EDUCATIONAL NEEDS AND ASSETS OF ILLITERATE WOMEN AT SEBAYENG PUBLIC ADULT LEARNING CENTRE

By

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[redacted]

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DECLARATION

I, Ramaesela Sarah Kganyago, declare that this mini-dissertation "**Educational needs and assets of illiterate women at Sebayeng Public Adult Learning Centre"**, hereby submitted to the University of Limpopo for the degree of Master of Education in Community and Continuing Education, has not previously been submitted by me for a degree at this stage or any other university, that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

…… ……..

RS Kganyago Date

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ABSTRACT

The study outlines the research carried at Sebayeng Public Adult Learning Centre (PALC) in the Limpopo Province. The aim of this study is to identify the educational needs and assets of illiterate women at Sebayeng PALC. The main research question was: ***What are the educational needs and assets of illiterate women at Sebayeng PALC*?**

This study employed the qualitative research method to explore the educational needs and assets of the illiterate women at Sebayeng PALC. This study employed a case study design to gain insight into the challenges and strengths of illiterate women at Sebayeng PALC. The research participants were purposefully sampled due to the importance of their shared experiences and opinions in answering the interview questions for the purpose of triangulation. The data was collected by means of analysis of documents, semi-structured interviews and observation. The research data was analysed inductively.

The findings of the study indicate that the illiterate women appreciate the value of Adult Basic Education and Training (ABET) offered by Sebayeng PALC. Apart from the participants commending their spouses for rendering moral and financial support, they also appealed to the Department of Basic Education (DBE) to introduce ABET Level 4 course. The illiterate women preferred ABET Level 4 course because it is deemed to have more credits that open up learners for further training opportunities at tertiary institutions. Based on the findings of this study, it is recommended that the DBE provide further budgetary support to improve the centre's operating and financial leverage. In addition, an empowerment programme to improve the quality of teaching and learning to illiterate women at Sebayeng PALC has also been recommended.

KEY CONCEPTS

ABET

Adult education

Adult learner

Educational needs

Educational assets

Empowerment

Illiteracy

Illiterate women

Public Adult Learning Centre

ACRONYMS

ABET	Adult Basic Education and Training
ATM	Automatic Teller Machine
CGB	Centre Governing Body
CM	Centre manager
DBE	Department of Education
ECALP	Eastern Cape Adult Literacy Project
EFA	Education For All
FET	Further Education and Training
HEDCOM	Head of Education Department Committee
ICEIDA	Icelandic International Development Agency
LTSMs	Learning and Teaching Support Material
MDGs	Millennium Development Goals
MERSETA	Manufacturing, Engineering and Related Services Sector Education
NASA	Natal ABE Support Agency
NDP	National Development Plan
NEPA	National Education Policy Act
PALCs	Public Adult Learning Centres
POEs	Portfolio of Evidence
RPL	Recognition of Prior Learning
SANLI	South African National Literacy Initiative
SPALC	Sebayeng Public Adult Learning Centre
TELL	Teach English Language and Literacy

TVET	Technical Vocational Education Training
UN	United Nations
UNESCO	United Nations Economic Scientific and Cultural Organisation
UNFPA	United Nation Fund for Population Activity
USA	United States of America
USAID	United States of America International Development
USWE	Use Speak and Write English

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CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter outlines the contextual and theoretical foundation of the entire study. Apart from unpacking the statement of the problem, the chapter also outlines the research objectives, definition of terms and the significance of the study.

1.2 THE CHALLENGE OF WOMEN ILLITERACY

The problem of illiteracy cut across all the countries of the world (Christie, 2006:53). Generally, the United Nations (UN) view illiteracy as a national security threat (Gabara, 2010:1). Unfortunately, South Africa is not immune to this century old challenge. Globally, what makes illiteracy a worrisome social problem is its gender dimension. The considered view is that, the gender dimension of illiteracy is not in favour of the female gender (Gabara, 2010:1). A close look at the demographic dynamics of illiteracy shows that the female gender is more vulnerable to illiteracy challenges than males (Nabudere, 2010: 83). A study conducted by the United Nations (UN) in 2012 revealed that women are more exposed to the illiteracy problem than men (UN, 2012:45).

It is estimated that almost two thirds of illiterate people around the world are women (Aitchison & Hartley, 2006:95). Due to cultural barriers and other historical prejudices, women in the past three decades had slim chances of pursuing educational opportunities (Nabudere, 2010: 83). The known fact is that during the pre-1994 era, very few South African women accessed schooling opportunities (Christie, 2006:53). During the apartheid regime, women were discriminated against on grounds of their race, class, rural background and ethnicity (Maseka & Makotong, 1999:113). According to Habib (1999:120) illiteracy has become one of the most pervasive issues facing women in South Africa and the consequences thereof, are potentially devastating.

Unfortunately women in rural areas bear the brunt of South Africa's radicalised illiteracy dilemma (Jiyane, 2002:7).

1.3 LEVEL OF WOMEN ILLITERACY

Among the youth populace, 123 million are illiterate of which 76 million are females. Even though the size of the global illiterate population is shrinking, the female proportion has remained virtually steady at 63% to 64% worldwide. These statistics imply that women in the entire world are less educated than men (http://beta2.statsssa.gov.za/?pageid=595-Accessed on 22 October 2014). Existing research reflects that there are significant higher numbers of illiterate women than men, and not just in South Africa. For example, in 2006 the Sub-Saharan Africa has 61% of illiterate females, whilst South Africa had 30.1% of illiterate females (Aitchison & Hartley: 2006:95).

The Limpopo Province had 33.4% illiterate females (Aitchison & Hartley, 2006:95). Existing research further shows that 774 million adults (15 years and older) still cannot read or write, two-thirds of them (493 million) are women. United Nations Economic Scientific and Cultural Organisation's (UNESCO) International Literacy Data (2013 http://www.uis.unesco.org/literacy/Pages/data-release-map-2013.aspx - (Accessed 22 October 2014). In South Africa, women make up 51.3% of South African population http://beta2.statssa.gov.za/?page_id=595 – (Accessed 22 October 2014). Yet after 23 years of democracy in South Africa, women are still seriously under-represented at the upper levels of society due to illiteracy. In addition, the UNESCO's International Literacy Data for 2014 illustrates that in South Africa, the illiterate rate for women is 60.18% and for males is 39.82%. This implies that although South Africa has a challenge of illiteracy for both males and females, the female gender is the most affected. The recognised fact is that the male gender always enjoyed preferential treatment in terms of access to schooling opportunities. The most shared view is that women play a vital role in society (Habib, 2009:155). However, studies have shown that the positive role supposedly played by women in the development matrix is grossly undermined by the illiteracy challenge. Christie (2006:53) argues that for women to play a more prominent role in South Africa's development matrix there is need for the government to prioritise educational programmes that target or benefit the female gender.

Empirical data shows that the government is failing to effectively institutionalise the issue of women empowerment through education (Maseka & Makotong,

1999:110). Although, there is a lot of talk of women empowerment in South Africa, the worry is that such a talk has not significantly changed the literacy profile of women in rural areas (Jiyane, 2002:10).

1.4 ADULT EDUCATION AND THE CONSTITUTION

The South African government enlists women empowerment as one of the pillars of its nation building agenda. In South Africa, access to free basic education is long regarded as a constitutional issue (Jiyane, 2002:9). The government has a constitutional mandate to provide access to quality education for all South Africans regardless of their race, gender, religion and political affiliation. For instance, Section 29 (1) (a) of the Bill of Rights states that everyone has the right to basic education, including adult basic education.

The introduction of the Adult Basic Education and Training (ABET) was one of the many ways adopted by the government to promote the fundamental goal of inclusive education. ABET is seen as *"both a right and a functional economic necessity in a changing society which requires a citizenry engaged in a lifelong process of learning"* (Republic of South Africa, Department of Education, 1997:1).The Department of Basic Education (DBE) is charged with overseeing the overall administration of ABET activities throughout the country's nine provinces (Jiyane, 2002:9).

This is in line with South African government's vision of becoming a developmental state and of halving illiteracy by 2015 as per Millennium Development Goals (MDGs). The narrative of the ABET programme in South Africa must be understood within the framework of South Africa's vision 2025 which aspires to create an inclusive society in which *"conditions have been created for the full participation of women in all critical areas of human endeavor"* (Medium Term Strategic Framework, 2009 - 2014:6).

Unlimited access to education is identified as one of the core pillars of the National Development Plan (NDP) (2012:65). However, the NDP bemoans the high rate of illiteracy among women especially in rural areas (Dladla, 2013:5). As a way to remedy institutionalised illiteracy especially among rural women, the government

established Public Adult Learning Centres (PALCs) throughout the country (Shilubane, 2007:6). PALCs such as the Sebayeng Public Adult Learning Centre (PALC) play an instrumental role in equipping rural women with reading, writing and numeracy skills. This study is located within the niche area curriculum and community development in Adult Education.

1.5 STATEMENT OF THE PROBLEM

Statistical evidence shows that women in Limpopo province experience the illiteracy problem the most. Statistics South Africa (2014:2) reports that 33.4% of women in Limpopo Province do not know how to read and write. This shows that the province's adult literacy programme is evidently failing illiterate women. Dladla (2013:6) insists that women illiteracy poses a serious developmental challenge particularly among the 15-49 age group. According to Dladla (2013:6) South Africa's nation-building project cannot be complete if urgent measures are not taken to address the problem of gender-based illiteracy. The first critical step to address gender-based illiteracy is to profile the educational needs and assets of illiteracy women at various public adult learning centres dotted around the country (Jiyane (2002:10). The identification of educational needs and assets of women at PALCs is cited as one of the key success factors of the ABET programme (Shilubane, 2007:6; Dladla, 2013:5; Jiyane, 2002:9; Nafukhu, Amutabi & Otunga, 2005:2). It is practically impossible to devise a pro-women literacy campaign initiative without first investigating their specific educational needs and assets (Nafukhu, Amutabi & Otunga, 2005: 2).

The chief concern of this study is that despite great strides made by the Sebayeng PALC in equipping women with reading, numeracy and writing skills, there is no qualitative inquiry that has been instituted to identify the educational needs and assets of illiterate women enrolled at Sebayeng PALC. It is against this background that this study sought to qualitatively identify the educational needs and assets of illiterate women at Sebayeng PALC.

1.6 RESEARCH QUESTIONS

1.6.1 Main research question

- What are the educational needs and assets of illiterate women at Sebayeng PALC?

1.6.2 Sub-questions

- What are the educational challenges of illiterate women at Sebayeng PALC?
- What are the educational strengths of illiterate women at Sebayeng PALC?
- What relevant educational programme can be designed to empower the illiterate women at Sebayeng PALC?

1.7 AIM OF THE STUDY

The aim of this study is to identify the educational needs and assets of illiterate women at Sebayeng PALC.

1.8 OBJECTIVES OF THE STUDY

The following objectives were formulated to:

- assess the educational challenges of illiterate women at Sebayeng PALC;
- assess the educational strengths of illiterate women at Sebayeng PALC and;
- design a relevant educational programme that can empower illiterate women at Sebayeng PALC.

1.9 DEFINITION OF KEY CONCEPTS

This section provides the definitions of the following key concepts:

1.9.1 Adult Education

Adult Education refers to *"activities designed for the purpose of bringing about learning among those whose age, social roles and self-perception define them as adults''* (Nafukhu, Amutabi & Otunga, 2005: 2).

Adult Education is conceptualised as *"those activities designed to assist adults in their question for a sense of control in their lives, within their interpersonal relationships, and with regard to the social forms and structures within which they live"* (http://psycnet.apa.org/psycinfo/1986-22931-001 - Accessed 11 October 2011).

In this study Adult Education refers to the education designed specifically to enhance the skills and knowledge to those illiterate women who, for various reasons, were not able to receive or complete their education during their youth. It is a means for offering illiterate people, including women, a second opportunity to receive some form of education.

1.9.2 Adult Basic Education and Training

Adult Basic Education and Training (ABET) 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 and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates"* (Department of Education, 1997:11).

According to Nambinga (2007:12) ABET is "*a basic life skills education and training offered to adults. This type of education includes the acquisition of basic skills of literacy and numeracy; it also provides opportunities for life long-learning and development".*

In the context of this study, ABET is an adult education and training programme for adult illiterate women at Sebayeng Public Adult Learning Centre offered from Level 1 to Level 4.

1.9.3 Public Adult Learning Centres

Public Adult Learning Centres are historically better known "*as night schools which are the key sites for the provision and delivery of education to adults. PALCs*

provide learning opportunities to adults from basic literacy to grade 12, using infrastructure of primary or secondary schools'' (Department of Education, 2008:27).

According to the Republic of South Africa (2000:34) a "Public Adult Learning Centre means *"a public centre established in terms of Section 3 which offers adult education and training".*

In the context of this study, a Public Adult Learning Centre is a centre for adult learners that is registered and accredited by the Department of Basic Education with an aim of training adults as learners in life skills courses.

1.9.4 Adult learner

An adult learner is "*any person who is fifteen years or older who has enroled at an ABET centre''* (Velaphi, 2004:17).

An adult learner can also be defined as "*a participant in any adult learning opportunity, whether special or regular, who aims to develop new skills or qualifications, or to improve existing skills and qualifications, or to acquire information''*.

In the context of this study, an adult learner is a woman who is fifteen years and above and has registered at Sebayeng PALC.

1.9.5 Illiteracy

Illiteracy is defined as *"the lack of adequate reading or writing skills which allow an adult to function independently in the home, workplace or community"* (www.experts123.com – Accessed 18/11/2010).

According to the UN, illiteracy is *"the inability to read and write a simple sentence in any language"* (www.blurit.com/q575463.html - Accessed 18/11/2010).

In this research, illiteracy refers to the inability to read or write. It poses a huge challenge to women as it makes it incredibly difficult for them to function and limits their ability to contribute fully to the society.

1.9.6 Educational needs

Educational needs are "*gaps or discrepancies between a present situation and a desired end situation* (Maphutha, 2006:15). Accordingly, a need is *"neither the*

present nor the future situation; it is the gap in between. In more concrete terms, a need is a problem or concern, or a vague feeling of dissatisfaction. A need may, therefore, be regarded as something that is lacking in one area or person but is available in another" (University of the North, 2000:4).

According to Warnock and Norwick (2010:9) educational needs are "*needs as required by learners for educational purposes which are additional to, and different from, those generally required by ordinary adult learners".*

In the context of this study, educational needs are areas in education that are currently insufficient to cater to the illiterate women at Sebayeng PALC.

1.9.7 Educational assets

Kretzmann and McKnight (1993:6) indicate that assets are *"individuals, associations, institutions, gifts, skills and capacities of community residents such as private businesses, schools, libraries, parks, police, fire stations, hospitals and social service agencies".*

Assets are *"a useful or valuable quality, person or thing; an advantage or resource"* (Robinson & Green, 2005: 40). In the context of this study, educational assets refer to all aspects such as potentials, knowledge and abilities that add value to an individual and to further improve the quality of education. Educational assets strengthen and enhance the overall learning experiences of the illiterate women at Sebayeng PALC.

1.9.8 Empowerment

Empowerment refers to *"processes of supporting people to become more aware of power relationships and systems and understanding that just and fair balances of power contribute to more rewarding relations, mutual understanding and increased solidarity"* (UNESCO, 2011:14).

Empowerment also means *"to equip rural women with relevant knowledge and skills for example, the acquisition of literacy, numeracy and life skills to a better life"* (Shilubane, 2007:15).

In the context of this study, empowerment means that the illiterate women at Sebayeng PALC are being equipped with writing, numeracy and reading skills in

order for them to access further education and training opportunities at tertiary education institutions.

1.9.9 SIGNIFICANCE OF THE STUDY

The findings of this study may redound to the benefit of society considering that women-based literacy programmes play an important role in addressing South Africa's historically-based inequality challenges (Dladla, 2013:2). According to The need for more educated and skilled female professionals in previously male-dominated work environments in South Africa cannot be over-emphasised (Shilubane, 2007:6; Dladla, 2013:5; Jiyane, 2002:9). High literacy rates among women is globally recognised as the source of national pride (UNESCO:2011:45). Ballara (1995:53) pinpoints that communities can only be truly economically empowered if more programmes to educate women are prioritised. Studies have also shown that highly educated women have higher levels of self-esteem than those that are not (Merseta, 2008:34). According to Ballara (1995:54) once a woman is educated, her chances of particiapting in local development programmes are very high. Toyo (2008:4) echoes the same sentiments by insisting that it is important to promote the education of women and girls in order to enhance their literacy level across the country. This study may therefore draw national attention to the importance of women education programmes to South Africa's nation building agenda. At local level, the study may go a long way in sensitising local women about their educational needs and assets.

