

**THE OUTCOMES OF A LITERACY TRAINING
INTERVENTION ON THE EMPOWERMENT OF
FARM WORKERS**

STEFAN STEYN FOURIE



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SUPERVISOR: PROF. C.A. KAPP

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any University for a degree.

SUMMARY

Within the context of development, skills development is one of the central components in the drive to bring about the reconstruction, development and transformation of the South African society. Investment in people is a key strategy in our economic renewal. With estimations of a third of the South African population not having effective basic skills, education is not merely limited to reading and writing, but developing human capacity to play a more active role individually, within communities and within the larger South Africa.

Literacy and numeracy are seen as fundamental skills, and without these skills, other skills may not be learned or acquired. Illiteracy rates within rural areas in South Africa are unacceptably high and people deemed “illiterate” within these areas are at risk in that provision of literacy programmes is not readily available. Within this context, a literacy programme was implemented at a farm school outside Durbanville (situated in the Western Cape). The Fundani literacy programme was implemented over a period of 16 months. The participants comprised of farm workers (most of whom were parents of children attending the Attie van Wyk Primary School).

Literacy is also said to empower people. Programme evaluation was chosen as research design. The findings of the research are discussed to place it within the context of the research questions, namely whether the intervention (the Fundani literacy programme) would change/influence the literacy ability and empowerment status of the participants.

The participants’ empowerment status was measured with a standardised questionnaire using a pre-test, post-test and post-post-test design. The participants were also evaluated at the end of the literacy programme as to their literacy and numeracy gains.

The research took place in three phases. Both qualitative and quantitative

methods were used during the research. The first phase consisted of a pre-test on empowerment (this was done by means of a standardised questionnaire during semi-structured interviews). The second phase involved exposure to the Fundani literacy programme, followed by a formal test to measure literacy and numeracy gains as well as a post-test measuring changes in empowerment status. Finally a post-post-test was applied to measure changes in empowerment status three months after the programme had been completed.

Although only four participants out of 13 completed the Fundani literacy programme, statistical analysis showed statistically significant improvements in empowerment from pre-test to post-test of the total group. The four participants that completed the programme also showed literacy and numeracy gains.

The findings of the study suggest that although there is a high drop-out rate in adult literacy programmes, the longer participants participate in a literacy programme, the greater the improvement in their empowerment status will be. It also became evident throughout the research that women find it difficult to attend literacy programmes as common constraints (such as domestic duties and male resistance) are not easily overcome. As this research used a very small sample size, future studies need to be conducted over longer periods of time, using a much bigger sample. Such programmes/interventions also need to be more functional, which could lead to a greater sense of motivation and empowerment.

OPSOMMING

Binne die konteks van ontwikkeling is vaardighedsontwikkeling 'n kritieke dryfveer in die transformasie van Suid-Afrika. Die ontwikkeling van menslike hulpbronne is een van die strategieë om die ekonomie te versterk.

Met sowat 'n derde van die Suid-Afrikaanse bevolking wat nie oor basiese vaardighede beskik nie, is opvoeding nie beperk tot lees en skryf nie, maar omvat die ontwikkeling van die mens in sy geheel om 'n meer aktiewe rol binne homself, die gemeenskap, en Suid-Afrika te speel.

Lees-, skryf- en rekenvaardighede is fundamentele vaardighede waarsonder ander tegniese vaardighede nie maklik aangeleer kan word nie. Ongeletterdheidsvlakke in Suid-Afrika, en veral in die landelike gedeeltes van Suid-Afrika, is baie hoog. 'n Verdere punt van kommer is die onbeskikbaarheid en aanbieding van geletterdheidsprogramme binne die landelike gebiede van Suid-Afrika. Dit is binne hierdie konteks dat 'n geletterdheidsprogram vir plaaswerkers by 'n plaasskool buite Durbanville (in die Wes-Kaap) aangebied is.

Die Fundani geletterdheidsprogram is by die Attie van Wyk primêre skool geïmplementeer. Die Fundani program is oor 'n periode van 16 maande gevolg. Die teikengroep was ouers van leerders (van wie die meeste plaaswerkers is) van die Attie van Wyk primêre skool. Die doel van die geletterdheidsprogram was nie net om lees- en skryfvaardighede aan te leer nie, maar om die deelnemers te bemagtig om meer beheer oor hul lewens toe te pas. Program-evaluering is gebruik as navorsingsontwerp. Die twee navorsingsvrae verwys na die aard van intervensie en is daarop gemik om te bepaal of die Fundani geletterdheidsprogram wel 'n effek op die geletterdheid sowel as bemagtigingsvlakke van die deelnemers gehad het.

Die deelnemers se bemagtigingstatus is gemeet met 'n gestandaardiseerde vraelys terwyl 'n voor-en-na toets en 'n verdere toets (post-post-toets) ontwerp

gevolg is. Die deelnemers is ook aan die einde geëvalueer ten opsigte van verbetering in hul lees-, skryf- en rekenvaardighede.

Die navorsing is in drie fases geïmplementeer. Kwalitatiewe asook kwantitatiewe metodes is gebruik om data in te win. Die eerste fase het uit 'n voor-toets bestaan wat die deelnemers se bemagtigingstatus gemeet het. Dit is met 'n gestandaardiseerde vraelys tydens semi-gestruktureerde onderhoude gemeet. Gedurende die tweede fase is deelnemers aan die Fundani geletterdheidsprogram blootgestel. Aan die einde van die program is die deelnemers se bemagtigingstatus weer gemeet deur 'n na-toets om verandering in bemagtiging te meet. 'n Formele geletterdheidstoets is ook gedurende fase twee geskryf om verandering in lees-, skryf- en rekenvaardighede waar te neem. Fase drie het uit 'n verdere toets bestaan om die deelnemers se bemagtigingstatus drie maande ná die Fundani geletterdheidsprogram te meet.

Alhoewel slegs vier uit die 13 deelnemers die Fundani geletterdheidsprogram voltooi het, was daar wel statisties betekenisvolle verbeteringe van die voor-toets na die na-toets. Die vier deelnemers wat wel die Fundani geletterdheidsprogram voltooi het, het aan die einde van die program getoon dat hulle baat gevind het by die program ten opsigte van hul lees-, skryf- en rekenvaardige verwerkings.

Die navorsing se bevindinge dui daarop dat hoe langer deelnemers aan sulke geletterdheidsprogramme blootgestel word, hoe groter sal die verbetering in hulle bemagtigingstatus wees. Vroue vind dit moeilik om sulke programme te voltooi as gevolg van familie- en gesinsverpligtinge asook vanweë teenkanting van mans binne die gemeenskap.

Alhoewel die navorsing van 'n baie klein steekproef gebruik gemaak het, word daar voorgestel dat soortgelyke studies van dieselfde aard oor langer tye met 'n groter steekproef geëvalueer word. Die aard van sulke tipe programme/intervensies behoort meer funksioneel te wees om deelnemers verder te motiveer en te bemagtig.

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CHAPTER 1

ORIENTATION, OVERVIEW AND PROBLEM FORMULATION

1.1 INTRODUCTION

In South Africa, literacy and empowerment are seen as vital components in development and transformation of the people and the country. Definitions of literacy and standards vary from country to country, according to the literacy demands of that country (Hutton, 1992).

Although dated, the International Symposium for Literacy in Persepolis 1975 (Bataille, 1976:273), captures the spirit of literacy work in its definition:

Literacy is not just the process of learning skills of reading, writing and arithmetic, but a contribution to the liberation of man and to his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world, transforming it and of defining the aims of authentic human development.

Literacy is said to empower individuals, change thought processes and make individuals more confident, able and assertive. According to a National Education Policy Investigation in 1998, there are between six and 15 million illiterate people in South Africa (Human Rights Commission on Farm Schools Report, 2001). Skills shortages are inhibiting economic growth and the creation of new jobs in South Africa. The fundamental skills are literacy and numeracy and it is arguable that little transformation can take place until the men and women of a country

have access to literacy and numeracy skills.

For social and economic transformation to take place in South Africa and specifically in the Western Cape, bringing Adult Basic Education and Training (ABET) to these adults is important. People who are deemed illiterate are constantly at risk economically and socially within an ever-evolving technological society. ABET is a tool for community change because surviving in a high-technological society is hard when the basics of education (which includes literacy and numeracy) are not available to an individual. ABET programmes are ideally aimed at self-empowerment (Western Cape Education Department, 2001).

Resource and other limitations make adequate provision of ABET for semi-urban/rural communities and farming communities very difficult (Human Rights Commission Report, 2001). It is evident that there is a great need for literacy and development programmes. Owing to many factors, such as financial constraints and improper implementation, national literacy campaigns (such as the South African National Literacy Initiative) have not achieved the outcomes formulated. Rural areas are even more at risk, as they are remote and inaccessible. Within this context, rural communities need to become more proactive and take action to implement programmes of development and not to wait until such opportunities eventually arrive. Smaller-scale literacy programmes have much to tell about the practical realities involved in adult literacy.

This research involves a smaller scale literacy programme. Durbanville has a semi-rural character and is located in the Western Cape Province. In this area, there are many farms. A large percentage of farm workers in this semi-rural area have very little or no formal schooling. This programme or intervention focused on literacy and empowerment, either seen as two separate focus areas, or as an interrelated process. This study does not endeavour to offer every perspective on literacy and empowerment. According to Rossi and Freeman (1993:34), the purpose of evaluation is to test creative ideas (interventions) for solving problems. This intervention was evaluated by the researcher to ascertain the

effect of the intervention. Finding new ways to implement programmes of this nature should be explored within the context of semi-rural areas, as the need within rural and semi-rural South Africa is great.

1.2 STATEMENT OF THE PROBLEM

Since 1990, South Africa has been exposed to the challenges of the global economy. Operating in a global economy implies that a country must produce goods and services in a highly competitive environment. To face these new challenges, a skilled and productive workforce needs to be in place. Increasingly, jobs are being found in more skill-intensive sectors. Within the farming sector of South Africa, there has been a decline in employment figures within agriculture (Department of Labour, 2002) due to technological improvements. This shift has had an effect on workers within the agricultural sector. Adults within the farming sector also need to become more skilled. Among the fundamental skills are literacy and numeracy, a skill many workers within this sector lack. The Fundani literacy programme (a low level literacy programme) was used as programme material for this specific research. This literacy programme was implemented over a period of 16 months and this research will attempt to offer answers to the following research questions:

- 1.2.1 What was the effect of the Fundani literacy programme on the literacy and numeracy ability of the participants?
- 1.2.2 What was the effect of the Fundani literacy programme on the empowerment status of the participants?

1.3 RESEARCH QUESTIONS

In addressing the stated problem, this study seeks to answer the following research questions:

Research question 1

What was the effect of the Fundani literacy programme on the literacy and numeracy ability of illiterate farmworkers in the Durbanville area?

The researcher answered this question by monitoring the progress of the participants over a fixed period of time.

Research question 2

What was the effect of the Fundani literacy programme on the empowerment of the participants?

Data was gathered for this question by statistical analysis of answers to a standardised questionnaire.

1.4 NEED FOR THE STUDY

According to the Human Rights Education Framework document (2002), farm schools constitute 17% of all schools in South Africa. Among the difficulties experienced by farm schools are poverty and parental illiteracy. The rural poor are among the poorest of South Africans, and literacy rates are low. This means that farm labourers are seldom able to contribute morally (for example, helping with homework) or materially (by paying school fees) to their children's education. Fuller in the Human Rights Education Framework document (2002:36) found that rural South Africans had on average only 4.5 years of schooling compared to 5.6 years for urban South Africans. There is, therefore, a clear need to establish free adult basic education in rural areas. Individuals concerned expect literacy to be one of many factors that will improve social and economic conditions. A larger context of social and economic reform will affect living conditions for individual members. Illiteracy rates among adults on farms in the Durbanville area are high, and there was a definite need for these adults (especially parents) to become literate, thus a literacy programme was initiated.

This literacy programme was implemented in 2001. The study focuses on the evaluation of the Fundani literacy programme for farmworkers as it was

implemented over a period of 16 months, from September 2001 to December 2002. The programme was implemented in three phases. Posavac and Carey (1997) note that many new programmes go into effect in phases to ensure that the process and task objectives are achieved.

According to Cadena (1991:67) once an empowerment intervention has been implemented, the facilitator needs to evaluate the effect or success of the programme in terms of the aim of empowering the target group.

Though the research was confined to one area, the aim is to provide similar opportunities to other adults on farms in and around Durbanville. The study could motivate the implementation of similar interventions of this nature in the area. There are very few examples of adult literacy programmes in the African context which have managed to contribute to an essential cut in a country's illiteracy rate (Bhola, 1994). This intervention was aimed at developing necessary skills needed in today's ever-changing world.

1.5 DEFINITION OF TERMS

For the purpose of the study various definitions are used. They are provided and discussed in this section.

1.5.1 Literacy

According to Bhola (1994) there are many literacies, rather than one literacy. Hutton (1992) asserts that the term "literacy" is increasingly used to refer to the basic education of adults rather than to the strictly technical skills of reading and writing. Literacy is not simply one kind of skill or activity. Guthrie and Kirsch (1984) remind us that literacy encompasses a diversity of purposes and competencies. UNESCO's current set of definitions (as quoted by Bhola, 1994:29) distinguishes between basic and functional literacy, both of which

concepts will be clarified in chapter 2. Literacy is ultimately about the “development” of human capacity and potential. The Fundani programme (which is a literacy programme) was used as programme material for this specific purpose.

1.5.2 Fundani literacy programme

The Fundani literacy programme was written by ABE Development Services in the early 1990s. ABE Development Services is an independent company made up of ABET practitioners. ABE developed Fundani because they identified a number of problems in mother tongue provision for adult learners at the time, including:

- very little sequencing in lessons and no structured programmes;
- difficulty in progress because of lack of clearly defined entry and exit points; and
- very little integration of functional skills.

The programme was written by a team, of which Barbara Hutton, a well-known South African adult literacy author, was one, and then piloted in classes running in industry, communities, rural areas and night schools. The Fundani literacy programme is a low-level literacy programme aimed at giving adults access to knowledge, skills and information which will enable them to function and participate effectively in the broader context. The course or programme takes 100 hours to complete and is being used by organisations in both urban and rural areas. Both the learner and the facilitator are seen as active participants in the learning process.

1.5.3 Empowerment

Developing literacy is about empowerment, a way in which people can *name*

their world, give voice to the realities of their lives and reflect upon them. Disempowered individuals experience a sense of hopelessness, inferiority and a loss of power (Albertyn, 1995:9). Korten (1990:67) views empowerment as: ... a process by which the members of a society increase their potential and institutional capacities to mobilise and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations. Empowerment is a multi-faceted concept aimed at a personal, interpersonal and political level (Tamasane, 1998). Albertyn (1995:10) summarises the aim of empowerment as follows: *Empowerment aims ultimately to transform society based on the foundation in the individual's empowerment.* Empowerment is a process by which people gain control over their lives and it is also an outcome achieved through participative action in development activities.

1.5.4 Empowerment status

The empowerment status of an individual is determined by the number of indicators of empowerment present in that individual (Albertyn, 2000). These indicators refer to the qualities that may be evident in the individual in the process of empowerment. A structured questionnaire was used to measure empowerment of the participants on three levels, namely the micro-level, the interface level and the macro-level with a pre-test, post-test and post-post-test design (Albertyn, 2000). These levels will be discussed in par. 2.3.2.

1.5.5 Community education/development

Community education is a process designed to enrich the lives of individuals or groups of people living within a geographical area and to develop a range of learning opportunities determined by their personal, social and economic needs. Biddle (1985:78) defines community development as *a social process by which human beings can become more competent to live with and gain some control over local aspects of a frustrating and changing world.* Within the South African

context, community development may be defined as the organised efforts to improve the conditions of community life, primarily through the enlistment from the people, but with technical assistance from the government or other organisations. Community development aims to increase human capacity and to empower people by means of groups of people working together that affect the community (Rubin and Rubin, 1986:59).

1.5.6 Programme evaluation

Programme evaluation, also known as evaluation research, is a highly specialised area of applied social science research (Mouton, 1999). According to Posavac and Carey (1997:2), programme evaluation is a collection of methods, skills, and sensitivities necessary to determine whether the programme is sufficiently meeting the unmet needs identified. *Evaluation research is the systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of social intervention programmes* (Rossi and Freeman, 1993:5). Programme evaluation is ultimately a judgement of the value of that programme. During this study, programme evaluation was used to evaluate the outcome of the Fundani literacy programme.

1.6 DELIMITATION OF THE STUDY

This study was limited geographically to Durbanville in the Western Cape. The area where the research was conducted covered 10 farms within the northern area on the Koeberg road in Durbanville. The research site was a school called Attie van Wyk Primary School. The target population comprised of coloured illiterate farm workers from the 10 farms from which Attie van Wyk Primary School draws its pupils. The research site was accessible to both the researcher and the learners in that transport was provided to the school by the farm owners, for their workers once a week to attend the Fundani literacy programme.

The study was aimed at lower-level workers, but the questionnaire could be applied to higher level workers as well. The questionnaire was applied in a semi-rural setting but could be used in a business or industrial setting as well. The empowerment assessment is an individual measure and was not used for comparison between participants.

1.7 LIMITATIONS OF THE STUDY

This study may not be perfectly representative of coloured illiterate farm workers. There may have been a few coloured illiterate farm workers who participate in literacy and other life skills programmes within this community (e.g. Church groups). Other limitations may be the sophisticated questionnaire used to measure empowerment levels on illiterate individuals. Questions had to be asked verbally (because respondents were illiterate) and this required a direct response, whereas if the respondent had written, there would have been more time to reflect, and this could have elicited a different response. Harvesting seasons within the agricultural sector also posed potential problems (such as low attendance) as farm labourers worked later, woke up earlier and were generally more tired in the evenings. Transport to the school also posed numerous problems. Initially the farm owners assisted in the transport of participants, but numerous problems arose.

Another limitation of the study was that the researcher was not a qualified or certified ABET facilitator. Although the researcher had many years' experience in facilitation and conducting training workshops, the outcome could have been different should a qualified ABET facilitator have presented the programme.

1.8 RELATED LITERATURE

A NEXUS search was conducted. Two studies, that of Albertyn (2000), and Bester (2002), focused on training programmes and empowerment. Albertyn

(2000) examined the educational perspectives on empowerment by quantitatively testing participants' empowerment before, immediately after and three months after participating in a life skills programme. Bester (2002) used the standardised questionnaire developed by Albertyn (2000) to evaluate an entrepreneurial skills training programme in a rural community. Bester's (2002) research findings indicated that the longer the participants participate in an entrepreneurial programme the bigger the improvement in their empowerment status will be.

Reviews of literacy research point out that adult literacy is a relatively recent field of research compared to other areas of education or social science studies (Bhola, 1994). The evaluation and research related to literacy projects are aimed at testing the relationship between literacy and economic development (UNESCO, 2000).

Technological change and demands have made lifelong learning increasingly important within the South African context. All levels of employees, across all sectors of South Africa are becoming increasingly aware of skills needed to engage the future. For South Africa to be globally competitive, the country needs high quality, demand-led skills. The National Skills Development Strategy (Department of Labour, 2002) aims to develop a culture of high quality life-long learning to foster skills development within all sectors. Literacy work and ABET are vital ingredients in developing the skills of the people of South Africa. There are, however, many literacy and life skills programmes available. The quality of these educational programmes should be of a high standard (South African Qualifications Authority, 1997), to ensure quality delivery and quality training in South Africa. There is, therefore, a great need for the evaluation of educational programmes.

Bhola (1994), Harley, Aitchinson, Lyster and Land (1996) as well as Hutton (1992) agree that the most relevant themes in adult literacy evaluation are:

- evaluation of learner achievement;
- continuous monitoring of programmes; and
- evaluation of the effect and impact of the programme.

1.9 RESEARCH DESIGN AND METHODOLOGY

This section gives a brief overview of the research design and methodology. A research design is a plan or blueprint of how one intends to conduct the research. Research methodology focuses on the steps or methods to be taken during the research project. The research design is programme evaluation and focuses on the end product (Mouton, 2001:161). In this research the end product is an improved level of literacy and change in the empowerment status of the participants.

The research methodology focuses on the research process and the tools and procedures to be used (Mouton, 2001:56). The research methodology focuses on data generation, data collection, data analysis, data interpretation and data presentation. The research was carried out in three phases. The first phase consisted of a needs analysis and a pre-test, measuring empowerment. The second phase consisted of the implementation of the Fundani literacy programme and a post-test, measuring empowerment. The third phase consisted of a post-post test, measuring empowerment to ascertain whether the programme had an affect on the empowerment status of participants.

1.9.1 Data collection

The problem formulation stems from a needs assessment done by interacting with the people in the field (Prozesky, 1998). Phase one started with an initial needs analysis on 10 farms on the northern outskirts of Durbanville. The needs analysis would determine the magnitude of the programme. According to Swanepoel (1997) and Dotse (1997) the people know what their real needs were. Response confirmed a need as 21 respondents initially enrolled for the literacy programme. During phase one, data on the empowerment status of the participants was collected by using a standardised questionnaire (Albertyn, 2000). This questionnaire is valid for illiterate people, as Albertyn (2000) applied it to coloured illiterate workers during her research. The same questionnaire

would be applied during phase two and phase three. Each participant completed the questionnaire verbally as a pre-test before the participants started with the Fundani programme. The pre-test scores of the participants would represent the baseline measure against which the post-test and post-post-test scores were measured to determine the change in level of empowerment of each individual.

The second phase consisted of the exposure to the Fundani programme. The Fundani programme takes 100 hours to complete and is rooted in the theory and practice of adult learning. During this phase a variety of sources and resources were used. Informal tests were written, informal and formal interviews were conducted and participants were observed over a long term. Although these sources are not included as appendices to this study, they served as a form of evidence. This could be viewed as a form of triangulation, whereby the researcher seeks various forms of information from different sources to validate data. The researcher (or evaluator) seeks to draw conclusions that are corroborated in several ways.

The formal Fundani literacy test (to ascertain whether learning had taken place) was written at the end of this phase. This test measured the literacy and numeracy gains made during the programme.

