeilik. Elke dag wens ek en bid ek dat die skille kan van my oog af val want, dis regtig nie leker wanneer mense jou aan kyk soos jy mal is wanneer jy nie kan lees of skryf nie. Dis nie leker wanneer jy*

*winkels toe moet gaan maar altyd vir anders wag of moet vra om saam te gaan nie.”*

Participant 12 in group 3 said:

*“I just the other day talked to a friend of mine that wanted to start school and she mentioned how difficult it currently is for her. I then told her how difficult my life were and how I sometimes had to lie or cheat to be accepted in the friendship groups but I decided that I want people to know about my problems and ever since I done that I can see people looking at me much more positive”*

The above quotes are representative of the 71 respondents that believed life is difficult when you are illiterate.

Only fourteen women said that they did not have difficult times, not being able to read and write and work with numbers in the community or at work. These women were all over the ages of 65 years of age and most of them used the avoidance and dependency techniques to cope in their everyday life.

Participant 1 in group 7 said:

*“I don’t have difficulties because I generally don’t work with money any longer because of my age. My children do all of that for me. I am only doing this class to come out and to meet new people.”*

Participant 1 in group 1 noted:

*“To be honest I don’t find life difficult at all. I feel like people are making life difficult for themselves as they sit at home crying and in miserable but you have to make life better for yourself and ask others to assist or help when you can’t.”*

Participant 3 in group 3 claimed:

*“I don’t struggle and I don’t find life difficult while I can talk English and Afrikaans in South Africa I can express myself. You see I have learned not always to rely on reading and writing but more on talking”*

The most women could have identified a few incidences that happened to them in the past that would not have happened if they were able to read and write and work with

numbers. These incidences ranged from money loss to keeping family relationships on track. The women identified the financial incidence such as losing money, getting robbed, not getting proper change, losing their jobs leading to loss of income and no income in households. It seemed that these financial incidences have occurred over all ages, languages and races, and have occurred despite the coping techniques used by the respondents.

Participant 3 in group 6 said:

*“I got robbed from my savings from somebody I trusted. If only I knew how to work with my own money, then I would not have lost all my money and my child would have had a better birthday party.”*

Participant 6 in group 10 had the following view:

*“People at the shops especially the respondents at the till also rob a person especially if they see you can't really read or write. My children always said mom you need to ask the person next to you in the line if the change is correct because I always get short money from the till girls.”*

Participant 1 in group 2 explains:

*“I lost a lot of money over the years I can do little sums but large numbers like banking my pension my daughter needs to do because the last time I went to the bank to deposit money I did not receive the money in my account and when my daughter went back she got a long story from the manager saying I didn't do things as I should have I was very embarrassed and they could not find the money on the system so I lost the money”*

The respondents also identified social incidences such as not being able to keep in touch with family because of their lack of writing skills, not being able to assist their children, being isolated at home, not being able to participate in their social groups, being excluded from literacy communities etc.

Participant 7 in group 9 said:

*“I want to help my children with school work like reading writing and doing maths. My children sometimes don't do their*

*school work because they say they don't understand and I can't help them. If I could read and write and understand some of their school work I could have at least help them."*

The political incidences that women described were their lack of knowledge of politics, and felt that politicians used them only for their vote. Women also identified incidences that impacted them psychologically, people labelling them as illiterates in their communities, the women thinking less of themselves because of the illiteracy as well as the family and community members abusing the women psychologically because of their illiteracy.

Once again all these incidences have occurred over all ages, languages and races, and have occurred despite the coping techniques used by the respondents.

#### **4.5.9 Influences of illiteracy on the everyday life**

Literacy can influence the everyday life of a person in a positive manner or in a negative manner contingent on the literacy level of the person in question (Barton, Hamilton & Ivanic, 2000)

Sixty seven women reported that their inability to read or write has a negative impact on their lives. Women reported experiencing feelings of worthlessness, powerlessness, and dependence on others.

Participant 3 in group 8 said:

*"It is very difficult for me as I always need people around me to help me read write or just tell the time. Sometimes a person get so fed up that you just feel worthless and don't feel like doing anything that will be too difficult for you to do on your own"*

Participant 1 in group 10 mentioned:

*"Nee kyk het 'n baie negatiewe uitwerking op mense lewe want as ek na myself kyk ek voel baie depress want ek kan nie goed doen soos ander mense dit doen nie jy sien so ja ek dink literacy het 'n uitwerking."*

Participant 12 in group 3 noted:

*"Yes literacy influence a person's life, because if you not literate you can't do the job or you can't earn the money you need. In my*

*everyday life literacy influence me because I feel hold back all the time.”*

These responses represent the views of 67 respondents who feel illiteracy influences their everyday life.

Most women report that the worst impact illiteracy has on their everyday lives would be their inability to conduct literacy acts for themselves, and the development of dependency on others to function in their everyday lives. Only eighteen respondents reported that they do not think that illiteracy influences their everyday lives. These women believe that they can still live a normal life and reported that illiteracy does not influence their everyday lives. Participant 1 in group 7 said:

*“No reading and writing does not influence my life. Like I said before my children and grand children do everything for me these days so if I could write I still would not do things on my own because of my age.”*

Participant 3 in group 3 explained:

*“Once again I don’t feel like my illiteracy are influencing my life at all because I still do what I want and how I want to do it and I work my illiteracy around that.”*

Participant 1 in group 7 noted:

*“Uhhmm Ja for me literacy don’t influence my life because I am not working so I don’t have to read and write a lot so I continue doing my homework”.*

#### **4.5.10 Asking for assistance**

It is common that people ask for assistance when they are facing difficulty understanding and doing something unfamiliar to them. All eighty-five respondents reported that they do ask other people for assistance. Twenty three respondents reported that they would ask their spouses for assistance. Thirty one respondents reported that they would ask their family for assistance, while ten women reported that they ask their children for assistance; other respondents reported that they would ask their friends while others reported they ask assistance from their employers. Other claimed they seek help from “anybody that can assist”.

Participant 10 of group 2 said:

*“I usually ask my friends or neighbours to help me”*



Participant 1 of group 7 commented:

*“I ask my children to help me. They do all the writing and reading and working with numbers for me”*

Participant 3 of group 6 explained:

*“I can’t work with money I usually ask my boss for help”*

Participant 2 of group 3 said:

*“Well I ask the nursing sister or the church pastor to help me depending where I am and who took me shopping”*

Most respondents said that they need help in reading writing and doing numbers while others only had one specific need that they would ask assistance with. Women mentioned that they would ask assistance in “reading letters”, “reading the Bible” and “reading books”. Other respondents identified that they need assistance in writing: “writing my name”, “writing a letter” and “signing documents”. Other women needed assistance in working with numbers ‘adding money”, “giving change”, “working with money” and “drawing money”.

Participant 3 in group 11 said:

*“I ask people to help me read documents because I had a problem doing this on my own.”*

Participant 3 in group 2 noted:

*“Sometimes I would ask people to assist me with the writing of letters”*

Participant 1 in group 5 explained:

*“Ek vra gewoontlik my man of kinders om my te help om met my geld sake te werk.”*

Participant 2 in group 10 said:

*“My husband help me with the small change but my husband is responsible the decision making when it comes to money because he is the head of the house.”*

Thirty two respondents responded by saying that people are very eager to assist them and keen to help. Twenty four women reported that sometimes people are eager to assist but the more you ask them for assistance the less helpful they become. The respondents mentioned the following: “people become fed up from helping”, “people become tired” , “people become less helpful” while others “end up ignoring the respondents”. Thirty nine respondents commented that people are not always as helpful as they should be. The

respondents mentioned that “people are not kind”, “people respond by laughing”, “name calling” other responded by saying “ people are taking advantage of them.”

Participant 8 in group 5 explained:

*“People are eager to help you once or twice when you ask them  
but the more you ask the more fed up they become of you.”*

Participant 2 in group 9 noted:

*“People can be very rude they will ignore you or start making fun  
of you, calling you names and making you feel bad.”*

Participant 2 in group 10 claimed

*“This class can benefit me because I feel that I will be able to live  
my own life not asking for help from spouse or children.”*

The above mentioned discussions occurred over all ages, languages and races, and have no age, race or language underpinning.

As is clear from respondents comments, dependency is a key theme for those with limited literacy. Greene (1982) sees dependency as the “process of addiction; entangled in a difficult situation; under someone else’s power or influence; devoted to or obsessed by a person, occupation, or other matters such as financial dependency on others”

#### **4.5.11 Importance of literacy**

All women had their own opinion when they were asked why is it important for you to be able to read and write and work with numbers but the general trend seemed to be that respondents sought independence. Twenty-nine respondents used the words “I want to do it things for myself”, or “independence” and “want to function on my own”. Other women mentioned reasons like “they want to work with money, “help children with school work”, “read and write, read the Bible” want to “speak English on my own”.

When the question was asked “is there anything specific that you want to read, or write”, 29 respondents wanted to read the Bible. For the most part these were older respondents, the ages of 50 years and 80 years. These women all had different reasons why they want to read the Bible. These reasons ranged from “I want to be able to read when it is my turn”, “I want to read the Bible for myself”; other women explained they want to “follow in the Bible when they read the Bible in church”.

Other women mentioned they want to be able to read books, newspapers, magazines, letters and documents. Once again the reasons were much the same as the above mentioned reasons but women added reasons like, “I want to read the letters my child bring from school”, “I want to read a book when I am so boring at home”, “I want to read the newspaper my husband bring home at night so I can know the news”. Some women did not have a reason why they wanted to read the books and magazines and answered that they just want to while others say they never had the opportunity to so before.

Participant 7 in group 9 said:

*“I want to read the letters my children bring from school. I also want to read and help my children to do their school work”*

Participant 1 in group 6 claimed:

*“ Ek will leer lees so dat ek die storie boeke kan lees waaroor my vriende altyd so praat. Ek voel tog so uit somtyds as hulle praat van boeke”*

Other women wanted to write their names, letters, sign documents and their main reasons were that they cannot write and feel that they have a need for it. Most of these women have never attended school before.

Fifty seven women answered that they want to improve working with numbers. Most of these women wanted to improve because they felt that they could do more if they can work with numbers. These are a few reasons women gave: “Then I can work with my money”, “I can work out numbers for myself”, “I can go do shopping, go to the shop on my own”, “I can then get a job”, and “I can also then study further”. Other women had the similar reasons.

Participant 4 in group 11 said:

*“ Ja nee ek will graag leer om somme te doen sodat ek ‘n better werk kan kry en goeie geld kan verdien.”*

Participant 1 in group 11 claimed

*“Ek will leer om met getalle te werk neh ... sodat ek kan gaan shopping doen op my eie en met my geld better kan wer.”*

Nineteen women answered they want to learn how to read once again these women gave the reasons of wanting to read letters, documents, Bibles, magazines. Other women want to learn or help their children with school work; others want to improve so that they can become less independent while others just want to improve their general skills.

Participant 10 of group 2 answered:

*“I so want to learn how to read you know. Yah cause I want to read the Bible.”*

Participant 4 group 6 explained:

*“I want to learn how to read so that I can read magazines, the Bible, newspapers and everything else I wanted to read.”*

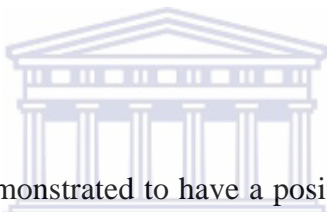
Only nine respondents said they want to improve their writing. Once again these women had their own personal reasons. Three of these respondents said they are only learning to read for the first time now at the ABET school while the others gave the following reasons: “I want to improve my writing so that people don’t laugh at my writing any longer”, “I want to improve my writing so that I can learn how to write professional ‘in cursive’”, “I want to improve my writing so that it looks better when it’s on paper” while others gave the reason “I want to improve my writing because I need to”.

Participant 2 in group 9 said:

*“I always admired the people writing so pretty and small. I want to learn how to write in cursive and also professional so that people don’t think it was a child that wrote.”*

Participant 3 in group 4 explained:

*“Ek wil leer hoe om mooi te skryf en reg in die lyne. Net my skryf te verbeter.”*



Women’s literacy has been demonstrated to have a positive effect on the individual and the community (Ballara, 1992; Kemp and Van den Berg, 1995). “Basic education should neither be exclusive nor discriminatory and it has to prepare women for full and active participation in society. Their participation in society will lead to transformation and the development of human capital” (Ballara, 1992). Ballara (1992) argues that basic education should not discriminate against learners nor should it exclude learners on any criteria. Furthermore it should have the explicit goal of preparing students to be fully functioning members of society, able to participate actively and fully in all aspects of society. Ballara (1992) claims this type of basic education has the power to transform society and will lead to the “development of human capital”. Furthermore, Women’s literacy increases productivity and self-employment in the informal sector. In South Africa, women have started to move into jobs previously seen as men’s jobs. Entrepreneurship among women has become acceptable (Kemp & Van der Berg, 1995).

#### **4.5.12 Expectation upon enrolment**

As previously mentioned the first interview was divided into three sections. The results that follow address the questions in Part 3 of the interview schedule, focussing on the learners’ expectations upon enrolment. While some women had clear expectations of the programme, 34 women reported entering the programme without any expectations.

Participant 1 in group 11 said:

*“Ek het niks verwagtinge gehad oor die klas nie. Ek het net ingeskryf omdat ek gevoel het ek will.”*

Participant 3 in group 6 claimed:

*“I really didn’t have any expectations of the programme I joined with a friend and when they asked me what do I want from the class I said there I nothing I want from the class but I will use everything the class give to me.”*

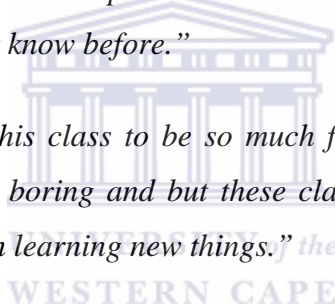
Other women reported expecting to learn new things, improve writing, reading, working with numbers, and working with money. One woman even said she expected the class to be much more difficult and boring.

Participant 1 in group 1 commented:

*“I expected the school to provide me education and learn me things that I did not know before.”*

Participant 5 in group 2 said:

*“I did not expect this class to be so much fun. When I were at school, school was boring and but these classes are a lot more interesting and I am learning new things.”*



#### **4.5.143 Benefits of the ABET class**

The respondents provided individual reasons for why the class would benefit them: they expected to benefit by learning new things, be enabled to do things they couldn’t do before, obtain a better qualification, job or promotion, earn more money, work with their money, have better relationships with children, spouse and friends, learn an new language, and have an opportunity to study further.

Participant 4 in group 11 said:

*“ Nee kyk ek makeer ,n better werk. En ek het myself voor geneem dat die klass gaan my op die lang pad benefit. Die klass maak my gereed om te kan lees en skryf sodat ek kan uit gaan en aansoek doen vir ’n werk sonder on skaam te voel.”*

Participant 1 in group 11 commented:

*“uhmmmm die klass kan net goed wees want jy leer dan nou iets  
wat jy nie ken het voor die nie. Ek glo die klas gaan my help sodat  
ek kan gaan en met geld werk my droom kan laat waar word.”*

The younger learners felt the class would benefit them through studying further, earning more money and getting a new job. The older learners said the class will benefit them by enabling them to do things they had never done before and learn new things.

Grant and Horrocks (2004) states ABET provide people with a sense of functional literacy and it also provides people with a new skills and experiences. These new experiences in turn lead people to better the jobs and work skills. People then apply for new jobs and better jobs meaning that they have a better chance of becoming employed and earning more money. ABET also provides people with financial skills to manage the improved income as a result of new or better employment.

#### **4.5.14 Main themes everyday literacy practices of respondents**

Three main themes were identified in the everyday literacy practices of the respondents of the study: dependence (the practice of asking for assistance), avoidance and vulnerability techniques. Adaptation deals with the defence mechanisms of the human psyche. “In general, this theory seeks to find how human beings deal with threatening or traumatic events. Adaptations occur when humans "bounce back" from negative events in their lives” (Johnson, 2010: 1). People usually adapt by using one of the following techniques, becoming dependant on others, avoiding the negative event, or becoming submissive and vulnerable to others. (Johnson, 2010).

The first theme identified during the study was the theme of dependency which can also be seen as the process of addiction; “entangled in a difficult situation; under someone else’s power or influence; devoted to or obsessed by a person, occupation, or other matters such as financial dependency on others” (Greene, 1982: 3). The respondents of the study identified this theme by using the following phrases: “ask for assistance”, “dependent”, “can’t do it without help”, “rely on others for assistance” etc. This theme spanned all the age, race and language groups.

Avoidance was identified once again by all races, age groups, languages and literacy levels. This theme was identified by women who used the following phrases: “I don’t want to do it”, “I never try it on my own”, “I try and avoid it as much as I can”. Each woman had their own example of the avoidance theme. Avoidance is the process of escaping, dodging, preventing and forestalling something from happening. Johnson (2000) sees the process of avoidance as a technique that the illiterate teach themselves so that they can cope in a literate world. This technique like any other technique is adapted according to a person’s personality and their environment.