Through this study, illiterate women may be accorded a rare opportunity to freely express their educational needs and assets. This study may also help adult educators at Sebayeng PALC to make appropriate adjustments in the way they interact and deliver learning instructions to women learners at the centre. This may in turn lead to the rethinking of the adult education curriculum content in order to make them more relevant and responsive to the changing needs of illiterate women at Sebayeng PALC (Shilubane, 2007:6). Fellow academics and researchers may use the findings to benchmark similar studies in the future. Lastly, this study may motivate policymakers at Sebayeng PALC to introduce policies that advance the interests of women learners. This study seeks to conceptualise the ABET theory from the perspective of illiterate women that are based in a rural set-up where adult

education is relatively unpopular among women. This study therefore thoroughly contextualised the gender aspect of the ABET theory within the context of challenges facing Public Adult Learning Centres in rural areas. Very few studies has been conducted with the focus on illiterate women in rural communities. As such, this study will close the gap by identifying the needs and assets of illiterate women at Sebayeng PACL.

1.10 LIMITATIONS OF THE STUDY

This study had the following limitations:

Relying on convenience sampling to select participants was problematic in that not every woman learner at Sebayeng PALC was included in the study. There is a likelihood that other women who could have added value to the study were structurally side-lined. Generalising the results of the study in such circumstances was not going to be easy. However, in order to bring objectivity into the sample selection process, the researcher successfully sought the help of the centre manager to select only learners that were perceived to possess intimate knowledge of the issues being researched.

1.11 ETHICAL CONSIDERATIONS

The following ethical codes were adhered to in conducting this study:

- Informed consent is a cornerstone of ethical behaviour, as it respects the right of individuals to exert control over their lives and to take decisions for themselves (Cohen, Manion & Morrisons, 2011:77). The researcher gave each participant a consent form to sign before the interviews were conducted.

- Deception may occur in not telling people that they are being researched, not telling the truth, telling lies or compromising the truth (Cohen et.al, 2011:95).The researcher guarded against manipulating participants or treating them as objects or numbers rather than individual human beings, using unethical tactics and techniques of interviewing. Deception may occur

in not telling people that they are being researched, not telling the truth, telling lies or compromising the truth (Cohen et.al, 2011:95).

- Permission to gain access to research participants from Sebayeng PALC management and Limpopo Provincial DBE was formally requested and granted. Ethical clearance to conduct the study was obtained from the Head of Department of the DBE (De Vos, 2011:235).

- The researcher explained and emphasised that participation was voluntary and participants could choose to withdraw at any point with no penalty or even decide not to participate and should expect no special rewards (Babbie & Mouton, 2011:521).

- Besides acquiring the consent of the participants, other ethical issues like anonymity and confidentiality were also considered. Before I could start with the interviews, the participants' anonymity and confidentiality were ensured (Babbie & Mouton, 2011:523).

1.12 OUTLINE OF THE STUDY

This study comprises of the following five chapters:

Chapter One provides an orientation to the study, research questions, aim and objectives, definition of key concepts, problem statement, significance, limitations and ethical considerations of this study.

Chapter Two provides the literature review. This includes the literature on ABET, PALC, legislative frameworks relevant for ABET, international conventions that relate to ABET, needs and asset-based approaches in community-building, challenges and strengths of illiterate women.

Chapter Three includes the research methodology. The approach and design, population and sampling, data collection, data analysis and trustworthiness of this study are clearly unpacked.

Chapter Four documents a discussion and interpretation of the findings of this study.

Chapter Five presents the major conclusions that are drawn from the research results and the conclusions drawn from the literature review. The chapter also provides the recommendations as well as suggestions for future research.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter outlines the literature review that underpins this study. A discussion is provided regarding the needs-based and asset-based approaches in community building. The legislative frameworks in ABET, existing ABET programmes in South Africa as well as educational challenges of illiterate women are unpacked.

2.2 NEEDS-BASED APPROACH IN COMMUNITY BUILDING

The needs based approach is demystified below:

2.2.1 Essence of the needs-based approach

Beaulieu (2002:2) asserts that in the past, community development was premised on the need for communities to fulfil unmet socio-economic needs. In other words, community development was basically need-driven or need-based. Russell (2009:1) notes that there is a need for new ideas and strategies rather than being needs-based. The needs-based approach was not immune to criticism. For instance Kretzman and McKnight (1993:2) argue that the needs-based approach to community development is a deficiency orientation which makes communities to see themselves as people with special needs.

Russell (2009:2) admits that under the needs based approach, communities often think of themselves and their neighbours as fundamentally deficient, as well as victims incapable of taking charge of future. The needs based approach is problematic in that it views communities as endless list of problems and needs. The needs-based approach makes the citizens to see themselves as people with special needs to be met by outsiders and gradually becoming mainly consumers of services with no incentives to be producers (Kretzman & McKnight, 1993:3; Kretzman & McKnight, 1996:73).

2.2.2 Advantages of needs-based approach

The starting point for the needs- based approach is always needs analysis of the community to enable them to find the relevant assistance. Needs identification also helps the community to understand its deficiencies and to be able to plan accordingly (Russell & Smeaton, 2009:20). By using the needs-based approach community developers conduct assessment in order to provide formal tools for identifying local needs, placing needs in order of priority and targeting resources to help resolve local problems deemed to be of critical importance to the welfare of the community (Beaulieu, 2002:3). The needs-based approach is useful in establishing the existing challenges and deficiencies within a community in order to mobilise the community to address itself (Beaulieu, 2002: 3).

2.2.3 Disadvantages of needs-based approach

Russell and Smeaton (2009:17) also contend that a legacy of the needs-based approach in Africa is that many receiving aid have learnt to define themselves and their villages/communities by their needs and their deficiencies to the point that they can no longer identify anything of value around them. They have come to believe that only a state of degradation will enable them to attract resources. The net result of the needs-based approach is that vulnerable citizens are left more vulnerable when the next crisis arrives because they have traded their self-reliance, from inter-dependence with one's family and neighbours, for dependence on foreign aid and Non- Governmental Organisations (Russell & Smeaton, 2009:17).

Using the needs-based approach is blamed for promoting a practice where local groups begin to deal more with external groups than with groups in their own community (Mathie & Cunningham, 2003: 476). Communities do not see the capacities that are part and parcel of the real landscape. All they see is what they do not have. They do not see a community that possesses numerous assets and untapped potential – they just see a place of deprivation, health crisis, hunger, injustice, drought and poor sanitation. It provides a mental map which infects the collective mind set of local people who start to believe that their community is no

more than a barren landscape, which can only be developed by bringing in outside help.

Communities believe that their needs are so significant that only outside professionals can address them. It becomes needier and further removed from its capacity to address its own needs; communities' over-rely on outside services to build themselves. This always results in some level of disappointment since communities by definition are places where people who live in them build their own sense of common identity through the act of caring, co-operation, connection, association and shared problem-solving (Mathie & Cunningham, 2003: 476). Local leadership is judged on how many resources are attracted to the community, not on how self-reliant the community has become (Kretzman & McKnight, 1993:23; Mathie & Cunningham, 2002:12; Russell & Smeaton, 2009:17).

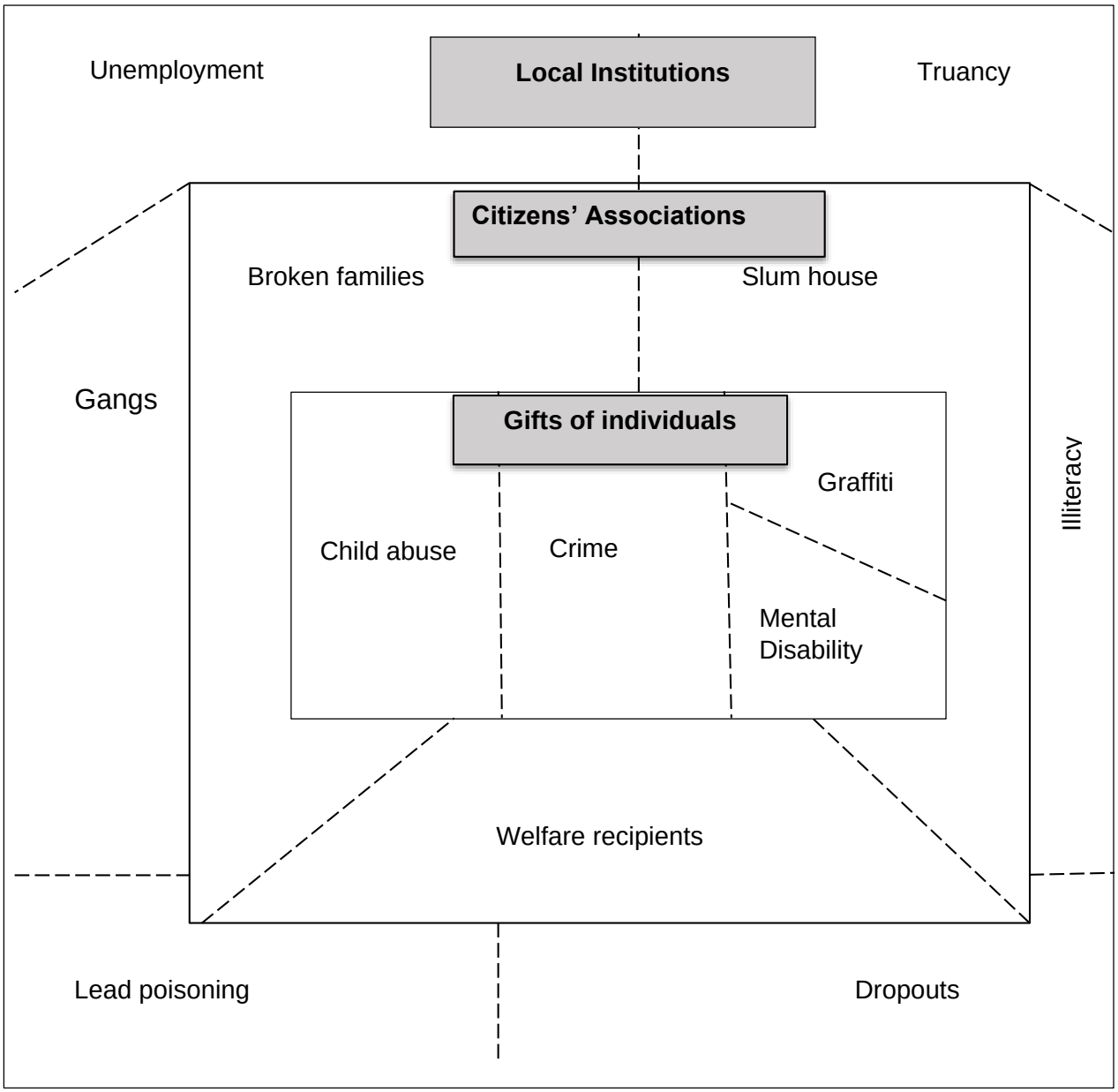


Figure 2.1: Community needs map as adopted from Kretzman & McKnight, 1993:56

According to this community needs map, social ills such as drug abuse, high levels of crime among the youth, gangsterism, rampant child abuse, steady rise in number of broken families and increase in school dropouts can be liabilities in the community's balance sheet. In addition, environmental pollution, high levels of unemployment and illiteracy represents a community's challenges. This map shows that community needs are actually problems that hinder the community from realizing its socio-economic transformation goals.

2.2.4 Summary of the needs-based approach

The needs-based approach is a suitable approach to the community as the community can understand its challenges and be able to address them and plan accordingly. On the other hand, the needs–based approach is problematic in that it creates a dependence syndrome. The danger is that once the dependence syndrome becomes so entrenched, it will be difficult for communities to adopt a self-reliance attitude (Myende & Chikoko, 2014: 250). The dependence syndrome naturally kills the spirit of entrepreneurship and self-reliance. It makes communities passive recipients of development aid instead of making them active agents of their own development.

2.3 ASSET-BASED APPROACH IN COMMUNITY BUILDING

The asset based approach is thoroughly explained below:

2.3.1 Essence of the asset-based approach

The asset-based approach as an alternative community building driver differs from the needs-based approach in that it focuses on facilitating the active participation of communities in their own development. The approach states that instead of communities depending on outsiders for development initiatives, communities can chart and author their own development using the resources at their own disposal. In other words, communities are viewed as agents of their own development. The asset based approach discourages communities from depending on outsiders when it comes to developmental issues of interest to them. Kretzman and McKnight (1993:4) insist that the fate of the community's developmental agenda must be firmly in the hands of the community itself and not outsiders.

According to the asset-based approach development policies, projects and activities must be premised on capacities, skills and assets that reside within the community. The community must harness and channel its strengths, natural resources and skills towards projects that promote its common good. This approach reiterates that support from communities is possible, feasible and sustainable only if it begins from within. This means determining available assets,

capacities, abilities, skills and social resources to be utilised within the community in question (Myende & Chikoko, 2014: 251).

Kretzman and McKnight (1993:3) highlight that in its ideal form, the asset based approach transform communities into active catalysts of their own development. All historic evidence indicates that significant community development takes place only when local communities are committed in investing in themselves and their resources in the effort.

This observation explains why communities are never built from top down or from outside in (Kretzman & McKnight, 1993: 3). Mathie and Cunningham (2003: 476) show that as an alternative to needs-based approach, the appeal of Asset-Based Community Development (ABCD) lies in its premise that people in communities can organise to drive development processes themselves by identifying and mobilising existing (but often unrecognised) assets, thereby responding to and creating local economic opportunities.

2.3.2 Advantages of the asset-based approach

Ebersõhn and Mbetse (2003:323) posit that the asset-based approach is an alternative to the needs-driven approach. The asset-based approach focuses on the capacities, skills and social resources of people and their communities. The point of departure is what the community has, than what it does not have.
Asset-based approach has the following advantages:

- It highlights existing collective capacities which can involve re-orientating perceptions of resident members away from deficit models.
- It actualises the potential of what is in place within the community. It promotes a shift from asking what is missing towards asking what do we have, and eventually where do we want to go?
- It plays an effective role in addressing local matters.
- It encourages local people and organisations to explore how problems might be interrelated, and to respond to these issues in a coordinated, collaborative fashion.

- It gives community members time and talents in implementing the strategies they have had a voice in devising. Through it all, local people and groups feel a sense of empowerment because they have been part of the process along each step of the way.
- It does not ignore that the community has problems and deficiencies, nor does it imply that these communities do not need additional resources from outside.
- It suggests that external resources can be more effectively utilised if the community has already mobilised its own resources and defined the agendas for the utilisation of external resources (Kretzman & McKnight 1993; Emmet, 2000; Eloff and Ebersõhn, 2001, Owen & Kemp, 2012: 393).

According to Eloff (2003:323) the asset-based approach also promotes ownership, shared responsibility, immediacy, relevancy and practicality of solutions, flexibility, mutual support and a caring environment, as well as individual capacity building. This process of identifying available assets is conceptualised as the mapping of assets which is discussed.