After the completion of the formal Fundani literacy test, the participants had to complete the empowerment questionnaire (used during phase 1) to represent the post-test score measured to determine the change in level of empowerment of each individual.

The third phase of the research was conducted three months after completion of the Fundani 1 literacy programme. The empowerment questionnaire (used in phases 1 and 2) was applied to the participants. This score would then make up the post-post-test score to determine the change in level of empowerment of each individual. The empowerment status of each individual and the group as a whole was therefore measured longitudinally over the period of time.

There is a tendency to treat qualitative and quantitative methods as not really compatible. Bryman and Burgess (1999) write that qualitative methods are concerned with subjective understanding rather than statistical description and analysis. As Hammersley and Atkinson (1995) point out, it is hard to get away from statistics. Any form of words such as “more than”, “less than”, “frequently” or “regularly” and the like are quantitative claims. The difference, Hammersley and Atkinson (1995:491) argue, is in the high degree of precision which statistical approaches use. Conversely, statistical descriptions alone rarely take on the systems of meaning, which qualitative methodologies seek to uncover. Qualitative methods could be seen to embrace quantitative techniques and use them to express delicate differences in meaning, feeling or opinion. From the quantitative side, an error is a tendency to treat qualitative data as somehow inferior or less “real” than “hard” statistical information.

1.9.2 Data analysis

In this research the researcher combined complex statistical analyses of data with qualitative interviews to learn more about the people involved in the study. Qualitative interviews make for richer and “thicker” descriptions of observed phenomena (Babbie, 2001). According to Bryman and Burgess (1999) qualitative research is characterised by three commitments. Firstly, to understand the world through interacting with and interpreting the actions and perceptions of the people. Secondly, qualitative research tends to collect data in natural settings. Lastly, qualitative methods work inductively, building up theory from observations, as was the case during this research.

In doing the fieldwork to collect data on the empowerment status, the primary means for collecting quantitative data was making use of questionnaires during structured interviews. The questions were asked verbally as most of the respondents were illiterate. The results were interpreted using statistical procedures.

During phase 2 of the Fundani literacy programme, informal tests and reading exercises were introduced. A formal test was also written at the end of the programme. A memorandum was attached to each test, making data analysis clear. Analysis of the formal and informal tests, as well as responses to exercises were regularly monitored to gauge individual development of participants.

Data on the empowerment status of the participants was collected with the use of a standardised questionnaire (Albertyn, 2000). This measurement had a pre-test, post-test, post-post-test design. The results of the questionnaires were analysed using statistical methods that are described in more detail in chapter three. To determine whether there was statistically significant improvement between the different testing occasions i.e. pre-test, post-test or post-post-test, an Anova repeated measures test was done. Due to the small sample size, a Bonferroni multiple comparisons test was also done, and to confirm results, a Bootstrap Repeated Measures Analysis was done. The concepts will be discussed in more detailed in par. 4.5.1.

1.10 RESEARCH REPORT SEQUENCE

Chapter one

This chapter consists of the introduction, statement of the problem, research questions, need for the study, definition of terms, delimitation of the study, limitations of the study, related literature and the plan and organisation of the study.

Chapter two

Chapter two takes a look at the literature related to the study. The aspects that are covered include literacy, empowerment, community education and development.

Chapter three

This chapter details the research design and methodology of the study. Chapter

three takes a look at programme evaluation, types of evaluation, purpose of evaluation, social intervention programmes and gaining access to the research field. It also examines the procedure for data collection and the analysis of the data.

Chapter four

Chapter four contains the findings and results of the data collection phase of the research and focuses on the analysis and interpretation of the data.

Chapter five

Chapter five presents a synthesis of the research and the conclusion and recommendations made.

1.11 SYNTHESIS

In this chapter the problem statement of the study was presented, and the research questions were posed. The need for the study was given as well as definitions of literacy, the Fundani literacy programme, empowerment, empowerment status, community education/development and programme evaluation.

The delimitations and limitations of the study were presented and the related literature was discussed briefly. The chapter contains a description of the research procedure followed by the research report sequence.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Skills shortages are inhibiting economic growth and the creation of new jobs in South Africa. Compared to other countries with similar economies, South Africa still has too many unskilled people and not enough who are professionally qualified and skilled (Department of Labour, 2002). Illiteracy rates in Africa and South Africa are among the highest in the world. Between six and 15 million people in South Africa are deemed illiterate (Department of Education, 1997). Increasingly, jobs are being found in more skill-intensive sectors, and a major national challenge is to improve literacy skills. In South Africa, it must be noted that literacy is not only a tool for transformation. It is also an essential instrument for social and economic survival. The national government has formulated a vision with specific aims for ABET to address these specific challenges:

A literate South Africa within which all its citizens have acquired basic education and training that enable effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation.
(Department of Education, 1997:9).

The vision of the national government is supported by aims and objectives, one of which is providing a general education as the basic foundation that enables learners to develop to their full potential and to engage in opportunities for further education and training (Department of Education, 1997:11-12). Traditionally, South African employers have lagged behind in the training and development of their workers. The labour market inherited by the government in 1994 had many inefficiencies and deep-rooted problems, including a lack of investment in skills

development. Another objective is to encourage linkage between ABET programmes and training in marketable skills to ensure that learners are able to enter the formal economy and/or initiate self-employment (Department of Education , 1997:11-12).

From 1990, the face of the South African economy has changed and these changes are continuing. Employment in agriculture has declined (Department of Labour, 2002). There are also high levels of illiteracy among workers within this sector (Human Rights Report, 2001). The CONFITA Declaration on Adult Learning (CONFITA Conference, 1997) states that adult literacy is the basic knowledge and skill needed in a changing world and that it is a fundamental right of an individual. Literacy is seen as a necessary skill in itself and one of the foundations of other life skills. The CONFITA Declaration urges that opportunities be created for individuals to acquire and maintain literacy skills (1997). Within the South African context, literacy or becoming literate is seen as a basic right, as the Bill of Rights of South Africa (1996:2) states: *Everyone has the right to a basic education including adult education and to further education.*

In this chapter, a literature review was undertaken to present an overview of the concepts that surround the study. This section attempts to give a background to the field of literacy. Concepts such as literacy and functional literacy are addressed together with a historical overview of literacy work within South Africa. Other concepts explored are those of empowerment, community education and community development. The research was conducted within a semi-rural community and as these areas are in dire need of development, these concepts, although separate, are integrated within the context of semi-rural South Africa. In order to focus on the research questions, the literature review will focus on literacy and empowerment.

2.2 LITERACY

2.2.1 Definitions of literacy

There are many definitions of literacy. Literacy is not a single concept with a single accepted meaning. The simplest definition of literacy is “the ability to read and write” and few people would probably argue otherwise. Problems begin to surface when literacy purposes are discussed. Gillette and Ryan (1993:20) conclude that literacy needs to be defined in relation to its uses and purposes:

A person is literate when having acquired the essential knowledge and skills which enable him or her to engage in all those activities in which literacy is required for effective functioning in group and community context. Attainments in reading, writing and arithmetic make it possible for the individual to continue to use these skills towards individual and the community's development.

Technological change and human resources development policies are factors contributing to the heightened visibility of “literacy”. According to Wells (1996:2), literacy can be defined as “having the disposition to engage appropriately with texts of different types in order to empower action, feelings, and thinking in the context of social activity”. Literacy is part of a cultural, political, and economic context and forms part of the global movement towards human rights and human equality. The driving force (to develop literacy) in many countries has an economic objective. Promoting a process of gradual improvement of living standards within specific development projects is a key factor in building economic growth. According to Draper (1994), there is an integral connection between the development of national literacy and the value the state places on individual growth. Literacy is not just the process of the learning of skills of reading, writing and arithmetic, but a contribution of man and to his full development (Hutton, 1992). Bhola (1994) mentions that literacy has a powerful potential – a quality with many uses and that it brings development and empowerment to individuals and societies.

Literacy can be viewed as a complexity of skills. Kirsch and Jungeblut (1986) identify four basic types of skills needed for literacy. These skills are reading, writing, numeracy and document processing. Literacy is the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. To function as a literate person in South Africa, it is necessary to read and write as well as having the skill to function independently in society. Being literate equates to reaching one's potential and it should be viewed holistically and within context. A range of definitions have been attributed to literacy, but how does "functional literacy" differ from "literacy"?

2.2.2 Functional literacy

A person is said to be functionally literate when that person can engage in all those activities in which literacy is required for effective functioning. Functional literacy is used in combination with practical aspects of daily life such as reading, writing and calculation (Hautecoeur, 1992). Bhola (1994:2) concludes that in a functional literacy programme, the teaching of literacy is combined with the teaching of "economic skills". In functional literacy, the economic function is given central importance. Thus, participants are able to earn some money. The most important theme in the methodology of functional literacy is integration. It is said that literacy and functionality should be taught in such a way that the learner does not even become aware that he or she is learning literacy or functionality at any particular time. Lewis (in Venezky and Wagner, 1990:16), argues that for ordinary purposes of everyday living, all people in a modern society need to be able to read at the level, at least, of a simple paragraph in a popular newspaper, and they must be able to write a simple letter. In our society today this is the lowest level of effective or functional literacy. Lewis's definition of functional literacy corresponds with a UNESCO (1994:18) definition, which states:

A person is functionally literate when they have acquired the knowledge and skill in reading and writing which enable them to engage effectively in all these activities in which literacy is normally assumed in their culture or group.

Good functional programmes teach the science on which the economic skills are based, as well as management skills. Functionality means knowledge and skills of production that can be applied to generate income in rural or urban settings.

2.2.3 Other perspectives on literacy

Other terms are used for describing particular stages of the literacy process. A semi-literate person is able to decipher a few simple words and write their own name and/or make simple calculations in written form. In other words a semi-literate person has started but has not completed the process of becoming literate. A person who has just achieved basic but not yet functional literacy, is often called a recent, new or neo-literate (Levine, 1986).

According to Bhola (1994) the response among adult illiterates to literacy programmes is rather weak if there are no specific efforts to stimulate motivation. Virtually every literacy project in every country starts out with overenthusiastic oversubscriptions of enrolment. People would indeed like to be literate, however, the strength of their desire and its ability to carry them through to completion are still one of many uncertain factors.

The conditions of poverty in rural areas, lack of self-confidence, disillusionment regarding the benefits of literacy, discouraging teaching methods, and the lack of useful reading material are factors that explain low attendance and weak "motivation" (Lind, 1988). The participation and motivation of women often have a different pattern than of men. In several African countries far more women than men register for literacy classes. The liberating potential of literacy for women is pointed out by Riria and Johnson (as quoted by Lind, 1988:17). However, the common constraints on their participation in literacy classes, such as lack of time, overwork, domestic duties, childcare, and male resistance, are not easily overcome.

The relativity of the concepts of *eradication of illiteracy* and *literacy success*

present practical difficulties. In practice, no country has ever eradicated illiteracy thus this term refers to reducing illiteracy to a very low overall level (10,0% of the total adult population or below). Adult literacy campaigns do not eradicate illiteracy. Tanzania and Nicaragua had world-renowned adult literacy campaigns, yet their current adult illiteracy rates are: Tanzania: 32,3% and Nicaragua 34,3%. Cuba had a relatively successful adult literacy campaign and the illiteracy rate is now under 4,3% (UNESCO website: World data on education, 2002).

Two basic assumptions (UNESCO, 1994) have guided UNESCO's promotion of literacy since 1945:

- Illiteracy is a major obstacle to development. Hence, literacy is an instrument for development.
- Literacy is a fundamental right. Illiteracy must therefore be eliminated.

Within the South African context, illiteracy and development are strategic priorities to be addressed. The Department of Education emphasises in the White Paper on Education (1995) that *the right to basic education applies to all persons, that is to all children, youth and adults*. Basic education is thus a legal entitlement to which every person has a claim (Department of Education, 1997).

If there are lessons to be learned from reviewing the definitions and concepts surrounding literacy, it is to be responsive to the needs of learners, meeting the learners' needs and to close the gap until the learner can function within jointly selected parameters.

2.2.4 Adult Basic Education and Training

The National Department of Education (1997:5) has defined Adult Basic Education and Training as follows:

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. Adult Basic Education and Training is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates.

According to Bengu (1997:4), ABET aims to empower a diverse range of constituencies including the rural employed and unemployed. It further aims to eradicate illiteracy, poverty, unemployment and low self-esteem. Since 2000, there has also been a concerted effort to transform state night schools into well-structured ABET centres within South Africa.

To cope with society's demands, a broad basic education was needed. This is how the term Adult Basic Education and Training (ABET) came about, and came to include literacy as well as other life-skills programmes.

In South Africa the Dutch East Indian Company established a slave school in a lodge in Cape Town in 1685, but the school only lasted to the end of the Dutch period (according to Keega, as quoted by Winberg, 1996:7). Moravian missionaries also worked among the slaves in 1737 in the Western Cape. These missionaries approached literacy as personal salvation (Winberg, 1996:19). They taught slaves and other adults how to read and write biblical verses.

In the 1920s and 1930s there was a strong thrust for the establishment of Afrikaans as the official language, promoting widespread literacy among the Afrikaans-speaking community. By giving value to the language of ordinary people and promoting a culture of literacy, an inestimable contribution was made to the empowerment of people (Hutton, 1992). During the same period, night schools which catered for adult mine and domestic workers were run for black South Africans by the Communist Party on the Witwatersrand. The name "night" refers to the fact that schooling took place at night, as these adult learners worked during the day.

When the Nationalist Party came to power in 1948, it closed down non-governmental and community literacy projects (Winberg, 1996:24). In 1970 many Non-Governmental Organisations (NGOs) were established, to create opportunities for human development. However, the number of ABET NGOs dropped from 280 in 1993 to 60 in 2001. This can be attributed to the fact that a democratically elected government came to power in South Africa in 1994, and most NGOs were funded by anti-apartheid organisations. Seeing that apartheid was no longer a reality, funding towards these organisation ceased.

The growth and development of ABET and adult education since 1980 can be traced and explained in table 2.1.

Table 2.1: The growth and development of ABET and adult education since 1980

YEAR	DEVELOPMENT
1980	The University of Cape Town offered the first advanced diploma course for educators of adults.
1981	The organisation Use, Speak and Write English was established to provide improved and relevant teaching of English as a second language to adults.
1982	The Foundation for Rural Development was established with government funding for the purpose of developing the skills of rural farm workers in co-operation with farmers and community development workers. Literacy and other adult education activities formed a large part of this work.
1983	The Department of Education and Training designed and implemented its own curriculum for adults, beginning with a basic literacy programme called Course for Adults to Read and Write.
1985	The Centre for Adult and Continuing Education was established at the University of the Western Cape.
1989	The National Union of Metalworkers of South Africa set up a vocational training project which examined and proposed changes to existing vocational training policy. Some unions began to include literacy and education as demands in negotiations with management.
1990	International Literacy Year stimulated interest and a number of activities in South Africa. ANC and other political parties were unbanned.

Table 2.1: The growth and development of ABET and adult education since 1980 (continued)

1992	A national Education Conference was held by the ANC. Adult basic education and skills training were treated in resolutions as areas requiring special redress.
1994	The ANC Policy Framework for Education and Training was circulated for discussion. The Reconstruction and Development White Paper of the new government was published. It emphasised human resources development and aimed to integrate adult education with other developmental processes. Adult Basic Education and Training (ABET) was identified as a presidential project.
1996	The Department of Education established a National Adult Basic Education Training Stakeholders' Forum. The government announced Ithuteng, the first national South African literacy campaign.
1997	The South African Qualifications Authority (SAQA) was established in Pretoria. Provincial education authorities began to transform some of the old night schools into community learning centres to provide more appropriate environments for adult learners.
1998	The ABET act was published and in 2001, the first National Department of Education examinations for different levels of ABET were written.

(Draper, 1999; Project Literacy, 2002)

Variations in basic education levels within the categories of so-called race, sex, and geographical location remain. Race is still the single most powerful variable linked to educational levels in South Africa. Taking "no schooling" as an indication of complete illiteracy, about 24% of African adults aged 20 and over are totally illiterate, 10% of Coloureds, 7% of Indians and only 1% of Whites. The difference between total men and women illiterates (men 41%, women 58%) is relatively small, particularly when the figures are adjusted for the smaller number of men in the population (Department of Education, 2001).

There are also considerable variations among the nine provinces in South Africa. Some provinces have high numbers of people in need of ABET though they form a relatively small percentage of the population (as in Gauteng) whilst other provinces may have small numbers but high percentages (as in Mpumalanga).

Other provinces have both high numbers and high percentages (as in the Eastern Cape and KwaZulu Natal). The Western Cape has 1.18 million adults who need some aspect of ABET (Western Cape Education Department, 2001).

2.2.5 Illiteracy

More problematic than *literacy* is the term *illiteracy*. Venezky and Wagner (1990) specify that literacy skills centre on the use of print and that at a minimum this requires reading and writing. They reserve the term illiterate for those lacking totally in reading and writing knowledge.

There are many kinds of illiteracy and many causes. According to Hutton (1992), South Africa has had a traditional oral culture where people's communicative worlds were not based on literacy but on orality. In the past, schooling within different communities and race groups in South Africa differed from each other. In some communities, literacy classes were treated with mistrust and many people developed resourceful ways of coping with their situation and came to believe that literacy offered few benefits to justify the effort of becoming literate (French, 1989 as quoted by Hutton, 1992:53). Harley, Aitchinson, Lyster and Land (1996) agree that illiteracy is the result of a number of factors including lack of schooling, poor quality schooling, poverty, social and geographic isolation, and community disruption due to violence, crime and substance abuse. Many of these factors are still present in South African society.

UNESCO currently defines an illiterate person as *an individual who cannot with understanding both read and write a short simple statement on their life* (2000:29). This definition is particularly relevant to this study in that a holistic picture of the problem of illiteracy reflects not only educational, but also social and economic dimensions.

2.2.6 Literacy in the economic context

One of the prevailing features of modern society is poverty. Literacy and education are related to poverty at both the micro and the macro level (Eggleston, 1976). Low levels of literacy have a close correlation with poverty. In the 25 least developed countries, where the per capita product is less than R 1 000 a year, illiteracy rates are very high (UNESCO, 1994). According to Fischer (1986 as quoted by Lind, 1988:12), several studies have indicated that low levels of literacy and economic deprivation often coincide.

Low levels of literacy are not caused by poverty; they are part of the cycle of poverty according to French (1989, as quoted by Hutton, 1992:257). According to Katz and Watson (1988, as quoted by Hutton, 1992:259), the majority of adult literacy students in the world are found in the lowest socio-economic sector. Students who come to literacy programmes may have many pressing needs that distract them from their desire to learn. They may have problems with housing, health, (un)employment, and even hunger. Community-based literacy programmes assert that the problem of illiteracy cannot be confronted without also addressing poverty.

According to Bhola (1994), literacy and the economy of a society are in dialectical relationship, each affected by and affecting the other. Within most walks of agriculture, particularly in the export fields of fresh fruit and vegetables, wines and meats, aiming to attract best prices from an ever-discerning overseas market requires skilled and educated workers. One of the major inhibiting factors to growth is not so much capital, but the scarcity of workers with sufficient education. Countries in which the work force lacks basic skills are at a competitive disadvantage in the global marketplace, particularly as markets change from a production and manufacturing base to a knowledge and service base.

Additional investment and resources are required to ensure that those who are active and those entering the labour force will have the relevant skills (including

numeracy and literacy skills) to be productive workers in all sectors of South Africa. Education will help to ensure development of human resources, which could help to reduce poverty and to ensure sustained growth and development in South Africa (World Resource Institute, 2002).

2.2.7 Literacy programmes

According to Bhola (1994) literacy initiatives produce literacy programmes. This study focuses on a literacy programme. In general, the state constitutes the driving force behind the launching of large-scale literacy programmes. The three principal objectives behind literacy programmes are socio-political objectives (participation in on-going transformations, mobilisation in support of a new regime); economic objectives (promoting a process of gradual improvement of living standards, building economic growth) and general socio-economic objectives (in response to public and/or international demand).

Within South Africa, lifelong learning and adult education are seen as keys for the empowerment of historically marginalised/disadvantaged people and national economic development (Department of Education, 1997). The first democratically elected government, which came into office in 1994, has set about a major reconstruction of education, which focuses on lifelong learning and the creation of a learning nation. In 1997, the National Qualifications Framework (NQF) was introduced to meet the demands for national economic development and a unified educational system through the provision of lifelong learning. The NQF consists of three educational bands: General Education and Training (GET), Further Education and Training (FET) and Higher Education and Training (HET). These bands are highlighted in table 2.2.

Table 2.2: Structure of the NQF (National Qualifications Framework) : 1996

NQF level	Band	Types of Qualifications and Certificate
8	Higher Education and Training Band (HET)	Doctorate Further Research Degrees
7		Higher Degrees Professional Qualifications
6		First Degrees Higher Diplomas
5		Diplomas Occupational Certificates
Further Education and Training Certificates		
4	Further Education and Training Band (FET)	School/College/Training Certificates Mix of units from all
3		School/College/Training Certificates Mix of units from all
2		School/College/Training Certificates Mix of units from all
General Education and Training Certificates		
1	ABET levels 1 – 4	

(Van Niekerk, 1999:24)

The GET band consists of formal schooling and Adult Basic Education and Training (ABET). ABET is further divided into four sub-levels (ABET Level 1 – Level 4). It is on these sub-levels that most adult literacy and numeracy programmes are found. According to Tobias (1996 as quoted by Van Niekerk, 1999:10) the NQF *will promote and encourage many more people to continue their learning, that individuals will have greater control over their learning and that individual learning needs will be met more effectively.* Literacy programmes need to be accredited to ensure quality. Successful completion of such programmes may lead to a formal qualification whereby learners may move up to a higher band. One of the programmes whereby a learner can progress to a higher band (from GET to FET) or level, is by completing the Fundani literacy programme.

For many people the existence of clear learning routes, defined by levels, accreditation or incremental programmes, may not be enough to set them on a

programmes but also, and critically, on people's awareness of them. If a range of learning opportunities are offered in the same community venue, people are likely on the whole to know about them. They also need to be guided through the possibilities of learning programmes. One example of such a learning programme is the Fundani literacy programme.