The last theme is the vulnerability theme. This theme once again surfaces across all age groups, races and languages. This theme were identified by women using phrases such as “I let others think for me”, “I am not sure on what I am doing”, “I need to trust others”, “lack of knowledge”. These and similar phrases appeared when the women were considered to be vulnerable in their conditions. “Vulnerability can be seen a way of conceptualizing what may happen to an identifiable population or person under certain conditions of particular risk and hazards” (Cannon 2005: 3)

The dependency theme seemed like the technique was the most prevalent technique used by the respondents. Forty-two women out of the 85 respondents used this technique in their everyday lives.

## **4. 6. Management of Eersterivier ABET Community Learning Centre**

### **4.6.1 Introduction**

An in-depth interview was done with the centre manger (Mrs Irma Benjamin) on the 17<sup>th</sup> August 2009 at the Eersterivier ABET Community Learning Centre. The interview schedule consisted of semi structured interview questions see Appendix G.

#### **4.6.1.1 Community awareness and recruitment**

The centre manager reported that the community are aware of the ABET literacy programme. The centre makes the community aware of the activities at the centre by placing advertisements in the local community newspaper, pamphlets and posters in public places in the community, and door-to-door advertisement. The Eersterivier ABET Community Learning Centre (CLC) is an institution such as a school, technical college, community college or any public or private institution that provide ABET/GET and/or FET as part of the institutional activities to all persons 16years and older in need of GET/ABET. Such institutions are only partially funded by the Western Cape Education Department to provide access to the GETC and the FETC. (Department of Education, 2003: 2)

According to the centre manager, each educator needs to interact with the community and recruit their own learners. Besides the educators recruiting learners, they also advertise in the local news papers and send flyers and pamphlets out to organizations, churches, old ages homes, workplaces, community leaders, and sometimes door to door.

#### **4.6.1.2 ABET programmes offered in the community**

According to the Centre Manager, the centre specializes in the ABET level 1 programme which targets people who did not previously attend school or whose scores on the placement test indicate minimal literacy. However the centre also offers ABET programmes at levels 2, 3 and 4. ABET programmes (level 1 – 4) are foundation of the NQF system. The first NQF levels are usually provided through NGO's, churches, night schools, ABET programmes, private providers, unions, workplaces and CLC (Department of Education ,1997).

#### **4.6.1.3 Centre pre-assessment**

The real need of the community is that of poverty reduction. While the centre cannot accomplish this directly through the provision of employment, the provision of literacy programmes, skilling illiterate community members and making them more employable, can be seen as means to address this need.

When faced with evaluating whether the CLC met the needs of the community, the centre manager did not sound wholly convinced:

*“yes we try and meet the need of the community in the programme but the actual need of most of the participants at the centre is getting a job and earning some money and that need are not yet incorporated in the programme”*

She asserted, however, that the CLC programmes were based on needs assessments carried out in the community and on the assessment of the needs of learners.

#### **4.6.1.4 Challenges of the literacy programme**

According to the centre manager the implementation of the literacy programme comes with many challenges. There was a high dropout rates due to the respondents *“getting jobs”, “because of looking after children and grandchildren”, “the weather”, “because of them being hospitalised”* and *“for others because there are just other commitments that needs to be prioritized”*. The second challenge is the attendance of the weekly classes. As many of the respondents at the programme are older people in the programme, attendance varies according to health. The centre manager noted that securing sufficient finance to fund programmes and run the centre was an ongoing problem.

#### **4.6.1.5 Role of the Department of Education**



The centre manger explained the following with regard to the relationship of the centre and Department of Education:

*“The DOE is one of the financial sponsors of the centre .They provide us with financial assistance and some books such as readers and text books for students. As the centre, we also need to report back to the Department of Education [with] the portfolio marks of the students as well as statistics and attendance of learners all the time.”*

The centre manager admitted that they sometime do get support from Department of Education, but she also admitted that the community is not always that helpful;

*“The community members forget that what we are trying to do are for them. So when you ask for fundraisings and assistance you will find two or three community members turnout or support. We usually ask for financial assistance and learning material from community members or organisations.”*

#### **4.6.1.6 Impact of the literacy programme**

In response to the question, “What role does programme play in the everyday lives of the women respondents of the centre?”, the centre manger claimed that the programme plays a role in the everyday lives of the female participant:

*“The everyday lives of women are definitely impacted, women learn new things on how to improve their everyday lives, a lot of women come in the literacy programme with no self confidence but as soon as they get to learn how to read and write, work with numbers, speak proper English, do group work and activities, these women leave the programme with confidence and respect for themselves. The change is sometimes so big that you are able to recognise it from just observing that person’s attitude”.*

### **4.7 Educators at the Eersterivier ABET Community Learning Centre**

### **4.7.1 Introduction**

An in-depth interview was done with the five educators of the centre over a three day period from the 17<sup>th</sup> - 19<sup>th</sup> August 2009 at the Eersterivier ABET Community Learning Centre. The interview schedule consisted of semi structured interview questions (see appendix G).

#### **4.7.1.2 Aim of the literacy classes**

All educators indicated that the literacy class is designed to improve the literacy skills of the respondents. Two educators also mentioned that the class aims to reduce illiteracy rates of the community in addition to improving the literacy of individuals.

#### **4.7.1.3 Educators' view on recruitment**

All respondents indicated that they know how students are recruited. Three educators talked about the general recruitment of the centre. They mentioned the following:

*“students recruited through the centre by putting advertising articles in the local news papers, contacting local NGO’S and other organisations that deals with the illiterate, while the rest are left up to the educator to recruit its own participants”.*

The other two participants did not mention all of the above ways of recruiting and only mentioned the following ways of recruitment . Educator 3 said:

*“Each educator needs to recruit their own participants”*

while Educator 1 noted:

*“I need to recruit my own learners the centre does not really give me any assistance in gathering my students.”*

#### **4.7.1.4 Educators' Training**

Four educators at the centre said that the educators are trained through the centre managers for a week. One respondent indicated dissatisfaction with the training:

*“I was not trained at all the only training I received was what I got at the UNISA.”*

The training programme is more of an orientation programme. The centre manager introduces the educator to the rest of the staff and learners. Orientation on the specific curriculum design of the CLC, orientation on computer system, lesson plans, timetable, resources and other material the educator will need to teach in the CLC. All educators

need a professional qualification in order to teach at the Eersterivier ABET Community Learning Centre.

#### **4.7.1.5 Curriculum design of Eersterivier ABET Community Learning Centre.**

The educators of the Eersterivier ABET Community Learning Centre had the following views on Curriculum design. All participants said that they were not part of the curriculum design. Educator 2 said:

*“We the educators does not attend the curriculum design meetings, it is mostly the centre mangers that attend the meetings with DOE, when it comes to curriculum designing for the centres.”*

Three educators indicated that the curriculum design meets the needs of the students while two educators disagreed. Educator 3 claimed:

*“the curriculum should be reassessed because there are a few things we can change so that it fits into the needs students have”.*

All educators agreed that the centre have some kind of relationship with the Department of Education. Educator 4 said the following:

*“Our centre receives financial support from Department of Education, we also have a relationship in terms academic support for the students”.*

Educator 2 mentioned:

*“The centre and Department of Education have a financial relationship and that is it”.*

Once again all educators agreed that they do provide feedback to Department of Education and they mentioned the following information: feedback on attendance of learners, portfolio feedback, and statistics around enrolment of the learners, learner performance and drop-out rates.

#### **4.7.1.6 Observations of the educator**

All educators said that they do see a change in their students. Educators said learners were “*happier people*”, and that there was “*positivity in students*”, “*better self-esteem*”,

*“students that do things for themselves”, “ students that have future ideals” and “much more powerful people”.*

#### **4.7.1.7 Challenges faced by the educator**

Educators identified the following as the challenges at the centre: *“financial challenges”, “high drop-out rates”, “poor attendance”, “lack of teaching material”, “and lack of technical resources”.*

#### **4.7.1.8 Most effective assistance of the ABET level 1 program**

All educators agreed that the women in the ABET Level 1 program were helped mostly in the following ways: *“reading, writing and through working with numbers”.* Three educator mentioned all three categories while one educator felt being able to read helped the women the most while the other educator responded that the working with numbers helped the learners most.

#### **4.7.1.9 Community awareness of CLC**

All the educators agreed that community are aware of the ABET centre. The educators mentioned the following: through recruitment, placing adverting adds in the local news papers, attend community meetings, invite NGO'S and other community members to participate in the learning programmes of the community.

#### **4.7.1.10 Placement of learners**

All educators mentioned the use of the assessment testing. Educator 3 said:

*“we try to assess the learners especially those that say they have some kind of schooling but we don't test those that say they never went to school as we feel they then should start from level 1”*

## **4.8. Literacy practices and goals as promoted by the ABET analysis**

The following focuses on the Department of Education's goals and objectives for ABET in South Africa through an analysis of the Multi-year implementation plan.

### **4.8.1 Department of Education's national definition on ABET in South Africa**

While the understandings of the ABET programme vary, the Department of Education defines ABET as follows "Adult Basic Education and Training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts, ABET is flexible, developmental, targeted at the specific need of particular audience and, ideally, provides access to nationally recognised certificates"(Department Of Education, 1997a:6).

### **4.8.2 Department of Education (Multi- Year Implementation Plan) vision for ABET**

The Department of Education's vision for ABET imagines "a literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio-economic and political process to contribute to reconstruction, development and social transformation" (Department Of Education, 1997a,p.6).

This vision hopes to bring about development, positive transformation, and reconstruction within South Africa through addressing the injustices of past education systems. The vision for ABET also introduced changes in the curriculum design, assessments, course material, teaching techniques etc (Department of Education, 1997). The Education Department has based its goal for ABET on their vision they have for ABET in their country.

The Education Department wants to ensure the "quantity and the quality of ABET provisioning is extended to the greatest number of learners: this includes adults, out-of-school youth or drop-out-youth" (1997:8). To ensure that the Education Department measure up to their vision or they have set themselves two indicators that will indicate if success is being reached. The first indicator focuses on the enrolment of the adult learners. The Education Department will consider itself successful when there is a significant chance of an increasing number of learners is slim, we should over time see a decrease in the number of learners as fewer and fewer individuals will be allowed to leave the school system illiterate. in the adult learners enrolment for ABET (Department of Education, 1997). The second indicator focuses on the achievements the adult learners obtain. The Department of Education strives for substantive improvements in the achievements the adult learners produce (Department of Education, 1997).

### **4.8.3 Department of Education's (Multi- Year Implementation Plan) sub-objectives for ABET**

In order for the Education Department to achieve the overall vision or goals and objectives, the sub-objectives need to be in place and met.

Department of Education (1997) listed the following as objectives. The first sub-objective focuses on enrolling more adults in literacy programmes and CLC. The second sub-objective is retaining learners in the ABET system. The third sub-objective emphasizes through-put, learners completing ABET or obtaining certificates for their levels completed. The fourth sub-objective focuses on the implementation of a monitoring and evaluation system. The fifth sub-objective focuses on the assurance system.

In order for the Department of Education to reach their vision all the above mentioned objectives and sub objectives needs to be met. The vision can also be met through the National Modularised Curriculum and how this curriculum functions.

### **4.8.4 National Modularised Curriculum**

The Department of Education uses the Modularised Curriculum to achieve their learning outcomes. The modular system focuses on a single unit at a time. Only when students complete the unit can they move on to the next unit. Units are incremental with each subsequent unit building on the previous one. This system was designed not only for ABET students to achieve educational goals but also for students to achieve their social and economical goals (Western Cape Department of Education, 2000).

Modularised Curricula work with Unit Standards and specific outcomes. "A Unit Standard is a statement that supports the specific outcomes and their associated assessment criteria together with other information which will form the building blocks for learning" (Oliver, 1998:15). "The specific outcomes on the other hand focus on the achievements learners should demonstrate in specific context and learning area before they could move on to the next level of learning" (Oliver, 1998: 16).

As previously mentioned, the Modularised Curriculum consist of modules and unit standards. The Modularised framework for ABET level 1- 3 consist of five different emergent modules (Western Cape Department of Education, 2000). These modules are designed to support and recognise Prior Learning practices in other words students are fully entitled to exit at any module or unit within a particular module. When the student returns to ABET they will have the opportunity to enter their level of study as well as to start at a particular module (Department of Education, 1997: 2). This will depend on the student's experience and knowledge of the particular module they enter into; this is also

called baseline assessments. The Modular Curriculum also consists of specific outcomes and assessment criteria. The Modular Curriculum also focuses on the context of lesson and the skills, knowledge, attitudes and values that are prompted in a specific module, teaching methods and learning strategies, expanded opportunities, resources and capability task are all factors that discussed in great detail within the particular module (Western Cape Department of Education, 2000). Each module consist of three different units and each unit have their own set of specific outcomes

The key feature of the Modularised Curriculum is that students as well as educators will always know where students are on the continuum of learning and the type of intervention and learning opportunities the student need within their learning process. According to the modular Curriculum framework for ABET level 1, there are two different sections; the first section is Literacy and the second Numeracy. Both of these sections consist of five modules each module has three units as discussed previously (Western Cape Department of Education, 2000).

#### **4.9 Assessment of the Eersterivier ABET Community Learning Centre**

An assessment of the Eersterivier ABET Community Learning Centre was done to determine the consequences of the promoted vision and practices. The assessment was done according to the assessment principles as indicated by the Department of Education.

##### **4.9.1 Evidence of why the programme is needed**

Seven hundred and seventy-four million adults across the world are reported as illiterate. Sixty four percent (64%) of the illiterate people across the world are women (Benavot, 2008). According to the South African census of 2002, 4.7 million adults in South Africa alone are illiterate while in the Western 162,781 adults are illiterate. In the Eersterivier area 1487 people never went to school before and 727 community members that are between Grades 0-2. This clearly shows the need for an adult basic education program in the Eersterivier area (Benavot, 2008).

##### **4.9.2 Target group**

The participants of the literacy programme come from a low to middle financial and status group. These participants are male and female members of the Eersterivier community and ranges between the ages of 20 and 90 years of age.

The home languages or the literacy group are English, Afrikaans and Xhosa but only English and Afrikaans classes are held at the centre due to language preferences of the majority of the learners attending the ABET centre.

Two participants do not have a South African Nationality but are attending the literacy classes.

#### **4.9.3 Statement of purpose of programme**

The purpose of the literacy programme is to improve literacy and to provide students with knowledge and a basic education. This links to the vision of the Department of Education their vision entails “a literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio economic and political process to contribute to reconstruction, development and social transformation” (Department Of Education, 1997a: 6). This Eersterivier ABET Community Learning Centre is trying to achieve their goals through advertising in the local news papers, pamphlets and posters, local speeches done at community meetings, and asking community members to become involved in recruitment of learners.

#### **4.9.4 Learning outcomes**

The Eersterivier ABET Community Learning Centre uses the NQF system and ABET levels, offering from Level 1 to Level 4. Their main intake for 2009 were the ABET level 1 learners, a total of 115 participants of whom 97 were women and 18 men.

The centre uses the Education Department’s Curriculum design and none of the educators or the centre manger had any input in the curriculum design of the content. The Educators of the centre largely agree that the curriculum design meets the needs of the centre while the centre manger disagreed. The centre manager felt that the students wanted jobs which was their main reason for entering the programme and for that reason, skills training should be added to the current curriculum.

literacy in ABET level 1 has its own learning outcomes: for example, listen and respond to critically to oral text, using appropriate reading strategies to suit the text and the purpose of the task, write for a variety of contexts, write in appropriate language, write for a variety of purposes and contexts, and plan, draft and edit own writing. Below are the specific outcomes for literacy per modules 1-5

##### Specific outcomes for module 1 and 2

- Initiate and maintain conversation.
- Ask for and give simple information expectations, directions and instructions
- Make and respond to offers and requests
- Relate to own experience and knowledge
- Select and present content appropriate to the writing task.

##### Specific outcomes for module 3

- Express and respond to opinions and feelings



- Understand the literal meaning of a text
- Uses appropriate reading strategies to suit the text and the purpose of the task.
- Organize and format text appropriate to the writing task

#### Specific outcomes for module 4

- Express and respond to opinions and feelings.
- Listen and respond critically to oral text
- Use appropriate reading strategies to suit the text and the purpose of the task.
- Organise and format text appropriate to writing task.

#### Specific outcomes for module 5

- Express and respond to opinions and feelings.
- Listen and respond critically to oral text.
- Interpret and respond critically to a text.
- Use appropriate reading strategies to suit the text and the purpose of the task.
- Use a language convention appropriate to the text type.
- Plan, draft and edit own text.

Reading is very similar to literacy but has its own set of learning outcomes learning outcomes such as Recognise symbols and letters and make meaning, Express and respond to opinions, relate text to own experience and knowledge, Interpret and relate critically to text, using appropriate reasoning strategies, organise and format text.