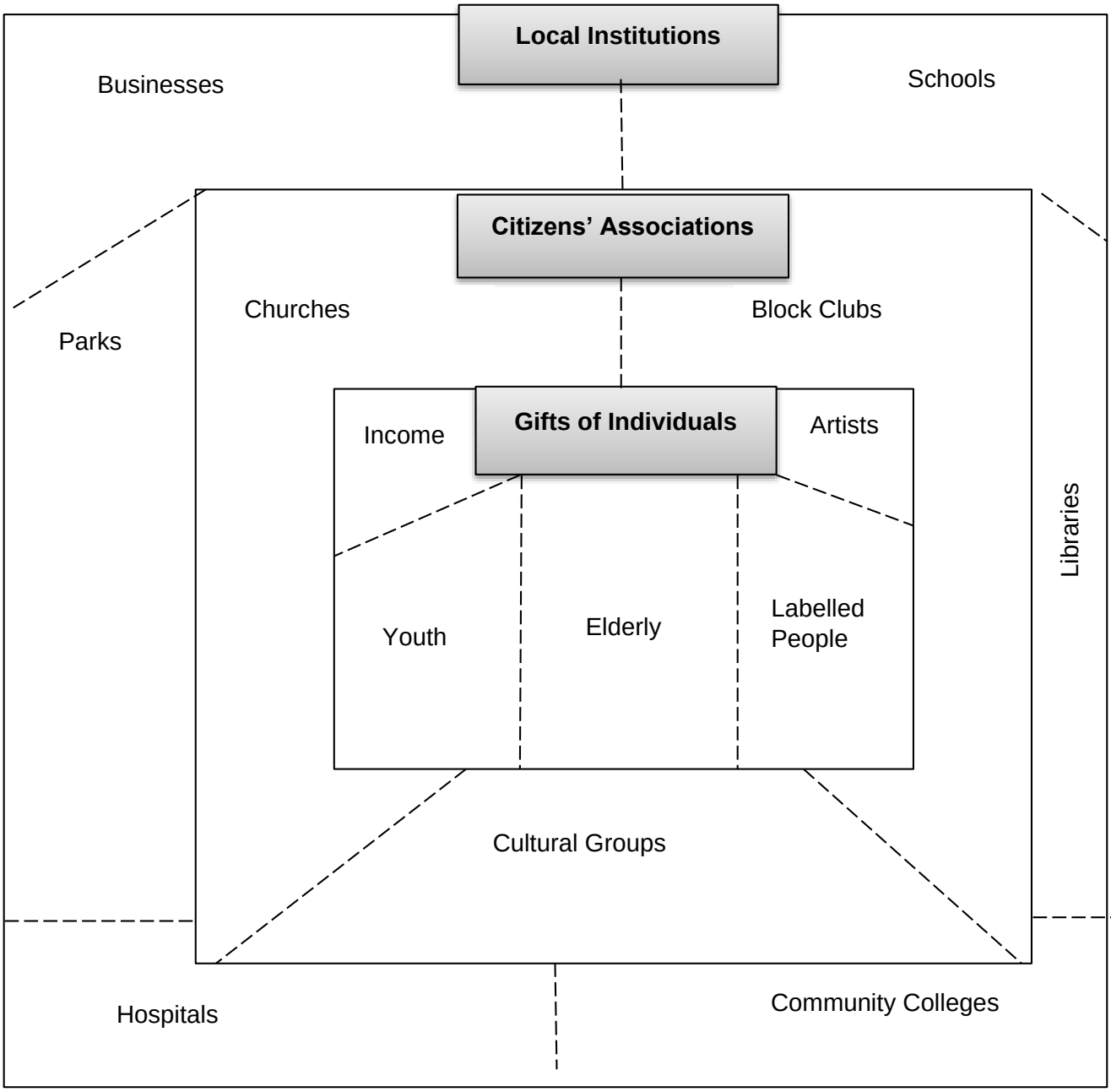


Figure 2.2: An example of a community asset map adopted from Kretzman & McKnight, (1993:45)

The community asset map represents resources that the community can use in its community building projects. These resources are seen as crucial drivers of community development. In accounting terms, these resources will be put in the asset-side of the community's balance sheet. For instance, community colleges, libraries and schools play a key role in addressing the education, training and skill needs of the community. Churches and cultural groups are community assets because they take care of the moral and spiritual needs of the community. The

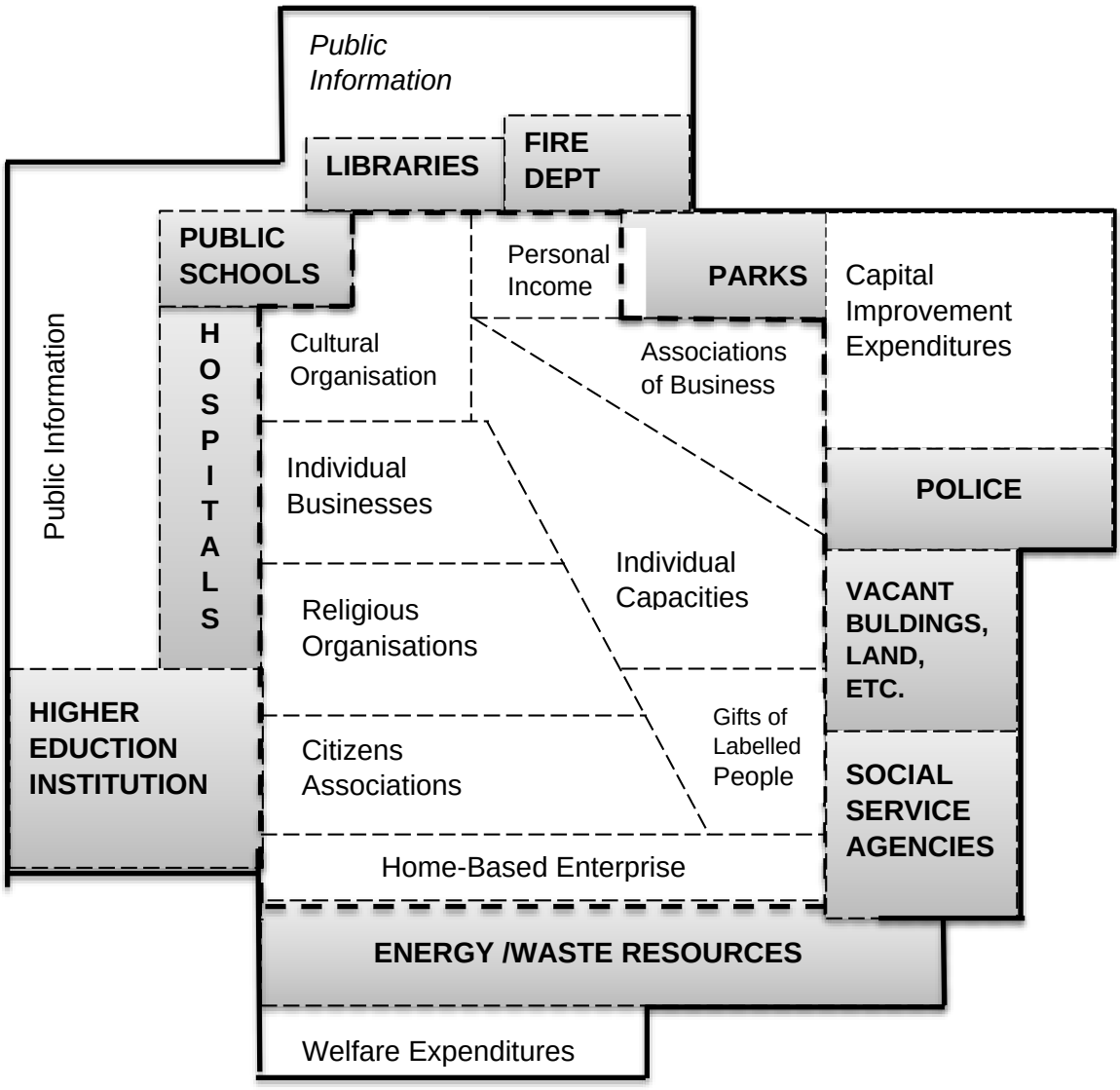
elderly are regarded as soul of the community's societal values and ethics and the youth provide the community with much-needed labour. Artists and cultural groups also provide the community with entertainment and recreational opportunities. Businesses are community assets in that they provide the community with goods and basic services it needs on day to day basis.

2.3.3 Division of community assets

Kretzman and McKnight (1993:6) state that each community boasts a unique combination of assets upon which to build its future. A thorough map of those assets would begin with an inventory of the gifts, skills and capabilities of the community's residents. Household by household, building by building, block by block, the capacity of mapmakers will discover a vast and often surprising array of individual talents and productive skills, few of which are being mobilised for community-building purposes.

McKnight and Kretzman (1996:4) have divided the assets into primary and secondary building blocks.

- Primary building blocks include assets and capacities located inside the neighbourhood, largely under neighbourhood control. These include individual capacities, personal income, the gifts of labelled people (such as disabled, elderly, mentally ill); individual local businesses; home-based enterprises, citizens associations, associations of businesses, financial institutions, cultural organisations; communication organisations and religious organisations (McKnight & Kretzman, 1996: 5).
- Secondary building blocks: These include assets located within the community but largely controlled by outsiders. These include Private and Non-Profit Organisations, public institutions and services (police, fire departments, libraries, parks); physical resources (vacant land and housing energy and waste resources) (McKnight & Kretzman, 1996: 5).
- Potential building blocks include resources originating outside the neighbourhood and controlled by the outsiders such as welfare expenditures, public capital improvement expenditures and public information (McKnight & Kretzman, 1996: 13). All these building blocks are depicted in map below:



Legend

Primary Building Blocks: Assets and capacities located inside the neighbourhood, largely under neighbourhood control.

Secondary Building Blocks: Assets located within the community, but largely controlled by outsiders

Potential Building Blocks: Resources originating outside the neighbourhood, controlled by outsiders

Figure 2.3: Neighbourhood asset map adopted from McKnight and Kretzman, 1993:19).

2.3.4 Asset-based mapping

Owen and Kemp (2014: 393) also add that a vital step in this (re)discovery process involves members of the community undertaking journey of social investigation, uncovering stories of success and hope as they go along. A selected number of individuals from the community are identified, to engage community members to collect narratives about their experiences of that locality.

2.3.5 Steps in the process of asset mapping

The process of identifying capacities and assets, both individual and organisational, are the first step towards community regeneration (McKnight & Kretzman, 1996: 3). Once this new map has replaced the one containing needs and deficiencies, the regenerating community can begin to assemble its assets and capacities into new combinations, new structures, new sources of income and control and new possibilities for production. This often includes as inventory (McKnight & Kretzman, 1996:3).

The following are the steps on how to do asset mapping:

- Residents are encouraged to share stories and ideas about what they perceive as essential good things about their communities;
- The data collection or story-telling phase brings internal stakeholders together;
- Each positive reference in a story is regarded as an opportunity or possible strength;
- How assets or valuations are categorised at later points is contingent on the end of each specific initiative or project undertaken at the community level;
- Stories are shared by members of the community, recorded and then collated to produce an assets map (Mathie & Cunningham, 2003: 6).

2.3.6 Summary of the asset-based approach

The asset-based approach serves as an effective tool for understanding the wealth of talent and resources that exist within a community. The long term development

of a community rests on its ability to uncover and build on the strengths and assets of its people, institutions and informal organisations.

2.4 INTERNATIONAL CONVENTIONS

South Africa is part to various International Conventions. For the purpose of this study, focus is on the Millennium Development Goals and the UN's Education for All. It is because these conventions are related to issues of literacy and women empowerment. In South Africa, the year 2015 has been set as the target for meeting the Millennium Development Goals (http://www.un.org/en/ga/search/view_doc.asp?symbol=A/68/L.4 - Accessed on the 21 September 2014).

2.4.1 Millennium Development Goals: Goal 3

Millennium Development Goals (MDGs) were launched by the United Nations (UN) in 2002 in New York, USA. These goals centred on the need to reduce (or eliminate) the myriad of problems facing humanity such as poor education, poor resources and gender based negative biases (http://www.un.org/millenniumgoals/gender.shtml - Accessed on 21 September 2014). Faced with these challenges, the 198 UN member countries that witnessed the declaration in September 2000, signaled their commitment to improve a lot of humanity. In South Africa, the situation has changed, since 1994 there have been promulgation of various legislations which are aimed at empowering women; these include the following:

Millennium Development Goal (MDG) 3 is directed at promoting gender equality and empowering women. This is justified by recognising literacy as a fundamental skill to empower women to take control of their lives, to engage directly with authority and give them access to the wider world of learning. Furthermore, educating women and giving them equal rights is important for many reasons as it increases their productivity, promotes gender equality and educated women do a better job for caring children (Lind, 2006:212).

2.4.2 UN Education for All (EFA)

According to UNESCO (2011:9) the Education for All (EFA) movement is a global commitment to provide quality education for all children, youth and adults. It aims to achieve six key education goals by 2015, which relate to: early childhood care, primary education, youth and adult learning, literacy, gender equality and education quality. South Africa is a signatory to the EFA movement. As a result, every year, there are monitoring reports which are released by the Department of Basic Education to give the status of achievement of EFA goals in South Africa (UNESCO, 2011:10).

The EFA movement has six goals and two of them are focused on women and also adult literacy. These goals include the following.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. For Department of Basic Education (DBE) to efficiently promote literacy and motivate the illiterate women, it needs to organise itself and ensure that excellence of literacy is recognised to achieve the maximum results for the attainment of set goals by the MDG.

2.5 LEGISLATIVE FRAMEWORK RELEVANT TO ABET IN SOUTH AFRICA

The legislation and polices that govern South Africa's Adult education and training programmes include among others; South African Constitution of 1996; White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System of 1995; The National Education Policy Act (NEPA) Act 27 of 1996; The Adult Basic Education and Training, Act 52 of 2000); National Development Plan (NDP) 2013. An explanation of the policies and their impact on ABET is discussed below:

2.5.1 South African Constitution of 1996

The South African Constitution is the Supreme law of the country. Section 2 of the Constitution deals with the Bill of Rights, and section 29 focuses mainly on education. Section 29 (1) of the Constitution (Republic of South Africa, 1996) stipulates that everyone has the right to:

- a basic education, including adult basic education; and
- further education, which the state, through reasonable measures, must make progressively available and accessible.

These imply that according to the Constitution all South Africans regardless of gender and social status (whether they are rural or urban) have a right to education.

2.5.2 White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System of 1995

The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System (1995). Sections 51 and 52 of the White Paper focus specifically on Adult Basic Education and Training. According to the Department of Education (1995), the historic inadequacy of school education, especially for Black communities, has ensured that a majority of the adult population, both in and out of formal employment, has had no schooling or inadequate schooling. This situation must be redressed because basic education is a right guaranteed to all persons by the Republic of South African Constitution and because our national development requires an ever-increasing level of education and skills throughout society. The Ministry of Education views ABET as a force for social participation and economic development, providing an essential component of all Reconstruction and Development Programmes (White Paper, 1995:5).

The objective of the White Paper in Education and Training (1995:6) policy is a national Adult Basic Education and Training (ABET) programme, focused on particular target groups which have historically missed out on education and

training, and providing an appropriate ABET curriculum whose standards will be fully incorporated in the National Qualification Framework.

2.5.3 The National Education Policy Act (NEPA) Act 27 of 1996

The National Education Policy Act of 1996 brought into law the policies, and legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that would collaborate in the development of a new education system. The policy also provided for the formulation of national policy in general, and FET policies for curriculum, assessment, language and quality assurance (NEPA, 1996).

In addition, NEPA (Department of Education, 1996) Section 3 (b) and (c) advocated for the following:

- Enabling the education system to contribute to the full personal development of each learner, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes;
- Achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women.

2.5.4 The Adult Basic Education and Training, Act 52 of 2000)

The preamble of the Act states that its objectives are as follows:

- Establish a national coordinated adult education and training system which promotes co-operative governance and provides for programme-based adult education and training;
- Restructure and transform programmes and centres to respond better to the human resources, economic and development needs of the Republic;
- Redress past discrimination and ensure representatives and equal access;

- Ensure access to adult education and training and the workplace by persons who have been marginalised in the past, such as women, the disabled and the disadvantaged;
- Provide optimal opportunities for adult learning and literacy, the creation of knowledge and development of skills in keeping with international standards of academic and technical quality;
- Promote the values which underline an open and democratic society based on human dignity, equality and freedom;
- Advance strategic priorities determined by national policy objectives at all levels of governance and management within the adult education and training sector (Republic of South Africa, 2000:1).

This is the Act which paved the way into the establishment of adult learning centres and also offered women better opportunities to acquire an education.

2.5.5 National Development Plan (NDP) 2013

According to the Republic of South Africa (2013), the National Development Plan is a plan for the country to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities, enhancing the capability of the state and leaders working together to solve complex problems.

The NDP has 15 chapters and each chapter is focused on various national priorities. Chapters 6 and 9 are much more relevant to this study and will be discussed in the following sections. This chapter is relevant for this study because Limpopo is one of the rural provinces in South Africa. The focus of the study is on Sebayeng PALC, which is based at a rural village in Limpopo.

Chapter 6: An integrated and inclusive rural economy

The key points for this section are as follows:

- Rural communities require greater social, economic and political opportunities to overcome poverty.
- To achieve this, agricultural development should introduce a land-reform and job creation/livelihood strategy that ensures rural communities have jobs.

- Ensure quality access to basic services, health care, education and food security
- Plans for rural towns should be tailor-made according to the varying opportunities in each area. Intergovernmental relations should be addressed to improve rural governance.

Chapter 9: Improving education, training and innovation

According to the Republic of South Africa (2013: 297), the single most important investment any country can make is in its people. Education has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century. Lifelong learning, continuous professional development and knowledge production alongside innovation are central to building the capabilities of individuals and society as a whole. Building national capabilities requires quality early childhood development, schooling, college, university and adult education and training programmes". ABET is part of South Africa's National Development Plan and is one of the priorities which are relevant for this study.

2.5.6 Promotion of Equality and Prevention of Unfair Discrimination Act 39 of 1996

The purpose of the Act is to provide for measures to facilitate the eradication of unfair discrimination, hate speech and harassment, particularly on the grounds of race, gender and disability. The Act is aimed at providing procedures for the determination of circumstances under which discrimination is unfair, providing measures to educate the public and raise public awareness on the importance of promoting equality and overcoming unfair discrimination, hate speech and harassment.

The Act is further aimed at providing remedies for victims of unfair discrimination, hate speech and harassment and persons whose right to equality has been infringed. To set out measures to advance persons disadvantaged by unfair discrimination and to facilitate further compliance with international law obligations including treaty obligations in terms of, amongst others, the Convention on the

Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The State, institutions performing public functions and all persons have a duty and responsibility, in particular to eliminate discrimination on the grounds of race, gender and disability. The Act promotes equality in respect of race, gender and disability and prohibits limiting women's access to social services or benefits, such as health, education and social security (Government Gazette, 2004:6).

2.5.7 South African National Policy Framework for Women's Empowerment and Gender Equality of 2000

The biggest focus of the act is the economic empowerment of women and the objectives of this Act are the promotion of equality, specifically gender equality and the promotion of the values of non-racialism and non-sexism. The law also aligns all aspects of the laws and the implementation of the laws relating to women empowerment and the appointment and representation of women in decision-making positions and structures.

Facilitate the development and implementation of plans and strategies by designated public bodies and designated private bodies for the promotion of women empowerment and gender equality.