2.2.7.1 The Fundani literacy programme

"Fundani" is the Xhosa word for *let us learn*. The Fundani literacy programme was used as programme material for the study. The Fundani series is a practical series used throughout South Africa. According to a survey done by Harley *et al.* (1996), the Fundani series is an Adult Basic Education programme. The course was written in 1996 by ABE Development Services, and is a short, part-time course for adults who are learning to read and write. Fundani 1 teaches learners first language communication and literacy skills, basic numeracy and basic spoken English. It prepares them for an ABET level 1 (communication) examination.

Key features of this programme are:

- It addresses the first language communications component of the NQF.
- It has been developed in South Africa specifically for adult learners.

Fundani 1 Afrikaans is a 100-hour course that takes approximately six months part-time study to complete and includes a formal examination. It is designed for adults who cannot read and write in their first language. The stated outcomes for Fundani 1 Afrikaans are:

- Read and write with meaning.
- Perform simple addition and subtraction.
- Work on their own, in pairs and in groups.
- Write an ABET Level 1 examination in Afrikaans.

Fundani makes use of a definite approach and method. The course uses a combination of whole text, whole sentences, whole word, syllables, and word building, and uses sentence strips. Equal time is spent on reading, writing, listening and speaking. Fundani also integrates numeracy into the programme.

2.2.7.2 *The Fundani numeracy approach*

According to the Crowther Report (1982, as quoted by McGivney, 2001:6), numeracy is described as an at-homeness with numbers. It is described as an ability to make use of mathematical skills, which enable an individual to cope with the practical mathematical demands of everyday life.

According to Breen and Chadlin (1989, as quoted by Hutton, 1992:223), there is a connection between language, literacy and social experience. In a social approach, numeracy, like literacy and language, is related to personal and social experience. According to Castle (1989, as quoted by Hutton, 1992:226), by using this approach learners develop communication and social skills, which can enable and empower them to take control over their own lives. The functional approach to numeracy recognises that there are different kinds of numeracy, but maintains that there is some basic level of competence which is required for effective functioning in society – not only on the basis of individual survival, but also for overall community development (Clarke, 1991). Both of these approaches were used during the Fundani programme. There are many courses which currently exist in South Africa, for both literacy and numeracy teaching. The approach for the development of such programmes is based upon what literacy and numeracy skills are going to be needed for.

2.2.8 The time factor and the choice of language of literacy instruction

UNESCO (2000) stresses that both the extension and the renovation of primary education and renewed efforts for out-of-school literacy work have to be pursued

if illiteracy in developing countries is to be eradicated. Compared with the primary school, adult literacy classes take place under difficult conditions. The adult learner is not obliged to attend literacy classes and can abandon them whenever he/she chooses. Furthermore, adult literacy students have duties and obligations, which are often in conflict with regular class attendance. The scheduled number of hours for adult literacy instruction is usually already much below the primary school schedule devoted to the acquisition of literacy and numeracy skills (Ryan,1985). Irregular attendance further reduces the already limited time for literacy instruction.

Broad knowledge of the spoken language is often the adult learner's major advantage over a child, when literacy is taught in the mother tongue. The complicated learning tasks involved in adult literacy acquisition in a non-literate environment increase if the medium of literacy teaching is a second language. Ryan (1985) further points out that the mother tongue is usually more relevant to a person's day-to-day life, in addition to being easier to learn.

Literacy programmes, together with appropriate life-skills programmes, are seen as a vehicle for development and empowerment (Department of Education, 2001). This type of training is dedicated to the development (within the individual) of appropriate self-management skills within social, vocational and community settings. By participating in literacy and life-skills programmes, participants can be expected to gain a sense of control over their lives and thus become empowered.

2.3 EMPOWERMENT

The next section aims to give a broad overview on the construct of empowerment. Firstly the concept of empowerment will be discussed as well as the different levels of empowerment. The review also includes some literature regarding literacy and empowerment and models of empowerment.

2.3.1 The concept of empowerment

Empowerment is a process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations. Empowerment is a construct shared by many disciplines such as community development, psychology, education, economics and studies of social movements and organisations. Rappaport (1984) notes that it is easy to define empowerment by its absence, but difficult to define it in action, as it takes on different forms in different people and contexts. Zimmerman (1995) agrees in that he argues that asserting a single definition contradicts the very concept of empowerment. Rappaport's (1995:6) definition of empowerment includes combining a sense of personal control with the ability to affect the behaviour of others, a focus on enhancing existing strengths in individuals or communities: *It is a sense of control over one's own life in personality, cognition, and motivation. It expresses itself at the level of feelings, at the level of ideas about self worth, at the level of being able to make a difference in the world around us. We all have it as a potential. It does not need to be purchased, nor is it a scarce commodity.*

Swanepoel (1997) argues that empowerment is linked to the sense of self which one develops and that it depends on whether one can even imagine long-term goals and whether one can develop skills to do the possible. According to Solomon (1976:19), empowerment is *a process whereby the worker engages in a set of activities with the client or client system that aims to reduce the powerlessness that has been created by negative valuations based on membership in a stigmatised group.* Solomon (1976) further describes powerlessness as the inability to manage emotions, skills, knowledge, or material resources in a way that effective performance in valued social roles will lead to personal gratification. Gillette and Ryan (1993:3) propose that power is a central concept in the helping process and suggests that self-esteem is to some extent an essential to human survival: *self-esteem depends particularly on the inclusion of a sense of power within self-concept.*

Empowerment is a multi-dimensional social process that helps people gain

control over their own lives. It is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important (Speer and Hughey, 1995). Empowerment as a dimension of development provides expanded opportunities for individuals and groups to participate and make their influence felt in economic and political transactions (Esman, 1991). This process to enable people to have greater control over their lives takes place on three levels, namely the personal level (micro level), the interpersonal level (interface) and the political (macro) level (Albertyn, 1995).

2.3.2 Levels of empowerment

From the literature it is evident that the concept of empowerment can be measured on three levels, namely the micro, interface and macro level. According to Albertyn (2000), the indicators are characterised by the following outcomes as indicated in table 2.3:

Table 2.3: The three levels of empowerment and their outcomes

EMPOWERMENT LEVELS		
Micro level (Outcomes)	Interface level (Outcomes)	Macro level (Outcomes)
Self-efficacy	Mutual respect	Belief in their ability
Self-confidence	Support	To take action
Positive self concept	Caring	To effect change
Leadership	Assertiveness	Critical reflection
Coping skills	Making a difference	Aware of rights
Sense of agency		Problem solving
Personal responsibility		Decision-making

Empowerment is a concept that is defined by individuals in a specific context. In the following section, each level of empowerment will be discussed in more detail.

2.3.2.1 *Micro level of empowerment*

Micro level empowerment refers to personal empowerment: the individual's sense or feelings of control over their specific environment, having control over the direction of their own lives (Albertyn, 1995:13). Tamasane (1998) describes empowerment on the micro level as the development of a personal feeling of increased power or control without an actual change in structural arrangements. An individual will experience a change in attitude, be more proactive and believe that it is possible to achieve success. This more productive activity may lead to mastering different skills that may lead to better paid work.

According to Swanepoel (1997) dignity is enhanced when people become self-reliant, self-sufficient and capable of organising themselves. In other words, dignity grows as people fulfil their potential (Gran, 1983:327). People must progress in realising their inner potential while working to fulfil their physical needs (Swanepoel, 1997). Stromquist (1988) notes that individuals involved in productive activity will have greater financial independence and empowerment. This relates to the indicators on the micro level such as self-efficacy, positive self-confidence and coping skills.

2.3.2.2 *Interface level of empowerment*

The interface level of empowerment is characterised by the ability to act collectively to solve problems and influence conditions immediately affecting the individual (Albertyn, 1995:14). Zimmerman (1995) agrees that community organisation and mutual support are interface-level indicators. There is greater participation in community matters as people learn to work in a group. Skills such as problem-solving and decision-making skills empower individuals to exert greater influence over their own lives as well as over family and community affairs. Swanepoel (1997) relates community development to people working together and gaining other skills during the process.

2.3.2.3 Macro level of empowerment

This level of empowerment involves the individual's power to effect political, economic or social changes in his/her immediate environment by means of consciousness-raising and participation (Albertyn, 1995). The individual thus understands society and his/her role in it. The new literate should be further enabled to exercise his/her civic rights and responsibilities. Tamasane (1998) specifies that empowerment at this level involves an increase in the individual's power to effect political, economic and social change in his/her immediate environment by means of participation and the ability to manage these changes.

2.3.3 Measuring empowerment

Albertyn (2000) developed a standardised questionnaire to ascertain empowerment outcomes evident in individuals. The measuring instrument developed by Albertyn (2000) was used during this study. Data (the questionnaire) was collected during structured interviews. The instrument is a valid and reliable measuring tool providing statistical information and quantifies the state and changes that occur in the individual. In this way, the growth in the individual and quality of empowerment is measured. Cadena (1991:67) argues that once an empowerment intervention has been implemented, the facilitator needs to evaluate the effect of the programme in terms of the aim of empowering the target group.

2.3.4 Literacy and empowerment

Empowerment through education (also referred to as transformative learning) can involve literacy, adult education, vocational training programmes, or workshops. Mezirow (1990:16) further defines transformative learning as *the process of learning through critical self-reflection, which results in the*

reformulation of a perspective to allow a more inclusive, discriminating, and integrative understanding of one's experience. Tamasane (1998) stresses that through educational programmes, people develop critical thinking; knowledge and skills that enhance the empowerment process. The process of dialogue and critical thinking leads to action and empowerment as learners shape their own lives.

Bhola (1994:160) argues that empowerment at the individual level is necessary, but not enough. This is because empowerment at the individual level may be merely a psychological *feel good* phenomenon. If structures do not change at the same time, individual empowerment may mean nothing. Literacy programmes should therefore work towards empowerment at an individual and community level. Irrespective of objectives and other ideologies, literacy work should be permitted and promoted. By eliminating an obstacle (such as low levels of literacy) to development, it will indirectly help to improve living and working conditions (UNESCO, 1994:7), allowing individuals to take more control over their lives.

2.3.5 Models of empowerment

Numerous models of empowerment are proposed by different authors, among others, Kieffer (1984), who developed a model of the empowerment process to indicate the phases that are necessary in the process of empowerment, namely:

- Era of entry: The individual's participation in the process is of an exploratory nature, while at the same time power structures are being "demystified".
- Era of advancement: The individual becomes more involved in peer group activities. The individual participates in mutually supportive problem solving and action and starts developing a critical understanding of a situation.
- Era of incorporation: The individual confronts institutional barriers and develops other skills in the process.
- Era of commitment: In this stage, the individual integrates the newly-acquired knowledge into the reality of everyday life.

Although his model is similar in process, Hopson (1981), argues that there are five phases of the empowerment process namely:

Phase 1: Awareness

The individuals become aware of themselves and others. The individuals are subject to and react to their upbringing, daily events and social changes.

Phase 2: Goals

Individuals take charge of their own lives by exploring their values and developing commitments. After reflection the individual is challenged to act.

Phase 3: Values

During this phase, the individual chooses freely from alternatives after weighing consequences of alternatives.

Phase 4: Life skills

During this phase, alternatives are taken further and skills must be developed so that they can be translated into action.

Phase 5: Information

Information (whether internal or external) is a source for awareness of self and the surrounding world.

It is evident that although the two models, those of Kieffer (1984) and Hopson (1981) are different, the phases often occur simultaneously or more or less in the same order. Firstly, both models indicate an idea of "becoming aware" during the first stages. This is followed by developing knowledge and skills and finally translated into action. The eventual outcome for both models includes participation and critical reflection.

From the discussion, it is clear that participation by individuals in educational programmes will affect the community at large. At the core of development lies the role of people. One of the aims of empowerment and development is to

improve the living conditions of communities in their totality, i.e. economically, socially and culturally. The aim is that the improvement of levels of learning must be visible, that the individuals must, in their personal lives, be better able to achieve their ideals as well as to contribute and associate more meaningfully in their community and even on a national level.

2.4 COMMUNITY EDUCATION/DEVELOPMENT

2.4.1 Community education and literacy

Community education can be seen as a constantly evolving process of interaction between the needs of people and the educational resources of the community, a process to which fixed boundaries cannot be set. The word “community”, when applied to education, generally suggests something that is desirable, accessible and locally based. It also implies an approach that is cross-sectoral and more holistic than formal education. Caudry (1985, as quoted by McGivney, 2001:27) refers to community education as *a blurring of boundaries between educational establishments and their surrounding communities, as well as between teachers and students*. Jeppe (1985:36) points out that a large percentage of South Africans live in rural areas where educational and literacy standards are low. The major contribution that community education can make is in the field of informal learning by means of adult education and educating the large number of early school drop-outs or those never attending school. According to McGivney (2001:3), community education and informal learning share characteristics in that they are usually

- offered in informal local venues;
- low cost or free of charge;
- negotiated with learners;
- tailored to group or individual needs; and
- attractive to those who traditionally have not participated in school education or those with few qualifications.

These features characterise the course of this research study. Community education tends to be linked with the culture and needs of the community in which it is located. Community education fosters the development of a self-directed learner identity among participants. The self-directed learner identity often includes increased self-esteem, empowerment, optimism and hope. Community education seeks to empower and encourage a learner identity in men and women, which fosters and satisfies their *technical, practical and emancipatory interests* (Habermas, 1972:310).

As a result of the low level of education of adults particularly in the rural areas of South Africa, the informal education of children in their homes is of poor standard (Jeppe, 1985). By means of adult literacy classes and general adult education, community education can contribute in a meaningful way to improve not only the educational level of adults, but as a result also to enhance the informal educational background of children in their homes, and in that way prepare them better for formal education which in turn may assist to raise the standards of formal education, particularly at the primary school level.

Another way in which community education may broaden formal educational facilities, is to use the school as a community learning centre after school hours for either formal or non-formal education and training of adults. The use of the school for purposes such as adult literacy classes, life skills training, discussion and study groups, and club activities are in themselves most important. A further very important result may be that the school and its educational activities are accepted and appreciated in the community as a whole, which may eliminate negative attitudes towards the school and/or education on the part of the adults.

According to Cotfield (1999, as quoted by McGivney, 2001:12), there has been a revival of interest in informal learning and education in communities and recognition of its value to both individuals and to society. Learning contributes to social cohesion and fosters a sense of belonging, responsibility and identity. In communities affected by rapid economic change, learning builds capacity to respond to this change.

2.4.2 Development

Rogers (1992:84) equates development to an intervention, a deliberate act, designed to influence society or the local community and so arranged as to lead to certain desired results. Like adult education, which builds on, but also intervenes in the natural and continuing process of learning in order to give it direction and purpose, development builds on but intervenes in the natural and continuing process of individuals and society. The purpose of development-intervention is to help to achieve a better life. Rogers (1992:87) states: *Literacy education is not just a question of acquiring competencies, for the illiterates do not aspire to literacy but to becoming more capable, autonomous and therefore freer.*

According to Jeppe (1985), development is economic growth plus socio-economic change. Within the South African context, the basic aim of development is to motivate local communities, by mobilising self-help efforts, to substantially contribute to their overall economic, social and cultural development on the grounds of the needs (felt-needs) of such communities. As with this research study, development is educative in that the community felt a need to become more self-reliant by acquiring the relevant attitudes, knowledge and skills. The underlying important development contribution of community development is through adult education and literacy education.

2.4.3 Community development

Community development aims to increase human capacity and empower people by means of organised groups of people working together to control decisions, projects, programmes and policies that affect the community (Rubin and Rubin, 1986:5; Albertyn, 1995:20). Community development can be a major contributing strategy for integrated rural development (Department of Education, 1995), integrating skills and training into communities. According to Bhola (1994), literacy means the development of individual men and women, and it brings

development to communities.

Without a need or the perception of a need, community development cannot take place. Needs identification is a prerequisite for action; as a first step before a project commences (Swanepoel, 1997:42-43). Community development is not the action of an individual or of a few individuals, but a collective activity of a group of individuals sharing a mutual interest. The learning process is enhanced because the same people are involved throughout. Kent (1984 as quoted by Kirsch and Jungeblut, 1986:316) proposes that people's power is realised by groups working together. Swanepoel (1997:13) points out that community development *... is a collective activity in that a group of people sharing a mutual interest, sentiment or concern, act together and in concert*. According to Clarke (1991:102-103), the keyword is "collective" – collective action, which may lead to small successes: *But such minor successes can instill great confidence in the poor, confidence which, if skillfully channeled quickly leads to ambitions of tackling much bigger problems through their new-found weapon of collective action*. This was certainly one of the outcomes of the Fundani literacy programme, where the participants clearly expressed the need to continue their studies and to progress to the next level.

2.4.4 Farming communities

Traditionally, within South Africa, the primary rural employment has been in agriculture. In South Africa, between 1970 and 1998, jobs requiring a great degree of skill have increased by nearly 20,0%. Traditionally "unskilled" jobs similarly have come under pressure as labour requires a more "skilled" labourer (Department of Labour, 2002). Within this context, farming activities and the number of people employed in agriculture have been significantly reduced (PAETA, 2001). Technological developments and dramatic changes in the accessibility of information have led to a demand for higher skills. Within South Africa, levels of literacy and other skills among farmworkers are low, and rural farming communities today are characterised by pervasive degrading poverty

and other social problems (Human Rights Commission Report on Farm Schools, 2001). These problems could impact on health, quality of family life, and social and economic life, which ultimately prevent effective human development. Bhola (1994:40) asserts that literacy strengthens human capacity, whereby individuals become more productive. Individuals as well as members of families, of whatever shape and size, need their own experience of life and family life to be valued and enriched. The value of family learning and in particular the positive effects of parental involvement, can play a major role in transforming society in South Africa.

2.4.5 Family learning

In the last few years there has been plenty of evidence that many people who struggle with reading and writing also had parents who had problems with literacy (Western Cape Education Department, 2001). According to Stich (1982), parents who have a reading and writing problem find it more difficult to help their children become competent readers and writers.

Literacy is seen as a social process. Illiterate parents cannot teach the value of being literate to children. The children grow up in an environment where literacy is not deemed important, thus the cycle of illiteracy may continue. However, should parents become involved in programmes to develop themselves and learn with their children, the opposite could happen, and parents and children could learn and grow together. Family learning is aimed at both child and adult, where literacy or other life skills are taught to both parents and children. The two can then inspire, encourage and strengthen each other.

Learning in the family and community is valuable for a number of reasons. Both represent an important context for learning where people can respond to their immediate circumstances. Secondly, both home and community can provide an important stimulus to learning. One of the reasons why adults attend literacy classes is to help children with homework, and through such initiatives, family

literacy is developed.

Literacy and numeracy can be regarded as crucial to personal and social development. Through family learning it is possible to improve personal communication skills, listening and assertiveness (Fryer, 1997). Campbell (1992) further identified a number of characteristics of the family which encourages learning. Such a family has:

- a feeling of control over their lives;
- a frequent communication of high expectations to children;
- a family dream of success for the future;
- a recognition of hard work as a key to success;
- an active, not sedentary, lifestyle;
- a perception of the family as a mutual support system and problem-solving unit;
- an adherence to clearly understand household rules, consistently enforced ;
and
- frequent contact with teachers.

Nichols (1991:45) comments: *When literacy becomes a family affair, the challenges for all concerned may be formidable – but the rewards immeasurable.* Family literacy programmes known as demonstration programmes were launched in the United Kingdom with relative success during the 1990s and these programmes aimed to improve:

- the literacy skills of parents;
- the parents' ability to help their children with the early stages of learning to read and write; and
- young children's acquisition of reading and writing skills.

Throughout the Fundani literacy programme, parents were being made aware of the greater role that education can play in their own development and that of their children. It is envisaged that a family literacy programme would be implemented once the initial programme research is completed. The target group for the

envisaged family learning programme would be the participants in the initial Fundani programme (on which the research is based). By doing this, the focus would shift to teaching literacy to families rather than to an individual parent or youth who cannot read and write. As with any programme that is implemented, such a programme needs to be evaluated.

2.5 CONCLUSION

This chapter has given an overview of the concepts relating to this study and although they are different concepts, all are interrelated in this study. Literacy can be viewed from multiple perspectives. Similarly the concept of empowerment can be viewed from different aspects.

Communities also have a large role to play within South Africa to bring about effective change. In a global, changing society, new skills need to be acquired and individuals need to gain understanding of changing events in order to gain a higher degree of control over their lives (Mezirow, 1990:3). The next chapter describes the approach and steps/methods taken in order to evaluate the Fundani programme in a semi-rural community.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and research methodology. A research design declares and explains one's approach, whereas the research methodology focuses on the steps or methods used for data generation, data collection, data analysis, data interpretation and data presentation.

The research design is programme evaluation. In this study, programme evaluation, also known as evaluation research, focuses on empowerment evaluation. Empowerment evaluation is the use of evaluation concepts, techniques and findings to foster improvement and self-determination (Mouton, 2001:161). In the next section, the research design will be explained.

3.2 RESEARCH DESIGN

A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. The following concepts will be discussed as part of the research design: research paradigms, interpretive paradigms/approach and programme evaluation.

3.2.1 Research paradigms

In developing a research design, the researcher must make a series of decisions,

one of which being the theoretical paradigm informing the research. Kuhn (in Sarantakos, 1998:32) defines a paradigm as “a set of beliefs, values and techniques which is shared by members of a scientific community, and which acts as a guide or map, dictating the kinds of problems scientists should address and the types of explanations that are acceptable to them”. Paradigms act as perspectives that provide a rationale for the research and commit the researcher to particular methods of data collection, observation and interpretation. This research will be conducted within the interpretive paradigm.