Similarly, numeracy in ABET level 1 is divided into five different modules with each module having its own learning out comes such as counting, learning how to use number symbols and number names, adding, subtracting, multiplication and division, fractions and shapes. Money, time and tables are the concepts used in numeracy. Below are the specific outcomes per unit standard according to the appropriate modules

#### Specific outcomes per unit standard according to the appropriate module

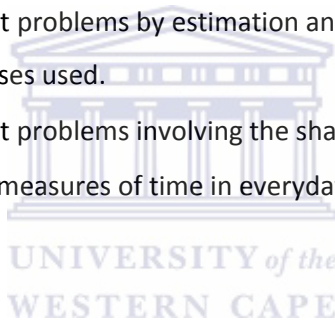
##### Specific outcomes for module 1 and two

- Count and estimate with number systems and monetary values up to 1000 and record the amounts in writing and orally.
- Generate, order and compare numbers and identify and complete simple numbers and visual patterns.

- Explain the origin and logic of, and use an alternative means of counting and recording quantity.
- Solve realistic and abstract problems by estimation and calculation and demonstrate understanding of the processes used.
- Solve realistic and abstract problems involving the sharing and grouping of quantities.

### Specific outcomes for module 3

- Generate, order and compare numbers and identify and complete simple numbers and visual patterns
- Work with fractions and demonstrate understanding of the size, concept and use of fractions and the link between fractions, percentages and decimals (at least one decimal place)
- Solve realistic and abstract problems by estimation and calculation and demonstration, understanding the processes used.
- Solve realistic and abstract problems involving the sharing and grouping of quantities.
- Use a variety of standard measures of time in everyday contexts.



### Specific outcomes module 4

- Work with fractions and demonstrated understanding of the size, concept and use of fractions and the link between fractions and percentages and decimals.
- Demonstrate understanding of and use mathematical language, symbols and notation to present and communicate mathematical relations, concepts and generalisations.
- Use a variety of standard measures of time in everyday context.
- Use a variety of standard and nonstandard measure of distance, length, capacity and mass to estimate, compare and measure in everyday problem contexts.
- Extract and record information from simple mathematical tables.

### Specific outcomes module 5

- Generate, order and compare numbers and identify and complete simple numbers and visual patterns.
- Use a variety of standard measures of time in everyday context.

- Use a variety of standard and nonstandard measure of distance, length, capacity and mass to estimate, compare and measure in everyday problem contexts.
- Extract and record information from simple mathematical tables.
- Use information derived tables to answer simple questions related to tables.
- Demonstrate understanding of the use of tables and organize information into simple tables.

Each primer had their own set of Unit Standards and specific outcomes that needs to be met in order for the students to move on to the next primer.

Realistically some learning outcomes were easier to understand than others and the outcomes were achievable on time. Other learning outcomes were not that easy to understand and more time was spending on these learning outcomes and the outcomes were not achievable on time. The educators seemed to anticipate the difficulty around the understanding certain activities and therefore would manage their time accordingly.

#### **4.9.5 Timetabling**

The program was designed for part-time and full time students. Classes were held during the day from 9am – 12 am and 1pm – 4pm for full time students once a week while the part time students attending from 6pm to 8pm need to attend the ABET classes twice a week.

The above mentioned time table are only applicable to Level 1 students while other levels may have different needs depending on their needs for the course and students availability.

#### **4.9.6 Programme curriculum content**

All the learning areas are clearly defined and done according to the curriculum even though the centre do not use one single book but more put together activities from different material to define the learning areas as needed.

All subjects and learning outcomes are relevant to the needs of the student as well as the curriculum therefore meets the outcomes.

#### **4.9.7 Description of appropriate educational methods**

Educators, depending on their preference, used different techniques such as group work, individual work and working in pairs. The five educators used different techniques to interpret the same lesson depending on the educator's personality and teaching technique.

### **4.9.7.1 Teaching techniques**

Educators provide students with instructions but sometimes these were not carried out by students. This can be attributed to a lack of understanding on the part of the students due to a lack of background knowledge, or a lack of concentration. Questions need to be repeated until clear to all students.

Based on researcher observation, there were no standard way of preparing lessons and teaching lessons. Each educator prepared their own lessons and adapted it to their own teaching style and personality. For example, two educators would be doing the same lesson but they prepare and explain the lesson content differently. Therefore, some educator's learners understand the work content better and faster than others do.

### **4.9.8.2 Pace of lessons**

The pace of a lesson differed depending on the type of lesson and how fast the students could relate to and understand the content of the lesson. According to the researcher's observation, some lessons like counting proceeded much faster than the multiplication and division lesson. Overall teachers would teach and explain for 30 to 45 minutes and students would then have another 30-45 minutes practicing the activity.

### **4.9.8.3 Time spent on a lesson**

Reasonable times are given for students to complete activities although the time is not always specified but once again this depended on the educator's technique of teaching and the activity that are done.

The duration of a lesson also depends on whether the student is prepared for the lesson psychologically and emotionally. Students that did not practice the previous lesson or did not understand the previous lesson have a lot of difficulty doing the new lesson. For example, if the previous lesson was counting and the students did not grasp the concept, the lesson on addition will take much longer to understand and grasp. Other factors such as the students' emotions, mood and interest on a particular day will also impact the pace and time spent on each lesson.

Student level of knowledge impacts the pace of the lesson. Students who have previously attended school tend to be more advanced than students who have never attended school and this impacts on how quickly a lesson can progress. However, at some point of the lesson, it is necessary to ensure that all students have grasped the concept at hand.

Educators usually spend more time with the students that are having difficulty understanding the lesson than with those not understanding the lesson. Educators have their own techniques as previously mentioned to ensure that students understand each lesson.

#### **4.9.7.4 Assessment of learners**

The learner activities were relevant to the learning outcomes. Learner activities were used for students to practice the new lesson at home and used as portfolio exercises. Students were assessed through their homework and portfolio activities. Some educators used the portfolio exercise as homework. Homework was assessed and feedback was given to students but these marks did not count in the final assessment. Only portfolio activities that were given for homework marks were used.

Assessment was based on portfolio activities. These portfolios consisted of portfolio exercises completed by students over the duration of the course. These activities were based on the learning outcomes and primers previously mentioned. Students were assessed according to the completion of the portfolios at the end of the ABET level 1 programme and were assessed at the end of the year by the educators. Based on the student's performance during the year, they were promoted to ABET level 2 or remain in ABET level 1 until they meet all the criteria before being promoted to ABET level 2

As mentioned above, students are evaluated on their portfolios which are assessed by the educators of the group in question and then moderated through the Centre manager and an external moderator of the Department of Education.

Umalusi then credits students and awards them a certificate indicating completion (or repetition of the level). The educators explain the certificate to students and give students the choice of either moving on to the next level if successfully completed or repeating if not up to standard according to the Department of Education and the assessors.

#### **4.9.8 Resources**

The learning areas or classes were situated in the Eersterivier area. The three main locations that were used were the Eersterivier library, the sport and recreation hall and the community centre.

##### **4.9.8.1 Library**

The general environment of the library was peaceful and calm. Students used one of the study rooms at the library. The study room had a white, a black board and a newsprint stand. Students sat at a round table facing the educator and the board. The writing space was a little small for each participant and some of the participants would then write on their laps. Two different educators used the space of the library and each of them would have a different way of arranging the library one educator would have the round table while the other educator would not have the round table in the reading room while

teaching. Except for the table, the teaching space was adequate and met the needs of the educator and the learners.

#### **4.9.8.2 Sport and recreation centre**

The sport and recreation centre is located in Eersterivier, 3 – 5km from the library. At the sport and recreation centre, each student had their own desk and chair. The only teaching resources available was a black board that had been written on with permanent marker and correction fluid.. The educator used to cover this with newsprint and use the newsprint instead. The sport and recreation venue was cold and noisy especially after 2pm in the afternoon when school going children use it to practice their sport. The space was also small and cramped. Some students complained about the distance while others were more than happy with the distance.

#### **4.9.8.3 The community hall**

The community hall had sufficient space, tables, and chairs. There was only one newsprint stand available but this seemed sufficient for the teaching and learning needs of the educator and learners. During the day, the community hall was very noisy as a day care centre is run in the same building. In the community hall, the classrooms were arranged with two to three different tables and students would then work around these tables.



### **4.10 Assessing ABET instruction materials**

The materials used in the ABET class are activities copied from different workbooks to meet the learning outcomes of the ABET curriculum. Each student receives a copy of the learning activities material according to the lesson plan of the educator on the day of the lesson in question.

#### **4.10.1 Content of learning materials**

The content of the learning materials are assembled according to the learning outcomes of the ABET program and the ABET curriculum. The learning materials are organized in different learning outcomes for example in numeracy the learning outcomes are as follow starting with numbers, counting, writing numbers, numbers and sequences, adding,

adding numbers, place values, column addition, subtracting, word and column subtracting, multiplication, division, fractions, decimals and adding money percentages, time, calendars, data handling, measuring, shapes and finance.

Literacy has its own learning outcomes such as picture reading, understand and draw, patterns, converse in informally and formally, recognize words, writing simple letters and completing forms.

All of the above learning outcomes are linked to the curriculum design module, unit standards and specific outcomes.

The content is fresh and interesting and has a variety verity of activities that students can relate to. There are a good balance between literacy and numeracy. The content is presented in a real life setting. Technical terms are related to the topic and clearly explained. Clear division are made between the different learning subjects such as numeracy and literacy. There is a lack of colour in the learning material due the material only being photocopied in black and white.

#### **4.10.2 Presentation and technical quality of materials**

The material was well presented by the educator but because students had their own way of filling their material the presentation of the portfolios were all different and some were not as neat and well presented as others. The material can be photocopied and have good spacing in the margin for binding and filling (see portfolio exercise for an example Appendix L).

#### **4.10.3 Legibility**

The activities were from different text books and workbooks with varying fonts so the text was not always legible. The fact that the materials were copied with a normal photo copy machine, also impacted the readability as it might be too dark or to light. The word size was another problem as the students were elderly people, most of whom had some kind of eye problem, making the reading difficult at times. The lack of page numbers or inconsistency of page numbers and headings also create confusion among the students. (See Appendix L)

#### **4.10.4 Teaching effectiveness**

The Eersterivier ABET Community Learning Centre has five different educators each with their own personality and teaching techniques. The techniques the educators used ranged from group work, presentations of work piece, role play, brainstorming, class

discussions, debating and demonstrations. As educators did not plan the lessons together, educator's interpreted the lesson as they felt worked best for them and the group and classes ended up doing the same lesson but in a different manner.

All educators used the teacher-centre approach where the educator is the centre point of teaching and provide students with all the knowledge needed. The teaching approach seemed to be common among the educators and most effective.

The material does not have a teacher's guide for the educators on how to direct the class and the learning activities that come with it as it was compiled from workbooks. The educators at the centre use the learning guide provided by the Western Cape Education Department.

#### **4.10.5 Target population for whom the material are designed**

The material the students used was not specifically designed for them and their personal needs but was adapted from other materials designed for ABET level 1 learners. The material was adopted from English workbooks for the English-speaking participants and the material was designed from Afrikaans workbooks for the Afrikaans-speaking learner. IsiXhosa speakers and speakers of other languages enrolled themselves in the Afrikaans group or English group. There were no isiXhosa classes or material available for isiXhosa or other language speaking participant available because isiXhosa was not prescribed.

The learner activities were all relevant and culturally fit. The content to the learner activities were relevant to the South African setting. The section on completing documentation used copies of real South African ID books and birth. Other material was also authentic such as newspaper articles, recipes and documents for the teaching of financial literacy.

The activities could be used in a group setting, individual setting or sometimes both of these settings. Due to activities not coming from the same activity book, some activities might come with instructions and others without instructions of how to do the activity.

#### **4.10.6 Content according to the NQF level**

The NQF level specified in this study are the NQF level 1. The material that are used are not designed for learners that have other qualifications instead it is assembled according to the learning outcomes and the modularize curriculum. It is easy to judge from the content of the material what NQF level the material are designed at and what ABET level the material are designed for. Looking at the entry and exist points of this level it is a



growing and developing situation where students start off with a easy learning activity and ends of on a much more complex activity.

#### **4.10.7 Cost**

According to the centre manager, ABET books are very expensive and, therefore, they have to improvise and make their own workbooks. This is time consuming but much lower in cost.



### **4.11 Learning outcomes used in the Eersterivier ABET Community Learning Centre**

The following is an explanation of the learning outcomes used in the Eersterivier ABET community learning centre.

#### **4.11.1 Literacy learning outcomes module 1-5**

Literacy's level 1 goal is to teach students how to read and write. "Learners need to be able to read and respond to a range of text types and write a variety of different purpose and contexts." (Western Cape Department of Education, 2000: 6). Each module has their own literacy goals or specific outcomes. The first module for literacy is an emergent module and focuses on picture reading, meaning students should be able to understand the story and draw on the picture as well as patterns which includes numbers and words, converse informally and recognise ten to twenty words (Western Cape Department of Education, 2000).

Unit 1 focuses on engagement and interacting through speaking and listening in their home language. The learning outcomes for the specific unit are: that the student needs to

be able to start and maintain a conversation; be able to give examples, directions and instructions; and be able to respond and to requests and offers made to them (Western Cape Department of Education, 2000).

Unit 2 focuses on reading and responding to different text types. The key learning outcome is that students need to be able to relate text to their own experiences and according to their knowledge (Western Cape Department of Education, 2000).

Unit 3 focuses on writing for a variety of different purpose and contexts. At the end of the unit student still need to be able to select and present a topic that is appropriate to the writing task (Western Cape Department of Education, 2000).

Module 2 is emergent and is a follow up of module one with the same focus and specific outcomes. Although the criteria are much the same, the level or intensity of the focus may change (Western Cape Department of Education, 2000).

Module three is an intermediate module. Once again the focus of the previous units and modules are the same but the specific outcomes have changed for example: in unit one the student needs to express their feeling in a particular situation as well as respond to their feelings. In unit two the student needs to use the appropriate reading strategies and understand the text they are reading. For unit three the student should be able to organise the writing task by using sentences, construct and combine sentences (Western Cape Department of Education, 2000).

Module four once again is an intermediate module and is based on the previous modules. The specific outcomes for unit one is student need to express and respond to their feelings very much like in unit three but this time round students need to be able to give their opinions around their feelings. Students should also be able to respond critically to oral (Western Cape Department of Education, 2000).

Module five is the advanced module and once again it is based on previous module still keeping the literacy goals in mind. Unit one and two is the same as module four's unit one and two. In unit three, student needs to be able to use proper language in their text type and students should be able to plan and edit their own text (Western Cape Department of Education, 2000).

#### **4.11.2 Numeracy learning outcomes level 1-5**

The goal for numeracy level 1 is to teach students how to calculate.

Module one is an emergent module and focuses on number systems. Unit one focuses on demonstrating and understanding the use of number systems. The specific outcomes are for students to be able to count and estimate as well as working with money up to the value of 1000. The student should also be able to write and orally understand the number

system. The student should also be able to compare numbers and to visual aids and vice versa (Western Cape Department of Education, 2000). In unit two students should be able to understand, apply and demonstrate the number system. The specific outcomes for students are that student should be able to solve, add, subtract calculate and show understanding of the process used. Specific outcome number two is to solve abstract problems involving sharing and grouping quantities (Western Cape Department of Education, 2000). Unit standard three would focus on the use of tables and organising information the in a form of a table (Western Cape Department of Education, 2000).

Module two is the same as module one with an additional specific. This specific outcome explains the origin and logistic, the use of other techniques of counting and recording quantity (Department of Education, 2000).

Module three is built on the same building blocks having the unit standard except for a few added specific outcomes; for example in unit one, students are expected to understand and work with fractions, percentage and decimals. For unit two the specific outcome that is added focuses on the use of time in everyday life (Department of Education, 2000).

Module four is once again an intermediate module and the focus still has the same unit standards and specific outcomes with additions. In Unit one the specific outcomes are much the same but with one addition. Students now need to be able to use mathematical language and understand all the symbols and notation. In unit 2 a specific outcome has been added. In this specific outcome students should understand and be able to interpret distance, mass, length and capacity. Student should be able to use the problems in everyday life to interpret the specific outcome (Department of Education, 2000).

The last module, module 5 is the advanced module. Once again, the Unit standards remain the same but the specific outcomes for the module have changed. Unit one's specific outcome is to generate order; student should be able to compare numbers and complete visual patterns (Department of Education, 2000). In Unit two the specific outcomes still remain the same while Unit three has additional specific outcomes. Students in this unit should be able to read data from a table. They should be able to answer question relating to the data in the table, and organise their own data in the form of a table (Department of Education, 2000).

In order for students to progress to the next ABET level they have pass all the specific outcomes in class and meet the assessment criteria within their portfolio or written test which once again is based on the module and unit standards.