The Act also aims at providing the implementation of measures to achieve a progressive realisation of a minimum of 50 per cent representation and meaningful participation of women in decision-making structures including boards by designated public bodies and designated private bodies. To provide for the development and implementation of public education programmes on practices that unfairly discriminate on grounds of gender as contemplated in the applicable legislation and in international agreements in order to promote gender equality and social cohesion.

The Act is further aimed at addressing the pervasive discriminatory patriarchal attitudes and the lingering effects of apartheid faced by women in the education system, and ensure that women's childbearing responsibilities are not the cause for drop out or exclusion, in order to achieve the progressive realisation of access to education for all.

It also aimed at educating and training women in order to achieve the progressive realisation of equitable and sustainable development for women and gender equality as well as capacitating and enabling women to assimilate and develop knowledge, requisite skills and values, in order to achieve the progressive realisation of at least a minimum of 50 percent equal representation and meaningful participation of women in all decision-making position and structures and their economic empowerment (Government Gazette No 6, 2004:6).

The Act is aimed at improving access to education on reproductive rights for women, particularly young women and eliminating prejudices and current practices that hinder the achievement and enjoyment of gender equality and social cohesion. Women constitute the poorest group in South Africa and are more likely to be unemployed or underemployed.
The challenge is to ensure that South Africa's macro-economic strategy promotes economic growth and sufficiently addresses the differential impact of macro-economic policy on various groups of people depending on class, race, age, gender, location and disability (Government Gazette No 6, 2008:6).

2.5.8 Broad Based Black Economic Empowerment Act 53 of 2003

The objective of this Act is to facilitate broad-based black economic empowerment by promoting economic transformation in order to enable meaningful participation of black people in the economy. The Act seeks to influence a substantial change in the racial composition of ownership and management structures and in the skilled occupations of existing and new enterprises. The Act aims to increase the extent to which communities, workers, cooperatives and other collective enterprises own and manage existing and new enterprises and increasing their access to economic activities, infrastructure and skills training. The Act emphasizes the need to increase the number of women owning businesses and also to ensure more women access skills training and infrastructural support services.

The Act promotes investment programmes that advance the broad-based economic empowerment of black-owned businesses people. Through the Act,

black owned businesses are given preferential treatment when it comes to access to factors of production like land, infrastructure, entrepreneurship training and skills development. The Act further promotes access to finance for black start-ups; small, medium and micro enterprises; co-operatives and black entrepreneurs; including those in the informal business sector. The Act also supports the increased economic participation of black owned enterprises into the mainstream of the economy by enhancing their access to financial and non-financial support (Government Gazette No 6, 2004:4).

2.6 ABET PROGRAMMES IN SOUTH AFRICA

The following represents specific programmes that are initiated in South Africa to advance ABET objectives:

2.6.1 South African National Literacy Initiative (SANLI)

The ABET sector in South Africa was ignored before 1994 (Baloyi, 2014: 613). In 2001, the National Department of Education under Professor Kader Asmal launched the South African National Literacy Initiative (SANLI) as part of Tirisano, the National Education Strategy (Dichaba and Dlamini, 2013: 403). SANLI was overseeing the establishment of a voluntary service to reach the 3, 2 million illiterate adults in South Africa and caters for pre-ABET and ABET Level 1 learners (Department of Basic Education, DBE, 2003: 244).

SANLI stressed the importance of enabling learners to obtain literacy and numeracy competence, which would enable them to relate what they learnt to their day-to-day activities. SANLI provides basic skills that are relevant and applicable to the contextual realties of its target group. Before training interventions are offered, the SANLI programme conducts training needs analysis with the view to customise its learning materials and training content (McKay, 2007:286).

SANLI was aimed at:

- reducing illiteracy levels in each province by at least 35% by 2004;
- enabling majority of newly literate adults to take up referrals to further education and economic opportunities;

- ensuring that 60% of newly literate adults maintain their skills through keeping contact with, and accessing materials in the local resource centres and community development projects (McKay, 2007:287).

2.7 KHA RI GUDE MASS LITERACY CAMPAIGN

After the first democratic elections in South Africa, the new government faced a number of challenges, not the least being the high number of adults who were functionally illiterate. There were many unemployed people whose levels of literacy were such that they were virtually unemployed due to the competition for the small number of available jobs requiring little or no literacy skills (McKay, 2007:297).
One of the most successful ABET initiatives in South Africa is the Kha Ri Gude Mass Literacy Campaign. Kha Ri Gude, which means “let us learn” in Tshivenda, is managed by the Department of Basic Education and is available in all nine provinces. It was launched in 2008 with the intention of enabling 4, 7 million South Africans to become literate and numerate in one of the 11 official languages by 2015 www.unisa.ac.za Accessed on 2015/12/15.

Achieving this goal will enable South Africa to reach its UN Education for All commitment made at Dakar in 2000. In its first year, 357 195 learners were enrolled, with 613 643 in 2009 and a further 610 000 in 2010. In 2011,658 000 learners enrolled. The learning material teaches reading, writing and numeracy and integrates themes and life skills such as health, gender, the environment and civic education. The campaign makes specific efforts to target vulnerable groups. Recent statistics indicate that about 80% of the learners are women, 8% are disabled, 25% are youth, and 20% are older than 60. In addition to adult learning, KhaRiGude also offers short-term work opportunities to 40 000 volunteers who are paid a stipend as part of the Expanded Public Works Programme (DBE, 2012:34).

2.8 EDUCATIONAL CHALLENGES OF ILLITERATE WOMEN

A number of literacy programmes that directly target women or aim at reducing gender disparities have been effectively implemented around the world. Several of them are documented on UNESCO's effective Literacy and Numeracy Practices Database (Lit Base). (UNESCO Institute for Life Long Learning (UIL) 2013b).

2.8.1 Opposition by husbands

In our societies, women fare less than men. Since their early ages they had less access to formal education and in many cases to food and health care. This discrimination that started in early childhood tends to continue along their lives. In most of the low income homes, women perform reproductive and productive (Ballara, 1995:53).

According to James (1996:45) there are many factors which make literacy inaccessible to women such as lack of time, family responsibilities, opposition by husbands and difficulty to access where literacy classes are taught. Ballara (1995:53) also adds that the main responsibility of women's illiteracy is due to their subordinate situation and because of partners' fears to accept a more egalitarian position of women in the family as a result of their achievements gained through education.

However, the uncertainty of new behaviours makes it difficult for men to accept the reality of marrying an educated partner, especially if the acquired knowledge could weaken his control on the family power. It is common to hear stories of how men, using a variety of arguments, raise obstacles to women participation in educational activities. Some husbands can go as far as locking up their wives, using psychological pressure and even battering them (Ballara, 1995:53).

Women also face constraints in terms of time, space, and societal expectations. The rationality underlying women's subordination must be found in the stability it leads to societal arrangements. Assigning women to predominantly domestic roles assures that women will be available to fill them. While there is evidence that women do become better mothers and wives, it is also clear that education may develop in women the ability to think more analytically and, thus introduce an element of risk in their subsequent behaviours.

Specifically, the assertiveness, self-esteem, and egalitarian beliefs that women may develop through education threaten those who benefit from women's unpaid

work and docile attitude (Stromquist, 1990:99). Subordination of women will not just disappear but rather will take more subtle and palatable forms as gender differences in education will occur only at higher levels of education and in the selection of fields rather than in the access to them (Stromquist 1990:99).

Colclough, Rose and Tembon (2000:182) viewed that families where men have more power over schooling decision of children, the education of girls get less favour than boys' education. More educated women had greater involvement with their children's educational activities than less educated women. They were more likely to help their children with homework, to visit their children school and to read to them, although reading to children is not a common educational practice (Farah, 2005:63).

The study according to Bawa and Marley (2012:2) also revealed that, some husbands are suspicious that the male facilitators could seduce their wives from participating in the classes. Women reported that they were motivated by the fact that through these classes they can acquire the skills and art of reading and writing.

2.8.2 Motivation and empowerment

Motivation is an explanation implying a great deal of autonomy for the individual. Yet low-income women engaged in welfare and survival activities can scarcely be said to have any autonomy. Their lives are spent providing for the minimum needs of their families. The few studies that have looked into the everyday reality of some illiterate women find that motivation pales as an explanatory factor when compared to the physical, material and ideological obstacles they face (stableURL:http://www.jstor.org.stable/1188557 .Accessed on 15/08/2015).

Various legislations recognise various rights of women in South Africa. This is because women have assets which they can use in order to enhance their lives and the lives of the communities where they live. James (1996:36) purports that if we can start by educating young women, grooming them into literate women, the situation could improve. The presence of women teachers in primary schools could motivate other women to do the same. Women need to be educated in order to be responsible, participatory, motivating and reflective citizens (United Nations Fund for Population Activities: State of the world population (UNFPA, 2005:34).

In addition, education can play a significant role in enabling women to contribute to the building of a united, peaceful and democratic country (United Nations Fund for Population Activities: State of the world population (UNFPA 2005:34). Educating women would mean that a large gender gap in their access to decision-making and leadership can be curtailing (Govender, 2012:4*).* As women are powerful agents of change, there is a need to ensure active participation and consultation of women in environmental planning, financing and budgeting and policy making process (Xingwana, 2012:5). According to (Olufunke, 2011:2) women, who constitute a marginalised group, need to be equipped with skills that can empower them to function as effective, efficient, productive and diligent in national development effort.

UNESCO (2008:5) and Okpoko (2010:17) argue that empowering women through literacy has potential benefits for her family, immediate community, nation and the world at large. This implies that the acquisition for literacy skills empowers the individual to think positively, take good decisions about her life and the society and acquire other skills that can assist her economically, politically and socially. The World Bank (2000:34) identified four key elements as the core objective of literacy programmes for empowerment. These are:

- to assist people to gain access to information,
- inclusion to participate in decisions that affect their lives,
- hold institutions accountable and;
- gain local organisational ability (Bawa & Marley, 2012: 3).

Women who have some level of education have higher decision–making power in the household and the community. Furthermore, the level of women's education has a direct implication on maternal mortality rates, and nutrition and health indicators among children. Among rural women, there are further that hinder women's empowerments. The most notable ones are education levels and caste and class divisions (Bawa & Marley, 2012:4).

If literacy gives some modicum of power the literate, the literate spouse (usually man) in a household stands to decline his/her relative position as the other partner

becomes literate. In explaining the persistence of the adult literacy in general, the literature sometimes invokes the problem of motivation either on the part of the government or on the part of individuals. The government often lacks motivation to tackle illiteracy because increased literacy can create a larger population of people potentially critical of their surroundings.

It is also true that women frequently drop out of literacy programmes. This failure of women is usually seen as a lack of motivation. Women need to be educated in order to be responsible, participatory, motivating and reflective citizens (UNFPA, 2005:27). Women face considerable barriers to accessing learning opportunities. However, there are also stories of success, hope and possibility which show how literacy learning can support the empowerment of women families, communities and ultimately, entire societies.

ABET should be seen as an equipping weapon to fight against exclusion of literacy. People should be empowered through education. Therefore, adult learning centres should not just be seen as buildings, and education for adults should not just be regarded as working on literacy. It should be a process of empowerment. Literacy should not be seen as a goal in itself. It should be an essential component of the tool box that offers adult learners the opportunity to liberate themselves from their often increasingly deteriorating living conditions (Rakoma, 2006: 25).

Women form lower caste (the scheduled castes, other backward castes and trial communities) are particularly vulnerable to maternal mortality and infant mortality. Among women of lower caste and class, some level of education has shown to have a positive impact on women's empowerment indicators. Women's security, decision making power and mobility are three indicators for women empowerment. Considering the empirical evidence from various sources that education does empower people, the government needs to work closely with adult literacy providers in the country, recognising the complementary role they play in improving lives of rural people, especially women, by providing financial assistance (Bawa & Marley, 2012: 2).

2.8.3 Learning, Teaching and Support Material

Learning, Teaching and Support Material (LTSM) are vital tools that inform learning and enrich the teaching/learning encounter (ABET Policy Document, 1997:34). Educators are expected to use a variety of LTSM in order to attain the required outcomes. Without teaching and learning material, effective teaching and learning can hardly take place (Shilubane, 2007: 5). Nambinga (2007:41) notes that there is a concern that most ABET materials and teaching have focused on the basic education and literacy components of ABET and have not incorporated the skills training aspect which should be aligned with an ABET programme. Adult literacy programmes do have the positive impact of empowering women (Bawa & Marley, 2012: 2).

According to Mabasa (2002:66), in other districts they attempt to solve the problem of shortage of learning materials through the use of a mobile library where they rotate the learning material from one centre to the other, although some educators feel that such an intervention does not solve the problem because it takes five months for those learning materials to come back to the centre. In trying to solve the problem of shortage of learning materials other educators use their children's textbooks for teaching adult learners. In some centres, the frustrations which is caused by the lack of learning materials, it even lead learners to dropping-out as they are required to purchase their own pens and books. Learning support material are vital tools that inform learning and enrich the teaching or learning encounter (Chabalala, 2006:23).

2.8.4 Accessibility of Learning Centres

Accessibility to ABET programmes remains a challenge globally. Baloyi (2011:18) cites non-availability of adult learning centres as one of the persistent challenges facing illiterate women in South Africa. Presently, primary school buildings are being used as learning centres to engage the women learners. Therefore, it is proposed that permanent structures with complete learning facilities be provided for an effective, uninterrupted and conducive learning process (http://rvsg-ruralwomenliteracy.com/co-ordinator.html Accessed 18 November 2010). In addition, learning centres function in the evening in the premises of other institutions such as schools, community centres or workplaces (Department of Higher Education, 2012:35).

The government provision of Adult Basic Education within the formal system does not cater for a significant proportion of potential adult learners for whom the system is not accessible. This excludes millions of adults from learning and therefore violates Clause 29a of the Constitution, "*Everyone has the right to basic education including adult basic education."* Limpopo Provincial Government Strategic Performance Plan for (2010/11- 2014/15).

According to the Limpopo Provincial Government Strategic Performance Plan for (2010/11-2014/15) there is a need for equipment to support ABET programmes. For instance, in primary schools which host ABET programmes there is a need to procure tables and chairs that are appropriate for adult learners. The education department is faced with a persistent challenge of equipping existing Public Adult Learning Centres with adequate and appropriate infrastructure.

The formal configuration of ABET in relation to the National Qualification Framework, its location predominantly in schools and formal workplaces, marginalises those who are outside the formal system and their communities. In particular, the location of Adult Basic Education within the Public Adult Learning Centres and workplace venues excludes:

- those who cannot afford to travel to Public Adult Learning Centres;
- those that does not have access to a centre because there are no centres in their areas (Limpopo Provincial Government Strategic Performance Plan for (2010/11-2014/15).

The attendance of adult classes may enable women to break away from traditional roles and meet with others to share ideas. In this way they will be active in their communities and be able to engage themselves in community development programmes to uplift their standard of living.

2.8.5 Recognition of illiterate women

The need for recognition for illiterate women is essential. Illiterate women are generally not recognised in most communities. In Rwanda, 64.7% of the women are literate, but in the rural Byimana sector of Kigali, only 38.4% of the female population is literate. Without reading or writing skills, these women are excluded

from community development, are uninformed of their rights, and have trouble getting jobs, going to the bank or helping their children with their studies.

In a society where women struggle to be recognised, illiteracy preserves the oppression. In response to this problem, a group of eight women and men started Invincible Vision 2020, to fight women's illiteracy in their region. The team is working with teachers in primary schools around the sector to conduct daily one-hour literacy classes with the women. To date, the team has enrolled 1480 women in their course, 764 women are regularly attending, and 92 women have passed the exam for graduation. Many men have also asked to attend. In its first year, the project also added trainings on women's rights and laws' protecting the family and the team has been teaching various consciousness practices they learned during Global Grassroots Training Programme (http://www.globalgrassroots.org/illiteracy.html (Assessed on the 09/11/2014).

Bawa and Marley (2012:1) revealed that the acquisition of literacy skills enables the women gain organisational abilities through which they formed stronger social networks for solidarity, income generation and advocacy skills, to speak out on issues that directly affect their lives. Recognising that women have certain virtues, men now encourage women to vie for and accept leadership as assembly members, amongst other positions.

Women have the same capacity and potential as men, which, when mobilised, can enhance the socio-economic development of the country, therefore provision for literacy should not be discriminatory in any form.

"It is important to promote education among women and girls and raise their literacy level across the country. Once a woman is literate and competent, it is easier to negotiate a leadership position for her." (Toyo, 2008:4).

2.8.6 Training

Many educators who are currently teaching ABET learners thus did not receive training which is suitable for adult learners (uir.unisa.ac.za/bitstream Accessed on 09/11/2014). Some are only people who passed grade 12 or are day schooling teachers. They do not have a proper way of addressing adults or a proper teaching approach. The training of ABET practitioners (educators, trainers, education managers, curriculum and materials developers, field-workers and coordinators)

at all levels of system should be equipped with knowledge, skills, attitudes and values required to implement ABET programmes.

The deployment of school teachers to ABET will preserve the investment in the human resources of the country. This will require re-orientation training in adult education principles, philosophies, values and teaching/ facilitation methods (Policy Document of ABET, 1997:30).