3.2.2 Interpretive paradigm/approach

Interpretive evaluation designs draw on the research traditions of participant observation, according to Denzin (1995, as quoted by Terre Blanche and Durrheim, 1999:214), qualitative interviewing and analysis, according to Patton (1993, as quoted by Terre Blanche and Durrheim, 1999:214) and multi-method approaches involving triangulation between different investigators, methodologies, data sources, time frames and levels of human interaction, according to Cook (1991, as quoted by Terre Blanche and Durrheim, 1999:215). It is argued that both subjectivity (being able to identify with the subjects) and reflexivity (the examination of the researcher’s role) are necessary for valid interpretation. Without being personally involved and drawn into the world of others, it would be impossible to develop understanding of social life and discover how people create meaning in natural settings; and without this type of understanding it would be impossible to evaluate a programme.

The strength of interpretive approaches lies in the prolonged engagement of the evaluator with the programme, the breadth of data that is considered to be relevant to the evaluation, the ability of the evaluator to progressively focus on a variety of issues relevant to the development of the programme, as well as the flexibility to incorporate issues into the evaluation design (Terre Blanche and Durrheim, 1999). Programme evaluation as a chosen design is explained in the next section.

3.3 PROGRAMME EVALUATION

3.3.1 Introduction

According to Mouton (1999), programme evaluation is a highly specialised area of applied social science research. Rossi and Freeman (1993:4) state that *programme evaluation is the use of social research procedures to systematically investigate the effectiveness of social intervention programmes*. More specifically, evaluation researchers (evaluators) use social research methods to study, appraise, and help improve social programmes in all their important aspects, including the diagnosis of social problems they address, their conceptualisation and design, their outcomes and their efficiency. Individual evaluation studies, and the accumulation of knowledge from many such studies, can make a vital contribution to informed social action aimed at improving the human condition.

According to Astin (1993), educational and other institutions should regularly evaluate the quality of education programmes provided to students as well as special services such as enrichment and literacy programmes. Swanepoel (1997) also stresses the necessity of evaluating social and other developmental programmes. Essentially, programme evaluation activities contribute to the provision of quality services to people in need.

3.3.2 Types of evaluation

The primary goals of programme evaluation, also called evaluation research, can be met using a number of different types of programme evaluations. The major ones, which involve studies of need, process, outcome and efficiency (Posavac and Carey, 1997:7), are discussed below.

- ▶ **The evaluation of need:** An evaluation of need seeks to identify and measure the level of unmet needs within a community. According to Posavac and Carey (1997), assessing unmet needs is the first step before any effective planning can begin. The researcher can then determine whether the target group's need is in line with the proposed programme or intervention and whether the programme matches the needs of the people to be served. As part of the assessment of need, evaluators may examine the socio-economic profile of the community and the level of social problems within the community. Through close contact with participants, residents and local leaders, evaluators can determine which aspects of a programme are likely to be useful and which might be unacceptable.

- ▶ **The evaluation of process:** This involves documenting the extent to which implementation has taken place, the nature of the people being served, and the degree to which the programme operates as expected. Evaluations of process involve checking on the assumptions made while the programme was being planned (Posavac and Carey, 1997; Rossi and Freeman, 1993).

- ▶ **The evaluation of outcome:** If a study of implementation shows that a programme has been implemented well and that the people seek its services, an assessment of the outcome of the programme may become a focus for evaluation. An evaluation of outcome can take on several levels of complexity. The most elementary level concerns the condition of those who have received services and whether programme recipients are performing well (Posavac and Carey, 1997).

- ▶ **The evaluation of efficiency:** When a programme has helped participants, they must also deal with the question of cost. Efficiency can be assessed in a straightforward manner by means of a cost-effectiveness analysis (Posavac and Carey, 1997).

This study will focus on the evaluation of outcome, more specifically empowerment evaluation and findings to foster improvement and self-determination. There is a logical sequence to these four general types of evaluations. Without measuring need, planning cannot be rational; without effective implementation, good outcomes cannot be expected; and without achieving good outcomes, there is no reason to worry about efficiency.

3.3.3 Purpose of evaluation

There is only one overall purpose for programme evaluation activities: contributing to the provision of quality services to people in need. Knowles (1980) argues that there is a difference between the purpose of the improvement of organisational performance and the improvement of an educational programme. According to Rossi and Freeman (1993), the principal purpose of programme evaluation is to provide valid findings about the effectiveness of social programmes to those persons with responsibilities or interests related to their creation, continuation, or improvement. Posavac and Carey (1997:6) agree with these authors in that programme evaluation contributes to quality services by providing feedback from programme activities and outcomes to those who can make changes in programmes or who decide which services are to be offered. Other purposes for conducting programme evaluation are:

- the fulfilment of the requirements for accreditation;
- choosing among possible programmes;
- assisting in programme development and improvement; and
- learning about unintended effects of the programme.

Although tools useful in programme evaluation apply to evaluations carried out at all levels, there are considerable differences between national-level programmes and the evaluation of a small-scale literacy programme aimed at improving a socio-economic condition within a specific community.

3.3.4 Social intervention programmes

According to Rossi and Freeman (1993) a social programme is a planned, organised and usually ongoing set of activities carried out for the purpose of improving some social condition. A social programme is thus a response to a social need, usually through the provision of human services. Evaluation can be described as investigating the effectiveness of social programmes and to what extent they contribute to improving social conditions. Programme evaluation provides answers in that it answers questions about what the programme is doing and whether it is worth doing.

A most beneficial result of social intervention programmes is the beneficial results of participation. According to Jeppe (1985), these types of programmes give recognition to individuals and groups, and achievement leads to the development of a new self-image or identity. The individual develops a new sense of personal worth, feels his/her own importance enhanced, recognises the possibilities of changing personal and improved living conditions and develops a more positive commitment to the future.

The literacy programme on which this research is based was initiated to motivate and empower individuals to continue learning and to develop new skills. The researcher was given the opportunity to evaluate, re-plan, and adjust, thus opening channels to do fieldwork. The procedure of this study is described according to the sequence of the different phases: gaining access to the field, procedure for data collection and data analysis.

3.4 RESEARCH METHODOLOGY

3.4.1 Introduction

Research methodology focuses on the steps or methods for data generation,

data collection, data analysis and interpretation and data presentation (Mouton, 2001). The methodology specifies how the researcher may go about practically studying whatever he or she believes can be known. The following section will explain how the data was generated and collected and how it was analysed.

3.4.2 Data generation and collection

3.4.2.1 Gaining access to the research field

Attie Van Wyk Primary School is situated in the northern rural area of Durbanville. This farm school draws pupils from 10 surrounding farms, that stretch from Diemersdal and Phisantekraal in the south to Oortmanspost in the north. The farm school falls under the jurisdiction of the Western Cape Education Department.

The parents of most of the children attending the school are made up of farm labourers from the 10 surrounding farms. Part of the mission and vision of the school is to include the parents (among whom the illiteracy rates are high) and other adults on the farms, to become part of the *whole school development programme*. The school is centrally located and accessible to all the farms.

With this in mind, a literacy initiative was launched. This literacy initiative was also a community project, developed out of an awareness of illiteracy among parents, by school principal, Mr. Clive Jacobs. Part of the mission and vision of the school is to affect the greater community and that the school should become a community learning centre.

The researcher approached the school to assist with the implementation of a literacy programme. After several meetings with the governing body of the school and farm owners, a mandate was given to implement the literacy programme. Hammersley and Atkinson (1995:34) advise that a researcher should gain permission from the gatekeepers before entering a community for research. The

first step in the process was to identify the needs among the relevant role-players.

3.4.2.2 Identifying needs

According to Posavac and Carey (1997) assessing unmet needs is a basic first step before any programme can begin. A needs assessment was conducted among the parents and other adults on the 10 farms from which the Attie van Wyk Primary School draw their pupils. The farms on which the needs assessment was conducted were:

- Adderley
- Alexandrie
- Altona
- Diemersdal
- Kuiperskraal
- Phisantekraal
- Sondagsfontein
- Spes Bona
- Vrymansfontein
- Welgegund

According to De Beer and Swanepoel (1998) a needs assessment is conducted soon after making initial contact. This assessment concentrated on learner information and the individual need for literacy. In total, 40 people from the different farms were involved in the needs analysis. Learners were then grouped according to their level of literacy. This is also better known as placement of learners.

Questionnaires were constructed and used as instruments to source information while assessing needs. This happened during semi-structured interviews. The questions (see appendix A) were asked verbally and then recorded by the

researcher, the reason being that most of the participants were illiterate. The outcomes of the needs assessment are discussed in par. 4.2.

3.4.2.3 Selection of the study group

The study group consisted of 13 persons from the 10 surrounding farms. From the initial needs analysis (see appendix A), it was concluded that these people had either no formal schooling or very little formal schooling.

The persons who embarked on the Fundani literacy programme became participants by choice. Collins (1999) describes voluntary participation or enrolment as a sample of availability or convenience. The study is a unique experience and context.

3.4.2.4 Procedure for data collection

The use of multiple methods of collecting data is called methodological triangulation or triad (Walker, 1990). A combination of dissimilar methods such as interviews, observations and physical evidence was used in this study. Data can be dichotomised into quantitative and qualitative data. This research made use of both qualitative and quantitative data. Data conveyed through words has been labelled qualitative, whereas data conveyed in number is labelled quantitative. Merriam (1988:67) describes qualitative data as consisting of detailed descriptions of situations, events, people, interactions, observed behaviours and direct quotations from people about their experiences, attitudes, beliefs and thoughts.

According to Mouton (2001) one of the strengths of qualitative methods is the establishing of rapport and trust with research subjects. There is also high construct validity and one is given insider perspective. Construct validity of a measure involves both a theoretical and an empirical task of determining the

extent to which it is theoretically associated (Terre Blanche and Durrheim, 1999:87), whereas an insider perspective refers to the researcher understanding what makes the world meaningful to the research subjects. Mouton (2001) further identifies sources of error associated with this type of inquiry, as observer and interviewer bias, as well as lack of rigorous control (no control group).

The qualitative research techniques that were used were interviewing, a fieldwork diary and participant observation. Interviews during the research took the form of open conversations with the participants of the Fundani literacy programme, around particular topics. The fieldwork diary (see appendix C) used by the researcher was a day-to-day record of events, work and observations kept by the researcher. Participant observation requires the researcher to immerse him/herself in the place, the societies he/she is studying. The researcher visited all the participants at their homes and tried to empathise with their way of looking at and interpreting their world. Mouton (2001) emphasises that note taking should be rigorous and one is required to constantly test impressions and ideas.

With regard to quantitative techniques, Babbie (2001) and Nichols (1991:26) agree that the four primary means for collecting data are through observations, questionnaires, structured interviews and the use of secondary data. Although observations are used for both quantitative and qualitative data, they can provide a straightforward and seemingly accurate means of collecting data. According to Walker (1990) a questionnaire is a scientific instrument for measuring and collecting different kinds of information. Questionnaires are the most common means for collecting quantitative data, as was the case during the research. Seeing that the participants could neither read nor write, the questionnaire was used (applied) during structured interviews, whereby the researcher asked the questions in the questionnaire. The responses were then recorded by the researcher. According to De Vaus (1991), collecting secondary data is standard practice for doing fieldwork in Africa, whether the researcher undertakes primarily quantitative or qualitative data collection. The range of secondary data is enormous, as with this specific research, local newspapers were a source of secondary data (see Appendix D). Even when the published data is not directly

applicable it is often useful to understand the context of a more narrowly defined research topic. Such data can be used to supplement or triangulate one's own primary research data.

3.4.2.5 *Measurement of empowerment status*

Data on the empowerment status of the participants was collected by using a standardised questionnaire (Albertyn, 2000). This measurement was applied as a pre-test, post-test and post-post test. The questionnaire measured empowerment on three levels, namely the micro (personal) level, interface (interpersonal) level and macro (socio-political) level. The questionnaire was developed by means of a dendrogram. A dendrogram provides an ambiguous representation of clusters (Terre Blanche and Durrheim, 1999:361). The micro, interface and macro levels used in the questionnaire, were then analysed according to the empowerment indicators identified in the literature.

The participants completed the questionnaire on three occasions. Due to the fact that the participants were illiterate, the questions in the questionnaire, were asked verbally by the researcher during semi-structured interviews. Each participant had to answer all the questions as a pre-test before starting the Fundani literacy programme. This was conducted during the first week in November, 2001. Then all of the participants answered the questionnaire as a post-test at the end of the Fundani programme in November, 2002. Lastly, the participants answered the questionnaire three months later, in March 2003, as a post-post test. Consent was given by the overseer of the project (the school principal), as well as each participant, to have the questionnaire (measuring empowerment) applied to each participant. Before embarking on the research, the researcher explained what the research was about and provided an opportunity for the participants to ask questions about the research at any time. The purpose of the questionnaire was explained to each participant and the researcher emphasised the fact that it was not a test of knowledge and that there were no right or wrong answers. The same procedure was followed at the pre-

test, the post-test and the post-post test.

The pre-test scores of the participants represented the baseline measure against which the post-test and post-post test scores were measured to determine the change in level of empowerment of each individual. The reliability and validity of the questionnaire that measured the empowerment status had already been proven in previous research (Albertyn, 1995). According to Mouton (2001:102) this improves the validity of the instrumentation.

Each individual's scores were compiled separately. The same was done for the group as a whole. The empowerment status of each individual was measured longitudinally over a period of time. Longitudinal studies (also called diachronic research) involve the observation of units of analysis (in this case the participants) over a period of time. The aim is to determine changes in the properties of the participants over time.

3.4.2.6 *Measurement of literacy and numeracy*

The Fundani programme was used as programme material to facilitate learning. The Fundani programme takes 100 hours to complete. Learners attended lessons every Tuesday night for two hours. The Fundani programme consists of a pre-course assessment and short tests at the end of each module. At the end of the programme, a formal test was written. The learner's kit contained two illustrated workbooks and three readers.

Literacy and numeracy skill was evaluated by means of a formal test at the end of the Fundani programme. The stated outcomes, among others included:

- to read and write information about themselves and others, such as name, address, work;
- to perform simple addition and subtraction;
- to understand and use dates; and
- to read a newspaper in their mother tongue.

A third form (the other two being formal and informal evaluation) of evaluation is called monitoring. Monitoring can be expected to verify that a programme stays effective and to isolate problems that occur during a programme.

3.4.2.7 *Monitoring of implementation*

Monitoring is a crucial aspect of programme evaluation as it keeps track of activities. Posavac and Carey (1997) argue that there is much value in monitoring the process of providing a product or service, and not just the final outcome. Programme planners and evaluators are encouraged to apply the principle of monitoring to programme evaluation. The process of implementing the programme was monitored through participant observation.

According to Bhola (1994), programme monitoring can take various forms such as informal tests and interviews with learners. Within this context, the researcher constantly administered short tests of reading, writing and functional knowledge, thereby keeping a record of rates of learning and of achievement of learners. These examples are attached as appendix B.

The researcher kept a fieldwork diary. This diary included qualitative remarks on the conduct of the class, such as the present morale of the learners and their level of motivation. The researcher wrote field notes during all the contact with the participants. Informal interviews were also conducted with the learners. These examples are included as appendix C.

Interviews were conducted to engage the research subjects in conversation in which the researcher encouraged them to relate in their own terms, the experiences and attitudes that were relevant to the issue under investigation. It afforded the researcher an opportunity to probe deeply and to explore dimensions of the areas under investigation (Albertyn, 2000). According to Hammersley and Atkinson (1995:176) notes from a field diary and informal tests can be triangulated with various different reports. During this research

observations/informal tests were triangulated with the field diary and the formal test written at the end of the programme, as validation of data. This is presented in figure 3.1.

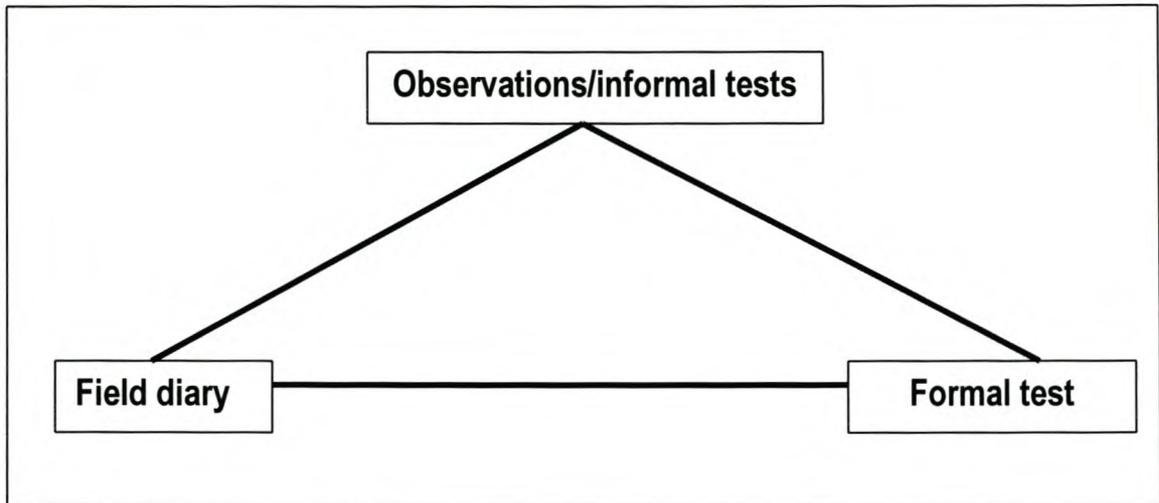


Figure 3.1: Validation of data

Interviews were conducted with four groups of participants. Open-ended questions were posed to randomly selected participants.

The first group consisted of a random sample of six participants who did not engage in the process at all. They formed part of the initial 40 participants who expressed interest in the Fundani literacy programme, but failed to arrive at the onset of the Fundani literacy programme. Only one question was posed to this group: “Hoekom het jy nie aan die program deelgeneem nie?” (Why did you not participate in the programme?)

The second group consisted of a random sample of three participants who dropped out early in the programme. They formed part of the 21 participants who engaged in the Fundani programme, but dropped out very early and did not make up the core group of 13. Only one question was posed to this group:

“Hoekom het jy opgehou?” (Why did you stop attending?)

The third group consisted of a random sample of three participants who attended the Fundani literacy programme, but did not complete the final test. They formed part of the nine individuals who attended, but did not complete the Fundani literacy programme. Two questions were posed to this group, namely:

1. "Hoekom het jy opgehou?" (Why did you stop attending?)
2. "Wat het die kursus vir jou beteken?" (What did the course mean to you?)

The fourth group consisted of the four individuals who completed the Fundani literacy programme. All four participants were interviewed. The following two questions were asked:

1. "Wat het dit vir jou beteken?" (What did all of this mean to you?)
2. "Hoe gebruik jy dit wat jy geleer het?" (How are you using/applying that which you've learnt? If so, what?)

This implies that if more than one method of measurement is used, the validity of the findings increases. In the next section, the analysis of data will be explained.

3.5 DATA ANALYSIS

3.5.1 Measurement of empowerment status

One of the research questions (1.2.2) posed, was the effect of the Fundani programme on empowerment. The data from the empowerment questionnaire was statistically analysed by a statistician (see appendix E: Declaration by statistician). This was done to validate findings and to ascertain whether the participants displayed a statistically significant improvement in their empowerment score. The data of the pre-test, post-test and post-post test was coded, and frequency tables were drawn up. A repeated measures ANOVA was used to test whether there were significant differences between the tests. A Bonferroni multiple comparison(s) procedure was carried out, and finally, a Bootstrap Repeated Measures Analysis was done to confirm the differences found. The data on each participant's pre-test, post-test and post-post test, as

well as the group as a whole, was described and summarised using tables and graphs.

3.5.2 Measurement of literacy and numeracy

Participants had to show evidence of application of their literacy and numeracy skills during the programme by writing short tests at the end of each module, as well as undergoing a formal examination at the end of the programme. As part of the literacy component, learners had to read and write information about themselves and others. They also had to read captions, signboards, newspaper headlines and a formal text as supplied in the Fundani literacy evaluation pack. As part of the numeracy component, participants had to perform simple addition and subtraction calculations. A pass mark of 50% was required for the literacy and numeracy component, and 50% for the reading component, totaling 100%.

The researcher also observed the participants closely over the 16-month research period. According to Mouton (2001) participant observation has high construct validity because it has its roots in the world of the subjects. McTaggart (1991) points out that the triangulation of observations and interpretations can provide validation for data. This implies the use of more than one method of measurement to increase validity of findings, as was done in this study. The researcher's field notes were triangulated with informal tests, participant observation and attendance at the formal test at the end of the programme (see figure 3.1).

3.5.3 Content analysis of individual interview after implementation of the programme

Most social research is based on interviewing and written texts. According to Krippendorff (1980, as quoted by Bauer, 2000:14), content analysis is *a research*

technique for making replicable and valid inferences from data to their context.

Content analysis often uses random sampling to select its materials (Bauer, 2000) and the sample size depends on the research problem. Coding and classifying the sampled materials is a constructive task that brings together the theory and the research material (Denzin and Lincoln, 1994). A coding frame is then constructed, allowing for systematic comparison. This is made up of a set of questions (codes) with which the coder (researcher) addresses the materials, and to which the coder reaches answers within a predefined set of alternatives (code values). The content analysis interprets the text only in the light of the coding frame, which constitutes a theoretical selection that embodies the research purpose (Denzin and Lincoln, 1994). A content analysis represents what is already a representation, binding the researcher to a research project (Bauer, 2000).

Open-ended questions, where the researcher or interviewer takes down verbatim what the informant says, require more attention at the analysis stage (Hall, 1996). The various responses to the question are grouped into a logical and orderly set of discrete categories. The answers from each question have to be written out so that all the answers to that question can be viewed together. Where the same words appear in different people's responses, one can be fairly confident in grouping the replies together. Hall (1996) cautions that simplifying the task of analysis may lead to losing some of the "richness" of information.

Pragmatically, the aim is to end up with a manageable set of categories which encapsulate the variety of responses found. Once the provisional categorisation has been applied to the questionnaire and one has produced a frequency count for the question, one finally has to review one's coding for the question to see if:

- it makes good sense (face validity);
- it is comprehensive (covers all responses); and
- it discriminates between responses (Hall, 1996).

3.6 DATA PRESENTATION

The data generated through the Fundani literacy programme is presented in tables and graphs. Data presented in chapter 4 will provide justification for further interpretation.