After analysing the Eersterivier CLC ABET programme the researcher found the Eersterivier ABET programme complies with the requirements of the Department of Education. Although the Department of Education (1997: 9) does not give any explicit definition of the programme, it does propose an approach and maintains education systems that will promote diversification of access, curriculum and qualification structure with the programmes developed and articulated within the National Qualification Framework (NQF).

According to the Education Department, a “literacy programme should encourage an open and flexible learning system based on credit accumulation and multiple entry and exit points for learners, improve the responsiveness of the higher education system to social and economic needs; address present and future social and economic needs, including labour market trends and opportunities and the new relationship between work and education; respond to new curriculum and methodological changes (and changes) that follow from the information revolution” (Department of Education 1997: 9).

### **4.11.3 Classroom outcomes**

In class, educators follow the Modularised Curriculum approach to assess the students. Learning material used is designed to follow the Modularised Curriculum. Students use portfolios to keep track of their progress and for the use of the assessments (Department of Education, 2000). The educators in classroom start off the process of Modularised Curriculum in the classroom by focusing on how the outcomes will be achieved with the learners (Department of Education, 2000). This is usually done through preparing lessons that will meet the unit standards as well as the specific outcomes. They then move onto performing and interacting with the learner by introducing the lessons to the learners (Department of Education, 2000). After the interaction with unit standards learners will conclude the process by concluding that they understand and are satisfied with their progress. After all the class activities have occurred assessment will take place. Assessment is the process whereby the educators assess the knowledge of the student indicating through results. Assessments may take place through the use of portfolios or test (Department of Education, 2000). The educator needs to include the unit’s standards in the assessment criteria. The classroom outcomes may be affected by learner or student depending on the type of the role the educator and learners are portraying (Department of Education, 2000).

#### **4.11.3.1 Teacher- centred tuition approach**

In this approach the teacher is the centre point of the learner’s achievements. In the first two levels of ABET the educator will be the first source of information for the learner, meaning all new information taught to learners academically will come from the educator (Oliver, 1998: 35). The educator will also set the rules for learning, norms and values. The educator is responsible for introducing the learning content, setting the pace for learning, assessments etc. In this approach, the educator is in total control of the classroom and the learning that takes place (Oliver, 1998). The learner in this approach may be seen as a sponge that needs to absorb the knowledge the educator provides.

#### **4.11.3.2 Learner-centred tuition**

In this approach, the educator is needed to tutor and educate the learners. In this approach, a lot of self study and individual effort are needed from the learners

themselves. The learner in this approach can claim, they mastered the specific module or level but they cannot claim they developed or established the outcomes (Oliver, 1998). “Both the Teacher-centered tuition and the learner-centered tuition contribute to the curriculum design, they can also influence the curriculum design and the outcomes” (Oliver, 1998: 34).

## **4.12 Impact of the programme**

The following section focuses on impact the literacy programme had on women’s lives after completing the literacy programme.

### **4.12.1 Literacy and women’s lives after the ABET programme**

The interview schedule that was used to determine if the literacy programme improved the lives was set up as follow. It used an event approach using the module topics that was presented in class. The discussion will be literacy events in numeracy that consisted of the 12 components namely counting, number symbol, number names, adding, subtracting, multiplication, division, fractions, shapes, working with money, reading time, reading timetables. The literacy events can also be correlated with the portfolio marks achieved by the participants throughout the study. The portfolio marks are made up of different self test, performance mask and class activities. The marks were accumulated throughout the programme. Learners in the literacy programme had to achieve 50% or more in a module in order for them to pass the specific module. Learners should also have obtained a 50% average for their overall mark to proceed to level 2.

#### **4.12.1.1 Counting**

All learners had different opinions when asked if they could count numbers before attending the literacy classes. There seemed to be two groups. The first claimed they could not count before attending the literacy class and the second said they could count with help from others or they can count small numbers. The group that couldn’t count before attending the literacy classes was the group that claimed they never went to school before while the other group was the participants that claimed that they did attend school before attending the literacy class. The participants all had their own limit of counting participants that couldn’t count before had a lower limit of counting while others that could count before said they can count in the thousands.

Participant 4 in group 1 said:

*“I have learned to count year back but know that I have done this class I can count to a thousand even more. The teacher learned us*

*how to make the counting very easy she showed us that when you can count to 10 you can count to a 1000.”*

Participant 2 in group 11 explained:

*“Ek tel elke dag somige dae tell ek to 100 en ander dae tel ek to 50 ander dae tel ek to 1000 dit hang af. Ek tell nou baie better maar ek sal graag vinniger will tell. Die juffie hier is baie oulik sy vat ons elke dag deur die tell mat. Dis ‘n mat wat die nommer 1 tot 1000 het en ons gebruik dit om ons te laat onthou maar ek gaan sommige dae verby die 1000 want dit raak nou boring om net tot ‘n duisend te kan tell”*

According to the Western Cape Education Department (2000: 9) of the ABET modular framework, “Module one consist of counting in 1s, 2s, 4s, 5s, 10s, 20s, 50s, 100s, and 1000s; to write numbers in the correct sequences, size or patterns; and to use the language of comparison words and symbols correctly”. The portfolio mark for this specific task counting numbers ranged from 30% to 90%. According to the portfolio marks, 15 learners were unable to do the basic counting of numbers after attending the literacy programme while 41 participants scored 50 or more and were classified as being able to do the basic counting of numbers as reflected in Table 4.3.

#### **4.12.1.2 Number symbols**

The participants was once again divided into two different groups those that could work with numbers before attending the ABET classes and those that never worked with numbers before. The group of participants that could work with numbers and their symbols were small there were only a group of twenty-one participants that said they could work with number systems before attending the literacy programme. Number symbols form part of module 1 and the specific outcomes for number symbols are to show the relationship between the number of items, the number, names, and the number symbols (Western Cape Education Department 2000: 9)

#### **4.12.1.3 Number Names**

The respondents were asked whether they could recognise the names of the different numbers and whether they would use this information in their day to day lives. While 19 women claimed to be unable to name numbers before attending classes, all 56 women reported that they were now able to identify the names of the different numbers after attending the ABET literacy classes.

Participant 1 in group 5 said

“sien ek kan goed tel maar ek kan nie altyd die woorde erken nie ek sukkel nog daar mee. Die onderwyser en ek waar op want sommige woorde veral waneer dit in die 100 en ‘n duisend is dan is dit nie so maaklik om te kan lees nie”

Participant 2 in group 10 said

*“I can identify the numbers symbols and link this to the name. Sometimes it is still confusing but I try and practice to do this.”*

Participant 1 in group 6 had the following to say

*“No Before the literacy classes I didn’t use the name of the numbers at all but know after the class I will be able to read the names of the numbers when it is in written form.”*

Participant 3 in group 6 said:

*“I couldn’t recognise it before. I would always ask my friend to look at the pay check to see whether it is the correct amount before I go to cash it. Yes now I will be able to recognise and write it now.”*

Seven women reported a recent incident where their new numerical literacy was useful. The women that did share their incidents reported on the being able to assist their children, reading a cheque, understanding vouchers and shopping stamps.

Participant 2 in Group 9 explained:

*“I received a voucher from the church to do shopping at Shoprite and I was more than able to read the voucher and understand how it works.”*

Participant 3 in group 6 said:

*“I read my own pay check and accounts that come to my house know after the class. I find it nogaal easy but I will admit sometimes you need to read carefully not to make a mistake.”*

#### **4.12.1.4 Adding**

According to the Western Cape Education Department (2000: 6) addition is part of both module 1 and 2.. The specific outcomes for addition are to solve realistic and abstract problems by estimation and calculation and demonstration and understanding of the

processes used for adding. The participants needed to understand the basic operation of adding. Participants were asked assess their capacity and confidence with addition and whether they felt this would be useful in their everyday lives.

There was a difference in how well the participants reported they could add at the beginning of the programme. The participants who claimed they could add were those who went to school before while the other women that could not add were those who had not attended any formal schooling. BY the end of the programme there was still some discrepancy in respondents' ability and confidence with addition. The women who claimed not to be able to add now claimed to be able to do so. All women reported that being able to add would benefit them in their everyday lives.

Participant 8 in group 5 said:

*“Nee ek kon nie regtig optel nie want dit was altyd vir my bietjie baie moeilik om te verstaan veral as dit groot getalle was wat ek nie op my vingers kon optell nie maar nou (laughing ) hey stop niemand my nie Ja nou kan ek optel groot en klein getalle maar somtyd is dit nog altyd baie moeilik. Maar al is dit moeilik ek drik deur want dit is ‘n groot hulp om te kan tel want as ek nie kan tel nie raak goed net baie meer moeiliker vir my en my familie.*



Participant 4 in group 11 claimed:

*“In daglikse lewe gebruik ek d metode van optel elke dag al tel ek die snytjies brood op wat ek gebruik het of geld of as ek skoon maak my breuk waarde all die goed so dit is nodig in my lewe en ek sal nie stry nie dat dit maak my lewe nogal makliker. Verstaan j?y”*

#### **4.12.1.5 Subtracting**

Subtracting is part of module 1 and 2. The specific outcomes are much the same as for addition. If we look at the portfolio marks, it is difficult to identify if the learners achieved these specific outcomes as the marks for adding and subtracting are combined. In order to differentiate between learners' skill with addition and skill with subtraction, learners were asked to give an example of how they would apply the concept of subtraction in their lives.



All respondents had their own ways of applying the lesson of subtracting. The respondents reported that they would apply the lesson in the following ways: Paying and getting change, converting litres into millilitres, explaining maths my children, working out my debt, subtracting items and subtracting money.

Participant 4 in group 2 said:

*“ek het geleer hoe om met geld te werk deur om dit op te tel en af te byvoorbeeld as ek die meisie by die till R300 gee en my shopping was maar net R200 dan moet ek die R300-R200 om te weet wat my regte klein geld moet wees”*

Participant 1 in group 1 claimed:

*“when I get my pension I always feel a little worried to what my debts for the month are. In the past, I would ask people but now if I am able to add up all my debts. And then subtract my debt from my pension.”*



#### **4.12.1.6 Multiplication**

Multiplication forms part of module 3 in numeracy. The specific outcomes for multiplication are that learners should be able to do problem solving, and understand the basic operations of multiplication (Western Cape Education Department 2000: 16). Learners' capacity to multiply before attending classes was investigated and contrasted with their capacity to multiply after attending classes.

Twelve respondents claimed to be able to do multiplication before attending the ABET classes. These respondents all indicated that had attended school in the past. Nine of the respondents said that even though they could multiply, they did not consider themselves confident or skilled at multiplication. Forty-four respondents reported that they could not do multiplication before attending the ABET classes. After a few months in the ABET classes only eight participants said they could not do multiplication. These respondents were part of the older group of women and all of them were represented the group that never went to school before.

The respondents all had different ways of coping in their everyday lives. The respondents managed by avoiding multiplication, asking assistance from others and depending on others for help.

Participant 10 in group 4 said

*“Nee voor die klas kon ek nie maal somme doen nie. Maar deur die geloof van God en die juffvrou kon ek leer om dit te doen vandag doen ek maal somme sonder om regtig te sukkel. Ek het eerste mense gevra om dit te doen maar deesdae doen ek dit sommer maar self”.*

Participant 11 in group 2 claimed

*“Om met jou eerlik te wees die maal somme is nie my sterk punt nie maar ek werk daaraan. Voor die klaas begin het ek nie regtig maal somme gedoen nie so ek is bly dat ek myself nou kan weg help.”*

#### **4.12.1.7 Division**

Division form part of module 3 in numeracy. The specific outcomes for division are that learners should be able to do problem solving, and understand the basic operations of division (Western Cape Education Department 2000: 16). Participants were asked about their prior knowledge of long division and how competent they felt with division after attending classes. Forty six participants said they were unable to do division before attending the literacy class. Ten participants said after attending the ABET classes they still cannot or having difficulty doing division

Participant 10 in group 5 represents those participants that said they never knew how to division:

*“Nee ek kon nog nooit deel somme doen nie. Ek het nie een’s geweet wat deel is nie maar nou van ek in die klass is en skool gaan weet ek nou hoe om deel somme te doen.”*

Participant 12 in group represents those who are continuing to struggle with division:

*“I am struggling with division. It is very difficult and not easy to understand especially if the numbers become bigger.”*

Once again the small group of participants were part of the older group of women and all of them represented the group that never went to school before and are attempting to learn in a school domain for the first time in their lives. Barton, 1999 states there are different domains in which literacy may occur for example home, school or work. All the above mentioned literacy domains have their own literacy practice, some of these practices for many can be seen as indigenous literacy practices while others can be viewed as imported literacy practices. In the case of these women we would find that

they may have been very literate in the domain on their own houses but seems to be illiterate in the domain of school.

#### 4.12.1.8 Fractions

Respondents were asked to reflect on how they might apply what they have learnt about fractions in their daily lives. Thirty-six participants noted that prior to attending classes, they did not know what fractions were. Some women reported that they did apply fractions in the past but in simplified ways such as dividing an apple in half, cutting a slice of bread in four equal sizes. The women reported that they would now be able to apply fractions in their everyday lives by being able to calculate fractions, identify fractions, name the different fractions, teach others about fractions and understand the working of fractions.

Participant 1 in group 10 said:

“Fractions is iets baie nuut wat ek geleer het. Ek het altyd gepraat van die brood is in die halfte of die melk is drie-kwaart vol maar nie geweet van fractions nie of dat dit somme is wat ek toe van praat nie” Participant 12 in group 3 claimed:

*“In the past people would say please fill my cup with a quarter of milk. Back in the day before my class (laughing) I would just fill the cup until they would say stop or add more, but now I will know what is a quarter, what is a half, what is a three quarter.”*

Participant 1 in group 6 admitted:

*“ok I will be honest I never understood this fraction business and at times I still don't. But I have to admit even before the class I have been using the fraction. Ja in my everyday life I would probably use it to identify and work out fractions such a half of bread”.*

The fact that the women are able to apply what they have done in class in their everyday lives can be seen as the process of empowerment. Boucher and Loveday (2000) see ABET as the catalyst for human development and empowerment by opening new horizons for people, extending freedom, and creating opportunities. Education empowers people to demand better services, and life treatment from organizations, institutions and governance.

#### 4.12.1.9 Shapes

Shapes were one of the modules in the numeracy curriculum. The specific outcomes for shapes are that learners should be able identify a shape use the shape to explain and make fractions (Western Cape Education Department 2000: 19). Students reported that they will apply the shapes in the following ways in their everyday lives:

The participants had their own ways of applying shapes: students said they would be able to apply shapes by identifying the different names of shapes, drawing shapes, identifying the different shapes and using shapes to calculate fractions. Forty-eight participants reported that they knew at least three different shapes names before attending the literacy classes. The three different shapes that were most identified were triangle, square and circle. Only two respondents identified a rectangle as a square and one participant an oval as a circle. According to the researcher's observations, the respondents seemed very confident when they were discussing shapes. Even the older group of women that never went to school before could answer the section on shapes. Due to the clustering of portfolio marks it is not clear to see the average marks for students on shapes.

#### **4.12.1.10 Working with money**

Respondents had different opinions of how well they worked with money before attending the ABET classes. Three different groups were identified: the group that knew how to work with money, the group that said they had some idea of how to work with money and the group that couldn't work with money before. The group that knew how to work with money were the smaller group while the group that did not know how to work with money were the largest group with thirty-eight participants. The respondents reported that they find counting difficult, while others said the understanding of rand and cents are difficult, others said the different notes and coins and their worth seemed to be difficult and others viewed everything about working with money difficult. Respondents identified their families, spouses, friends, neighbours, children, employers, community leaders, and nurses at old age homes as people whom in the past used to work with their money.

Participant 2 in group 2 said:

*"I usually don't work with my own money my children usually buy we whatever I need you know.... So I don't usually need money."*

Participant 1 in group 5 explained:

*"Nee my man of kinders werk met my geld. Ons neighbour langs aan vra ek ook soms om my te help as my man en die kinders nie daar is nie."*

Before attending the literacy programme more than half of the participants were not able to work with their own money. After attending the literacy programme two groups were

identified: the group that are currently working with their own money and the group that still ask others to work with their money. Forty-two women reported that they are currently working with their own money while only fourteen participants said that they don't work with their own money.

Kemp & Van der Berg (1995) state that the more literate a woman become it increases the productivity and self-employment in the informal sector. In South Africa women started to move into jobs that was predominantly seen men's jobs. Entrepreneurship among women has become acceptable and is increasing. The increase of women also supports into the human capital theory. The human capital theory focuses on wealth distributions and life-cycle earnings profiles; sources of income re-turn to schooling; and race differences in income" (Welch 1975: 1).

#### 4.12.1.11 Reading time

As a result of the different levels of school attendance, 36 respondents claimed to be unable to read time; however, the remaining of the group claimed to be able to read the time. The women had varying ways of getting to know the time in the past. The women reported listening to the radio, associating different activities in their community with time, asking people for the time and associating different TV programmes with time.