PALCs are run without full-time staff and because they are not qualified or have less qualification certificates as required (Mashamaite, 2006:30). Despite the desperate need for PALCs, their success is severely hampered by the staff shortage. To make matters worse, the majority of teachers in the PALCs are part-time contract workers without tenure because the sector does not have a core of permanent staff. This is a challenge that has been identified in the White Paper on Adult Education of 2000 and hopefully the sector can finally get the necessary resources to enable it to continue its success (Mashamaite, 2006:30).

Limpopo Department of Basic of Education (2010/11-2014/15) show that some ABET teachers must be properly trained in order to undertake their responsibility more effectively. Most of the staff at PALCs is temporarily employed and thus the reason that they are not committed to their work like the permanent educators.

According to Rakoma (2006:41) ABET should be regarded as a highly specialised area. This therefore, calls for a formal and rigorous training of educators. Most adult educators in Limpopo Province received little or no training in this field. Those who have any recognised qualification are qualified to teach in either primary or secondary schools. The lack of relevant and proper training may have a lot of negative consequences in programme development of adult learners. A lot of investment should be made to train educators in dealing with Non-Formal and Community Oriented Adult Education.

2.8.7 Funding

According to Mojapelo (2008:5) for a PALC to serve educators and learners effectively and efficiently, it should be fully resourced. Funds are needed to pay electricity, telephone and fax bills and to maintain building and furniture. The budget serves as a control instrument for the different activities of a learning centre.

During apartheid South Africa literacy organisations received massive foreign and local donor funding.

It was generally agreed that one of the worst long-term effects of the Bantu education system was the high level of illiteracy amongst black adults. Using world definitions nearly one in two black adults were under schooled or have received no formal schooling at all. Donors including the European Union, USAID, the Joint Education Trust, The Royal Netherlands Embassy, The Transitional National Development Trust (now national developments agency) and the Rockefela Brothers Fund amongst many others saw the strategic importance of building a strong Non-Governmental Organisation network which would service a plethora of community based organisations offering literacy Miller (2015:1).
Government funding for ABET is less than 1% of the total education budget in a country where four and half adults have been to school. Provincial governments allocate the money they receive from the national education budget. In fact, IDASA's review of provincial budget starkly indicates the neglect and actual decline of ABET as a priority in government spending (Rule 2006:18). In real sense civil society led initiatives within the literacy world.

Many will recall organisations such as Learn and Teach, Teach English Language and Literacy (TELL), Use Speak and Write English (USWE), Eastern Cape Adult Literacy Project (ECALP), Natal ABE Support Agency (NASA), Wits Workers School and National Literacy Co-Operative. All of these organisations are now dead and most of the community based organisations they supported no longer receive funding. All that has been left behind is some if the best materials in the world as generous funding meant quality learner support materials produced at a high cost (Miller, 2015:1).

Miller (2015:2) further states that in 2005 one has seen that the state plays a very active role in the policy initiatives but not on funding. Yet research by the IDASA's budget review team and an annual review by the University of Kwa-Zulu-Natal shows that in most provinces, actual expenditure on ABET has declined as a percentage of education budget and not increased.

Adult Education and Training Act 52 of 2000 states that the funds of a public centre should consist of: funds allocated by the state; any donations or contributions received by the centre; money payable by the learners for adult education and training provided by the centre and other funds from any source.

Rule (2006:34) argue that government funding for ABET is inadequate and more needs to be done to improve funding opportunities for ABET programmes. This reflects a lack of commitment to its constitutional obligation of providing adult basic education. Government funding is less than 1% of the total education budget in a country where four and half million adults have to go to school. Provincial governments allocate the money they receive from the national education budget (Rule 2006:23). Lack of funds is but one element which clearly restricts participation in adult education.

Some of the factors which have cost implications for the future success of ABET are as follows:

- The Ministerial Committee Report on ABET proposed budget increase for 3%, but the factors cited in proposing the increase will require more than a 3% increase in the budget of Limpopo Department of Education.
- There is an urgent need to fill vacant posts in order to enhance delivery (DBE, 2010/11-2014/15).

(SANLI) launched by the Minister Asmal attempted to offer basic literacy and numeracy to rural communities and those living in informal settlements. Its fundamental flaw was under funding. Adult education activists need to lobby government to pursue better partnerships around delivery and funding. UNESCO (2012:34) further states that adult literacy programmes for girls and women must be incorporated as priorities into global partnership for education to ensure that funds reach those women who remain unreached by existing literacy programmes. Rakoma (2006:41) echoes the same sentiments that the responsibility should still lie with the Adult Education Directorate in making sure that the educators are supported financially towards professional development.

The Green Paper on Post- School Education and Training of 2003 postulates that the PALC, which elsewhere in this paper is presented as positive outcomes in the process of institutionalising adult practice, is criticised for being funded on a model

based on learner enrollments. The Green Paper (2003:45) raises a concern that this funding model only makes a provision for programme funding when PALCs do not offer programmes but learning areas (Mokoele, 2011:17). According to Rule, (2006:23) it is not easy to determine the total budget allocated towards Adult Education. With universities cutting down on adult education programmes and the donor's funds dying, it seems adult education is not being given priority it deserves. However, the Green Paper on Post School Education and Training (2003:34) raises hope that the government will provide funding for these programmes.

2.9 EDUCATIONAL ASSETS OF ILLITERATE WOMEN

The following represents some of examples of educational assets at the disposal of communities:

2.9.1 Recognition of Prior Learning

The Education and Training system in South Africa emphasises the Recognition of Prior Learning (RPL) and experience which learners have obtained through formal, non-formal and informal learning or through experience .As such education should be adapted to the needs of individuals at different stages in their development (Ndlovu, 1999:25). RPL has been used in vocational and non-formal education for a long time and is common practice in higher education in many countries (Van Rooy 2002:75)

All adults come with prior learning and all new learning builds on prior learning. Adults do not learn only in class, they learn every day and in every context through informal learning. That learning builds up huge funds of knowledge and bank of skills. Much of this unconscious is being used every day for the process of living (Rogers, 2008:13). Adults have skills of learning. Adult education must help adult learners identify their existing knowledge and built on it, not treat the learners as ignorant and unskillful (Icelandic International Development Agency (ICEIDA), 2008:1).

Baatjies and Baatijies (2008:16) also believe that illiterate women are not empty pitchers; they have minds of their own. They can reason out things; and; believe

or not, they have dignity. Kretzman and McKnight (1993:5) purport that parents need not be taught like children but it must be education that addresses self-help skills that may promote self- empowerment. It is essential to recognise the capacities of those who are marginalised because they are illiterate or poor. If illiterate women's assets could be fully recognised and mobilised, they too will be part of action, not as clients or recipients of aid, but as full contributors to the community-building process (Kretzman& McKnight, 1993:5).

Mokoele (2011:18) also states that on the basis of national standards as registered on the National Qualification Framework, recognition will be given to the prior learning and experience which learners have obtained through formal, non-formal and informal learning and/or experience. Although for Hutton (1992:243) experience can make some kinds of learning easy, speedy and powerful; it can also operate as a barrier, making other kinds of learning difficult, slow, and keeping doors closed. It is still important for the educator to consider the knowledge that adult learners bring. In that way those who have knowledge of different skills that can help others can be granted the opportunity to impart their knowledge to others. At the same time their self-esteem will improve (Mashamaite, 2006:31).

2.9.2 Curriculum

The Western Cape Education Department states that ABET is available to adults who want to finish their basic education. ABET aims to provide basic learning tools, knowledge and skills, and participants with nationally recognised qualifications. The four levels of ABET training are equivalent to Grades R to 9.

ABET includes training in:

- Language, Literacy and Communication
- Mathematical literacy, mathematics and mathematical sciences
- Natural science
- Arts and culture
- Life Orientation
- Technology
- Human and Social Science
- Economic and Management Science

Learners can also choose to take courses in:

- Small, medium and micro enterprises (SMME)
- Wholesale and retail
- Travel and tourism
- Applied agriculture
- Early childhood development
- Ancillary health care

http://www.westerncape.gov.za/service/education-and-trainning-adults-abet. (Accessed on 22/08/15).

According to Nambinga (2007:40) curriculum design in adult education is more diverse than school-centred education in terms of aims, content and methods. The Department of Education (1997:2) stipulates that the Department is providing a broad national curriculum framework to help the provision of quality ABET learning programmes mainly within the provisions of the (SAQA). SAQA has adopted an Outcomes-Based Approach to education and training and its (NQF) demonstrates where ABET fits in the overall education and training framework. Qualification prescriptions adopted by SAQA takes care of the notion of core curriculum.

All citizens should have the opportunity to develop themselves throughout their life at whatever age, acquire the knowledge and know-how to better pilot life transitions, improve their quality of life, and develop their potential, experience and the joy of learning (Belanger, 2011:18).

Rakoma (2006:25) purports that the following points are some of the conclusions that constitute the reasons why adult learners should participate in learning programmes:

- To be able to read and write and count (numeracy)
- To develop full capacities
- To live and work with dignity
- To participate fully in development; in their communities and the world around them;
- To improve the quality of life;
- To be able to make informed decisions; and
- To continue learning (life-long learning).

According to the Department of Education (DoE, 1997:18) the curriculum must be able individuals to:

- Develop literacy, language and communication skills in one or more languages.
- Develop numeracy and mathematical skills.
- Develop a critical understanding of the society in which learners live.
- Develop an article understanding of the context in which learners live, work and interact with other at local, national and global level.
- Develop technical and practical skills ,knowledge and understanding, and
- Develop understanding of the world of service and technology.

Nambinga (2007:41) asserts that these curricula are not sensitive to the needs of women or adult in general and are often seen as reinforcing stereotypes. These stereotypes are evident in the subjects that learners do. An example of this is that women learners were seen to be doing domestic subjects such as home economics rather than engineering at the Public Adult Learning Centres. Nambinga (2007:41) further states ABET programme should provide the relevant skills needed to develop adult participants.

Programmes offered should not concentrate only on literacy and numeracy but should be very effective in making difference in their lives. Adults need skills that can help them generate income to improve their living conditions.

With a curriculum that meets the women where they are, women begin their journey to achieve these four outcomes:

- Earn and save money - women learn basic business skills and vocational skill. They begin to save and receive support to establish cooperation after graduation.
- Develop health and wellbeing.
- Influence decision in their homes and communities - women learn their rights and those recognised in their countries, and are encouraged to educate other women.
- Connect to networks for support and advocacy - Women build support networks. They share ideas and resources, help each other to find solutions

to challenges. Beyond classroom, women become catalysts for progress and change (http://www.women_for_women.org/what-we-do? Accessed on the 22/08/15).

2.10 CONCLUSION

The reviewed literature in this chapter helped to unpack the complicated aspects of adult education for the illiterate women. It also clarified the needs and assets-based approaches in community building.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the fundamental elements of the research methodology and design that were utilised in this study. It clarifies the research processes that were undertaken, in conjunction with the tools and procedures that were employed (Leedy & Ormrod, 2010:45).

3.2 RESEARCH DESIGN

The known tradition is that a research can either be interpretivist or positivist in structure and nature (Leedy & Ormrod, 2010:23). Whilst an interpretivist paradigm holds that social reality can only derive its meaning from the people who have

experience of it, the positivist paradigm depends on deductive reasoning to interpret a phenomenon being researched (Yin, 2012:23). This study was premised on the interpretivism paradigm.

The thrust was to qualitatively focus on the underlying dynamics that shape the character of Sebayeng PALC's educational needs and asset dynamics from the perspective of eyewitnesses (Merriam, 2009:13). The viewpoint advocated by Merriam (2009:45) is that the interpretivism paradigm holds that the real world setting does not exist outside the meanings individuals construct for it.

Merriam (2009:78) argues that a research effort may be conducted using either the quantitative or qualitative route. Whereas quantitative research is deductive, statistical and numerical in character, the qualitative research is largely narrative, inductive and textual in nature (De Vos, 2011:12). This research adopted a qualitative research approach using a case study design. A qualitative research is a methodological inquiry that interprets social reality from the perspective of people who possess in-depth knowledge of it (Leedy & Ormrod, 2010:13). Since this study focused on identifying the educational needs and assets of illiterate women at Sebayeng PALC, it concentrated on events and challenges that hinder illiterate women from excelling in their educational endeavours or in recouping the best returns from their talents, knowledge assets and social connections. Data were presented in the form of text, written words, phrases and symbols, as reflected by statements expressed by illiterate women at Sebayeng PALC.

Qualitative research approach was deemed the most suitable as it effectively identified the educational needs and assets of illiterate women at Sebayeng PALC using oral evidence from people with outstanding knowledge of how the centre runs its affairs. The other notable benefit of using qualitative research is that it interprets a social phenomenon from the environmental context of which it occurs using descriptive words and statements from eyewitnesses. It makes use of people with a history of issues being investigated (Neuman, 2011:33).

This study preferred a single-bounded case study. Creswell (2012:34) defines a case study as "*a context-specific method of inquiry that extensively focuses on a particular event, area or a phenomenon being researched*". As advised by Leedy

and Ormrod (2010:45), a single-bounded case study is profitable in contexts where little information exists about a phenomenon being researched. In this case, it has since being established that there is a lack of empirical data about the educational needs and assets of illiterate women at Sebayeng PALC. It can also be appropriate in investigating how an individual changes over time as a result of certain conditions or interventions (Leedy & Ormrod, 2013:141).

Through the case study, the researcher explored a single-bounded entity which is Sebayeng PALC and collected detailed information by using a variety of data collection procedures during a sustained period of time (Neumann, 2011:34). As such, a case study is appropriate in this research because a social group of illiterate women are being explored to identify their educational needs and assets.

3.3 POPULATION AND SAMPLING

Sebayeng is located 30 kilometres north-east of the city centre of Polokwane. It is a less structured township and has been established recently as compared to Mankweng Township. The area is experiencing an influx of people and is growing at a rapid rate. It is one of the first order settlements hierarchies in the Polokwane Municipality with an estimated population of +-13,019 (Integrated Development Plan, 2010-2011:18). The Sebayeng PALC is registered with the Limpopo Department of Education as a public adult learning centre. The population of the study was comprised of 29 illiterate women, 4 men, 2 educators, 1 member of the Centre Governing Body (CGB) and a centre manager at Sebayeng PALC.

This study employed both purposive and convenience sampling methods. Purposive sampling was used to study the case for in-depth investigation (McMillan & Schumacher, 2010:351). McMillian and Wergin (2010: 51) note that purposive sampling is done to select individual, sites or documents that are most informative. The purposive sampling was employed in order to give people with wide-ranging knowledge of specific educational assets and needs of illiterate women an opportunity to thoughtfully examine ways on which those assets could be effectively exploited to benefit with poor educational background in the community.

The study sample included 6 Level 4 learners, centre manager, 1 member of the CGB and 2 educators. The 2 educators were challenged to share their teaching experience based on Sebayeng PALC's unique context. The centre manager was challenged to demonstrate how the day-to-day affairs or operations of the centre were being administered. The centre manager was also challenged to provide proof whether the centre's learning environment was responsive to the complex educational needs and assets of illiterate women. The CGB member was tasked to share her role in ensuring that the centre is governed in an accountable and cost effective manner.

Convenience sampling was employed in order to specifically target participants who were easily accessible and available during interviews (Leedy & Ormrod, 2010:212). By employing convenience sampling, it meant that those participants that were deemed inaccessible due to one reason or another were deliberately left out. Sebayeng PALC was selected because it was the nearest PALC and therefore offered zero travelling costs benefits to the researcher.

3.4 DATA COLLECTION

The following techniques were used to collect data:

3.4.1 Phase 1: Document analysis

In this study, as part of document analysis, the learner's portfolio, educator's portfolio, attendance registers, policy documents and minute book were requested to affirm and authenticate available needs and assets of illiterate women at Sebayeng PALC (Ary, Sorenso, Jacobs & Ravier, 2014:472). Documents were preferred because they provided authentic and accurate information about the educational needs and assets of Sebayeng PALC (Leedy & Ormrod, 2010:68).

3.4.2 Phase 2: Semi -Structured interviews

Primary data was collected using semi-structured interviews. Semi-structured interviews were used because they afforded the researcher a rare opportunity to directly gather oral evidence from all the participants who possess in-depth knowledge on the educational needs and assets of illiterate women at Sebayeng PALC (McMillan & Schumacher, 2010:352). Leedy and Ormrod (2010:56) argue

that semi-structured interviews are useful in contexts where quick feedback is required.

The semi-structured interviews were done with the aid of an interview guide. Each cluster of participants was interviewed using a different interview guide with a different set of checklist questions. During the interviews, the researcher took advantage of opportunities to ask further or follow-up questions where it was necessary. The researcher also diarised field notes and tape recorded the interviews.

3.4.3 Phase 3: Silent observation

Phase 3 involved collecting primary data through observations. Observation is a systematic process of recording the behavioral patterns of participants, objects and occurrences without necessarily questioning or communicating with the participants (Maree, 2010: 83). The following observation checklist was used during the three observation trips made:

- The state of the learning environment in terms of cleanliness;
- The state of the learning infrastructure like buildings, chairs and tables;
- The state of the learning tools used like teaching aids, learner workbooks and reading books;
- The manner at which the educators delivered learning instructions and the feedback that was generated during learning sessions.