3.7 CONCLUSION

This chapter examined at programme evaluation, which is a highly specialized area of applied social science research. The type of programme evaluation that was considered suitable for this study is known as outcome evaluation. The literacy programme on which the research was based, needed to be evaluated to determine whether changes had taken place. The qualitative methods of gathering information as well as the qualitative steps or methods for data generation and data collection were discussed during this chapter. In the next chapter (chapter 4), data is presented, analysed and interpreted.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The presentation, analysis and interpretation of results provide the basis for this chapter. Presentation forms part of the general process of discussion and argument whereas analysis involves “breaking up” the data into manageable themes, patterns, trends and relationships. Finally, interpretation involves the synthesis of one’s data into a larger coherent whole (Mouton, 2001).

One of the limitations of the study was the high dropout rate of participants during the Fundani literacy programme. This seems to be normal, as most initiatives (within the South African context), have shown this tendency. During the initial needs analysis, 41 participants expressed interest in a literacy programme. At the formal launch of the Fundani literacy programme, there were only 21 participants, which constitutes a drop of 51,2%. During the first two weeks, eight participants dropped out, leaving 13 participants making up the core group. The Fundani literacy programme was conducted over a period of 12 months, and participants were required to write a formal test at the end of the programme. Of the core group of 13 participants, only four wrote the formal test at the end of the programme. This constitutes 30,7% of the core group of 13. In the following section, the procedure of the study is described according to the sequence of steps taken: identification of priority needs, description of the study group, results of the Fundani programme, results of the application of the status of the empowerment questionnaire and the individual results.

4.2 IDENTIFICATION OF PRIORITY NEEDS

The motivation for most of the adults wanting to attend literacy classes was social and economic. From the needs analysis (see appendix A), the following reasons were given for attending literacy classes (in order of importance):

- to read the Bible;
- to help children with their homework;
- to learn new skills;
- to write letters;
- to read the newspapers;
- to get a better job or more pay;
- to get a certificate or a qualification.

In the context of adult literacy in South Africa, the above needs imply that it is necessary to provide functional situations in which new literacy skills can be practised.

4.3 DESCRIPTION OF THE STUDY GROUP

The demography of 13 coloured farm labourers took into consideration gender, language spoken, age and last grade passed. The demographic data was used to provide a profile of the study group.

4.3.1 Gender composition of participants

The researcher sought to establish the composition of gender in order to ascertain differences in the responses between the genders. In table 4.1 the gender composition of participants is indicated.

Table 4.1: Gender composition of participants

	N	%
Male	3	23
Female	10	77
TOTAL	13	100

Of the total of 13 respondents, 10 (77%) were females and three (23%) were males. However, the male group was more stable in attendance and all three males completed the Fundani literacy programme, whereas only one female completed the programme.

4.3.2 Language of participants

As the Fundani literacy programme was written for mother tongue use, the language preference of the target group needed to be established. The response to this question is presented in table 4.2.

Table 4.2: Language of participants

	N	%
English	0	0
Afrikaans	13	100
Xhosa	0	0
Zulu	0	0
Other	0	0
TOTAL	13	100

The home language and language of preference of all the participants (13) was Afrikaans. Both the participants and facilitator (researcher), spoke and understood Afrikaans well.

4.3.3 Ages of participants

As lifelong learning is concerned with adult learners and learning throughout life, the diversity of age should be reflected. This is presented in table 4.3, which covers the different age categories.

Table 4.3: Age of participants

	N	%
19 or younger	0	0
20 - 29 years	0	0
30 - 39 years	5	38
40 - 49 years	3	23
50 - 59 years	4	31
60 years or older	1	8
No response	0	0
TOTAL	13	100

Table 4.3 indicates the range of age distribution. The age group 30-39 had the highest representation (38%) followed by the age group 50-59 (31%) and the age group 40-49 (23%). The age group 60 years and older had one participant.

4.3.4 Level of education

The Fundani literacy programme is aimed at participants who have low levels of education or are illiterate. In order to establish whether the target group fell into this category, the previous level of education of participants needed to be established. The results are presented in table 4.4.

Table 4.4: Level of education

	N	%
No schooling	7	54
Std 5 (Grade 7 or less)	6	46
Std 6 - 10 (Grade 8 - 12)	0	0
Diploma	0	0
Graduate	0	0
TOTAL	13	100

The Fundani programme proved to be relevant and appropriate to the study group, as 54% had no formal schooling and 46% had a low (up to Grade 7) level of education.

4.4 RESULTS OF THE FUNDANI PROGRAMME

The Fundani literacy programme is made up of informal tests at the end of each module together with a formal test at the end of the programme. The core group of 13 participants were exposed to the Fundani literacy programme over a period of 12 months. The formal test at the end of the programme determined whether the participant passed or not. Out of the core group of 13, only four participants (30,7%) wrote the final examination. The results are indicated in table 4.5.

Table 4.5: Results of the Fundani programme

NAME	LITERACY & NUMERACY (100)	READING (100)	TOTAL (%)
Respondent 1	98	65	82
Respondent 3	83	67	75
Respondent 2	60	68	64
Respondent 11	65	50	58

The participants who wrote the final test all passed, as the pass rate was 50%. The learning results are clearly illustrated in table 4.5. The highest score was an

overall percentage of 82% and the lowest score was 58%. As during observation, reading is clearly primary to any definition of literacy. Numeracy and document knowledge are supplementary to reading, as a skilled reader (ignorant of numeracy and document formats) will still obtain significant meaning from print. Most of the facilitator's concern was with those who did not read well and therefore needed added facilitation.

4.5 RESULTS OF THE APPLICATION OF THE STATUS OF THE EMPOWERMENT QUESTIONNAIRE

Data on the empowerment status of the participants was collected with the use of a standardised questionnaire (Albertyn, 2000). This measurement had a pre-test, post-test and post-post-test design. The participants were interviewed on three separate occasions. Structured interviews were used and answers to the questions statistically analysed.

The individual scores were measured at the pre-, post- and post-post test and the scores on each of the levels of empowerment are reflected in table 4.6.

Table 4.6: Individuals' scores on empowerment

Respondent	Test	Micro-level	Interface	Macro-level	Total
Respondent 1	Pre-test	68.94	80.00	59.62	69.67
	Post-test	72.73	76.67	65.38	72.13
	Post-post	58.33	60.00	67.31	60.66
Respondent 2	Pre-test	67.42	73.33	78.85	71.31
	Post-test	85.61	88.33	92.31	87.70
	Post-post	89.39	91.67	78.85	87.70
Respondent 3	Pre-test	45.45	48.33	53.85	47.95
	Post-test	52.27	60.00	61.54	56.15
	Post-post	69.70	63.33	61.54	66.39
Respondent 4	Pre-test	48.48	50.00	59.62	51.23
	Post-test	67.42	66.67	67.31	67.21
	Post-post	73.48	66.67	65.38	70.08
Respondent 5	Pre-test	44.70	46.67	59.62	48.36
	Post-test	52.27	60.00	61.54	56.15
	Post-post	67.42	66.67	67.31	67.21
Respondent 6	Pre-test	58.33	48.33	65.38	57.38
	Post-test	75.00	65.00	65.38	70.49
	Post-post	69.70	60.00	69.23	67.21
Respondent 7	Pre-test	59.09	48.33	63.46	57.38
	Post-test	65.91	55.00	61.54	62.30
	Post-post	62.12	61.67	63.46	62.30
Respondent 8	Pre-test	62.12	63.33	53.85	60.66
	Post-test	56.82	58.33	55.77	56.97
	Post-post	51.52	46.67	55.77	51.23
Respondent 9	Pre-test	58.33	48.33	61.54	56.56
	Post-test	66.67	68.33	59.62	65.57
	Post-post	62.12	58.33	53.85	59.43
Respondent 10	Pre-test	59.85	63.33	59.62	60.66
	Post-test	62.88	55.00	61.54	60.66
	Post-post	59.85	51.67	55.77	56.97
Respondent 11	Pre-test	57.58	68.33	61.54	61.07
	Post-test	56.82	53.33	57.69	56.15
	Post-post	56.06	55.00	63.46	57.38
Respondent 12	Pre-test	56.82	66.67	61.54	60.25
	Post-test	66.67	68.33	55.77	64.75
	Post-post	53.79	58.33	57.69	55.74
Respondent 13	Pre-test	61.36	60.00	61.54	61.07
	Post-test	57.58	53.33	57.69	56.56
	Post-post	59.09	50.00	57.69	56.56

The average scores for the total group (as represented in table 4.6) are presented in figure 4.1.

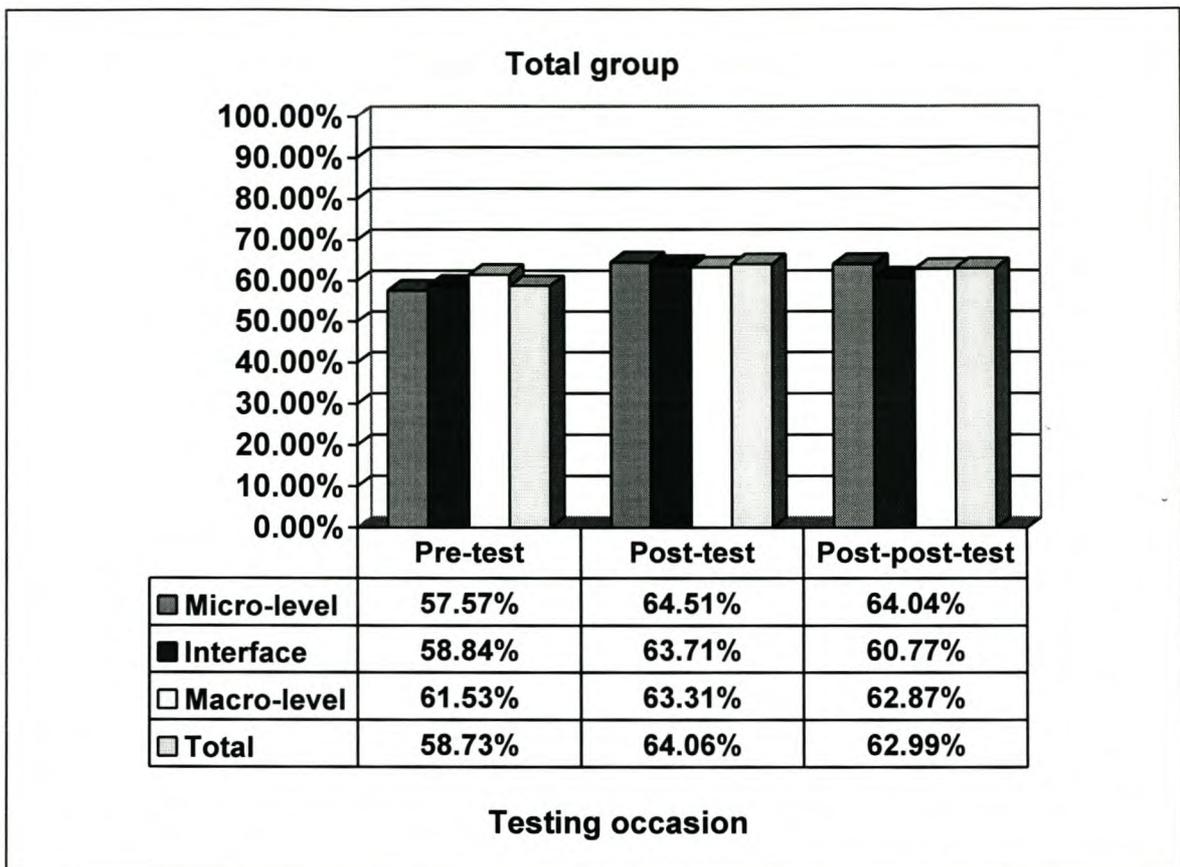


Figure 4.1: Average score of the status of empowerment for the group

The following section will give a broad-based interpretation of the empowerment status, whereas in 4.5.1 data will be validated/verified.

Figure 4.1 indicates that, prior to the course, the group was the most empowered on the macro-level (61.53%). The area that needed most attention was the micro-level (57.57%) followed by the interface level (58.84%).

The post-test scores reflect that the Fundani literacy programme addressed the areas where the individuals were the most vulnerable, which was at the macro-level. Their total score increased by 5.33% and on each level of empowerment there was an improvement in their scores. The greatest improvement was found on the micro-level where they had been the weakest prior to the course (improvement of 6.94%). On the interface level there was an improvement of 4.87% and on the macro-level there was an improvement of 1.78%.

When considering the post-post test, it is interesting to note that the score is higher than the pre-test, indicating a positive sustained effect on the empowerment status of the majority of the group. Seven participants had improved scores in both the post- and post-post-tests compared to the pre-tests. The greatest improvement was noted in two respondents where there was an improvement of 19% between the pre- and post-post-tests.

The post-post-test scores are slightly lower than those measured at the post-test, but this is explained in the literature (Knowles, 1980) as being normal. The direct impact of courses (interventions) is usually characterised by the *feel-good effect*. They have been together and have had a euphoric experience. This often settles as they return to their normal circumstances and are away from the group feeling. What is important is that they have improved when compared to the score before the course. The greatest improvement after three months (post-post) is on the micro-level and this was the area where they had the greatest need prior to the course. The intervention thus succeeded in increasing their sense of self-worth and this was sustained in the long term. The total score was still more than 4% higher after three months than before the intervention.

4.5.1 Validation/verification of data

The following section explains the methods used to validate/verify the data presented in table 4.5. The following descriptions do not endeavour to give mathematical justification, rather a general understanding of concepts used. If there are more than two samples, the complexity in tests on the sample requires a more specialised test. In this situation, the Analysis of Variance (ANOVA) was used. The test evaluates whether the differences between the three groups is greater than that which we could expect just by random sampling variation (Terre Blanche and Durrheim, 1999:344). Analysis of variance, in its simplest form, is a general procedure for isolating the sources of variability in a set of measurements. The purpose is to determine the extent to which the effect of an independent variable is a major component (Girden, 1992). During the study, the

researcher had to test the same group of individuals (a longitudinal study). The advantages of testing the same individuals throughout a study are that fewer subjects are required. A major disadvantage is the risk of attrition if participants require multiple tests. Should a participant no longer continue with the study, the significance of the data could be affected.

A repeated measures ANOVA was used to test the hypothesis that the means of pre-test, post-test and post-post-test are equal. This is presented in table 4.7.

Table 4.7: Repeated measures ANOVA

Source	Sum of Squares	df	Mean Sum of Squares	F-test	p-value
Micro-level	390.8	2	195.4	3.659	0.0410
Error	1281.9	24	53.4		
Interface-level	156.6	2	78.3	1.1191	0.34301
Error	1678.8	24	69.9		
Macro-level	22.1	2	11.1	0.775	0.47841
Error	342.7	24	14.3		

The p-values for the interface- and macro-levels were not smaller than 0.05. The p-value for the test on the micro-level, which is 0.0410, indicates that significant differences exist between tests on the micro-level. To further give an indication of which one of the three tests on micro-level (pre-, post- and post-post test) differ significantly from each other, a Bonferroni multiple comparison procedure was subsequently done. The Bonferroni multiple comparison procedure is a statistical method for proof for actual inequalities found. The Bonferroni test, based on participants' t statistic, adjusts the observed significance level for the fact that multiple comparisons are made. According to Galambos and Simonelli (1996:5), the Bonferroni multiple comparison procedure draws from the method of inclusion and exclusion to estimating significant level of confidence intervals for parameters. The Bonferroni and Tukey's honestly significant difference tests are commonly used multiple comparison tests. For a small number of pairs, Bonferroni is more powerful. This is demonstrated in table 4.8.

Table 4.8: Bonferroni multiple comparisons procedure

TESTS	Pre	Post	Post-post
	1.000	0.070383	0.100205

The Bonferroni multiple comparisons procedure revealed that a significant difference exists between the pre- and post-test ($p < 0.10$). Since normality, (which is a requirement of the repeated measures ANOVA as well as the Bonferroni test) could not be confirmed due to small sampling, a Bootstrap repeated measures analysis was done to confirm differences found in the Bonferroni test. The Bootstrap is a recently developed technique for making certain kinds of statistical inferences (Efron and Tibshirani, 1993:17). It requires modern computer power to simplify the often intricate calculation of traditional statistical theory. The bootstrap does not work in isolation but is rather applied to a wide variety of statistical procedure. This is demonstrated in table 4.9.

Table 4.9: Bootstrap Repeated Measures Analysis

Differences	p-value
Pre- and post-test	0.00001
Pre- and post-post	0.057

The difference found between the pre-test and post-test, was confirmed with the Bootstrap repeated measure analysis ($p = 0.00001$) (Efron and Tibshirani, 1993).

4.6 INDIVIDUAL RESULTS

In the following section the graphs represent the individuals' scores on the three levels of empowerment at the pre-, post- and post-post-testing occasion. In 4.6.1, the results of the four participants who completed the course will be looked at, and in 4.6.2 those of the participants who did not complete the Fundani programme.

4.6.1 Individuals who completed the Fundani programme

In the following section the results of the four participants who completed the programme will be presented and discussed. The result for each participant will be interpreted as qualitative interviews were conducted with each of the participants who completed the Fundani programme.

Respondent 1

In the following figure, the data of the changes in empowerment status is presented and will be discussed.

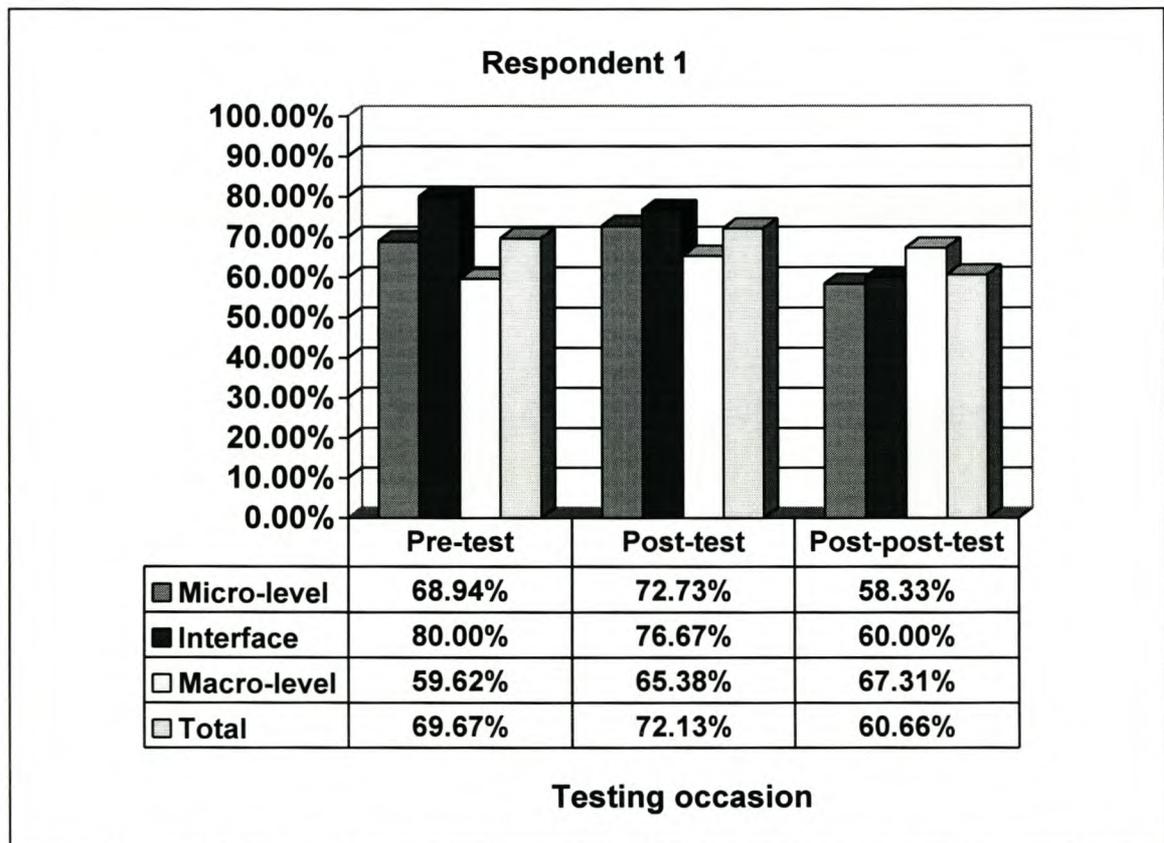


Figure 4.2: Graphic representation of the empowerment status of Respondent 1

Figure 4.2 indicates that respondent 1 showed an improvement of 2,46% in total score from pre-test to post-test, but a decline of 11,47% from post-test to post-

post-test. On the micro-level, there was an increase of 3,79% from pre-test to post-test, but a decline of 14,4% from post-test to post-post-test. On the interface-level, there was a decline of 3,3% between pre-test and post-test, and a decline of 16.67% from post-test to post-post-test. On the macro-level, there was an increase of 5,76% from pre-test to post-test, and a further increase of 1,93% from post-test to post-post-test.

Respondent 1 made the most of every learning opportunity and was a leader among the other participants. This could explain the improvement from pre-test to post-test in the total score.

Respondent 2

In the following figure (figure 4.3), the data of the changes in empowerment status is presented and will be discussed.