Participant 1 in group 1 said:

*"I never read the time before in my life. I usually marked time in by listening to the radio my favored radio show were se wie ... deur Nicky Vander Berg so when that started I knew it is 2 o'clock or when I hear the first train pass I know its morning. I always had signs and signals to indicate time."*

All fifty-six participants agreed and said they can know read time. This can be confirmed with the portfolio marks that reflects on numeracy module 5 ABET level 1 scores. All participants scored above 50% for the numeracy module 5. Module 5 in numeracy consist of the following subjects such as time, time tables, size, length, distance, mass and capacity.

#### 4.12.1.12 Reading Time Tables

Two different groups were identified: those that could read tables and those that couldn't read the tables. The tables that the students struggled with in the past were bus timetables, train timetables, TV guides, the weather in news papers, children's school time tables, calendars and appointment cards. All students reported after the ABET classes they can read and understand the tables. Students mentioned they will use the technique the educators taught them. Participant 7 in group 9 said:

*"In the past my children brought study time tables home. I couldn't read them so I would just put it in my handbag and trust the children when they indicate what they should be studying. After this programme, I can read the study programme I encourage them to study according the time table"*

Participant 5 in group 10 claimed

*"Every day I used to ask what is the date every day. Now I can go to the calendar and see for myself. I read the TV guide to and I'm able to understand what is going on."*

Reading tables were part of the 5 module in numeracy. According to the portfolio results, respondents scored much higher in this module than any other module in numeracy see table 4.3 below.

Table 4.3. Numeracy level 1 module 1-5

<h2 style="text-align: center;">Numeracy</h2> <h3 style="text-align: center;">LEVEL 1 Module 1 – 5</h3>							
Participant No	Module 1 numbersystems	Module 2 Basic Number Manipulations	Module 3 basic operations (+, -,x,/) )	Module 4 symbolic representations fractions, decimals percentages	Module 5 time, size, length, distance, mass capacity	Total Marks	percentage %
participant 1	65	58	57	52	64	296	59%
participant 2	50	61	55	55	67	288	58%
participant 3	72	66	67	69	72	346	69%
participant 4	61	52	58	43	52	266	53%
participant 5	30	41	47	53	51	222	44%
participant 6	55	68	61	66	56	306	61%
participant 7	38	47	50	54	51	240	48%
participant 8	61	70	68	61	72	332	66%
participant 9	45	50	59	45	63	262	52%
participant 10	56	69	57	52	67	301	60%
participant 11	32	69	59	36	67	263	53%

participant 12	81	76	65	57	78	357	71%
participant 13	74	68	56	89	74	361	72%
participant 14	64	69	57	45	68	303	61%
participant 15	55	59	68	79	75	336	67%
participant 16	59	63	58	56	68	304	61%
participant 17	62	69	67	63	75	336	67%
participant 18	71	74	62	64	80	351	70%
participant 19	68	59	69	60	76	332	66%
participant 20	53	73	63	55	79	323	65%
participant 21	72	68	43	56	65	304	61%
participant 22	47	59	50	63	63	282	56%
participant 23	85	73	60	72	82	372	74%
participant 24	49	53	54	49	67	272	54%
participant 25	72	90	67	61	84	374	75%
participant 26	65	82	54	59	78	338	68%
participant 27	76	76	63	71	80	366	73%
participant 28	80	79	65	54	76	354	71%
participant 29	39	57	50	42	69	257	51%
participant 30	71	78	67	59	71	346	69%
participant 31	45	60	65	61	68	299	60%
participant 32	69	72	67	68	56	332	66%
participant 33	48	52	56	65	78	299	60%
participant 34	71	60	67	53	81	332	66%
participant 35	57	59	65	72	69	322	64%
participant 36	32	48	55	51	66	252	50%
participant 37	90	87	78	62	84	401	80%
participant 38	77	67	57	59	67	327	65%
participant 39	68	73	78	81	87	387	77%
participant 40	79	81	70	74	73	377	75%
participant 41	56	68	66	62	65	317	63%
participant 42	32	54	52	56	70	264	53%
participant 43	45	60	34	51	65	255	51%
participant 44	89	82	65	69	81	386	77%
participant 45	70	76	70	69	75	360	72%
participant 46	56	50	45	47	64	262	52%
participant 47	71	67	64	69	74	345	69%
participant 48	54	49	59	63	69	294	59%
participant 49	38	22	48	52	63	223	45%
participant 50	90	87	54	67	94	392	78%
participant 51	66	62	60	69	73	330	66%
participant 52	80	58	78	57	77	350	70%

participant 53	48	59	60	57	64	288	58%
participant 54	45	62	67	69	60	303	61%
participant 55	72	68	74	68	68	350	70%
participant 56	70	62	68	61	78	339	68%
<b>Please note these marks are from all 5 modules and are all ABET level 1 learners marks</b>							

The above numeracy marks are a reflection of students progress in the ABET level 1 programme. It is important to keep in mind that these marks were accumulated throughout the literacy programme module focussed on number systems. The highest mark scored for this module is 90% while the lowest mark was 30%. The average for module one was 61%, 15 participants scored less than 50% while 41 participants scored between 50% and 90%.

Module 2, Basic number manipulation, consisted of adding and subtracting sums. The learners scored between 22% and 90% the average for module two was 65% while only five participants failed the module. Module 3 focused on basic operations including multiplication and division. Learners scored between 34% and 78%. Only 5 participants scored less than 50% in this module. The average for the module was 61%. Module 4 focused on percentages, decimals and fractions. The learners scored between 36% and 89% with an average of 60%. Five participants failed this particular module. Module 5 focused on time, size, length, distance and mass capacity. Learners scored between 51% and 94%; the average for this particular module was 71% the highest of all modules. There were also no learners that failed this particular module.

Overall, only three participants scored less than 50% in numeracy. Even though the women indicated in their second interview with the researcher that they are doing badly, only three of them failed the module. This discrepancy between the women's sense of their progress and their actual achievements could be due to the lack of self-esteem that the women have or because of women's lack of knowledge of how they are graded.

Albertyn (2005) states empowerment is the process where individuals learn to become more self-aware, self-confident, self-worth and have the feeling of power to better the existing self rather than to change it.

#### **4.12.2 Reading**

The section will focus on literacy events in reading. These consist of six different components such as the recognition of symbols and letters, the ability to make meaning, express and respond to opinions, relate texts to own experiences and knowledge, interpret and relate critically to text, using appropriate reading strategies and organize and format text.



#### 4.12.2.1 Recognition of symbols and letters and make meaning

Respondents were asked if the symbols and letters used in word formation carried any meaning for the respondents in the past. Respondents were asked what they did when they did not understand symbols and letters in the past.

Three different groups were identified: the group that reported that the letters and symbols did make sense (9 participants), 14 participants of the group reported the letters and symbols sometimes made sense, and 33 participants who said the letters and symbols never made sense. Most participants said they now have some understanding while others say they now understand how the symbols and letters work after attending the literacy classes. Students reported in the past they would ask other participants to assist them in working with letters.

Participant 10 in group 4 said:

*“All die letters en sinne het nooit sin gemaak vir my want soos ek jou vertel het ek het mos nie skool geloop nie. Ek kon nie ge lees en geskryf het nie regtig maar ek nou kan ek darem lees en sin maak van die sinne. Ok en op vraag twee het my man en kinders en ander mense my mos maar altyd gehelp om te lees.*

Participant 13 in group 8 claimed:

*“I never went to school before so reading and writing were not possible. I can know read it's not 100 percent but I can help myself when it comes to reading”.*

Reading is part of module one according to the modular frame work. The specific outcomes for reading is picture reading, patterns, values and numbers, converse informal and recognize words 10-20 words (Western Cape Education Department, 2000b: 6).

#### 4.12.2.2 Expressing and responding to opinions

Women had different opinions of how they have coped in the past by communicating with people. The participants had different ways of sharing their opinion in the past: the women mentioned that they would just share their own opinions, others said they would try and say what they thought people would like to hear, while others said they would not share their opinions with other people, other women said the language would influence how they would express their own opinions.

After they complete the ABET level 1 class more women reported that they would share their own opinions. Thirty-five women said they can relate to their own opinion when

reading while 12 women still had problems reading and 18 participants mentioned they still have problems with interpreting their own opinion while reading.

The above section is part of module two in literacy. The specific outcome for this particular section is to read and respond to a range of text types (Western Cape Education Department (b) 2000: 10).

#### **4.12.2.3 Relate text to own experience and knowledge**

Respondents were asked if when reading they ever felt that the information they were reading was familiar or already known to them.

Fifty three participants agreed that they sometimes feel that they know some of the information they are reading.

Participant 3 in group 2 said:

*“Yes when I read I understand but then I need to read slowly and stop in between sentences like my educator said I should do.”*

Participant 3 in group 11 explained:

*“I understand sometimes but then I should understand the words first because when I don’t understand the big words then I can’t always understand the text.”*

The participants all agreed that at some point they understand some of the information they are reading even if it is not all of it.

#### **4.12.2.4 Interpret and relate critically to text**

Respondents were asked if when they were reading they understood what they were reading and if they questioned what they were reading.

Forty-four participants said they understand fully what they are reading while 9 participants mentioned that they sometimes understand and at other times struggle while 3 participants said they don’t understand what they are reading because they still have difficulty reading.

Once again the three participants are the same participants that had difficulty with numeracy. They were the older participants in the group and had never attended school. An example of one of those participants is below.

Participant 6 in group 7 represents the three respondents that are having difficulty reading:

*“Ek het nou op ‘n groot oudersom begin lees. Ek sukkel nogals om te lees... Ek vergeet die woorde. Veral as ek nie gelees het vir ‘n dag of twee nie. Ek probeer my beste regtig maar dit gaan maar baie swaar.”*

Overall most participants reported that they understand fully what they are reading.

#### **4.12.2.5 Using appropriate reading strategies**

All the participants said they have used the reading strategies that were taught to them in the class.

Participant 3 in group 2 said:

*“Our educator taught us to read slowly, breath while you read, follow the sentences with your finger so you don’t miss your place.”*

Participant 2 in group 10 related:

*“Ons onderwyser het gese die engiste oefening is om anmekaar te lees elke dag en as jy gemaklik voelom hard op te lees dan moet jy so maak. Sy he took gese dat ons moet probeer om lees te geniet. Ek geniet nie lees so baie in die klass nie want ek stress net nou vra sy my om te lees maar by die huis dan is dit nogal lekker om te lees“.*

#### **4.12.2.6 Organise and format text**

The researcher asked if respondents were able to identify the words making up sentences.

The same 53 participants that said they sometimes understand what they are reading are able to identify words and make sentences while the same three participants answered that they are not able to identify and make sentences. As seen in Table 4.4 eight people in the group failed module one.

#### **4.12.3 Speak English**

The discussion will focus on literacy events in the speaking of English. This theme consisted of the six different components such as initiating and maintaining conversation, understanding literal meaning, selecting and presenting appropriate content for writing, asking for and giving instructions and making and responding to offers and questions.

#### **4.12.3.1 Initiate and maintain conversation**

An important part of English conversational literacy entails starting a conversation on your own or replying to statements or questions in English.

All women reported that they, at sometime in their life, started a conversation in English on their own. Forty-two participants reported that they will reply to people when they ask questions in English while only 14 participants mentioned that they do not reply in English as all of them are Afrikaans speaking and prefer to speak Afrikaans to English.

The researcher also observed that most participants had Afrikaans as their home language but preferred to be in an English group as they felt that English is easier to understand and to learn than Afrikaans.

#### **4.12.3.2 Understanding literal meaning**

Fifty participants mentioned they understand English but only thirty eight said they can translate from English to their home language.

Participant 1 in group 7 who represents 14 respondents who said they understand English but will converse in Afrikaans when spoken to English.said:

*“Nee ek is mos Afrikaans sprekend ek kan goed Afrikaans praat. Ek verstaan Engels ook sien maar somtyd sukkel ek om Engels te praat. So as mense dan engels praat verstaan ek maar praat dan maar Afrikaans met hulle terug.”.*

Participant 5 of group 1 claimed:

*“I can speak English and Afrikaans I can translate and speak English and Afrikaans fluently. I was taught years back while working in German’s kitchen in Parow. They learned me and I learned my children.”*

#### **4.12.3.3 Select and present appropriate content for writing.**

All of the women reported that they at some point want to write down what they are saying in English. The women reported they will do it themselves, others said they would ask others to write it down.

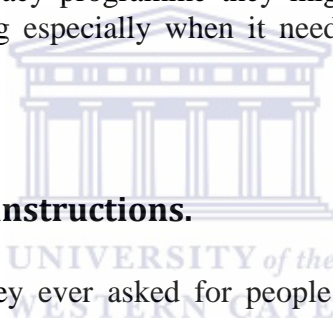
Participant 3 in group 11 claimed:

*“Ek kan baie goed Engels praat maar somtyds dan sukkel ek ook maar om dit te skryf en om die woorde te spell dan vra ek my kinders of die neighbours en so aan om my te help.”*

Participant 3 in group 3 said:

*“I can speak English but some times when I want to write a good letter I will talk and tell my family or friends what they should write.”*

Most participants could read and talk English but to their ABET level only being ABET level 1 the time spend in literacy programme they might not be confident and fluent enough in what they are doing especially when it needs to be done in a professional manner.



#### **4.12.3.4 Ask for and give instructions.**

Respondents were asked if they ever asked for people's help in English, whom they asked and why.

All participants said they would ask for assistance in English, whether it is through writing or speaking in English. The women all replied by saying they would ask their family, friends, spouse, children and community to assist.

#### **4.12.3.5 Make and respond to offers and questions**

Respondents were asked if they felt able to respond to a conversation initiated in English.

The 80% of the participants said they would actually reply in English but will change their conversation later while only 20% of the participants mentioned that they would not reply in English but will converse in their own language. The women reported before attending the literacy classes they would have used someone to translate while others mentioned they will hide or ignore people. After the ABET classes, women reported that they are more willing to participate in converse in English

#### **4.12.4 Writing**

The following discussion will focus on literacy events in writing. This consisted of five different components such as listening and responding critically to oral text, using appropriate reading strategies to suit the text and the purpose of the task, writing for a variety of purposes and contexts, writing in appropriate language, writing for a variety of purposes and contexts, and planning, drafting and editing one's own writing.

##### **4.12.4.1 Listen and respond critically to oral text**

Respondents were asked if they were able to question people when they didn't understand. All participants said they are able to question people when they don't understand what the particular person was talking about.

##### **4.12.4.2 Using appropriate reading strategies to suit the text and the purpose of the task**

Fifty three participants said they are capable of reading their own hand writing and sentences. The women all agreed that it is important to be able to read and write your own sentences the women mentioned the following reasons when you are writing notes and receiving notes, when you want to communicated with other people.

##### **4.12.4.3 Write for a variety of purposes and contexts.**

Thirty seven participants said they can read and write sentences very well while twelve participants say they are struggling but do understand and sometimes understand well. Seven participants reported that they are having difficulty.

##### **4.12.4.4 Write in appropriate language**

All participants said in the past they would have needed assistance especially with longer paragraphs. The women reported that now they would try and do it themselves, others said depending on the document they would still ask for assistance. The researcher wanted to assess what the respondents could write.

##### **4.12.4.5 Write for a variety of purposes and contexts**

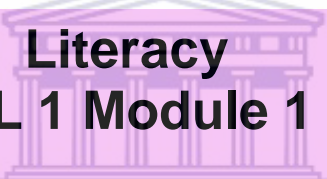
The respondents mentioned different things that they can write: for example letters, their names and surnames, completing documents, writing notes, their home addresses and telephone numbers.

#### 4.12.4.6 Plan. Draft and Edit own writing

Thirty nine women reported they write well while seventeen participants said that some help is still needed. Respondents were asked if they were comfortable with their writing and whether they edited their work after drafting.

Only seventeen participants reported that they do not feel comfortable writing while the other thirty-nine participants said they do feel comfortable in what they are writing. Twenty-two respondents said they check for spelling on their own while thirty four respondents said they still need help from others with checking for spelling mistakes.