3.5 DATA ANALYSIS

This study used analytic induction in which data was examined systematically in order to develop similarities between emerging ideas (Punch, 2014:152). The first step was to prepare data for analysis. This involved cleaning all the collected data of all known or perceived data transcription errors, inaccurate facts and ambiguous statements. The next step involved sorting, categorising and synthesising the coded data as well as reviewing the raw and recorded data (Maree, 2010:83). Once the data was categorised, intelligence write-ups based on common themes were compiled before a draft was prepared.

3.6 TRUSTWORTHINESS OF THE STUDY

To ensure the trustworthiness of the study, the facts raised in the report were assessed for credibility, dependability, confirmability and transferability.

3.6.1 Credibility

The credibility in qualitative methodology involves proving beyond reasonable doubt that the results of the research can be trusted or relied upon (Ary et.al 2014:531). In order to guarantee credibility, the facts raised in the draft report were triangulated. Data triangulation was made possible by comparing and contrasting data through silent observations, semi-structured interview and document analysis (Ormrod & Leedy, 2010:64). During the triangulation activity, all factual inconsistencies were removed.

3.6.2 Transferability

Transferability refers to the degree on which the findings may be transferred to other contexts (Leedy & Ormrod, 2010:45). Since this study used a single-bounded case study, it was practically impossible to generalise its findings of other centres (Creswell, 2012:34). The deemed view was that the contextual setting prevailing at Sebayeng PALC was completely different from that of other centres.

3.6.3 Dependability

Dependability ensures that the research findings are consistent and could be repeated (Yin, 2012:45). In order to achieve dependability goals, the data was cleaned of all factual and transcription errors before it was analysed.

3.6.4 Confirmability

Confirmability questions how the research findings are supported by the data collected (Leedy & Ormrod, 2010:89). To achieve confirmability objectives, an audit trail was completed to assist the researcher in tracing how each finding was arrived at. The participants were also challenged to critique the draft report.

3.7 CONCLUSION

In this chapter, the researcher focused on the research methodology and design of this study. As stated earlier, the qualitative research method was employed. Multiple data collection strategies were employed for triangulation purposes.

CHAPTER FOUR: DISCUSSION AND INTERPRETATION OF THE FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the study. As a recap, this study sought to identify the educational needs and assets of illiterate women at Sebayeng PALC. The findings are subdivided into the following three notable sections:

- Section A presents the findings as reflected during the document analysis activity.
- Section B summarises the views expressed by the participants during the semi- structured interviews.
- Section C outlines the findings noted during the observations.

4.2 SECTION A: FINDINGS FROM DOCUMENT ANALYSIS

The findings from the document analysis exercise were as follows:

4.2.1 Learner's portfolios

There was no documentary evidence of the existence of learner's portfolios of evidence (POEs).

4.2.2 Educator's portfolios

Investigations showed that although the educators had portfolios, it was noted that the portfolios were not regularly updated. The learners' home assignments, lesson plans and unmarked learners' workbooks and tests were found in the educators' POEs.

4.2.3 Attendance register

A look at the attendance register showed that absenteeism was a major challenge facing the centre. It was noted that the centre registers an average of 5 absenteeism cases per day. Specifically, in Level 1, an average of 5 absentees was recorded each day. In Level 2, an average of 4 absentees was registered each day and in Level 3, an average of 6 absentees was recorded each day.

4.2.4 Requisition register

The requisition book revealed that forty learner work books, thirty pens and sixty boxes of water paints which were requested by the centre from the Department of Basic Education on 20 June 2015 were not yet delivered. The issue of late delivery of key supplies like learner workbooks and reading books was a cause of concern that persistently crippled the centre's ability to deliver quality services to learners.

4.2.5 Minute book

The researcher discovered that the quarterly management meetings traditionally held by the centre to review its operations were marred by absenteeism and poor quorums. For instance, it was noted that the second quarter meeting that was scheduled on 30 July 2015 was called off due to lack of quorum related reasons. Subsequently, another scheduled fundraising meeting that was supposed to be

held at the centre on 16 June 2015 was also postponed thrice due to quorum-related reasons.

4.2.6 Time register

A thorough analysis of the time register showed that the centre only conducts its core business of teaching three days per week namely on Mondays, Wednesdays and Thursdays. On the contrary, the time register reflected that the centre closes for business on Tuesdays and Fridays.

4.2.7 Admission book

Data obtained from the centre's admission book revealed that in order for them to receive admission letters, illiterate women write placement tests as pre-condition for admission. The admission book showed that as at 30 June 2015, the centre had a total enrollment of 29 learners. Out of the 29 learners, 19 were found to be women whilst 10 were men. Subsequently, 12 enrolled for Level 1 whilst eleven and 8 enrolled in Level 2 and Level 3 respectively. In terms of age, 20 learners were under the age of 40 whilst 9 learners were above 40 years old.

4.3 EDUCATIONAL ASSETS

The Centre's 2015 annual report revealed that the centre is endowed with the following assets:

4.3.1 Educators

The 2 qualified and seasoned adult educators with a track record in adult education are at the disposal of the ABET programme at Sebayeng PALC. The 2 educators who joined the centre in 2010 and 2012 respectively hold a Diploma in Education with special interest in Adult Education. Their responsibilities include inter-alia teaching learners in subjects such as mathematics, English, Life orientation and Social Sciences. The educators joined Sebayeng PALC 5 years ago.

4.3.2 Centre manager

The centre manager is a holder of a Degree in Education with special interest in Adult Education. By 31 November 2016, she will celebrate her 10th anniversary as the centre manager at Sebayeng. Apart from being a ceremonial head of the

centre, her principal role is to provide vital strategic leadership and oversight to the centre's activities. She also oversees the overall administration of the centre including spearheading its fundraising activities.

4.4 SECTION B: EDUCATIONAL NEEDS OF ILLITERATE WOMEN

4.4.1 FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

The findings from the semi-structured interviews were as follows:

4.4.1.1 Opposition by men

Illiterate women were asked whether they regularly receive adequate support from their husbands when performing their academic work. This question attracted mixed reactions. For instance, while some women confirmed that their husbands were financially and emotionally supportive, the majority complained that their husbands were completely unsupportive. In order to corroborate this evidence, Learner 1 and Learner 2 had this to say:

Learner 1: *"I have never requested my husband to assist me with my homework, rather I prefer to my niece to assist with my homework".*

Learner 2: *"He does not assist me because I prefer to work with my classmates, we will discuss about them".*

The learners conceded that it was clear that some men lack better understanding of what their wives stand to gain from attending ABET classes. This made them reluctant to assist them with homework. Illiterate women also complained that their husbands were not supporting them financially during the course of their learning. The centre manager highlighted that she occasionally encountered cases where illiterate women complained that their husbands find it difficult to finance their academic work.

It was noted that during the course of their studies, illiterate women prefer to enlist the moral support of their close relatives than their husbands. The educators argued in certain instances where the content is known to them, men do not hesitate to provide the needed support. According to James (1996:45) in communities where gender equality is very low, husbands do not allow their wives to enlist for ABET programmes. All the participants unanimously agreed that ABET

plays an influential role in positively changing the socio-economic plight of illiterate women.

4.4.1.2 Lack of advocacy

ICEIDA (2008:1) argue that community leaders needs to intensity advocacy programmes in order to attract more government funding for PALCs. Due to poor advocacy, the ABET's popularity within the Sebayeng community was found to be very low. The absence of the targeted advocacy initiatives to sensitise the community on the value of the ABET programme was cited as the major reason why many people in the community do not enroll for ABET classes at Sebayeng PALC. The centre manager had this to say:

"*A number of illiterate women in the Sebayeng community are not aware of the existence of the centre because nowadays we rarely conduct literacy awareness campaigns as we used to do in the late 1990s"*.

4.4.1.3 Enrollment patterns

Asked to comment on the enrollment patterns of learners, the centre manager was quoted saying:

"Over the years, we have witnessed a disturbing situation where a lot of illiterate adults in Sebayeng shun the ABET programme. From a peak of 40 learners in 2011, the enrollment figures have dropped sharply by more than 60 percent in 2015. The most dominant view in the community is that the ABET programme is of little academic value compared to other educational programmes. As long as community members are not fully sensitised on the strategic importance of the ABET programme, the centre will continue to struggle to attract more learners".

Educator 1 had this to say:

"Regular attendance of classes and co-operation are motivating factors to the illiterate women. This motivation is given through encouragement and positive support by educators".

Educator 1 also pointed out that the community plays a supportive role by continuously motivating illiterate women to complete their studies. Learner 3

confirmed that educators occasionally take turns to remind them about the catalytic role of education in enhancing the socio-economic profile.

The learners had this to say:

Learner 3: *"My mother always reminds me about the importance to think and plan about my future".*

Learner 4: *"When I started attending classes, I was not serious but when I looked at the past question papers I was motivated".*

Learner 5: *"The type of questions educators frequently ask us are often very challenging to the extent that we end up conducting further research to find out more about such topics on our own".*

While friends and relatives play an influential role in encouraging illiterate women to enroll for ABET programmes, it is also crucial that the illiterate women draw inspiration from themselves. Illiterate women need to understand the value of being positive, self-directed and self-motivated when pursuing their career dreams. It is often difficult for one to achieve her childhood dream in the absence of self-drive and passion for success. The challenge facing most PALCs is to attract a sizeable number of adult learners. Addressing learner apathy is a perennial challenge bedeviling PALCs in rural areas (Mashamaite, 2006:45).

4.4.1.4 Infrastructure

Regarding the state of the centre's infrastructure, the learners offered mixed responses. The responses are listed below:

Learner 1: *"From my point of view, the centre is a conducive place for learning; the only challenge is that since it is a primary school, the chairs and the tables are meant for young children and not for adults".*

Learner *2:"My honest view is that the centre is not conducive for productive learning since it is infested with big rats which always make disruptive noises during learning sessions. Our wish is to see the Department of Basic Education building a dedicated centre for adult education within the Sebayeng area".*

The CGB member echoed Learner 2's view by saying:

"At Sebayeng PALC, the environment is not conducive for learning because there are big rats moving around during lessons and they disrupt lessons. Also, the desks are too small for adults, and it is difficult to sit on them".

Learner 3 had this to say: *"It is a conducive place because you feel you are in a class. There is a chalkboard and you see primary school learners' books".* The CGB member reiterated that the current situation where the centre depends on the primary school's classrooms was unstainable in the long term.

The centre manager further stated that:

"Sebayeng PALC is not conducive for learning. The learners are not satisfied with the existing situation. The desks are not fit for adults and the cupboard provided does not even lock".

The shared view was that Sebayeng PALC needs its own building to effectively carry out its mandate. The learners highlighted that the current furniture is too small and hence not suitable for adult learners.

Educator 1 said:

"It is not a conducive place because the classrooms are not in a good condition. On many occasions, we have noted that some children have the tendency of making noise during moments when our learning sessions are in full swing. We therefore appeal to DBE authorities to build us a dedicated adult learning centre with proper facilities."

In addition, Learner 2 had this to say:

"The chairs are too small because they were meant for primary school children. On many occasions, we lost trace of our books because school kids supposedly mistaken them with theirs".

Learner 1: *"When we write our examinations, the centre manager has to come early to write down the exam numbers on the desks because the learners normally remove them. I am 100 percent convinced that if it was a dedicated centre for adult education, such inconveniences would be avoided".*

Learners 3 and 4 corroborated this view by making a passionate appeal to the Provincial Department of Basic Education to fast track the process of relocating the centre from the primary school to its own site. Better learning infrastructure is a critical enabler for adult education (DBE 2011:34).

4.4.1.5 Human Resources

It was found out that the centre has 2 educators and 29 learners. The educators' qualifications are as follows:

Educator	**Qualification**
Centre manager	Diploma in ABET specialising in Business Economics.
Educator 1	Post graduate Certificate in Education with specialisation in Mathematical Literacy.
Educator 2	Advanced Certificate in Education with specialisation in Environmental Studies.

Table 4.1: Human resources

The CGB challenged the educators to study further so as to enhance their knowledge and skills.

The CGB member said:

"I renew my call for educators to invest in initiatives that improve their academic leverage particularly as far as adult education academic programmes are concerned. I am happy to announce that some educators have already heeded to my call and are studying with prominent tertiary institutions".

The CGB member further said:

"Unfortunately the centre has a documented history of low enrollment, which makes it difficult for the Department of Basic Education to justify the allocation of more educators".

The centre manager said that:

"The centre is fortunate in that over the years, it has managed to attract experienced and qualified educators. The only challenge is that due to the absence of incentives and relatively poor working conditions, the morale among the

educators is very low. Under such conditions it is difficult to retain seasoned adult educators. I also encourage educators to continue attending mathematical literacy improvement programmes to enhance their understanding of the subject".

Learner 4:*"Although educators at Sebayeng PALC are doing a commendable job in imparting new knowledge to us, it is imperative for them to advance their understanding on mastering specialised adult learning methodologies".*

Instead of depending on the DBE to fund educator's salaries, the centre management and the centre governing body needs to take proactive and innovative steps to strengthen their fundraising effort in order to improve the conditions of service of high performing educators. This will go a long way in attracting and retaining the best and experienced educators to the centre. One of the challenges cited by (uir.unisa.ac.za/bistream accessed on 09/11/2014) is that many educators teaching ABET learners do not have specialist knowledge on adult education. In the interest of effectiveness, it is advisable that adult educators be equipped with subject-specific knowledge, skills and values that are required to effectively implement ABET programmes (Mashamaite, 2006:31). Rakoma (2006:41) echoes the same sentiments when he argued that the Adult Education Directorate must deploy resources towards improving the welfare status of adult educators.

4.4.1.6 Time

The researcher found that the centre officially opens from 14:00 hours to 16:00 hours. In other words, the classes last for 2 hours only per day. Each lesson per subject lasts for 40 minutes. There are 6 lessons per week although that also depends on the availability of the educators. The unanimous view was that the time allocated for lessons is regrettably inadequate.

Learner 2:"*In my honest view, the non-availability of adequate time to cover all topics in the learner's workbooks is a serious challenge which the centre management needs to address. My strong view is that 2 hours per day is not just enough".*

Centre manager: *"In my opinion, the learning time needs to be increased from 2 hours per day to 5 hours in order to give the educators enough time to cover the*

syllabus. Experience has shown that the 6 period of 40 minutes each per week is insufficient".

Rakoma (2006:56) reiterates that the time allocated for learning at most PALCs is very short. He challenged the DBE to urgently review the time allocated for adult learning with the aim to increase contact time.

4.4.1.7 Funding

The unanimous view was that due to poor budgetary support from the Department of Basic Education, the centre had a weak operating and financial leverage. The participants also bemoaned the lack of funding diversity as the centre relied more on the Department of Basic Education for income. As a way to insulate the centre against this funding risk, the participants put forward the following funding options:

Learner 1: "*The centre must approach different organisations for donations in order to buy* LSTM".

Learner 2: "*I propose that it's high time that the community should draft bankable proposals in order to unlock more funding opportunities from both the public and private sector to improve the centre's financial capacity".*

Learner 3: "My *view is that learners must initiate and spearhead fundraising campaigns on behalf of the centre on their individual capacities"*.

The CGB member: *"It is high time the centre management come up with innovative mechanisms to widen the fundraising net of the centre. We cannot continue to rely on paltry inflows from the Department of Basic Education. We also need to romp in private sector partners as well".*

The centre manager: *"The current scenario where the centre is financially incapacitated to fulfil its short and long term financial obligations can only end when we take bold moves to widen fundraising base".*

It is high time the centre management widen its funding base by pursuing public private partnership deals particularly involving local companies operating within Sebayeng community. The centre must look beyond the DBE for funding opportunities. The centre management has the moral duty to pursue innovative financing mechanisms in order to improve the operating and financial leverage of

the centre. Mojapelo (2008:5) insists that PALCs that are fully resourced stand a better chance of effectively satisfying the learning needs of adult learners than those that are not.

4.4.1.8 LTSM

The educator's notes, textbooks and past examination papers were listed as some of the teaching materials at the disposal of the learners. Unfortunately, the centre does not offer them stationery. The learners had to buy their own stationery as a stop-gap measure.

Learners expressed their frustrations as follows:

Learner 1: *"The problem of not having enough learning materials is that if you are given work in class you have nowhere to refer and to revise".*

Learner 2: *''If you don't have money for transport to go to the library then you will not get any information as there are no sources at the centre ''.*

Learner 4: *"Sometimes we don't understand the notes from our educators and we feel the strong need to have our own textbooks".*

Learner 5: *"The persisting challenge is that our textbooks are always dispatched late which in turn greatly inconvenient us. Another challenge is that some learners did not bring back the few textbooks that were issued to them by the centre".*

Apart from textbooks allocated by the Department of Basic Education, other training materials at the disposal of the centre were question papers, lesson plans and textbooks only. The challenge is that learners who complete their studies do not bring the textbooks back. LTSM are vital tools that inform learning and enrich the teaching/learning encounter (ABET Policy Document, 1997:34). Nambinga (2007:41) insists that without teaching and learning material, effective teaching and learning can hardly take place. Bawa and Marley (2012:20) noted that most public adult learning centres do not have adequate LTSM.