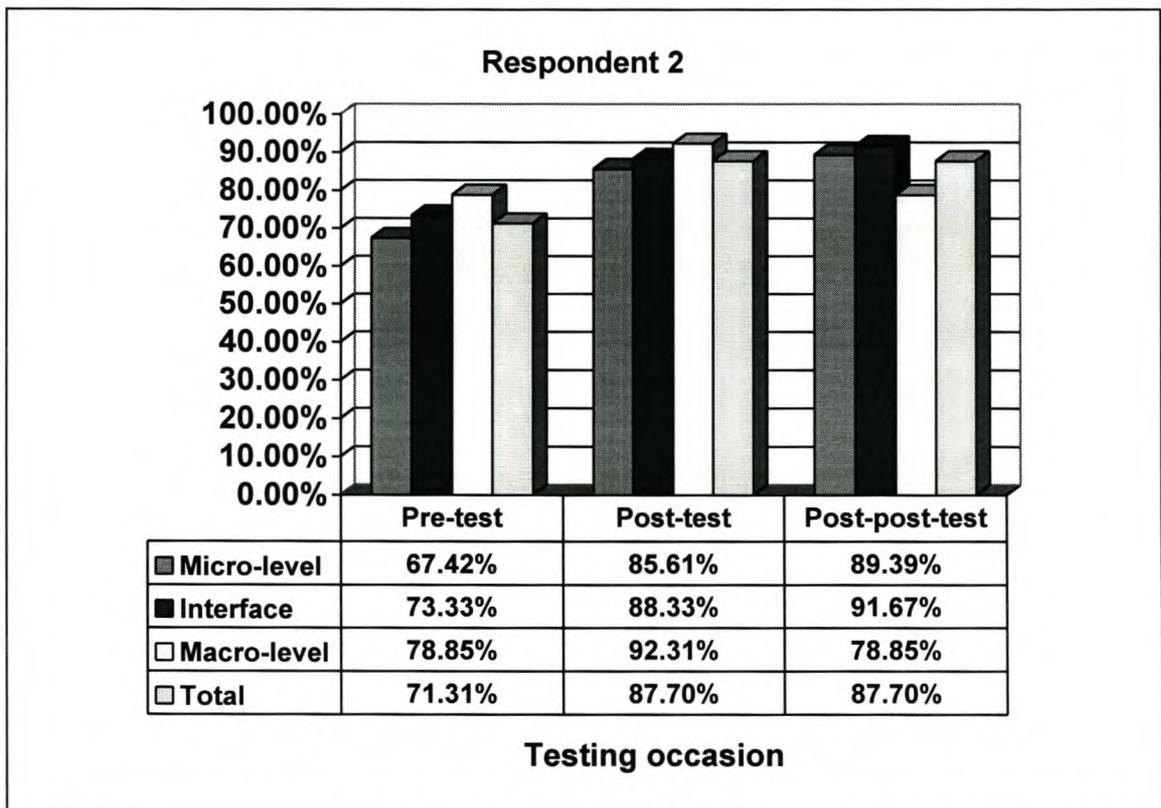


Figure 4.3: Graphic representation of the empowerment status of Respondent 2

Respondent 2, also the oldest participant (61 years old), showed a total improvement of 16,39% in total score from pre-test to post-test. However, the total score stayed the same from post-test to post-post-test. There was improvement on two levels (micro and interface-levels) on all three testing occasions (pre-test, post-test and post-post-test). On the micro-level, there was an improvement of 18,19% from pre-test to post-test, and an improvement of 3,78% from post-test to post-post-test. On the interface-level, there was an improvement of 15% from pre-test to post-test and an increase of 3,34% from post-test to post-post-test. On the macro-level, there was an improvement of 13,46% from pre-test to post-test, but a decline of 13,46% from post-test to post-post-test.

Although respondent 2 was the oldest, this respondent was a source of inspiration and motivation for the other participants. Respondent 2 was diligent in all tasks, and showed marked improvement as the literacy programme progressed. This could explain the improvement in total score from pre-test to post-test.

Respondent 3

In the following figure (figure 4.4), the data of the changes in empowerment status is presented and will be discussed.

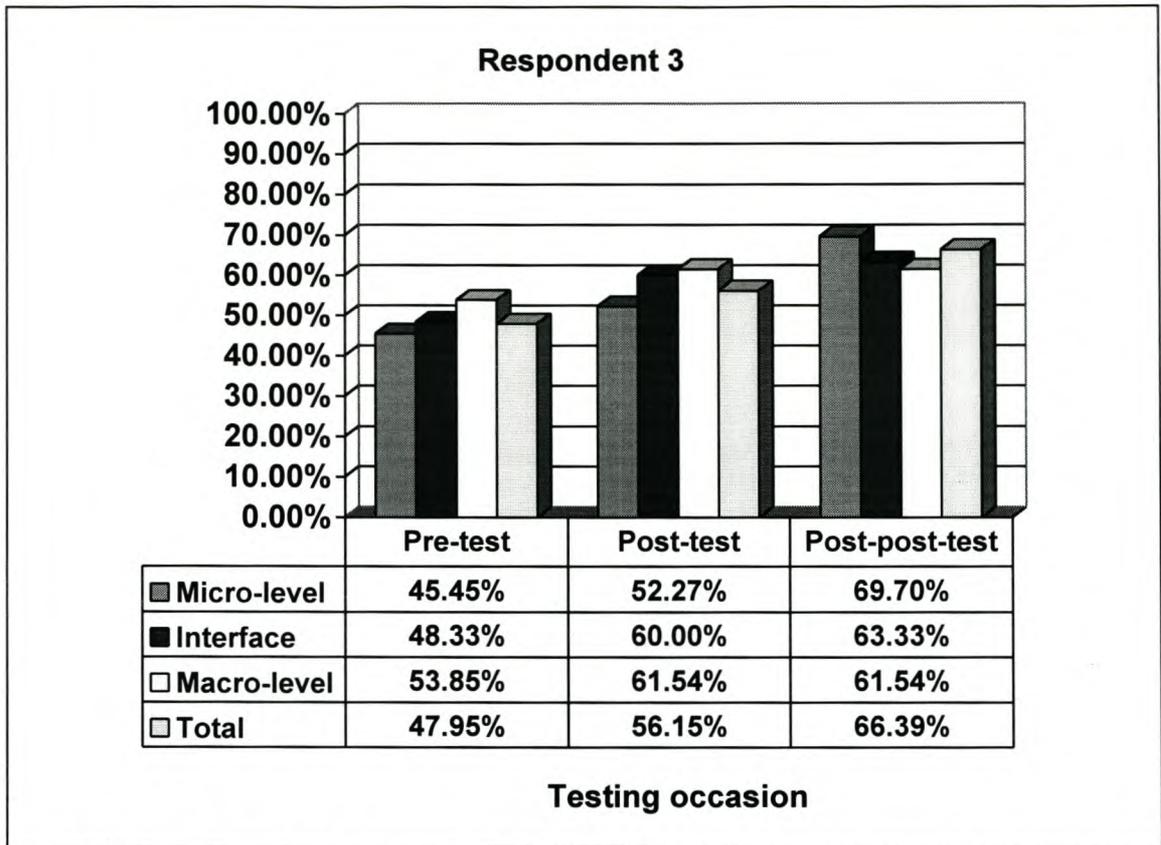


Figure 4.4: Graphic representation of the empowerment status of Respondent 3

Respondent 3 showed a total improvement in scores from pre-test to post-test (8,2%) and from post-test to post-post-test (10,24%). On the micro-level, there was an improvement of 6,82% from pre-test to post-test, and an improvement of 6,06% from post-test to post-post-test. On the interface-level, there was an improvement of 11,67% from pre-test to post-test, and an increase of 3,33% from post-test to post-post-test. On the macro-level, there was an increase of 7,69% from pre-test to post-test. The scores between the post-test and post-post test on the macro-level remained the same.

Respondent 3 was one of the older participants and showed much diligence in attendance and in all tasks. This could explain the improvement in total scores from pre-test to post-test.

Respondent 11

In the following figure (figure 4.5), the data of the changes in empowerment status is presented and will be discussed.

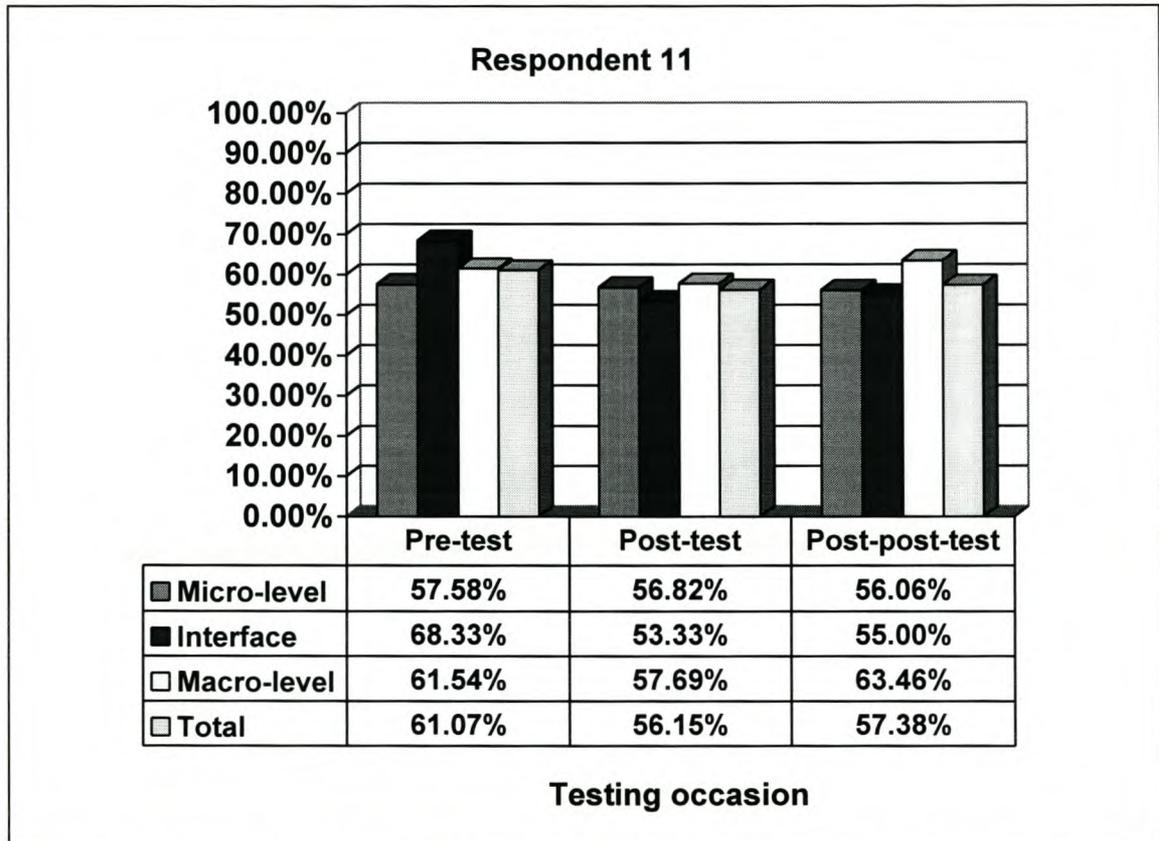


Figure 4.5: Graphic representation of the empowerment status of Respondent 11

Respondent 11 showed a decline of 4,92% in total score from pre-test to post-test. However, there was an increase of 4,92% in total score from post-test to post-post test. On the micro-level, there was a decline of 0,76% from the pre-test to the post-test, and a decline of 0,76% from the post-test to the post-post-test. On the interface-level, there was a decline of 15% from the pre-test to the post-test and an increase of 1,67 from the post-test to the post-post-test. On the

macro-level, there was a decline of 3,85% from pre-test to post-test, and an increase of 5,77% from post-test to post-post test.

Respondent 11 did not attend as regularly as the other three participants who also completed the programme, but showed much determination throughout the programme. Respondent 11 was committed to finishing the programme. This could explain the increase in total score from post-test to post-post-test.

Synthesis

The scores of the four respondents reveal that respondents 1, 2 and 3 showed improvement in their total score between pre-test and post-test. Although respondent 11 did not show this tendency, there was an improvement in total score from post-test score to post-post-test score. Respondent 11 did not attend regularly, but decided to write the final test. Should respondent 11 have attended all the classes as the other three respondents did, there could have been an improved score between pre-test and post-test as was the case with the other respondents. This would confirm Bester's findings (par.1.8) that the longer participants attend programmes of such nature, the greater the improvement in empowerment status.

4.6.2 Individuals who did not complete the Fundani programme

In the following section, the scores of the nine participants who did not complete the Fundani literacy programme will be presented and discussed. As the participants did not complete the Fundani literacy programme, the results cannot be interpreted with confidence, as one would generalise, therefore no explanation will be given for the changes in empowerment.

Respondent 4

In the following figure (figure 4.6), the data of the changes in empowerment status is presented and will be discussed but not interpreted.

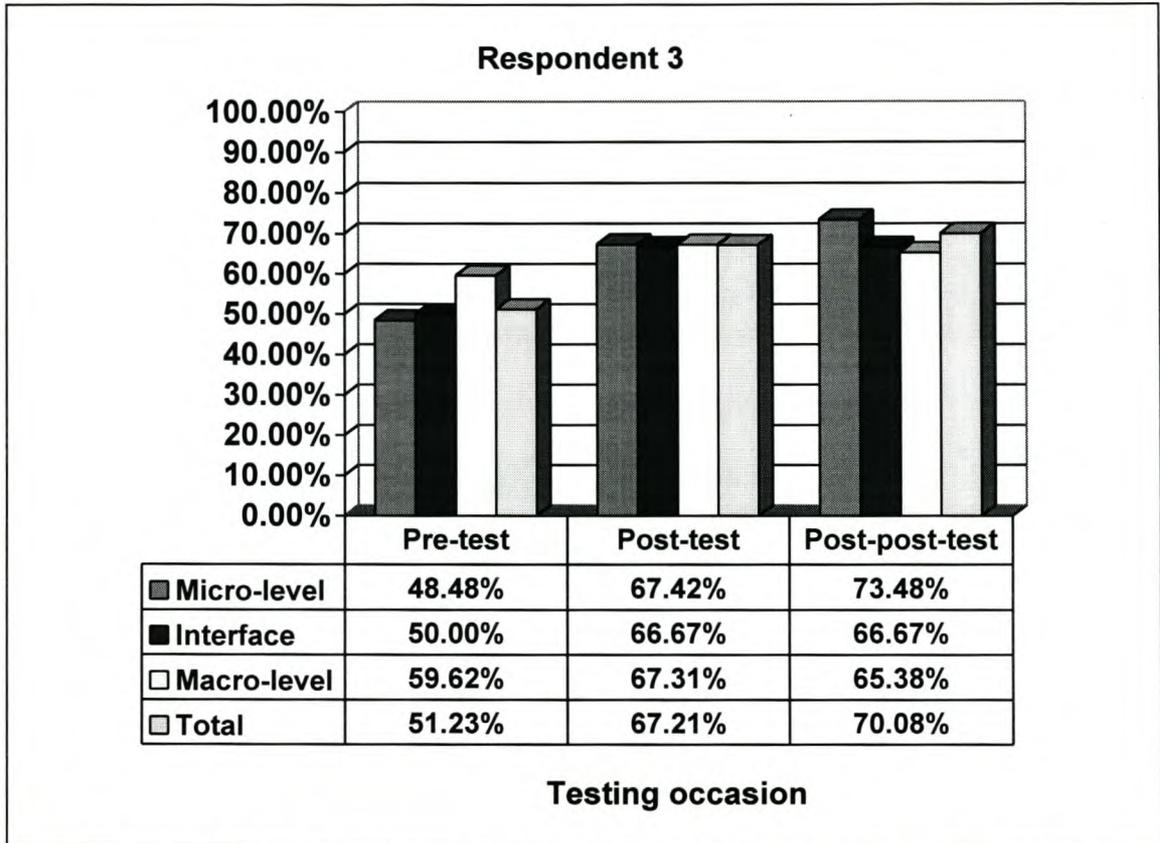


Figure 4.6: Graphic representation of the empowerment status of Respondent 4

Respondent 4 showed improvement in total scores. The total scores show that there was an increase of 15,98% from pre-test to post-test, and an increase of 2,87% from post-test to post-post-test. On the micro-level, there was an increase of 18.94% from pre-test to post-test, and an increase of 6,06% from post-test to post-post-test. On the interface-level, there was an increase of 16,67% from pre-test to post-test. However, the scores remained the same from post-test to post-post-test. On the macro-level, there was an increase of 15,98% between pre-test

and post-test. However, there was a decline of 1,93% from post-test to post-post-test.

Respondent 5

In the following figure (figure 4.7), the data of the changes in empowerment status is presented and will be discussed but not interpreted.

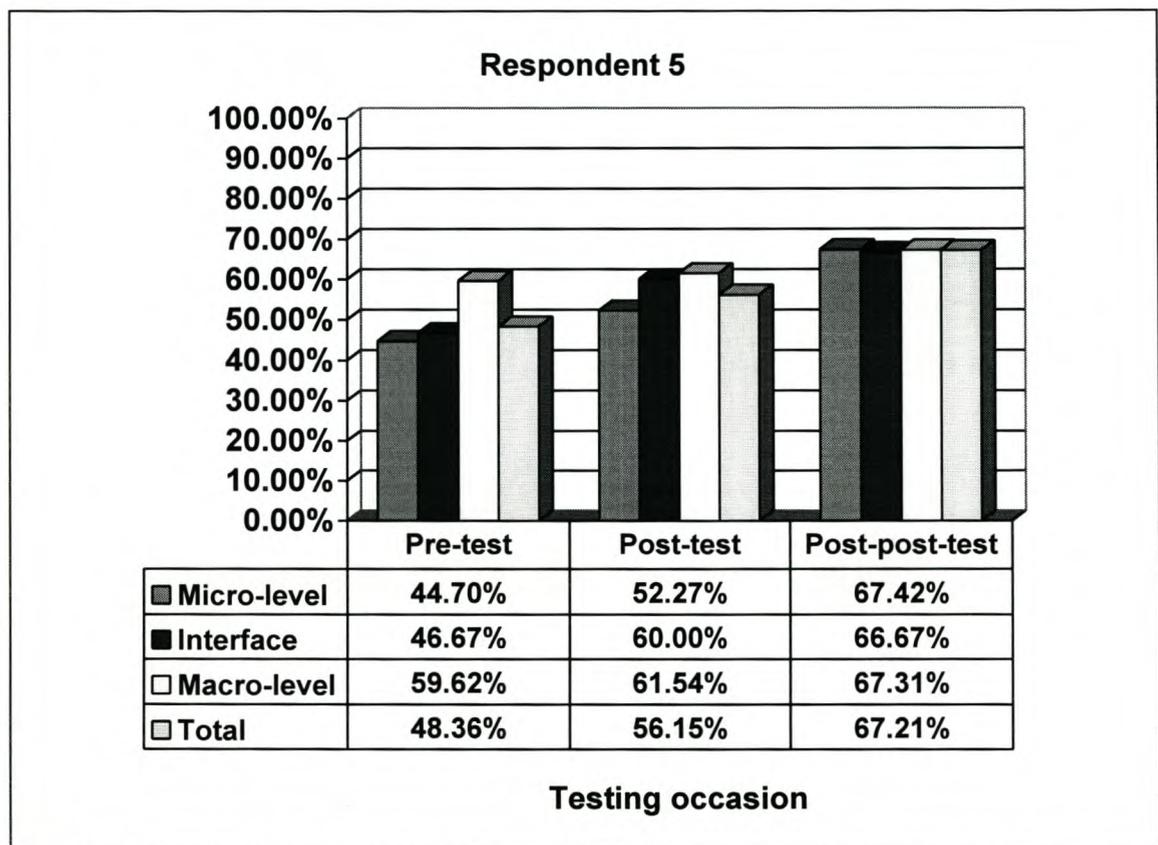


Figure 4.7: Graphic representation of the empowerment status of Respondent 5

Respondent 5 showed improvement in total score. The total scores indicate that there was an increase of 7,79% from pre-test to post-test, and an increase of 11,06 from post-test to post-post-test. On the micro-level, there was an increase

of 7,57% from pre-test to post-test, and an increase of 15,15% from post-test to post-post-test. On the interface-level, there was an increase of 13,33% from pre-test to post-test, and an increase of 6,67% from post-test to post-post-test. On the macro-level, there was an increase of 1,92% from pre-test to post-test, and an increase of 5,77% from post-test to post-post-test.

Respondent 6

In the following figure (figure 4.8), the data of the changes in empowerment status is presented and will be discussed, but not interpreted.

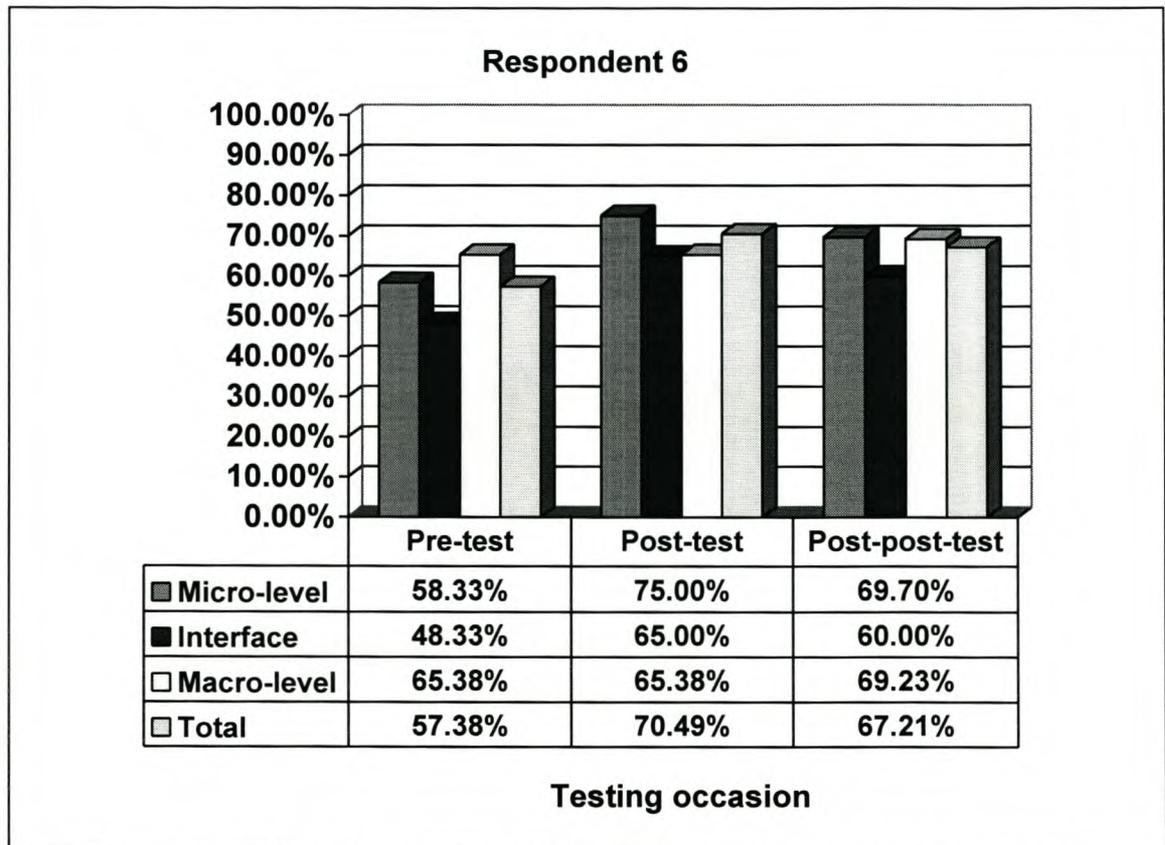


Figure 4.8: Graphic representation of the empowerment status of Respondent 6

Respondent 6 showed an increase of 16,39% in total score from pre-test to post-test, but a decline of 5,39% from post-test to post-post-test. On the micro-level, there was an increase of 16,67% from pre-test to post-test, and a decline of 5,30% from post-test to post-post-test. On the interface-level, there was an increase of 16,67 between pre-test and post-test, and a decline of 5% between post-test and post-post-test. On the macro-level, the scores stayed the same from pre-test to post-test. However, there was an increase of 3,85% from post-test to post-post-test.