Table 4.4 Literacy levels1 Module 1-5

 <b>Literacy</b> <b>LEVEL 1 Module 1 – 5</b>							
Participant No	Module 1 Speaking and reading write different words	Module 2 Interpret & respond critically	Module 3 English & communication	Module 4 Inotation and text logic	Module 5 Writing and national symbols	Total Marks	Percentage
participant 1	58	60	60	63	55	296	53%
participant 2	51	55	59	60	50	275	55%
participant 3	68	70	58	67	70	333	67%
participant 4	45	58	55	60	52	266	53%
participant 5	46	50	38	46	50	230	46%
participant 6	57	69	61	59	67	323	65%
participant 7	36	46	59	53	60	254	51%
participant 8	59	62	55	71	69	316	63%
participant 9	50	58	61	60	65	294	59%
participant 10	68	59	63	59	67	316	63%
participant 11	57	61	53	67	63	301	40%
participant 12	76	69	72	70	74	361	72%
participant 13	61	71	75	76	69	352	70%
participant 14	71	56	68	55	64	314	63%
participant 15	58	71	65	68	75	337	67%
participant 16	62	56	87	55	68	328	66%
participant 17	66	57	77	86	67	353	71%
participant 18	54	67	66	70	51	308	62%

participant 19	43	66	66	59	64	298	60%
participant 20	65	78	55	71	69	338	68%
participant 21	45	58	69	55	50	277	55%
participant 22	50	51	63	58	42	264	53%
participant 23	72	79	75	68	70	364	73%
participant 24	50	55	69	62	55	291	58%
participant 25	60	59	63	58	55	295	59%
participant 26	72	67	55	72	48	314	63%
participant 27	67	89	65	61	55	337	67%
participant 28	68	55	68	64	68	323	65%
participant 29	53	38	52	56	42	241	48%
participant 30	78	55	68	62	38	301	60%
participant 31	55	67	58	68	54	302	60%
participant 32	67	54	67	55	60	303	61%
participant 33	43	56	55	50	49	253	51%
participant 34	68	56	70	56	69	319	64%
participant 35	65	72	69	57	72	335	67%
participant 36	50	50	55	46	49	250	50%
participant 37	85	79	74	70	72	380	76%
participant 38	69	58	66	71	64	328	66%
participant 39	65	71	69	62	66	333	67%
participant 40	67	74	65	73	61	340	68%
participant 41	62	58	67	59	60	306	61%
participant 42	49	57	62	58	52	278	56%
participant 43	41	48	51	47	46	233	47%
participant 44	71	69	72	75	70	357	71%
participant 45	68	62	58	64	60	312	62%
participant 46	46	52	53	57	50	258	52%
participant 47	57	65	61	59	55	297	59%
participant 48	62	57	58	53	52	282	56%
participant 49	32	48	51	42	47	220	44%
participant 50	69	61	63	60	55	308	62%
participant 51	67	64	66	61	59	317	63%
participant 52	72	69	66	79	62	348	70%
participant 53	50	57	52	56	58	273	55%
participant 54	56	51	59	52	65	283	57%
participant 55	68	74	61	73	69	345	69%
participant 56	67	61	60	65	68	321	64%

Module 1 consisted of reading and writing different words. Learners scored between 32% and 76%. The average for module 1 is 60%. Eight participants scored less than 50% while 48 participants scored more than 50%.

Module 2 focused on responding critically. Learners scored between 38% and 89% while the average for this module was 61%. Four participants scored below 50%.



Module 3 was on English and communications. Only one participant failed this module in the group this participant scored 38%. The average for this module was 64%.

Module 4 inotation and text logic. Learners scored between 42% and 86%. The class average for this module was 61% and only four learners scored than 50%.

The last and final module for literacy was module 5 writing letters and symbols. Learners scored between 38% and 75%. Seven learners scored below 50% while only five participants scored less than 50% for their overall literacy mark.

It is not always clear as to why participants scored poorly but a few reasons may be identified. The first reason may be because of the participants' age group. As previously mentioned, the older participants tend to be scoring lower than the younger participants. Another reason maybe because of the high number of participants that had not previously attended school.. As previously discussed, some participants who never went to school before, report that they still are facing difficulty. The last reason also seems to be the high number of participants whose first language is Afrikaans enrolled them in the programme in an English group. This might make it more difficult for participants to do well in literacy.

The participants score an average of 60% on literacy overall for the programme. Fifty one participants scored more than 50% and passed the literacy programme. The above results can be used as an indicator that people are moving towards the millennium development goals.

Roudi-Fahimi, Valentine and Moghadam (2003) state that in September 2000 at the UN Millennium summit eight development goals were set. Goals 2 and 3 were particularly designed to increase the literacy rates and to develop empowerment and equity among women.

The results of the study seem to be focused on goal 3 specifically. Goal 3 is to “promote gender equality and empower women. Target: Eliminate gender disparities in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015. Indicators for this goal: the ratio of girls to boys in primary, secondary, and tertiary education; the ratio of literate females to males among 15-to-24-year-olds; the share of women in wage employment in the nonagricultural sector; and the proportion of seats in national parliament held by women”. (Roudi-Fahimi, Valentine, Moghadam 2003: 2).

The literacy as well as the numeracy portfolio marks can also be used as an indicator of the participants meeting the criteria of human capital theory. “The human capital theory focuses on wealth distributions and life-cycle earnings profiles; sources of income returns to schooling; and race differences in income” (Welch 1975: 1).

Oliyan and Okemakinde, (2008: 2) state that there are four ways of modelling how education accelerated economic growth and development. The first is to view education as an investment in human capital. Another way of modelling the role of education in the growth and development process is to view human capital as a critical input for

innovations, research and development activities. From this perspective, education is seen as an intentional effort to increase the resources needed for creating new ideas, and thus, any increase in education will directly accelerate the technological progress.

Empowerment also seemed to be a theme among the participants of the literacy programme. Rappaport and Hes (1984) states that women empowerment focuses on the need of the women in a specific country, city, area or community. Educating women and improving their literacy status will benefit women and may empowerment. Empowerment can also be seen as the process of enhancing feelings of self-efficacy through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficacy information” (Conger & Khanungo 1988: 474).

#### 4.12.5 Gaps in the literacy programme

After assessing the promoted vision for ABET and the literacy programme it was clear to see that there are no gap on how the Department of Education see ABET and the Community Learning Centers (CLC) in South Africa and how the literacy programme in the Eersterivier Community Learning Centre was run.

One of the gaps that was identified was the miscommunication between the Eersterivier CLC and the learners with regards to the needs assessment test. Learners did not know why they were writing the test for those whom wrote the test. While those that did not write the test weren't sure why they did not write the test. As previously mentioned 24 respondents seemed to be confused about the assessment test. These respondents reported that their needs were not assessed in the literacy programme however the same women admitted that they wrote a test during the enrolment of the literacy programme.

Participant 1 in group 2 said:

*“Needs uhmmmm..... I am not sure because my needs were not determined during enrollment. I only wrote a test and done a interview with the secretary ja but otherwise nobody at the school assessed my needs.”*

Participant 2 in group 4 mentioned

*“nee kyk het baie needs soos ek need 'n werk en geld maar die mense van die skool het nie daar na ge kyk nie. Ja k het 'n toets geskryf in die begin van die jaar maar die toets was nie oor my needs nie.”*

Participant 6 in group 6 said,

*“I don't know about an assessment test you see, because my friend and I came here then we gave our id document and home*

*address. Then I got called back I wrote a very difficult test and after that I never wrote a real test again so ja I don't know about the assessment test at all."*

According to Implementation of Placement Assessment (2006: 3) used by the Eersterivier CLC educators, educators need to explain to the students why they are writing a placement or assessment test. If the student agrees to the test the test gets administered in the students own home language or language best understood. Educators as well as the centre manager reported that they do explain the needs assessment test to learners before they write the test.

This leaves the gap between what respondents are reporting, what educators are claiming that they are doing and what the Education Department are expecting educators to do.

Another gap that was identified was the material used in the literacy programme. Educators reported that the learning material such as the portfolio exercise and other learning material that are used are being photocopied by the staff of the centre. This sometimes affects the clarity and the readability of the documents as seen in Appendix L.

According to the policy document on ABET, 2000 learning materials presentations and technical quality should have a good general impression and appearance, practical size and colour, be easy to handle physically and store, standard page size, readable type for adults, not too much mixing of typefaces and type sizes, of a typeface withstand repeated copying, durable and flexible binding, and page margins sufficient for binding, filing, etc

Due to learning materials being copied from different text books, the text and size of the text are not the same. The learning material is not durable and the binding affects the readability of the text.

This gap was identified by the researcher during her observational sessions

#### **4.12.6 Summary**

Each of the women identified a different aspect of the programme as enjoyable. Some identified their friends, or working in a group, while other identified the Educator, and others answered reading activities, writing, working with numbers and yet others pointed to the challenge of learning. The activity that students like most is the meeting with friends, thirty seven respondents agreed the meeting with friends and working with a group is what they like most of the ABET class. There was no association with age, race or sex among the respondents.

Thirty nine respondents answered that they did not see themselves any differently while forty six respondents answered that they do see themselves differently. Once again the women did not have any age, race or language connection.

The women mentioned a few different views on where they see themselves. The views most women mentioned were as follows: In the ABET level 2 groups, continuing to study, working, with a certificate, working with my own money, being able to read and write, doing a better job or getting promotion and doing things for myself. Once again there were no language, race or age connection.

When asked why the women would value the programme, they responded: I will be able to do things for myself, work independently without asking other people, assisted me to do things I never knew before.

This chapter began by looking at the different demographics of respondents and educators attending the Eersterivier Learning Centre. The first objective was then discussed with the focus on literacy practices in women's lives. The second objective were then discussed in literacy goals and practices that are being promoted in the ABET analysis. The third objective to determine the consequences of the promoted vision and practices of the literacy program on women's lives in their particular context. While the fourth and final objective was to determine the gaps in the promoted vision and practices of the literacy program in relations to women's lives in their particular context.

This chapter provided the reader with the comprehensive discussions and findings of the research study. All of the above discussions were linked to the four main objectives set for the study. All four main objectives for the study were met and discussed.

All of the above mentioned objectives were met through the data that was compiled by the researcher.

# CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

## ***5.1 Introduction***

Literacy is a concept that defies an absolute definition. While, the New Choice English Dictionary defines literacy as “the ability to read and write or to be educated” (Geddes & Grossett, 1999: 193), others view a literate person as a person who can “read with understanding and [is] able to write a short simple statement on his/her everyday life” (Aitchison, Harley, Land & Lyster 1996, p.18). The discipline or domain in which a researcher finds him/ herself is likely to impact on his/her view of literacy.

In South Africa 4.7 million adults are currently illiterate. Benavot (2008: 43) indicates that globally only 88 adult women are considered literate for every 100 adult men, and in South Africa, the census of 2001 shows that of the illiterate adults in SA, 40% are men and 60% women were illiterate (Aitchison & Harley, 2006).

Women in South Africa have the lowest literacy levels which could be attributed to obstacles related to gender, class, traditions and in some cases even religions (Kemp & Van der Berg, 1995). Through everyday social practices, we are involved in different contexts or environments that associate us with different discourse communities, whether it is family, social, educational or cultural. These discourse communities influence the literacy practices and processes that an individual learns and uses. Every individual is involved in different discourse communities and therefore, has different uses of social practices and processes of literacy (Scott-Goldman, 2001). Illiterate women developed their own literacy practices to survive in a literate world.

The study’s main focus was to determine the relationship between adult basic education and training and women’s everyday lives in a semi – urban context in the Cape Peninsula

The objectives of the study are to:

- 1.1 Explore the existing everyday literacy practices of women in a semi-urban community.

- 1.2 Determine what kinds of literacy goals and practices are being promoted in the ABET analysis.
- 1.3 Determine the consequences of the promoted vision and practices of the literacy programme on women's lives in their particular context.
- 1.4 Determine the gaps in the promoted vision and practices of the literacy programme in relations to women's lives in their particular context.

## **5.2 Conclusion**

### ***5.2.1 Explore the existing everyday literacy practices of women in a semi-urban community***

The study found that women had past and present literacy practices. Past literacy practices referred to when the women were illiterate and needed help from family and friends to assist them with reading and writing. Some women were dependant on others, while others avoided literacy issues. Women were more easily victimised in their community due to their lack of literacy. Current literacy practice reflected the new literacy trends that women adapted and learned through the ABET classes such as reading writing and working with numbers. Overall, the first objective has been met successfully.

### ***5.2.2 Determine what kinds of literacy goals and practices are being promoted in the ABET analysis***

The literacy goals that have been identified are those of the Education Department and the literacy programme. Both of these two institutions subscribe to ABET'S vision for "a literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio economic and political process to contribute to reconstruction, development and social transformation" (Department Of Education, 1997: vii)

The second focus is on ensuring better quantity and quality (better achievements and results) of ABET learners in South Africa. The literacy program of Eersterivier has the same vision and goals for their literacy program as they partly sponsored by the Department of Education and the community. The literacy program also uses the same Modularised Curriculum work with Unit Standards and specific outcomes as promoted in the ABET analysis. The Unit Standards are a section of the work that needed to be completed and fully understood before the learner could move on to the next Unit Standards or section of the work. The promoted goals or, as they are better known, the Unit standards of the ABET analysis was determined by observing the day to day literacy lessons as well as the learning material provided by the educators and learning program.

In the same way as the Education Department and the literacy programs had their own literacy goals and practices so did women have their own goals and literacy practices. Many women had their own expectations and goals when entered the literacy program. These goals and expectations ranged from learning to read and write, finding a better job, earning more money, completing matric or (Grade 12) and doing further studies.

UNIVERSITY of the

Through an understanding of the way in which the formal goals of the department of Education interacted with the individual goals of learners and teachers, an objective of the study was successfully met.

### ***5.2.3 Determine the consequences of the promoted vision and practices of the literacy program on women's lives in their particular context.***

On completion of the programme, more women felt that their knowledge of aspects of literacy that impact their day to day understanding of life has changed. Women reported that they have a better understanding around literacy and numeracy and this has been proven through the portfolio results.

#### ***5.2.4 Determine the gaps in the promoted vision and practices of the literacy program in relations to women's lives in their particular context.***

Two key gaps were identified. Firstly, not all respondents understood fully how the programme worked with regard to the needs assessment test. Why some respondents had to write a needs assessment test and others did not was not clear to respondents. Secondly, there were reservations about the quality of materials made available to participants by the literacy programme. These were of a poor quality and did not meet the standards established in the ABET policy document (2000). The identification of these two gaps fulfils objective four of this study,

### ***5.3 Recommendations***

In the view of the research, the following will be my recommendations for future literacy programmes:



#### ***5.3.1 Explore the existing everyday literacy practices of women in a semi-urban community***

Literacy programmes and the Education Department should involve more stakeholders from the community to participate in curriculum design for ABET as this will strengthen the curriculum and will help the curriculum meet the needs of ABET learners. This will also be an opportunity to develop community participation and involvement in ABET.

#### ***5.3.2 Determine what kinds of literacy goals and practices are being promoted in the ABET analysis***

ABET should be viewed holistically, in that it should be more than just educating learners on reading and writing but it should be more focused on the learner's social, economic, health and legal concerns. Currently ABET focuses on these concerns individually on a ABET level 3 and ABET level 4 level.



### ***5.3.3 Determine the consequences of the promoted vision and practices of the literacy programme on women's lives in their particular context.***

Once again I feel that the Department of Education needs to involve previous ABET learners, community members, and ABET educators in the process of curriculum design as this can positively impact curriculum design. A greater focus on the impact of literacy on women's lives and how this will affect them after completing the literacy programme would be a positive addition. I also recommend that more practical skills need to be incorporated into the programme as these skills can be used in their daily lives to support themselves financially after the programme.

### ***5.3.4 Determine the gaps in the promoted vision and practices of the literacy programme in relation to women's lives in their particular context.***

The community learning centres (CLC) need to work more closely with the Education Department. As in this study, the lack of cooperation and communication between the Department and the CLC impacted on the learning of learners. For example, the budget allocated to CLC was insufficient to supply all the needs of CLC which latter impacted on resources and educators of the specific CLC.

## ***5.4 Limitations of the study***

As previously mentioned the study was conducted with a local literacy community group in the Eersterivier Cape Peninsula area of Western Cape. The participants of the research were only women. Most of them were illiterate and in the ABET level 1 class. The data was collected through interviews, observations, questionnaires and other documentations of a small sample.

The research strictly followed the vision of the particular literacy program that was designed for the needs for the particular community and participants involved in the study.

The finding of this research can therefore not be generalised to other literacy schools or literacy projects.



## LIST OF REFERENCES

AFZAL, T. 2008. *The relationship between a literacy program and women's lives in a rural context: An ethnographic study from Pakistan*. The International Journal of Learning 15 (10) pp 247-258

AICTHISON, J.J.W. & HARLEY, A. LAND, S. LYSTER, E. 1996. *A survey of adult basic education in South Africa in the 90's*. Johannesburg. Sached Books Ltd.

AICTHISON, J.J.W. & HARLEY, A. 2006. *South African illiteracy statistics and the case of the magically growing number of literacy and ABET learners*. Journal of Education 39 pp 90-112

AITCHISON, J. 2001. *Reading and writing the new South Africa: literacy and adult basic education and training in South Africa*. Pietermaritzburg: School of Human and Social studies. University of Natal.