4.4.1.9 Curriculum

The study found that the current curriculum content covered courses like Travel and Tourism, Life Orientation, Ancillary Health Care, Arts and Culture, English, Sepedi and Mathematical Literacy. Both learners and educators insisted that the

centre should integrate vocational skills courses like sewing, carpentry, building, home economics and Early Childhood Development into the current curriculum mix in order to effectively improve the job attractiveness of the illiterate women upon completion.

Asked why she opted to study for Ancillary Health Care, Learner 5 said:

"Studying Ancillary Health Care is a priority to me because I learn about the structure of a human body. It deals with biology and now I know my body. It is more relevant because nowadays many people are sick. Ancillary Health Care teaches us how to apply first aid. It is a priority because I had very little information until my Ancillary Health Care educator taught me that we must always be neat. It deals more with health and different diseases".

Asked whether the current curriculum was relevant to their educational needs, Learner 3 said:

"The absence of post-learning support makes the current curriculum irrelevant and irresponsive to my future academic endeavours. The Department of Basic Education needs to develop a curriculum framework that put more emphasis on post-learning interventions".

All the participants were vocal about the centre introducing Level 5 because holders of a Level 5 Certificate can easily explore further skill development opportunities at other institutions of higher learning.

The centre manager said:

"In the past, the illiterate women had problems with completing forms in the bank or at the post office. But after enrolling at the PALC, learners are now able to read and write, assist children at home with homework and read their own letters".

The educators suggested that the same subjects which are offered in the mainstream schools should be offered at ABET. They also alluded that present subjects are suitable and they are relevant for adult learners. However, educators mentioned that the problematic area is Mathematical Literacy. Learners asserted that all subjects are relevant. Learner 5 said:

"Mathematical Literacy is difficult and it can make people to give up their studies. So the curriculum developer should simplify it".

According to Nambinga (2007:40), the inclusion of vocational skill courses in the adult learning curriculum will give adult learners a competitive edge on the job market. McKay (2007:3) argues that vocational skill courses will go a long way in enhancing the skill profile of adult learners.

4.5 FINDINGS: EDUCATIONAL ASSETS OF ILLITERATE WOMEN

The findings concerning educational assets are as follows:

4.5.1 Findings from semi-structured interviews

4.5.1.1 Support by men

Learners attested to the fact that their husbands were the driving force behind them attending the ABET classes. For instance, Learner 6 said:

"In the past, I thought the ABET programme was specifically designed for people who cannot read and write until last year my husband encouraged me to enroll for the Level 4 qualification. I really want to express my heartfelt gratitude to my husband for the excellent work done".

Asked whether their husbands rendered any form of assistance when doing assignments or homework, Learner 4 had this to say:

"To be honest, I really appreciate the unwavering moral support I get from my husband every time when I approach him for assistance. I like the fact that he assists me in a passionate and kind manner. I still remember this other time when I was given an assignment on patients' rights and Batho Pele principles. He volunteered to photocopy my work at his own expenses".

Learner 1 painted a very interesting scenario when she remarked that: "*My husband makes sure that he takes care of our little child when I am attending lessons and doing my homework"*.

4.5.1.2 Capacity, skills and knowledge

The study found that 3 illiterate women were successful entrepreneurs who sold a variety of goods like second clothes, fruits and vegetables and groceries to the

local community. The Center Manager said, "*During the learner recruitment and selection process, we discovered that at least 3 women were already running successful tuck shops in the community. In addition 2 confirmed that they possessed knitting and sewing skills and were contemplating setting up a knitting and sewing cooperative involving 5 young women drawn from the Sebayeng village. I was also shocked to find out that three other women were known leaders of local stokvels".*

According to Baloyi (2011:23) the introduction of vocational skill courses like sewing, carpentry and welding at PALC will make adult learning attractive and appealing to unemployed youths.

4.5.1.3 Motivation

Asked to indicate what motivated them to enrol for ABET classes at Sebayeng PALC, the following responses were noted:

All the learners reiterated that the mathematical literacy educator was the driving force behind them to attending classes regularly. They noted that another factor which motivated them was the impressive manner in which the educators delivered the learning instructions.

The compelling need to learn how to withdraw money from the ATM motivated Learner 4 to enrol for ABET classes at Sebayeng PALC. Learner 4 had this to say:

"Every time I went to the ATM to withdraw money I felt so embarrassed to regularly request a security guard to come and assist me to withdraw money from the ATM. My strongest wish in life was to do my banking transactions without external assistance. This wish inspired me to enrol for ABET classes at Sebayeng PALC".

Learner 6 had this to say*:*

"Another person who motivated me to study is my daughter. At some stage, I was trying to help her do homework and I pronounced 'hippopotamus' incorrectly. Now every time when I try to help her with her homework, she always reminds me of the hippopotamus incident. This alone motivated me to go back to school".

Learner 3 said:

"I enjoy the way Sebayeng PALC educators deliver learning instructions to us. For instance, educators take turns to explain complex issues until we understand them. They use both English and Sepedi, our home language to ensure that everyone understands". The study revealed that occasionally, educators take turns to motivate the learners not to miss ABET classes. The centre manager noted that at family level, learners receive little or no motivation. The centre manager said *"My experience in the past three years has demonstrated that learners receive little support from their families.*

UNESCO (2008:5); Okpoko (2010:17) insist that the empowering of women through adult education has the potential to alleviate poverty in under-developed countries. Okpoko (2010:17) argues that women who access unlimited support from their husbands tend to excel in their adult learning endeavours.

4.5.1.4 Vision

The Sebayeng PALC's vision 2020 is to offer ABET Level 5 which is equivalent to Grade 12. In order to achieve this vision, the centre commits itself to rally adult education stakeholders and the entire Sebayeng community towards fully embracing the ideals of adult education and women empowerment. Baloyi (2011:14) contends that visionary leadership is a key success factor in adult-learning governance and management.

4.5.1.5 Recognition of Prior Learning (RPL)

The issue of how prior learning is recognised at the centre generated the following responses from Learners 1, 2 and 3:

Learner 1: "*We urge our educators to test with the view to see whether we qualify for RPL credits".*

Learner 2*: My honest view is that RPL credits must be given to deserving learners on merit".*

Learner 3*:"RPL must be a vital component of the ABET framework because it gives the educators an opportunity to focus more on what the learners know and build on that".*

Educator 2: *"Basically educators should be aware of the learners' skills and knowledge so that they can be able to guide them where possible".*

Hutton (1992:243) argues that it is important for educators to recognise the knowledge adult learners bring. Mashamaite (2006:31) support this view by saying that the recognition of prior learning initiative is beneficial in that it improves the learners' self-esteem.

4.5.2 FINDINGS FROM SILENT OBSERVATIONS

The following are the findings from the observations:

4.5.2.1 Shared learning facilities

The researcher observed that in the absence of dedicated adult learning facilities, the Sebayeng PALC is currently sharing learning facilities with Solomondale Primary School. The school facilities were only accessible to the adult learners from 14:00 hours – 16:00 hours and thereafter the school gates were locked. Another observation was that whilst the lessons were in progress, 3 kids aimlessly went in and out of the class without anyone restraining them. Other school kids were singing and dancing at least 5 metres from the classes where adult lessons were being conducted.

4.5.2.2 State of learning infrastructure

A classroom with a chalkboard, 28 small desks, and one table with three small chairs are at the disposal of the centre. Additionally, the educators were allocated a working table and a cupboard. The door and the cupboard had dysfunctional locks. The roof had some visible cracks and the walls were untidy. Apart from the 10 learning aids that were hanged on the wall, there was also a huge map depicting the continent of Africa. Baloyi (2011:18) admits that most learning infrastructure at PALCS are in advanced state of dilapidation.

4.5.2.3 State of learning materials

The researcher observed that during the mathematical literacy lesson, 8 learners were sharing reading books. It was also noted that some 10 learners did not have mathematics learner workbooks. In the absence of modern teaching aids, it was noted that the 2 educators resorted to the lecture method as the dominant method

to convey learning instructions. The educators also found it difficult for the learners to calculate discount in percentage terms. The shortage of learning materials has been cited by ICEIDA (2008:1) as the major drawback to the advancement of adult learning education in developing countries.

4.5.2.4 Language of instruction

The researcher observed that during the mathematical literacy lessons, the educators used both English and Sepedi languages to deliver learning instructions to illiterate women. It was also observed that at least two old women repeatedly appealed to the educator to clarify the meaning of discount, multiplication and turnover probably because they did not understand the instructions which were conveyed in English language. Adult learners get more inspired if educators convey instructions in the language they understand (Mokoele, 2011:18).

4.5.2.5 Teaching methodology and approach

The teaching methodology was pre-dominantly participatory and interactive in character and practice. The educator's lesson was well planned and the presentation was good. During the mathematical literacy lesson on percentages, the researcher observed that all the learners successfully converted ninety divided by 100 as a percentage. The educator used the chalkboard to demonstrate how to convert fractions into percentages. The only challenge was that the lesson was not backed with a lesson plan. The participation was good even though the majority of the learners (illiterate women) answered the question in Sepedi. Mashamaite (2006:45) advocates for a teaching methodology that is interactive, participatory and extremely learner-centered.

4.6 CONCLUSION

This chapter effectively summarised the findings of the study using narrative themes. Extracts from the participants' responses during the interviews were included in order to convey their actual ideas.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

The focus of this study was to identify the educational needs and assets of illiterate women at Sebayeng PALC.

5.2 RESEARCH OBJECTIVES

Based on the above purpose, the following objectives were formulated to:

- assess the educational challenges of illiterate women at Sebayeng PALC;
- assess the educational strengths of illiterate women at Sebayeng PALC and;
- design a relevant educational programme that can empower the illiterate women at Sebayeng PALC.

5.3 RESEARCH QUESTIONS

The following sub-questions were used:

- What are the educational challenges of illiterate women at Sebayeng PALC?
- What are the educational strengths of illiterate women at Sebayeng PALC?
- What relevant educational programme can be designed to empower illiterate women at Sebayeng PALC?

5.4 MAJOR CONCLUSIONS DRAWN FROM THE STUDY: EDUCATIONAL NEEDS

The discussion below provides a summary of the major conclusions drawn from the study.

5.4.1 Conclusions related to Research Objective One

The first objective was to assess the educational challenges of illiterate women at Sebayeng PALC.

5.4.1.1 Opposition by husbands

Some illiterate women participating in this study confirmed that their husbands do not fully understand the realisable value of the ABET because of an erroneous notion that the course is inferior to other courses offered by vocational skills training centre. As a result, the illiterate women complained that the support they received from their husbands was not adequate enough.

5.4.1.2 Educational strengths of illiterate women at Sebayeng PALC

This study demonstrated that despite facing many challenges, illiterate women at Sebayeng PALC remain resolute and determined to complete their ABET course. The women also insisted that if given the opportunity, their long term desire is to study for ABET Level 6 which is equivalent to Grade 12. The other strengths identified was that the illiterate women sacrificed their little incomes to buy additional stationery like pens, note books and textbooks. This shows that the illiterate women at Sebayeng PALC are not only progressive and self-motivated but also goal-driven as well.

5.4.1.3 Infrastructure

The results indicate that the classroom where the centre is accommodated is not a dedicated adult education facility but rather meant for primary school children, not for adults. Hence the furniture is not suitable for adults. The environment is also not conducive for learning because of the big rats which disrupt them during lessons. The school children do not go home after school, and thus make noise during the illiterate women's lessons. The participants were concerned that in the absence of persistent monitoring, the school children were in the habit of removing the examination numbers from the desks. The study learnt that on many occasions, the centre manager had to repaste the examination numbers to remedy the situation.

5.4.1.4 Human resources

The centre has 2 educators whose qualifications include Certificates in Life Orientation and the centre manager has a Diploma in ABET. The participants proposed that the educators should take advantage of various educator development programmes organised by the DBE to enhance their knowledge in subjects like Mathematical Literacy and English. There was also a proposal that the centre should hire at least 3 more educators in order to leverage the human resource base of the centre.

5.4.1.5 Time

The illiterate women pointed out that the lessons start at 14:00 hours and finish at 16:00 hours. The participants confirmed that they attend lessons 3 times per week and each lesson lasts for 40 minutes. However, the participants complained that the time allocated is not enough and should be increased to 5 days per week.

5.4.1.6 Funding

The study noted that since the centre is a recognisable non-school fee payment institution, the centre heavily relied on budgetary transfers from the DBE to fund its day-to-day-operations. The study also found that the annual budgetary transfers from the DBE were not adequate enough and the centre management was struggling to close the finance gap. Due to a huge finance gap, it was found out

that the centre was failing to pay attractive salaries to its educators. The study also found that the centre management was not fully exploring alternative funding opportunities from the private sector.

5.4.1.7 Learning and Teaching Support Material

The illiterate women mentioned that they rely on educators' notes, textbooks, past question papers, memoranda and guidelines for learning and revision for examinations. It was also noted that the centre does not have adequate textbooks due to budgetary challenges. The textbooks challenge was worsened by the fact that former learners where in the habit of not returning their textbooks after completion of their courses.

5.4.1.8 Curriculum

The study noted that the curriculum mix put considerable emphasis on non-vocational courses like mathematical literacy, English, Arts and Culture, to name only a few. However, most of the participants felt that the curriculum should be reviewed with the aim to make it more vocational skills-inclined. According to the participants, some of the popular vocational skills courses which the centre must integrate into the current curriculum include inter alia; sewing, carpentry, building, home economics and Early Childhood Development.

5.5 MAJOR CONCLUSIONS DRAWN FROM THE STUDY: EDUCATIONAL ASSETS

The second objective was to assess the educational strengths of illiterate women at Sebayeng PALC.

5.5.1 Vision

The participants envisage a "*Sebayeng PALC that put strategic emphasis on vocational skills courses in order to enhance the future relevance of their ABET certificates in an increasingly competitive job market environment. They also encouraged the centre management to concentrate on ABET courses that legitimately enhance their chances of pursuing further education and training opportunities at recognisable TVET colleges or even at universities".*

5.5.2 Support by husbands

The findings revealed that although most husbands are reluctant to provide integrated learning support to their wives due to patriarchic reasons, the study found out that those few who supported their wives regularly provide financial, moral and vital child care support.

5.5.3 Women empowerment

Findings indicated that illiterate women see the benefits of ABET when they withdraw money on their own at the ATM. They (illiterate women) can also help their children with homework. Participants also mentioned that educators, CGB members, parents, grandparents, children and husbands encourage them to attend the lessons offered.

5.5.4 Recognition of prior learning

Participants noted that educators should encourage learners to know more and build on what they already know. Educators suggested that learners should be given a placement test in order to determine their level of entrance into ABET studies. Educators have been able to identify the learners' prior knowledge during practical lessons and also during Life Orientation lessons.

5.3 CONCLUSIONS

From the data, the following conclusions can be made:

- The participants overwhelmingly supported the idea of a curriculum mix that is premised on vocational skills courses to enhance the attractiveness of the illiterate women on the competitive job market;
- Since, the centre is located at a primary school premises it was found that the furniture is too small for adult learners;
- It can also be concluded that the centre's learning environment which is characterised by shortage of dedicated classrooms for adult lessons, lack of text books and learner-teacher support materials is not conducive for an enviable adult learning experience.
- The study can also conclude that the majority of illiterate women's husbands do not fully appreciate the realisable value and benefits of the ABET courses.

It was noted most husbands rate the ABET courses at Sebayeng PALC as not only inferior but irrelevant to the post-learning needs of most illiterate women.

- The study found out that the centre is geographically accessible to a number of learners because it is centrally located within the community;
- The study found out that most of the educators at Sebayeng PALC are not abreast with advanced adult teaching practices due to lack of exposure to regular educator development programmes;
- The study found that the centre has a vibrant and functional recognition of prior learning programme;
- Due to its strategic emphasis on practical and experiential-learning methods, the Ancillary Health Care course was identified as the most popular course by the majority of illiterate women at Sebayeng PALC;
- The DBE is struggling to pay attractive salaries to its educators due to weak budgetary support. Due to such poor working conditions, most educators were contemplating leaving their jobs for greener pastures in other sectors of the economy.
- The allocated time of six periods per week was found to be unreasonably short and incompatible with the volume of work to be covered;
- It was found out that some illiterate women were celebrated entrepreneurs who were running profitable tuck shop businesses around the community. Further, other women inherited knitting and sewing skills which they were transferring to others through women sewing clubs or cooperatives dotted around the community. Lastly some few women were recognisable leaders of community based cooperatives that were involved in various women empowerment projects.

5.6 RECOMMENDATIONS

The study came up with the following recommendations:

5.6.1 Recommendations for the centre management

It is recommended that the centre management should:

- Rollout awareness campaigns in order to effectively sensitise the community about the benefits of the ABET and raising funds for the centre.