Respondent 7

In the following figure (figure 4.9), the data of the changes in empowerment status is presented and will be discussed but not interpreted.

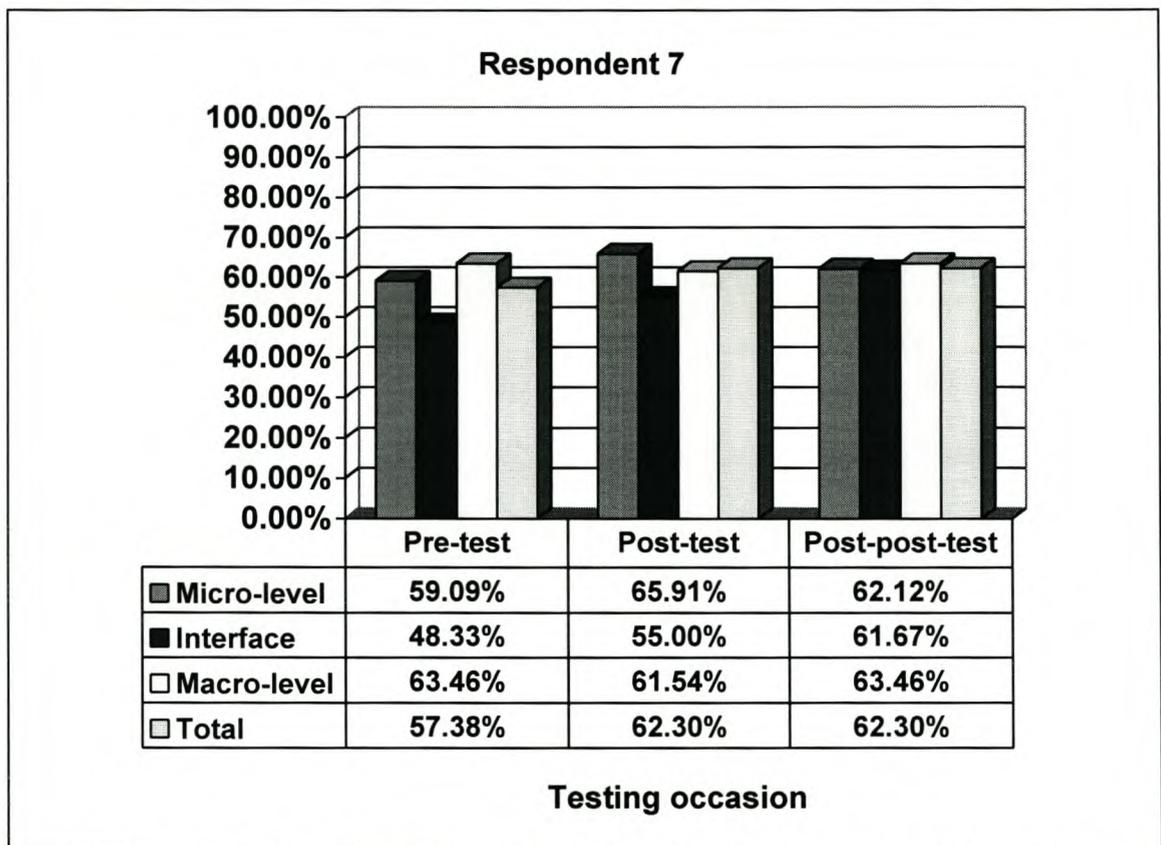


Figure 4.9: Graphic representation of the empowerment status of Respondent 7

The total scores of Respondent 7 indicate that there was an increase of 4,94% from pre-test to post-test. However, the scores stayed the same from post-test to post-post-test. On the micro-level there was an increase of 6,82% from pre-test to post-test, and a decline of 3,79% from post-test to post-post-test. On the interface-level, there was an increase of 6,67% from pre-test to post-test, and an increase of 6,67% from post-test to post-post-test. On the macro-level there was a decline of 1,92% from pre-test to post-test, and an increase of 1,92 from post-test to post-post-test.

Respondent 8

In the following figure (figure 4.10), the data of the changes in empowerment status is presented and will be discussed, but not interpreted.

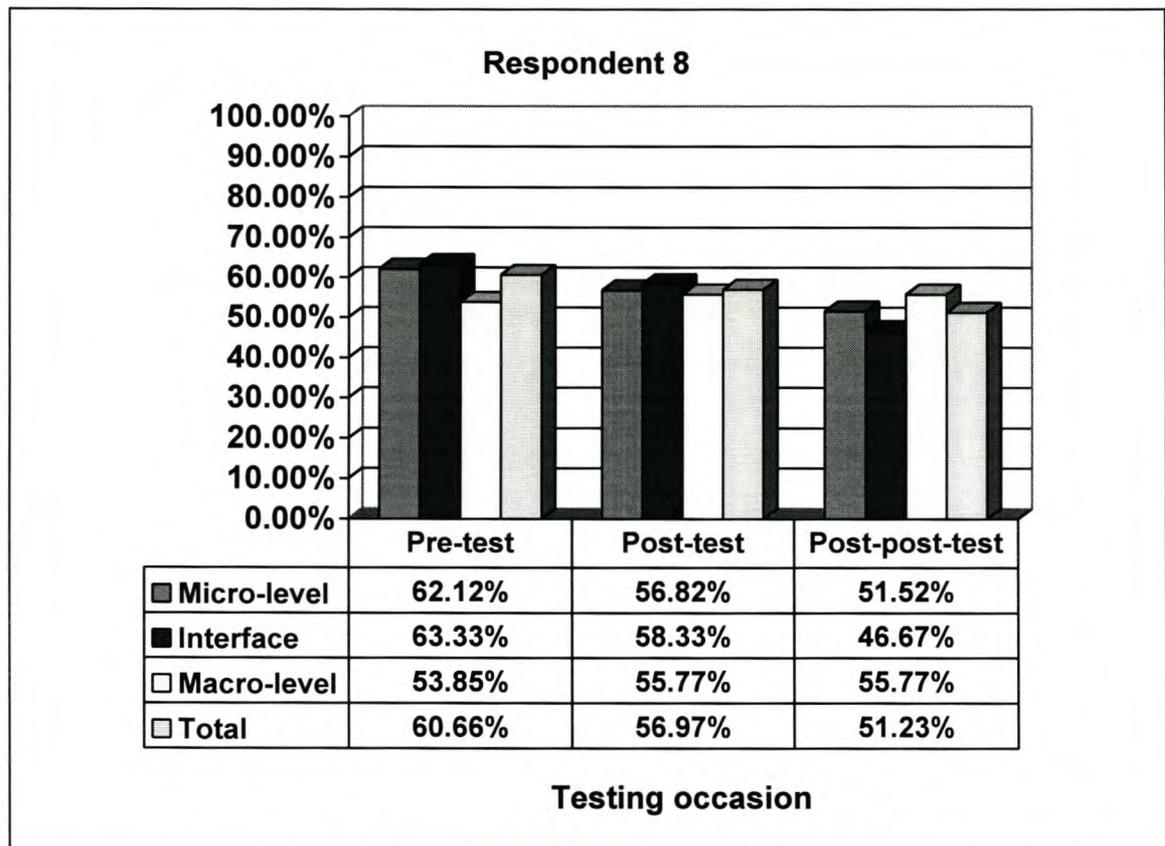


Figure 4.10: Graphic representation of the empowerment status of Respondent 8

Respondent 8 showed a decline in total scores. The total scores indicate that there was a decline of 3,69% from pre-test to post-test, and a further decline of 5,74% from post-test to post-post-test. On the micro-level there was a decline of 5,3% from pre-test to post-test, and a further decline of 5,3% from post-test to post-post-test. On the interface-level there was an decline of 5% from pre-test to post-test, and a further decline of 11,66% from post-test to post-post-test. On the macro-level there was a decline of 1,92% from pre-test to post-test. However, the score remained the same from post-test to post-post-test.

Respondent 9

In the following figure (figure 4.11), the data of the changes in empowerment status is presented and will be discussed, and not interpreted.

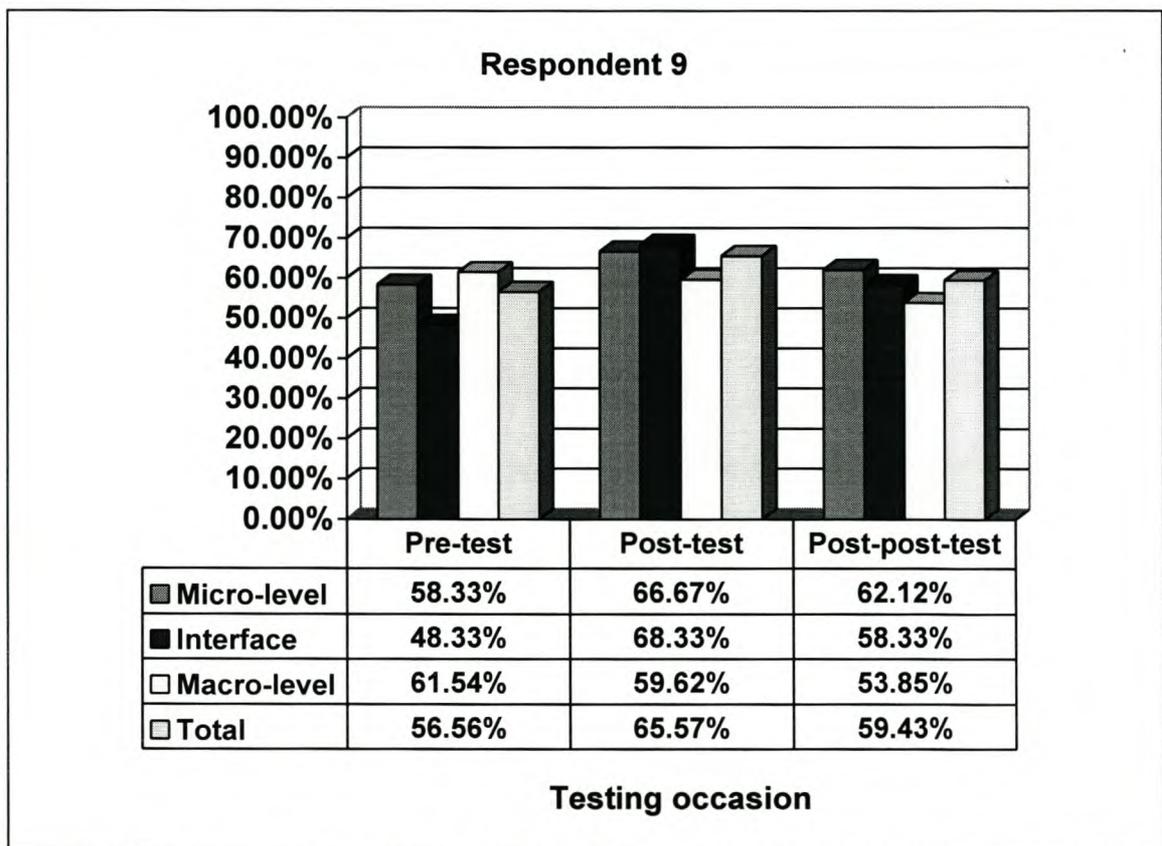


Figure 4.11: Graphic representation of the empowerment status of Respondent 9

Respondent 9 showed an increase of 9,01% in total score from pre-test to post-test, but a decline of 6,14% in total score from post-test to post-post-test. On the micro-level, there was increase of 8,34% from pre-test to post-test, but a decline of 4,55% from post-test to post-post-test. On the interface-level there was an increase of 20% from pre-test to post-test, but a decline of 10% from post-test to post-post-test. On the macro-level there was a decline of 1,92% from pre-test to post-test and a further decline of 5,57% from post-test to post-post-test.

Respondent 10

In the following figure (figure 4.12), the data of the changes in empowerment status is presented and will be discussed, but not interpreted.

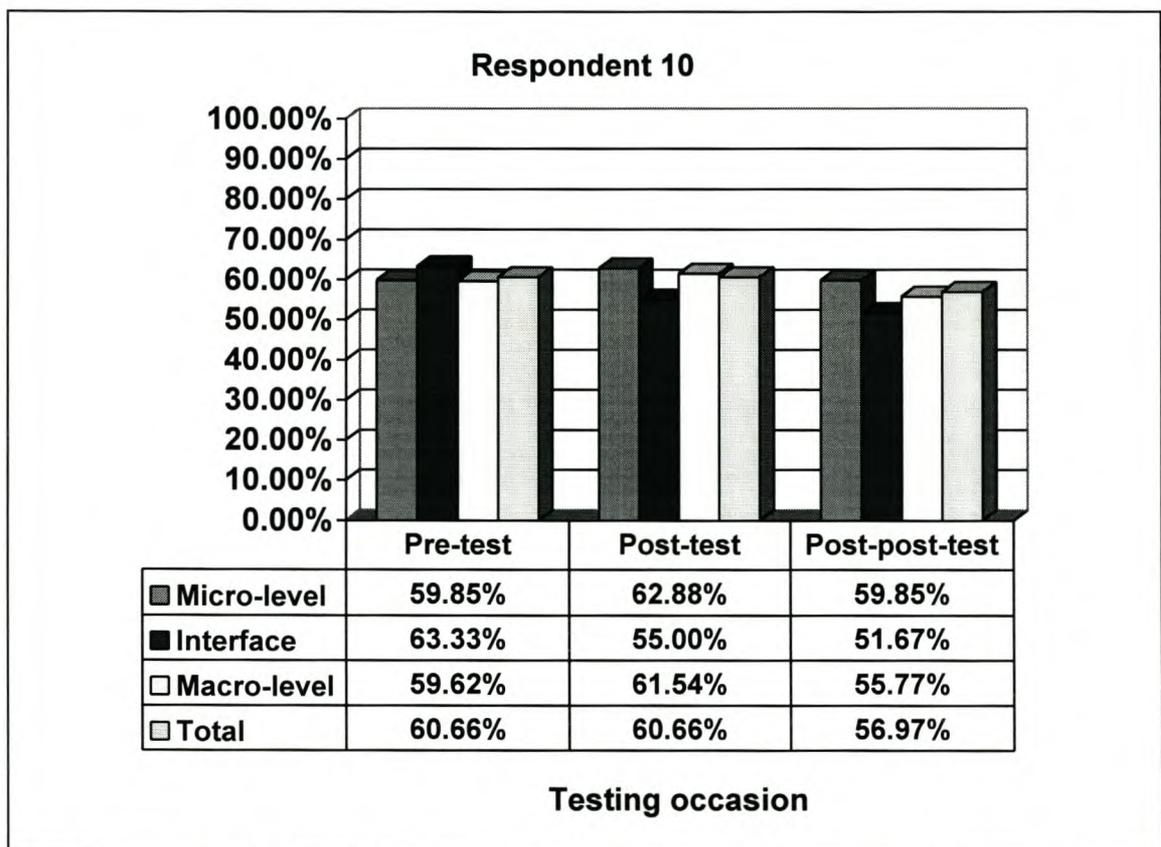


Figure 4.12: Graphic representation of the empowerment status of Respondent 10

Respondent 10's total score from pre-test to post-test stayed the same, but there was a decline of 3,69% in total score from post-test to post-post-test. On the micro-level, there was an increase of 3,03% from pre-test to post-test, but a decline of 3,03% from post-test to post-post-test. On the interface-level there was a decline of 8,33% from pre-test to post-test, and a further decline of 3,33% from post-test to post-post-test. On the macro-level there was an increase of 1,92% from pre-test to post-test, but a decline of 5,77% from post-test to post-post-test.

Respondent 12

In the following figure (figure 4.13), the data of the changes in empowerment status is presented and will be discussed, but not interpreted.

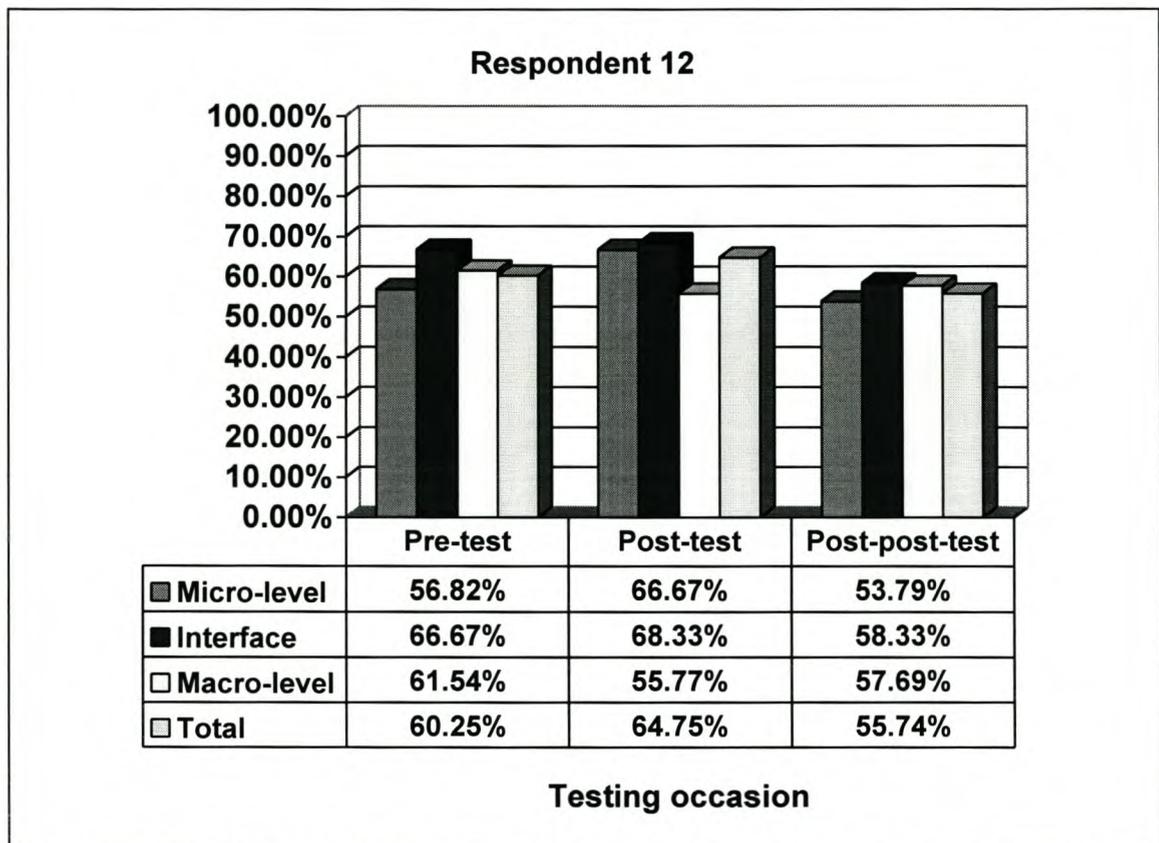


Figure 4.13: Graphic representation of the empowerment status of Respondent 12

Respondent 12 showed an increase of 4,5% in total score from pre-test to post-test, but a decline of 9,01% in total score from post-test to post-post-test. On the micro-level, there an increase of 9,85% from pre-test to post-test, but a decline of 12,88% from post-test to post-post-test. On the interface-level, there was an increase of 1,66% from pre-test to post-test, but a decline of 10% from post-test to post-post-test. On the macro-level, there was a decline of 5,77% from pre-test to post-test, but an increase of 1,92% from post-test to post-post-test.

Respondent 13

In the following figure (figure 4.14), the data of the changes in empowerment status is presented and will be discussed, but not interpreted.