AITCHISON, J. 2002. *Brak-vision, mirage and reality in the post apartheid globalisation of South African adult education and training*. Journal of Education, 2002 (28)

Aitchison, J. 2003. *Struggle and compromise: a history of South African adult education from 1960 to 2001*. **Journal of Education**. (29). pp. 123-178

AITCHISON, J. 2007. Country profile prepared for the *Education for All Global Monitoring Report 2008 Education for All by 2015: will we make it?* Unesco: South Africa.

ALBERTYN, R.M. 2005. *Increased accountability through monitoring empowerment programmes*. Journal of family, Ecology and consumer sciences, 33, pp

ALBERTYN, R.M., 1995. *The Effect of a Training Programme on the Empowerment status of women*. Unpublished Masters Thesis, University of Stellenboch: Stellenbosch

ANC. 1994. *Discussion Document, A policy framework for education and training language in Education policy*, ANC: South Africa.

ASLOP, R., BERTELSEN, M.F. & HOLLAND, J., 2006. *Directions in development. Empowerment in practices from analysis to implementation*, World Bank: USA

BAATJES, 2004. Adult basic education and social change in South Africa, 1994 to 2003. *Changing class. Education and social change in post-apartheid South Africa.2004*  
Available <http://hsrpress.ac.za/freedownload.asp?id=1937> [cited 23 September 2009].

BABBIE, E. & MOUTON, J. 2001. *The practice of social research*. Oxford University Press: South Africa

BAILEY, K.D. 1994. *Methods of social Research 4<sup>th</sup> Edition*. Free Press: New York.

BALLARA, M. 1992. *Women and literacy*. Zed Books Ltd. United Kingdom

BARTON, D & HAMILTON, M. 2000. *Local literacies, Reading and writing in one community*. Routledge: London

BARTON, D. ,HAMILTON, M. & IVANIC, R. 2000. *Situated literacies: Reading and Writing in Context*. . Routledge: London

BAYNHAM, M. 1995. *Literacy Practices Investigating Literacy in Social Context*. Longman: New York

BENAVOT, A. 2008. *Building the case for literacy, Adult Education and development*. 71, pp 41-54

BOUCHER, L. & LOVEDAY, R. 1998. *Adult teaching & learning*, Unisa: Pretoria.

BOWEN, J. 1972. *A History of Western Education*, Volume 1 The ancient world, St. Martins Press: New York.

BURKE, I. & DIEMONT, H. 1993. *Trends in Adult Basic Education in South Africa*. Johannesburg City Council: Johannesburg.

COHEN, L. & MANION, L. 1989. *Research methods*. Routledge: London

CONSTITUTION. 1996. *South African Constitution. Human Rights Bill*.

Available at: <http://www.info.gov.za/documents/constitutions/1996/96conhtm>

[cited 7 March 2009].

CONGER, J. & KANUNGO, R., 1988. *The employment process*. The academy of management review, 13 pp 471-482

CRAIN, P. 2000. *The Alphabetization of America from the New England Primer to the The Scarlet Letter*. Stanford University Press: Stanford

CRESTWELL, J.W. 1994 *Research Design: Qualitative & Quantitative approaches*. Sage Publisher: London

DE BEER, F.& SWANEPOEL, H., 1998. *Community development and beyond*, Van Schalk publishers: Pretoria

DEPARTMENT OF EDUCATION 1996. *Discussion document. Lifelong learning through a National Qualifications Framework. Report of the ministerial committee for the development work on the NQF*. February 1996. Pretoria

DEPARTMENT OF EDUCATION. 1997. *A National Multi-Year Implementation Plan for Adult Education and Training: Provision and accreditation*. Department of Education, Directorate: Adult Education and Training October 1997. Pretoria

DEPARTMENT OF EDUCATION. (1997a). *A National Multi-Year Implementation Plan for Adult Education and Training: Provision and accreditation*. Department of Education, Directorate: Adult Education and Training October 1997. Pretoria

DEPARTMENT OF EDUCATION (1997b). *Policy Document on Adult Basic Education and Training*. Pretoria: Department of Education.

EFA, 2006. *Literacy for Life*. United Nations Educational, Scientific and Cultural Organization: New York

FREIRE, P.1971. *The politics of Education: Culture power and liberation*. Bergin & Garvey Publishers: New York

FREIRE, P.1987. *A Pedagogy for liberation dialogued on transforming education*. Bergin & Garovy: United States of America

FRENCH , E. 2000. *Adult literacy in South Africa: past to present*. Cambridge University: Cambridge

FOURIE, S.S. 2005. *The outcomes of a literacy training intervention on empowerment of farm workers*. Unpublished Masters Thesis, University of Stellenboch: Stellenbosch

GEDDES & GROSSETT. 1999. *The New Choice English Dictionary*. Peter Haddock Publishing: United Kingdom

GOODY, J & WATT, I. 1963. The Consequences of Literacy. *Comparative Studies in Society and History*. [online] (Apr., 1963). 5 ( 3), pp. 304-345

Avaiable at : <http://www.jstor.org/stable/177651>  
[cited 21 October 2009]

GRANT, B. & HORROCKS, N. 2004. *First steps to community development learning: A handbook for trainers*, National Institute of Adult Continuing Education: Engeland & Walles.

GROENER, Z. 2000 The political and economic contexts of adult education and training in South Africa. *The state of adult and continuing education in Africa*. Windhoek. University of Namibia.

HALLAK, J (1991) *Education for all: high expectations or false hopes?* International Institute for Education Planning. IIEP Contributions No.3.UNESCO. University of London.

HORSMAN, J. 1989. *Too scared to learn: Women, Violence and Education*. Toronto: Macmillan Books.

HUBERMAN, A.M & MILES, M.B. 1998. *Collecting and interpreting qualitative materials*. Sage publications. London  
UNIVERSITY of the  
WESTERN CAPE

KEMP, Y. & VAN DER BERG, S.1995. *Practitioners training courses for Adult Basic Education and Training*. UNISA: Pretoria.

KRIST-ASHMAN, K.K. 2002. *Human behaviour, communities, organisation and groups in the macro social environment*, Woodsworth: Canada

KRUEGER, R.A. 1994. *Focus Groups: A Practical Guide for Applied Research* Sage Publications: London.

KNOWLES, M.S. 1980. *The modern practice of adult education: From pedagogy to andragogy*, Forlett Publishing company: Chicago

LARNEY, R. 2006. *ABET Programmes at community learning centres in the Western Cape*. Unpublished Masters Thesis, University of Western Cape: Cape Town

LICHTMAN, M, 2006. *Qualitative research in Education: A users guide*, Sage Publications. United Kingdom.

LOUW, D.A. & EDWARDS, D.J.A. 1998. *Psychology: An introduction for students in Southern Africa 2<sup>nd</sup> Edition*. Heinemann Higher & Further Education: Sandton

MACKIE, R. 1980. *Literacy and Revolution: The pedagogy of Paulo Freire*. Pluto Press Limited: London

MADRIZ, E. 2000. Focus groups in Feminist Research. In Denzin & Lincoln (eds) 2000. *Handbook of Qualitative Research (second edition)* London: Sage Publications.

MASON, J. 1996. *Qualitative Research*. Sage Publications: London

MC KAY, V, 2004. *ABET and Development in South Africa*. UNISA: Pretoria

MC KAY, V. 2008. *Literacy in South Africa. Kha Ri Gude. A guide to partnership in the Kha Ri Gude Literacy Campaign*, Education Department: South Africa.

MEDEL-ANOVEVO, C. 2008. *LIFE: Literacy Initiative for Empowerment (2005-2012)*. Adult Education and Development. 71, pp 30 -31

MOOCK, PR. 1984. *Farmer Education and Farm Efficiency in Nepal*

MOUTON, J. 2003. *How to Succeed in your Masters and Doctoral Thesis: A South African Guide and Resource Book*. Van Schaik Publishers: Pretoria



MILLENNIUM DEVELOPMENT GOALS REPORT, 2010. *Review of the Millennium Development Goals in 2010*. United Nations Educational, Scientific and Cultural Organization: New York

NORMAN, K, DENZIL, S, YVONNA, S & LINCOLN Y.S. 2000. *The sage: Handbook of Qualitative Research 3<sup>rd</sup> Edition*. Sage Publications: London

OLIYAN,D.A & OKEMAKINDE, T. 2008. *Human Capital Theory: Implications for Educational Development*. European Journal of Scientific Research, 24(2) pp 157-162.

PAPEN, U. 2007. *Adult literacy as social practice more than skills* . Tobridge: Great Britten

PARSONS, R.J. 1991. *Empowering, social work with groups*, 14(2) pp 7-21

PERKINS, P.D. & ZIMMERMAN, M.A. 1995. *Empowerment theory and reseach and applications*. *American Journal of Community Psychology*. 23(5) pp. 569-581

RAPPAPORT, J. & HESS.R. 1984. *Studies in Empowerment: Steps towards understanding and action*. Plenum Publishers: New York

RITCHIE, J. & LEWIS, J. 2003. *A guide for social science students and Researchers*. Sage Publications: London.

REGAN, C. 2002. *80:20 Development in an unequal world*. 80:20 Education and Acting for a Better world: South Africa

ROBINSON, C 2008. *The United Nations Literacy Decade 2003-2012*. *Adult Education and development*. 71, pp 31 -30

ROGERS, A. 1996. *Teaching Adult*. Open University Press: Buckingham.

ROUDI-FAHIMI, VALENTINE, MOGHADAM 2003, *Empowering women, developing society: Female education in the middle east and North Africa*. Population reference bureau: New York

SCOTT-GOLDMAN, J. 2001. *Literacy Programmes and sustainable Livelihoods*. Learning for development: South Africa.

SOLOMON, B.B. 1976. *Black Empowerment in New York*, University Press: Columbia

SAQA 2004. *National Qualifications Framework Impact Study. Report 1. Establishing the criteria against which to measure progress of the NQF*. SAQA Publications: Pretoria.

STATISTICS SOUTH AFRICA. 2006. *Census 2001 Census in brief*. Second Edition. Statistics South Africa: Pretoria

STREET. B. 2003. *What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice*. Kings College: London

TAMASANE, T.A. 1998. *Community empowerment through participation: South Africa small town case study*, Unpublished Masters Thesis, University of Stellenbosch: Stellenbosch

TETT, L, HAMILTON, M. & HILLIER, M. 2006. *Adult Literacy, Numeracy and language*, Open University Press: New York.

TIGHT, M (1996). *Key concepts in adult education and training*. London and New York. Routledge

UNESCO. 1994. *Final Report and Recommendations: First Collective Consultations of International Non- Governmental Organisations on Literacy*. UNESCO House: Paris

USAID CENTER FOR DEVELOPMENT INFORMATION AND EVALUATION,  
1996. *Conducting focus group interviews*. Performance Monitoring and Evaluation Tips.

10, pp 1-4

WALDFOGEL, J. 1998. Understanding the "Family Gap" in Pay for Women with Children. *The Journal of Economic Perspectives*1(12) pp 137-156

WESTERN CAPE DEPARTMENT OF EDUCATION. 2000. *Unit Standards and Specific Outcomes for ABET Levels 1-3*. Department of Education: Western Cape

WORLD BANK. 2002. Empowerment and poverty reduction. A resource book, World Bank.

Available at: <http://www// Maps, Weather, and Airports for Eersterivier, South Africa.mht>  
[cited 5 August 2009]

YIN, R.K. 1984. *Case Study Research: Design Methods*. Sage Publications: Beverly Hills

YOUNGMAN, F. 1996. Towards a political economy of adult education and development in Botswana. *Towards a transformative political economy of adult education*. LEPS Press. Illinois.

## HUMAN ECOLOGY

Private Bag X17 BELLVILLE 7535 South Africa Telegraph: UNIBELL  
Telephone: +27 021 959-2760 Fax: +27 021 959-3686

---

25 September 2008

Dear Irma Benjamin

My name is Christolene Bernardine Beauzac. I am currently registered as a M.A. student in the Department Human Ecology in the Faculty of Community Health Science at the University of the Western Cape.

I hereby seek permission for the participants of the Eersterivier Community Learning Centre ABET level 1 programme to participate in my study. : The relationship between an Adult Basic Education and Training (ABET) literacy program and women's lives in Semi-urban context, in Cape Peninsula

Find attached my research proposal

Yours truly

Christolene Bernardine Beauzac  
[2421101@uwc.ac.za](mailto:2421101@uwc.ac.za)  
Cell: 0835342045

Prof J. J. Cornelissen  
Supervisor



## APPENDIX B: Consent form

### UNIVERSITY OF THE WESTERN CAPE

**Private Bag X 17 Bellville 7535, South Africa**

*Tel: +27 21-959, Fax 27 21-959*

*E-mail:*

#### CONSENT FORM

**Title of research project:** The relationship between an Adult Basic Education and Training (ABET) literacy program and women's lives in Semi-urban context, in Cape Peninsula

This project has been described to me in a language that I understand and feel freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

**Participant's name:**.....

**Participant's signature or finger print:**.....

**Date:**.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

**Study Coordinator's Name: Christolene Beauzac**

**University of the Western Cape**

**Private Bag X17, Bellville 7535**

**Telephone: 027 21 959-2542**

**Cell: 0835342045**

**Email: [Cbeauzac@yahoo.com](mailto:Cbeauzac@yahoo.com) / [2421101@uwc.ac.za](mailto:2421101@uwc.ac.za)**

## APPENDIX C: Information sheet



UNIVERSITY of the  
WESTERN CAPE

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17 Bellville 7535, South Africa

Tel: +27 21-959, Fax 27 21-959

E-mail:

### INFORMATION SHEET

**Project Title:** The relationship between an Adult Basic Education and Training (ABET) literacy program and women's lives in Semi-urban context, in Cape Peninsula

#### **What is this study about?**

This is a research project being conducted by Christolene Beauzac at the University of the Western Cape, South Africa. We are inviting you to participate in this research project because you fulfil all the requirements of my study.

The purpose of this study is to determine and explain the relationship between an Adult Basic Education and Training (ABET) literacy program and women's lives in semi-urban context, in the Cape Peninsula.

#### **What will I be asked to do if I agree to participate?**

You will be asked to answer a demographic questionnaire and to answer the in-depth interview questions.

#### **Would my participation in this study be kept confidential?**

We will do our best to keep your personal information confidential. To help project your confidentiality, a locked filing cabinet will be used to store the completed data. This study is anonymous, so it will not contain information that may personally identify you.

If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

**What are the risks of this research?**

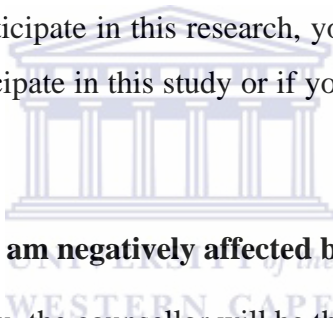
There is no known risk associated with participating in this research project.

**What are the benefits of this research?**

Is to find out the relationship between an Adult Basic Education and Training (ABET) literacy program and women's lives in semi-urban context, in the Cape Peninsula.

**Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participation at any time, If you decide not to participate in this study or if you stop participating at any time, you will not be penalised.



**Is any assistance available if I am negatively affected by participating in this study?**

If anything happens to upset you, the counsellor will be there to help you.

**What if I have questions?**

**This research is being conducted by Christolene Beauzac, M.A.** student in the Department Human Ecology in the Faculty of Community Health Science at the University of the Western Cape. If you have any questions about this research study itself, please contact:

Christolene Beauzac at: email: [cbeauzac@yahoo.com](mailto:cbeauzac@yahoo.com) or [2421101@uwc.ac.za](mailto:2421101@uwc.ac.za)

Cell: 0835342045

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact

Head of Department:

Dean of Faculty of Community and Health Sciences:  
University of the Western Cape  
Private Bag X17  
Bellville 7535

This research has been approved by the University of the Western Cape's Senate  
Research Committee and Ethics Committee.





## Appendix D

### Demographic questionnaire : Participants

Class number: \_\_\_\_\_

Educators Name: \_\_\_\_\_

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

Please answer the following questions:

1. Name?

\_\_\_\_\_

2. Age? \_\_\_\_\_

3. Race? \_\_\_\_\_

4. Home Language? \_\_\_\_\_

5. Did you go to school? \_\_\_\_\_

6. If yes, up to what standard? \_\_\_\_\_

7. What are the reasons you left school? \_\_\_\_\_

8. If not at school, what was the reasons tht you did not go to school?

\_\_\_\_\_

9. Are you a South African citizen? \_\_\_\_\_

10. Do you have a income? \_\_\_\_\_

11. What is the origin of the income? \_\_\_\_\_

12. Where did you hear about the Literacy programe?

\_\_\_\_\_

13. Why are you attending the Programe?

\_\_\_\_\_



14. What would you want to achieve through it?

---

---

---

## Appendix E

### Demographic questionnaire: Educators & Centre manager

Venue: \_\_\_\_\_

Date: \_\_\_\_\_



Please answer the following questions:

1. Name? \_\_\_\_\_

2. Age? \_\_\_\_\_

3. Race? \_\_\_\_\_

4. Qualifications? \_\_\_\_\_

5. Are you getting paid for doing the ABET Classes? Are you satisfied with the remuneration?

---

---

6. What region do you live in? \_\_\_\_\_

7. Why did you become an ABET educator? \_\_\_\_\_

---

8. How did you get this job “How were you recruited to become an educator”

---

9. What motivated you to do this?

---

## **Appendix F: Interview schedule participants**

### **1.1 List Guide for the interview**

#### **Main areas of focus**

Focus on the Questionnaire, and the participant and their in-depth answers

#### **Conducting the Interview**

- Interview should be no longer than ten to fifteen minutes long per participant
- Remind participants that this is an in-depth conversation and that they can relax and ask questions to the best of their ability.
- Tell the participant that you will be using a tape recorder as well as take some notes.