- Mobilise adequate funds from the private sector to fund the construction of a fully-fledged PALC in Sebayeng. The financial support from the private sector will also go a long way in improving the salaries and conditions of service of educators;
- Ensure the centre stock adequate LTSM to enhance the learning experience of illiterate women at Sebayeng PALC;
- Lobby the DBE to increase the centre 's weekly teaching hours with the view to enable the educators to adequately cover legitimate curriculum requirements;
- Review the current curriculum with the view to make it more vocational skills driven;

5.6.2 Recommendations for illiterate women

Based on the conclusions of the study, it is recommended that illiterate women at Sebayeng PALC should improve their social engagement skills in order to attract enhanced physical, moral and financial support from their husbands.

5.6.3 Recommendations for educators

Based on the conclusions of the study, it is recommended that educators at Sebayeng PALC should embrace service learning initiatives in order to deepen their adult teaching knowledge and techniques.

5.6.4 EMPOWERMENT PROGRAMME FOR ILLITERATE WOMEN

5.6.5 Introduction

This section presents a tailored empowerment programme that aims to address the educational needs and assets of illiterate women at Sebayeng PALC.

5.6.6 Structure of the programme

The programme is made up of the following key elements:

- Vocational based literacy skills for adults;
- Construct an adult education standalone centre and furniture;
- Multi-level teaching;

- Adaptation of hours and days of attendance;
- Improved budgetary support to the centre

5.6.7 Rationale of the programme

The programme emphasises on integrating the vocational skills courses at the Sebayeng PALC's current curriculum mix with the view to make its ABET syllabus more relevant to the ever-evolving educational needs of illiterate women.

5.6.8 Programme Vision

To become a centre for adult learning excellence in Limpopo Province.

5.6.9 Mission statement

To build unique programme implementation and institutional capacities of the Sebayeng PALC.

5.6.10 Benefits of the programme

The benefits of the programme are as follows:

- In its ideal form, the programme is poised to provide learners with sustained post-learning support;
- The programme's strong focus on vocational skills may improve the ABET's attractiveness and appeal to more unemployed illiterate women in Sebayeng village;
- The construction of a standalone adult learning centre may improve the operating leverage of the centre.

5.6.11 Disadvantages of the programme

The construction of a standalone adult learning centre and the emphasis on vocational skills training may prove to be costly to implement.

5.7 PROPOSED EMPOWERMENT PROGRAMME FOR ILLITERATE WOMEN AT SEBAYENG PALC

5.7.1 Table 5.1: Proposed empowerment programme for illiterate women

Vision: "*To become a centre for adult learning excellence in Limpopo Province*" **Mission statement*:*** "*To build unique programme implementation and institutional capacities of the Sebayeng PALC*"						
No	**Key Performance Area (KPA)**	**Key Performance Indicator (KPI)**	**Resources**	**Task owner**	**Approach**	**Time frame**
1.1	Literacy skills for adults	Ability to read and write.	Relevant facilities and equipment;	Centre Manager and Educators at Sebayeng PALC	Contact session with the learners	Nov 2017-Dec 2018
1.2	Construct an adult education standalone centre and furniture.	A dedicated adult education centre built and commissioned. Better and conducive learning environment for learners.	Contractors, funds and building plans	Department of Basic Education	Identify site and suitable furniture in the school or community.	June 2018
1.3	Multi-level teaching	Ability to impart knowledge to learners of different levels in one class at the same time and to understand them.	Policy documents .Media budget; media houses, recruitment & mobilisation plan. Campaign team.	Curriculum Advisor	Workshop	Aug 2017

1.4	Adaptation of hours and days of attendance	Create enough contact sessions.	Time Table	Sebayeng PALC and Solomondale Primary School Management	Consulting the management of Solomondale Primary School	Nov 2017
1.5	Adaptation of learning programmes	Adapting learner material content, ability to design new teaching material.	Teaching aids, additional learner material	Educators and management of the centre, Circuit based curriculum advisor and DBE	Contact sessions with DBE	Dec 2018
1.6.	Support for learners	Improve morale of the learners. Improve attendance of the learners	Motivational speakers from the community	Educators, centre manager, CGB, community members and husbands	Motivational talks	July 2017

5.8 SUGGESTIONS FOR FURTHER STUDIES

It has been discussed at the beginning of this study that little has been written about illiterate women at Public Adult Learning Centres (PALCs) in South Africa. This research investigated only the educational needs and assets of illiterate women at Sebayeng PALC. Further research needs to be done in order to close the gaps that exist in addressing education for illiterate women at PALCs. The following are some suggested topics for further research:

- Psychological challenges encountered by illiterate women at PALCs.
- Participation of illiterate women at Public Adult Learning centres.
- The effect of illiterate women on the performance of their children's academic performance.

5.9 CONCLUSION

This chapter presented major conclusions, recommendations and suggestions for further research as informed by the findings of this study. In addition to recommendations, an educational programme that can empower illiterate women and educators is proposed. The programme is meant to address the educational needs and assets of illiterate women at Sebayeng PALC.

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APPENDIX 1 – INTERVIEW GUIDE FOR THE CENTRE MANAGER

1. What is your vision for Sebayeng PALC for 2020?
2. Which strategies need to be in place in order to achieve your vision?
3. Whose support do you need in order to achieve the vision of PALC?
4. What kind of support do the illiterate women get from their husbands to learn at this PALC?
5. How does ABET empower the illiterate women educationally?
6. What kind of motivation do the illiterate women receive from this PALC with regard to their attendance of classes?
7. What form of motivation do the illiterate women receive from their families to attend classes at this PALC?
8. What form of motivation do you receive from the community to attend classes at this PALC?
9. What are the challenges of illiterate women at Sebayeng PALC?
10. How can these challenges be addressed?
11. What are the educational strengths of illiterate women at Sebayeng PALC?
12. How is Sebayeng PALC a conducive place for learning?
13. How is the classroom furniture suitable for adult learners?
14. What can be improved in terms of infrastructure at the centre?
15. How is the centre easily accessible to you?
16. How many facilitators do you have at the centre?
17. How many learners do you have in class?
18. What are the facilitator's educational qualifications?
19. What strategies can be used to equip the teachers with the right knowledge and skills?
20. What can be done to ensure that there are enough human resources at Sebayeng PALC?
21. In what ways is the illiterate women's prior learning recognised at this centre?
22. What challenges are the learners experiencing with ABET curriculum in relation to their prior learning?

23. What programmes are offered at this PALC?
24. What programmes should be introduced to ensure that prior learning is fully utilised at this PALC?
25. How relevant are the subjects offered in the curriculum in terms of enhancing literacy levels?
26. What challenges do you have with existing curriculum regarding illiteracy?
27. What teaching and learning aids are available at the PALC?
28. What are the challenges that you encounter regarding LTSM?
29. At what time do the learners attend classes at the centre?
30. How many periods does the centre have per week?
31. How long does each period last?
32. What is your opinion about the time allocated for learning areas per week at this PALC?
33. Do the learners pay school fees to attend the classes at the PALC?
34. Are the educators paid enough salary for teaching at the centre?
35. How can other organisations help in the funding of the centre?

APPENDIX 2 –INTERVIEW GUIDE FOR CENTRE GOVERNING BODY

1. What is your vision for Sebayeng PALC for 2020?

2. Which strategies need to be in place in order to achieve your vision?
3. Whose support do you need in order to achieve the vision of PALC?
4. What kind of support do the illiterate women get from their husbands to learn at this PALC?
5. How does ABET empower the illiterate women educationally?
6. What kind of motivation do the illiterate women receive from this PALC with regard to their attendance of classes?
7. What form of motivation do the illiterate women receive from their families to attend classes at this PALC?
8. What form of motivation do you receive from the community to attend classes at this PALC?
9. What challenges exist for learners to learn at the centre?
10. How can these challenges be addressed?
11. How is Sebayeng PALC a conducive place for learning?
12. How is the classroom furniture suitable for adult learners?
13. What can be improved in terms of infrastructure at the centre?
14. How is the centre easily accessible to you?
15. What challenges do you experience in getting access to your centre?
16. How many facilitators do you have at the centre?
17. How many learners do you have in class?
18. What are their educational qualifications?
19. What strategies can be used to equip the teachers with the right knowledge and skills?
20. What can be done to ensure that there are enough human resources at Sebayeng PALC?
21. In what ways is the illiterate women's prior learning recognised at this centre?
22. What challenges are the learners experiencing with ABET curriculum in relation to their prior learning?
23. What programmes are offered at this PALC?

24. What programmes should be introduced to ensure that prior learning is fully utilised at this PALC?
25. How relevant are the subjects offered in the curriculum in terms of enhancing literacy levels?
26. What challenges do you have with existing curriculum regarding illiteracy?
27. What teaching and learning aids are available at the PALC?
28. What are the challenges that you encounter regarding LTSM?
29. At what time do the learners attend classes at the centre?
30. How many periods does the centre have per week?
31. How long does each period last?
32. What is your opinion about the time allocated for learning areas per week at this PALC
33. What assets are available in the community for addressing illiteracy?
34. What mechanisms should this PALC implement in order to attract external support of individuals, organisations and institutions
35. Do the learners pay school fees to attend the classes at the PALC?
36. Are the educators paid enough salary for teaching at the centre?
37. How can other organisations help in the funding of the centre?

APPENDIX 3 - INTERVIEW GUIDE FOR EDUCATORS

1. What is your vision for Sebayeng PALC for 2019?
2. Which strategies need to be in place in order to achieve your vision?
3. Whose support do you need in order to achieve the vision of PALC?

4. What kind of support do the illiterate women get from their husbands to learn at this PALC?
5. How does ABET empower the illiterate women educationally?
6. What kind of motivation do the illiterate women receive from this PALC with regard to their attendance of classes?
7. What form of motivation do the illiterate women receive from their families to attend classes at this PALC?
8. What form of motivation do you receive from the community to attend classes at this PALC?
9. What challenges exist for learners to learn at the centre?
10. How can these challenges be addressed?
11. How is Sebayeng PALC a conducive place for learning?
12. How is the classroom furniture suitable for adult learners?
13. What can be improved in terms of infrastructure at the centre?
14. How is the centre easily accessible to you?
15. What challenges do you experience in getting access to your centre?
16. How many facilitators do you have at the centre?
17. How many learners do you have in class?
18. What are their educational qualifications?
19. What strategies can be used to equip the teachers with the right knowledge and skills?
20. What can be done to ensure that there are enough human resources at Sebayeng PALC?
21. In what ways is the illiterate women's prior learning recognised at this centre?
22. What challenges are the learners experiencing with ABET curriculum in relation to their prior learning?
23. What programmes are offered at this PALC?
24. What programmes should be introduced to ensure that prior learning is fully utilised at this PALC?

25. How relevant are the subjects offered in the curriculum in terms of enhancing literacy levels?
26. What challenges do you have with existing curriculum regarding illiteracy?
27. What teaching and learning aids are available at the PALC?
28. What are the challenges that you encounter regarding LTSM?
29. At what time do the learners attend classes at the centre?
30. How many periods does the centre have per week?
31. How long does each period last?
32. What is your opinion about the time allocated for learning areas per week at this PALC?
33. What assets are available in the community for addressing illiteracy?
34. What mechanisms should this PALC implement in order to attract external support of individuals, organisations and institutions?
35. Do the learners pay school fees to attend the classes at the PALC?
36. Are the educators paid enough salary for teaching at the centre?
37. How can other organisations help in the funding of the centre?

APPENDIX 4 –INTERVIEW GUIDE FOR THE LEARNERS

1. What is your vision for Sebayeng PALC for 2020?
2. Which strategies need to be in place in order to achieve your vision?
3. Whose support do you need in order to achieve the vision of PALC?
4. What kind of support do you get from your husband to learn at this PALC?

5. How does ABET empower you educationally?
   What kind of motivation do you receive from this PALC with regard to their attendance of classes?
6. What form of motivation do you receive from your family to attend classes at this PALC?
7. What form of motivation do you receive from the community to attend classes at this PALC?
8. What challenges exist for you to learn at the centre?
9. How can these challenges be addressed
10. How is Sebayeng PALC a conducive place for learning?
11. How is the classroom furniture suitable for adult learners?
12. What can be improved in terms of infrastructure at the centre?
13. How is the centre easily accessible to you?
14. What challenges do you experience in getting access to your centre?
15. How many facilitators do you have at the centre?
16. How many learners do you have in class?
17. What are the facilitator's educational qualifications?
18. What strategies can be used to equip the teachers with the right knowledge and skills?
19. What can be done to ensure that there are enough human resources at Sebayeng PALC?
20. In what ways is your prior learning recognised at this centre?
21. What challenges are you experiencing with ABET curriculum in relation to their prior learning?
22. What programmes are offered at this PALC?
23. What programmes should be introduced to ensure that prior learning is fully utilised at this PALC?
    How relevant are the subjects offered in the curriculum in terms of enhancing literacy levels?
24. What challenges do you have with existing curriculum regarding illiteracy?
    What teaching and learning aids are available at the PALC?

25. What are the challenges that you encounter regarding LTSM?
26. At what time do you attend classes at the centre?
27. How many periods does the centre have per week?
28. How long does each period last?
29. What is your opinion about the time allocated for learning areas per week at this PALC?
30. What type of support do you get from other individuals institutions and organisations?
31. What mechanisms should this PALC implement in order to attract external support of individuals, organisations and institutions?
32. Do the learners pay school fees to attend the classes at the PALC?
33. How are the educators paid for teaching at the centre?
34. How can other organisations help in the funding of the centre?

APPENDIX 5: OBSERVATION CHECKLIST

Observation checklist	Observations made (see findings)
1. The state of the learning facilities	
2. The state of the learning infrastructure	
3. State of learning materials	

4. The nature of language of instruction	
5. Teaching methodology and approach	

APPENDIX 6: CONSENT FORM

I, the undersigned, give my written consent to participate in the research undertaken by R.S Kganyago, a Masters student in Community and Continuing Education, in the Faculty of Humanities, at the University of Limpopo.

I understand and agree with all the stipulations in the covering letter. I voluntarily agree to participate, and that I have not been coerced or intimidated in any way.

I understand that my names and other personal details will be kept confidential by the researcher.

Full names of the participant

Signature of the participant

Signed on this day……of……2017.

APPENDIX 7: REQUEST TO CONDUCT RESEARCH

P O Box 12786

Bendor

Polokwane

0699

14 November 2014

Limpopo Provincial Department of Education

Reseach Office

Polokwane

0700

Dear Sir / Madam

PERMISSION TO CONDUCT RESEARCH

DEGREE: MASTERS OF EDUCATION

DEPARTMENT: EDUCATION

SUPERVISOR : MR. M.M MAPHUTHA

STUDENT No : 8802853

Re: A Request for Permission to Conduct Research

Sir /Madam

I, Ramaesela Sarah Kganyago, am applying for a permission to conduct research at Sebayeng Public Adult Learning Centre in order to complete my Masters of Education in Community and Continuing Education. I am a teacher at Gerson Ntjie Secondary School. My topic is as follows: "Educational needs and assets of illiterate women at Sebayeng Public Adult Learning Centre. "

The purpose of my study is to identify the educational needs and assets of illiterate women at Sebayeng Public Adult Learning Centre. Data will be collected from the following: six illiterate women as learners, one centre manager, one governing body and two educators.

For more information please read the copy of my proposal or you may contact me at 083 619 2180 or send an email at sarahkganyago@gmail .com.

Hope my request for permission will be successful.

Yours faithfully
Kganyago R.S.

APPENDIX 8: REQUEST TO CONDUCT INTERVIEWS

UNIVERSITY OF LIMPOPO

Turfloop Campus

Community and Continuing Education

Private Bag X1106, SOVENGA 0727

Tel: +27 15 268 3225

E-mail: morgan.maphutha@ul.ac.za

FROM SOCIAL EXCLUSION TO LIFELONG LEARNING

19 November 2014

Limpopo Provincial Department of Education
Research Office
Polokwane
0700

Dear Sir/Madam

To whom it may concern.

PERMSSION TO CONDUCT RESEARCH

I confirm that **Kganyago RS** has enrolled for the degree **MEd (Community and Continuing Education)** with our institution. Currently she is busy with her research module. The title of her research is "**Educational needs and assets of illiterate women at Sebayeng Public Adult Learning Centre**".

I, therefore, recommend that she be granted permission to conduct her research at the above-mentioned centre since her research proposal has been approved by the School of Education of the University of Limpopo.

Kind regards.

Maphutha MM
Supervisor

APPENDIX 9: PERMISSION TO CONDUCT RESEARCH

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

UNIVERSITY OF LIMPOPO
COMMUNITY AND CONTINUITY EDUCATION
PRIVATE BAG X1106
SOVENGA
0727

KGANYAGO RS
RE: Request for permission to Conduct Research

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC "EDUCATION NEEDS AND ASSETS OF ILLITERATE WOMAN AT SEBAYENG PUBLIC ADULT LEARNING CENTRE".**

3. The following conditions should be considered

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.

   3.3 The conduct of research should not in any way disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the fourth term.

   3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

26/11/2014

Mashaba KM **Date**

Acting Head of Department