#### **Be aware of**

- People might react in a way that they think you want them to react
- Be aware that people are going to want you to tell them what they should do or say.
- Keep participants' conversations relevant to the interview schedule.

# Interview Schedule

Class number: \_\_\_\_\_

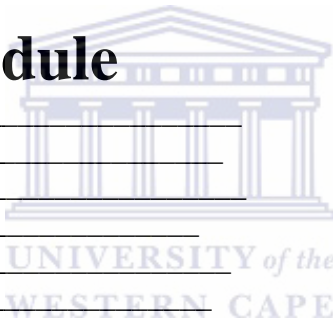
Educators Name: \_\_\_\_\_

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

Participant: \_\_\_\_\_

Participant Code \_\_\_\_\_



## SECTION A: Motivation to attend the literacy programme

1. What motivated you to come to the ABET class?
  - a. What made you feel like coming to the ABET class?

-----  
-----  
-----  
-----  
-----

2. Why did you want to attend the ABET class?

-----  
-----  
-----  
-----  
-----

3. How did you get to hear of the ABET class?

a. Did you hear from friends, family? From whom did you hear about the classes?

-----  
-----  
-----  
-----

4. In your opinion, how is the ABET programme relevant to your everyday life?

a. How does what you learn in the class help you to cope in your everyday life?  
Give some examples?

-----  
-----  
-----  
-----

5. How was your needs determined when you apply for the ABET classes

a. Did someone at the centre ask you what you wanted to learn in the ABET programme?

-----  
-----  
-----  
-----



## **SECTION B: Exploring literacy practices.**

6. How well can you work with numbers for example adding and subtracting?

a. Did the educator or centre manager ask you questions around your ability to work with numbers?

-----  
-----  
-----  
-----

7. Could you to read and write before you attended ABET classes?

-----  
-----  
-----  
-----

8. How do you cope in your every day life not being fully able to read write or work with numbers? Give some examples

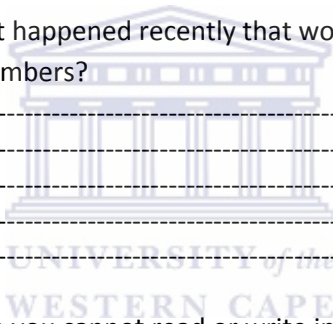
-----  
-----  
-----  
-----

9. At work or in the community do you find it difficult not being able to read, write or work with number? And why or why not? Give some examples

-----  
-----  
-----  
-----

10. Is there any incidence that happened recently that would not have happened if you read or write and work with numbers?

-----  
-----  
-----  
-----



11. How do you think because you cannot read or write influence your every day life?

-----  
-----  
-----  
-----

12. Do you ever ask people for help when you need to read or write? What do you ask them to help you with If yes what is there reactions.

a. For example when you get a letter in the mail do you ask people to read it for you and what do they say or do when you ask them for help

-----  
-----  
-----  
-----

13. Why is it important for you to be able to read and write and wok with numbers?

-----  
-----

-----  
-----  
-----

14. Is there any thing specific that you want to read or write? And why do you want to do this?

-----  
-----  
-----  
-----

15. Between reading, writing and working with number which one would you like to improve most and why?

-----  
-----  
-----  
-----



16. Where do you see yourself after completing the ABET classes?

-----  
-----  
-----  
-----

UNIVERSITY of the  
WESTERN CAPE

17. In what way do you think ABET can improve your life?

-----  
-----  
-----  
-----

## **SECTION C: Expectations of the literacy programme**

18. What do you like most of the ABET classes?

-----  
-----  
-----  
-----

19. What were your expectations when you enrolled in this programme?

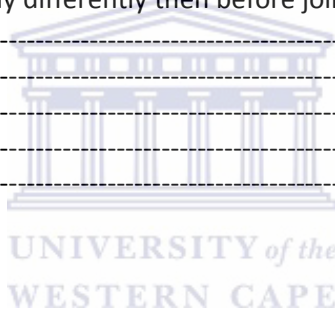
-----  
-----  
-----  
-----  
-----

20. How do you think ABET classes will benefit you?

-----  
-----  
-----  
-----  
-----

21. Do you look at yourself any differently then before joining the programme?

-----  
-----  
-----  
-----





Appendix G

# Interview Schedule: Centre Manager

Date: \_\_\_\_\_

1. Are the community aware of the literacy Classes that presented at the centre?

-----  
-----  
-----  
-----  
-----  
-----

2. How are the learners recruited?

-----  
-----  
-----  
-----  
-----  
-----

3. What types of Abet programmes are offered at the centre?

-----  
-----  
-----  
-----  
-----  
-----

4. In your view are the programmes based on the needs of the community? How are these needs determined?

-----  
-----  
-----  
-----  
-----  
-----

5. Do you do a need analysis as learners apply for the programme? If yes, how?

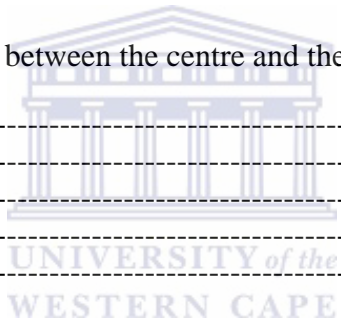
-----  
-----  
-----  
-----  
-----

6. What are your challenges in the programme?

-----  
-----  
-----  
-----  
-----

7. What is the relationship between the centre and the DOE?

-----  
-----  
-----  
-----  
-----



8. What do you think are the role that the program plays in the everyday lives of the female participant?

-----  
-----  
-----  
-----  
-----

9. Do you get support from the DOE and the community? If so what kind?

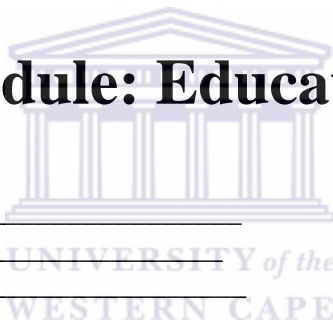
-----  
-----  
-----  
-----  
-----

10. Are you satisfied with the attendance; if not what do you think might be causing problems.

-----  
-----  
-----  
-----  
-----

## Appendix H

# Interview Schedule: Educators



Class number: \_\_\_\_\_

Educators Name: \_\_\_\_\_

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

1. What do you think is the aim of the literacy classes?

-----  
-----  
-----  
-----  
-----  
-----

2. Do you know how the learners are recruited to the programme?

-----  
-----  
-----  
-----  
-----  
-----

3. How is the Educators trained at this centre? What kind of training did you receive as an educator at this centre

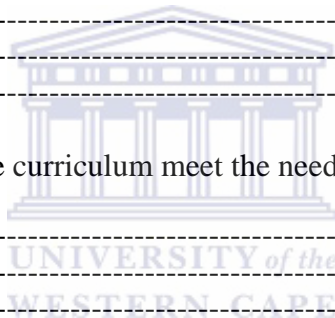
-----  
-----  
-----  
-----  
-----  
-----  
-----

4. Who trains the Educators of this specific centre?

-----  
-----  
-----  
-----  
-----  
-----

5. Were you part of the curriculum design of your Centre?

-----  
-----  
-----  
-----  
-----  
-----



6. In your opinion does the curriculum meet the needs of the students?

-----  
-----  
-----  
-----  
-----  
-----

7. What do you think is the relationship between the Department of Education and your centre?

-----  
-----  
-----  
-----  
-----  
-----

8. Do you provide the Department of Education with any feedback with regards to your students and centre.

-----  
-----  
-----  
-----

-----  
-----  
9. What change did you as the educator observe in the learners?

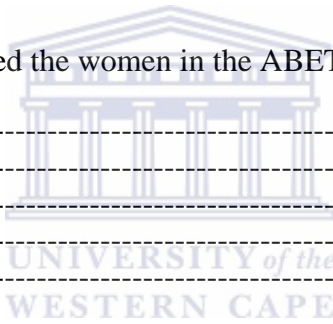
-----  
-----  
-----  
-----  
-----

-----  
10. What in your view is the challenges that the educator at your centre is facing in the programme.

-----  
-----  
-----  
-----

-----  
11. What do you think helped the women in the ABET LEVEL 1 program the most?

-----  
-----  
-----  
-----  
-----



-----  
12. Are the community aware of the ABET centre. And How does the centre make the community aware of ABET?

-----  
-----  
-----  
-----

-----  
13. How are the learners placed in there specific ABET Levels in this centre?

-----  
-----  
-----  
-----  
-----



## Appendix I : Interview Schedule 2 Participants

### *Literacy Events Interview Schedule*

Class Number: \_\_\_\_\_


Student Name: \_\_\_\_\_


Educator Name: \_\_\_\_\_

Venue: \_\_\_\_\_


Date: \_\_\_\_\_

Literacy Events in Numeracy	Past Practices & Reasons	Current Practices & Reasons	Portfolio Mark
<p><b>Counting.</b></p> <p>How well could you count before the literacy programme?</p> <p>Until what number can you count?</p>			


<p><b>Number symbols</b></p> <p>How well do you understand numbers and their symbols?</p> <p>How do you see your self using the number symbols and how did you cope in the past?</p>			
<p><b>Number Names</b></p> <p>Can you recognise the names of the different numbers and how do you see your self using it in everyday practice?</p> <p>Is there any incidence that happened recently with regards to number names that would not have happened if you did not attend the literacy classes?</p>			
<p><b>Adding</b></p> <p>How well can you add?</p> <p>Do you feel in your everyday life knowing how to add are a benefit for you?</p>			
<p><b>Subtracting</b></p> <p>Give an example of how you would apply the lesson on subtracting in your everyday life?</p>			
<p><b>Multiplication</b></p>			

<p>Could you do multiplication before attending the literacy classes and how did you manage?</p>			
<p><b>Division</b></p> <p>Would you have been able to do division before attending the classes and how well do you understand division know?</p>			
<p><b>Fractions</b></p> <p>How would you have applied fractions in the past to your life and how would you apply it to your everyday life after attending the classes?</p>			
<p><b>Shapes</b></p> <p>How would you apply shapes to your everyday life? Did you know the names of these different shapes before attending the literacy classes</p>			
<p><b>Money</b></p> <p>How well can you work with money?</p> <p>What do you find difficult in understand working with money?</p> <p>Who work with your</p>			




<p>money in the past and who works with it know?</p>			
<p><b>Time</b></p> <p>Were you able to read time in the past and how well do you read time after attending the literacy classes?</p> <p>Give an example what you would have done if you were not able to read the time in the past, and how will you go about doing it after attending the literacy classes?</p>			
<p><b>Tables</b></p> <p>Could you read tables in the past and how well do you understand reading tables know?</p> <p>Give an example of a table that you may have struggled with in the past and how you dealt with it and how do you go about reading it after attending the classed.</p>			


<b>Literacy Events in Reading</b>	<b>Past Practices &amp; Reasons</b>	<b>Current Practices &amp; Reasons</b>	<b>Portfolio Mark</b>
<p><b>Recognise symbols and letters and make meaning.</b></p> <p>Did the symbols and letter use to form words make any sense for you in the past and how well do you understand it</p>			


<p>know?</p> <p>What did you do when you did not understand symbols and letters in the past and what do you do know?</p>			
<p><b>Express and respond to opinions</b></p> <p>When people ask you for your own opinion in the past what did you do? And how do you do it know?</p> <p>When you read do you relate what you reading to your own personal opinion?</p>	 <p>UNIVERSITY of the WESTERN CAPE</p>		
<p><b>Relate text to own experience and knowledge</b></p> <p>When you read do you some times feel that you know some of the information you are reading?</p>			
<p><b>Interpret and relate critically to text</b></p> <p>When you read how well do you understand what you are reading?</p> <p>Do you sometimes question what you are reading?</p>			
<p><b>Using appropriate reading strategies</b></p>			

<p>What strategies do you use when reading?</p> <p>How often did you read before you attended the literacy class?</p>			
<p><b>Organise and format text</b></p> <p>Are you able to identify words and organise them to form a sentence?</p>			

<b>Literacy Events Speak English</b>	<b>Past Practices &amp; Reasons</b>	<b>Current Practices &amp; Reasons</b>	<b>Portfolio Mark</b>
<p><b>Initiate and maintain conversation</b></p> <p>Did you ever start a conversation in English on your own?</p> <p>Do you reply to people when they ask a question in English?</p>			
<p><b>Understanding literal meaning.</b></p> <p>Do you understand English?</p> <p>Can you translate from English to your home Language?</p>			
<p><b>Select and present appropriate content for writing.</b></p>			

<p>Do you ever feel that you want to write down what you saying in English and how do you go about doing it?</p>			
<p><b>Ask for and give instructions.</b></p> <p>Do you ever ask for people's help in English? If yes whom do you ask and why?</p>			
<p><b>Make and respond to offers and questions</b></p> <p>When people speak in English can you talk back in English?</p> <p>How did you cope with English in the past and how would you react to people know?</p>			

literacy Events Writing	Past Practices & Reasons	Current Practices & Reasons	Portfolio Mark
<p><b>Listen and respond critically to oral text</b></p> <p>When people talk are you able to question them when you don't understand?</p>			
<p><b>Using appropriate reading strategies to suit the text and the purpose of the task</b></p> <p>Can you read your own handwriting and sentences?</p> <p>Give an example of how in your everyday life you would need to write and read your own sentences?</p>	 <p>UNIVERSITY of the WESTERN CAPE</p>		
<p><b>Write for a variety of purposes and contexts.</b></p> <p>How well can you write words, sentences and paragraphs?</p> <p>If somebody ask you to read and write a word sentence or paragraph in the past how did you go about dealing with it? how will you go about dealing with it know?</p>			
<p><b>Write in appropriate language</b></p>			

<p>Can you read and write in your own home language?</p> <p>Can you read or write in a different language?</p> <p>Give an example of when you would have to read and write in a different language other than your home language and how will you deal with it?</p>			
<p><b>Write for a variety of purposes and contexts</b></p> <p>What are you capable of writing and how well do you write?</p>			
<p><b>Plan. Draft and Edit own writing</b></p> <p>When you write do you feel comfortable with what you have written?</p> <p>After writing do you check your own work for spelling mistakes and how good are you with doing this</p>	 <p>UNIVERSITY <i>of the</i> WESTERN CAPE</p>		

## Appendix J: Diagnostic tool for placement test

Diagnostic tool for placement test

Listening and speaking	Able to provide accurate and detailed description of picture	Able to link experience and knowledge with picture	Able to discuss a point of view related to the topic, supported by sensible examples and reasons	Able to defend or modify point of view when challenged by using sensible reasons
Writing	Able to complete all items on the form; attempts the essay and scores between 1 to 7	Score between 8 and 14 for the essay	Scores between 15 and 25 for the essay	Scores between 26 and 30 for the essay
Reading	6-12	13-20	21-30	31-38

## Appendix K Placement tool Example

Remember-assisting the learner with answers will only lead to future problems for both learner and facilitator if the learner is incorrectly placed.

### 3.1 Passage 1: Reading Two projects that make our environment safer

Eskom, South Africa's big electricity company has a problem with birds flying into the electricity lines. Birds die when their wings touch the wires.

Now, Eskom is looking at all the lines in the country. Eskom wants to make the lines safe for birds. They are going to spend R1,5 million on this. This project won the Green Trust Award, and also won an American award.

Another project that won an award is Collect-a-Can. Drown Cork, Metal Box and Iscor started Collect-a-Can. They want to collect 50 per cent of all cans used in South Africa.

From starting off in 1992 with collecting and recycling about 25 per cent of used cans, in 1997 they reached 60 per cent, putting South African third in the world in can recycling.

But that alone was not why Collect-a-Can won the award. It was because the project does so many things. Collect-a-Can recycles and stops littering. It also involves the community, creates jobs and develops business.

There are now 20 000 people registered as can collectors for Collect-a-Can. Most of these collectors were unemployed before. Some collectors now earn more than R13 000 per month.

- 1.1 What is South Africa's biggest electricity company? (In the above passage what electricity company are they talking about? And in South Africa which is the biggest electricity company?)

**Eskom**

(1)



1.2 What is this company having problems with?

**Birds**

(1)

1.3 How much do some can collectors earn a month?