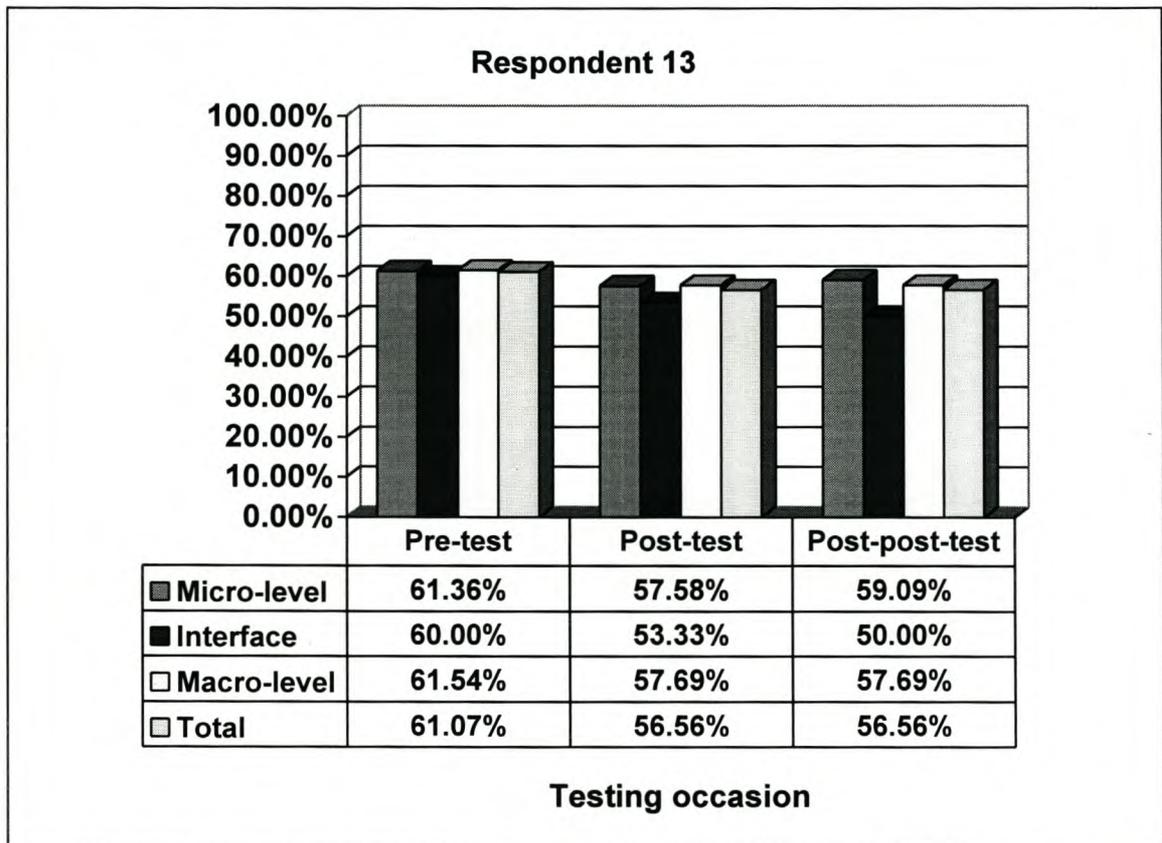


Figure 4.14: Graphic representation of the empowerment status of Respondent 13

Respondent 13's total score showed a decline of 4,51% from pre-test to post-test. However, the total score stayed the same from post-test to post-post-test. On the micro-level, there was a decline of 3,78% from pre-test to post-test, but an increase of 1,51% from post-test to post-post-test. On the interface-level there was a decline of 6,67% from pre-test to post-test, and a further decline of 3,33% from post-test to post-post-test. On the macro-level there was a decline of 3,85% from pre-test to post-test. However the scores stayed the same from post-test to post-post-test.

Synthesis

The scores of the nine individuals who did not complete the Fundani literacy programme indicate that five showed improvement from pre-test to post-test on their total scores. All of the individuals who did not complete the programme were females. This is a reflection, as indicated in the literature review (par. 2.2.3), that females find it difficult to complete literacy programmes because of other responsibilities (such as family). To determine whether there was a significant difference between the group who completed the programme and those who did not, a t-test was done. No significant difference was found between the two groups.

4.7 INTERPRETATION OF INDIVIDUAL INTERVIEWS AFTER IMPLEMENTATION

During the interviews, data was obtained regarding discontinuance of the Fundani literacy programme and the meaning and application, or not, of the literacy and numeracy skills taught in the Fundani literacy programme. (This is described in 3.4.2.7.)

Four groups were interviewed. Each group had slightly different questions they had to answer. The answers (see appendix F) to the open-ended question(s) were post coded into categories.

The first group of six participants discontinued before engaging in the learning process. Five of the participants cited transport as reason for discontinuance. All three female participants cited domestic responsibilities as a further reason. Three participants cited alcohol abuse as a reason.

Some of the responses were:

- “Die transport, die transport was die ding.” (The transport, that was the problem.)
- My man drink baie, ek kan nie net gaan nie.” (My husband drinks a lot. I can’t just go.)
- “Ons het maar ons dop gevat.” (We just had our drinks.)

The second group interviewed were all females. They dropped out early in the programme. All three participants cited transport, male resistance and alcohol abuse as reasons for discontinuance.

Some of the comments were:

- “My man wou nie gehad het dat ek skool toe gaan nie. Hy drink baie.” (My husband didn’t want me to go to school. He drinks heavily.)
- “Dis Dotjie se skuld, hy het ons nie gevat nie.” (It’s Dotjie’s fault. He didn’t take us there.)
- “My man was snaaks, ek kon nie die kinders alleen los nie, hy het my klere uitgegooi.” (My husband was difficult. I couldn’t leave the children alone. He threw my clothes out.)

The third group interviewed attended the Fundani literacy programme, but did not write the final test. The single most evident reason for discontinuance was transport.

Some of the comments were:

- “Omdat ons nie vervoer gehad het nie, toe draai ons maar uit.” (We just dropped out because we didn’t have transport.)
- Dotjie ry en dan ry hy nie, toe los ek maar.” (Dotjie would take us there, or refuse to do so, at will. So I just left it.)

The fourth group completed the Fundani literacy programme. All of the participants were interviewed. All the participants indicated that they could read better and that the programme meant a lot to them.

Some of the responses were:

- “Dit het vir my baie beteken, ek het iets bereik.” (It meant a lot to me. I achieved something.)
- Ek kan die lees gebruik. Die lees is baie goed en ek kan beter lees.” (I can make use of my reading skill. Reading is very good, and I can read better now.)

4.8 SUMMARY

In this chapter the findings of the research study have been presented and discussed. However, only the results of the participants who completed the Fundani literacy programme were interpreted. The scores of the Fundani literacy programme were presented in table 4.6. These results were validated/verified by the ANOVA, Bonferroni and Bootstrap tests. This was followed by the presentation, discussion and interpretation of results of the changes of the empowerment of the four individuals who completed the programme. Lastly the individual test results of the nine participants who did not complete the programme were discussed, but not interpreted.

The next chapter presents a synthesis, the conclusions that were reached and recommendations made with regard to the findings for the study. Suggestions for implementation and further research are made in chapter 5.

CHAPTER 5

SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to determine whether an intervention, a literacy programme, would change/influence the literacy ability and empowerment status of the participants. The research was implemented in a semi-rural environment in which all of the participants were farm workers. The literacy programme was implemented over a period of 16 months and the following research questions were posed in chapter 1:

- What was the effect of the Fundani literacy programme on the literacy and numeracy ability of the participants; and
- What was the effect of the Fundani literacy programme on the empowerment status of the participants?

In the previous chapter the results of the Fundani programme and the empowerment questionnaire were presented, analysed and only the results of the participants who had completed the Fundani literacy programme were interpreted. This chapter consists of a summary of the literature reviewed, relating to the changes in literacy and empowerment. Chapter 5 gives a summary of the findings in this study; the conclusions and the recommendations for implementation and further research.

5.1.1 Synthesis of literature review

The inter-relatedness of the concepts of literacy, empowerment and community

education/development needed to be investigated to provide a rationale for this study. It is important to understand the influence of these concepts and therefore the focus was placed on these concepts in the literature review.

From the reviewed literature it is clear that with between six and 15 million people in South Africa who do not have basic literacy and numeracy skills, there is a great demand for literacy programmes, and more specifically, functional literacy programmes. Previous literacy campaigns and programmes in South Africa (such as the South African National Literacy Initiative) have not achieved the outcomes as envisaged. As mentioned, the need for literacy campaigns and programmes are great. However, the capacity to deliver to that need can be questioned.

According to Tamasane (1998) empowerment is the process of increasing people's power or potential at the personal, interpersonal or political level, to actively and meaningfully contribute to, and initiate programmes aimed at improving their environment, their lives and those around them. Empowerment can thus be viewed as a continual process of growth and change throughout an individual's life, with the emphasis on process.

Tamasane (1998) further argues that local people within a community achieve true empowerment through participation in development projects. Community education programmes, such as a literacy programme, originate in a response to community needs or problems. As a community can refer to a specific geographic area, the local people on the farms of Durbanville felt a need to implement a literacy programme to address certain areas of their lives.

Although these three concepts are independent, they are interrelated in this study in that the Fundani literacy programme was implemented firstly to give participants the necessary literacy and numeracy skills needed to function more effectively within their community and society at large. The abstract concept would be the empowerment of the individuals as they develop knowledge and skills. Lastly, it can be said if individuals are empowered it can lead to communities being empowered, and if communities are empowered,

communities can play a greater role in determining their own future.

5.1.2 Synthesis of findings

The findings of the study are discussed to place it within the context of the research questions and the research methodology. The study focused on programme evaluation to establish whether the participants had improved while being exposed to the literacy programme (intervention).

The study took place in three phases. The first phase consisted of a pre-test on empowerment. The second phase involved exposure to the Fundani literacy programme, followed by a formal test to measure gains in literacy. A post-test was also applied to measure changes in empowerment. The third phase consisted of a post-post-test measuring changes in empowerment status of the participants three months after the programme had been completed.

Qualitative and quantitative methods were used during the research. The qualitative methods included semi-structured interviews and the findings were analysed using quantitative methods.

The findings were as follows:

5.1.2.1 Of the 13 participants who initially engaged in the Fundani literacy programme, only four participants completed the literacy programme. Of the group of four who completed the programme, three were males. The participants all scored above 50% (which was regarded as the “pass” mark), the highest score being 82%. The participants showed numeracy and literacy gains in that they could perform tasks, which they could not do before the literacy programme. Numeracy gains included being able to add and subtract greater numbers, whereas literacy gains included being able to read and write simple sentences.

- 5.1.2.2 Three of the four individuals who completed the programme, attended all the classes. The fourth individual, although not having attended all of the classes, showed much determination to finish the programme.
- 5.1.2.3 The nine individuals who did not complete the programme did not attend regularly.
- 5.1.2.4 The empowerment status and total scores of the core group of individuals (13 participants) indicated that there was an increase in the total empowerment score of the group from the pre-test to the post-test, indicating a positive effect on the group as a whole. This was also evident in the group that completed the programme as indicated in 4.6.1. There was a statistically significant difference between the pre-test and the post-test for the group as a whole.
- 5.1.2.5 The most prominent reasons for discontinuance of the Fundani literacy programme was
- transport;
 - family responsibilities/domestic duties; and
 - alcohol abuse.
- 5.1.2.6 As indicated in 4.6.2, there was no statistically significant difference between the group who completed the programme (four individuals), and those who did not complete the programme (nine individuals). All nine individuals who did not complete the programme were females. This is in accordance with the literature (par. 2.2.3), which states that common constraints on their participation in literacy classes, such as male resistance and family responsibilities, are not easily overcome.

5.2 CONCLUSIONS

From the above findings the following conclusions can be made:

- 5.2.1 The Fundani literacy programme could be used for adults who are illiterate or have low levels of literacy, as indicated in 1.5.2.
- 5.2.2 The high drop-out rate of adult learners needs to be taken into account when embarking on a literacy programme as indicated in 2.2.2.3. This programme shows that as with other literacy programmes within South Africa, there is a high drop-out rate among participants. Ways to curb attrition should be implemented throughout such programmes, e.g. by providing better transport.
- 5.2.3 The longer participants attended programmes of this nature, the greater the improvement in their empowerment status would be. This corresponds with the findings of Bester (2002) as indicated in 1.8.
- 5.2.4 Women find it difficult to attend literacy programmes because of other responsibilities (such as family responsibilities and domestic duties) as highlighted in 5.1.2.6.
- 5.2.5 There was a significant difference between the pre-test and post-test for the total group, as indicated in 4.5.1.
- 5.2.6 There was no significant difference between the group that finished the literacy programme (four individuals) and the group who did not (nine individuals) as highlighted in 4.6.2.
- 5.2.7 Three of the four participants who completed the programme showed great improvement from pre-test to post-test and all four participants indicated that the programme had meant a lot to them and that they were using their new found skill.

In the following section recommendations and suggestions for implementation and further research will be made.

5.3 RECOMMENDATIONS AND SUGGESTIONS FOR IMPLEMENTATION AND FURTHER RESEARCH

The following are recommendations and suggestions for implementation and further research:

5.3.1 Implementation

Although the sample size is too small to make generalisations about the broader population, the study gives an insight into the harsh realities of not being literate in semi-rural South Africa, and the great resistance to implementing and completing literacy programmes.

In terms of implementation, logistics played a great role in the delivery of the literacy programme. The participants were resident on 10 different farms in and around the school where the literacy programme was presented. Initially, two vehicles would collect and deliver the participants from the farms to the school and back again. There were many problems that hindered the participants to attend, but the most evident was the lack of commitment to provide sufficient transport. Social circumstances made proper implementation difficult in that domestic violence and alcohol abuse were factors that one had to contend with. The participants who completed the programme attended all the lessons. However, the attendance of the group who did not complete the programme varied.

It is recommended that literacy programmes need to be more functional in that programmes need to equip learners not only with literacy and numeracy skills, but also a functional skill, whereby one of the outcomes at the end of such a programme would be an individual who would be capable of generating income by applying other skills learned during such a programme. Programmes of such a nature would have to be more “user friendly” so that participants would want to

attend such programmes. This could lead to a more intrinsic motivation for participants to attend programmes of this nature, which could lead to more regular attendance. Programmes could also run more frequently and over longer periods of time, creating more opportunities for learning as well as a sense of true empowerment for individuals attending.

5.3.2 Future research

The researcher must ensure that the sample is large enough to make inferences about the population. In this research the sample size was too small and thus quite non-representative. During the research, the sample size was determined in part by practical constraints, e.g. how many people the researcher had access to, and how much time there was available to complete the programme. It is recommended that future research should explore literacy programmes (which need to be more functional) that run over longer periods of time with a larger sample.

It is recommended that the concept of family literacy also needs to be explored further, in that literacy has an impact on the family as a unit. Research regarding family literacy has been widely conducted within the United Kingdom, but this concept needs to be explored within the South African context. Learning gains in individuals (both children and adults) need to be measured to ascertain whether the rate of learning would be faster when family members learn together.

5.4 CONCLUSION

As a literacy teacher starts teaching a literacy class, he or she should begin to think in terms of post-literacy activities. Post-literacy and other follow-up opportunities are essential to the overall success of a project or programme. Without follow-up of some kind, retention of literacy is most unlikely. Many different opportunities for applying recently acquired literacy skills need to be

created in order to avoid a relapse into illiteracy. Ryan (1985) further comments that because of incidence of relapse into illiteracy, communities and families have an important role to play in supporting and nurturing literacy.

The solution to the problem of post-literacy is the development of a literate and literacy-sustaining society. This is not a narrow technical task; it involves a profound cultural change.

Literacy work is not an easy one-dimensional task. It should be viewed as a vehicle for developing human capacity to play a more active role individually, within communities and within a larger society. This study, although small in nature and impact, did have an effect on individuals. The four participants who completed the programme, could read and write at the end of the programme. All of the participants are parents, thus families were somehow affected. Literacy, as quoted earlier has a powerful potential. It can be argued that literacy empowers people. In the view of the great need within South Africa, literacy work and literacy programmes should be taken much more seriously. By doing literacy and post-literacy work we create a literate environment.

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APPENDIX A

NEEDS ANALYSIS

NEEDS ANALYSIS BEHOEFTEBEPALING

Attie van Wyk

1. Naam: _____

2. Noemnaam: _____

3. Plaas: _____

4. Ouderdom: _____

	MAN	VROU	GETROUD	ONGETROUD
5. Merk met X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Familie : → Enige kinders? _____

 ↘ Hoeveel mense woon in die huis? _____

7. Sal jy graag verder wil leer?

(Merk met X)

JA	NEE
<input type="checkbox"/>	<input type="checkbox"/>

8. Watter van die volgende klasse sal jy wil bywoon? (Merk met X)

Lees (Afrikaans)

Skryf

Tel (Wiskunde)

Engels

Ander

Indien ander, noem wat jy wil doen _____

9. Wat was die laaste klas wat jy bygewoon het? (Merk met X)

Geen

1 5

2 6

3 7

4 8

11. Dit is moeilik om te leer, OMDAT: (Merk met X)

- Ek het nie vervoer nie
- Familie verantwoordelikhede
- My man/vrou wil nie hê ek moet leer nie
- Ek is bang om te leer
- Ek werk te hard
- Ek het nie geld nie
- Ek word baie siek
- Dit is nie veilig om saans uit te gaan nie

- Ander redes: _____

12. Hoekom wil jy leer? (Merk met X)

- Ek wil my eie briewe lees
- Ek wil my kinders met huiswerk help
- Ek wil Bybel lees
- Ek wil briewe skryf
- Ek wil leer tel
- Ek wil myself verbeter
- Ek wil ander dinge leer

Fundani

1

Leerder se Vorderingsverslag

Die onderwyser moet hierdie vorm gedurende en na die toets in Lesse 22 en 23 invul.

Maak 'n fotokopie van die toets en vorderingsverslag vir elke leerder of bestel meer Evaluasiepakkette by:

Juta & Kie, Posbus 14373, Kenwyn, 7790.
Tel: 021 797 5101.

Naam van leerder: _____

Naam van onderwyser: _____

Datum: _____



Deel 1: Leestoets

(Vul dit in terwyl jy luister hoe elke leerder lees.)

- ◆ Kan die leerder lees?

Ja: Nee:

- ◆ Skryf die bladsye neer wat hy/sy gelees het.

Bladsye _____

- ◆ Hoe goed het hy/sy gelees?

Baie goed Gemiddeld Nie goed nie

- ◆ Waarmee het die leerder gesukkel?

- ◆ Vra die leerder:

Wat kan jy nou doen, wat jy nie voorheen kon doen nie?

(Vra ook oor leeswerk, skryfwerk, Engels, syferkunde ens.) Skryf die antwoorde hieronder neer:

Deel 2: Skriftelike toets

(Vul die onderstaande in, soos jy die skriftelike toets merk.)

- ◆ Wat het die leerder goed gedoen?

Lees Skryf Syferwerk Engels

- ◆ Waarmee het jy meer aandag nodig?

Lees Skryf Syferwerk Engels



APPENDIX B

EXAMPLES OF FORMAL AND INFORMAL TESTS

Fundani 1: Toets

Naam: _____ Datum: _____

1 ▶ Voltooi

My naam is _____.

My van is _____.

Ek woon in _____.

My adres is _____
_____.

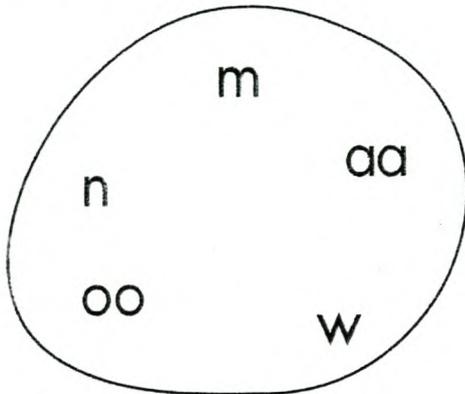
2 ▶ Skryf die syfers

1 _ _ _ _ _ 10

3 ▶ Vul die spasies in

	2	
		6
7		

4 Gebruik die klanke om twee woorde te maak



5 Vul die letter in

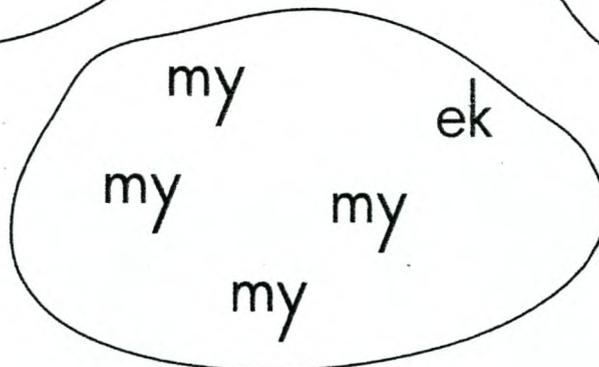
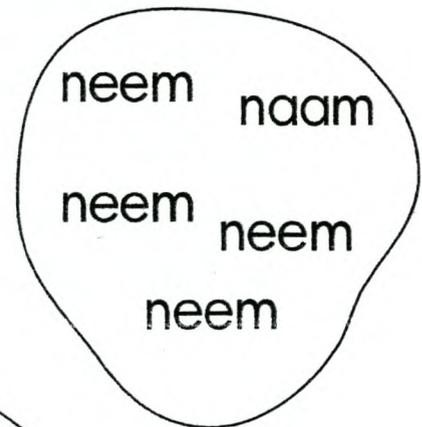
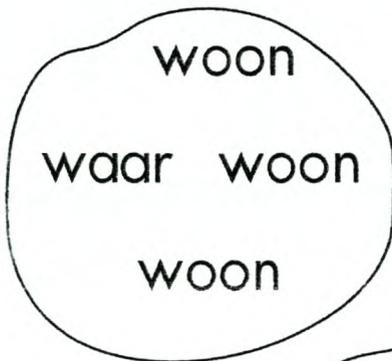
w_rk

s_un

a_res

n_am

6 Watter woord pas nie?



Toets Lees die storie

Naam: _____ Datum: _____

TB - 'n gevaarlike moordenaar in Suid-Afrika

Tering (TB) is 'n baie gevaarlike siekte: meer as 10 mense per dag sterf in Suid-Afrika daaraan. Dit is hoog tyd dat ons dié aansteeklike siekte probeer uitwis.

Enigiemand kan TB kry, maar mense wat sieklik en swak is, word makliker daardeur aangeval. Daarom slaan dit die meeste toe in gebiede waar werkloosheid voorkom, lewensomstandighede swak is en mense te arm is om goeie kos te koop. As mense nog in oorvol huise saamwoon, steek dit natuurlik vinniger aan.

Baie mense weet nie eens dat hulle TB het nie. TB val gewoonlik die longe aan, maar kan ook jou brein of bene aantas. Mense met TB hoes baie en hoes selfs bloed op; hul borskas pyn en hulle voel gedurig moeg en swak. Saans kry hulle koors en hulle het geen eetlus nie.

Sodra babas ongeveer een maand oud is, kan hulle 'n BCG-inspuiting kry om te keer dat hulle TB kry. As 'n persoon dink hy het dalk TB, moet hy X-strale van sy borskas laat neem.

TB pasiënte kan genees word, as hulle vroegtydig behandeling kry. Hulle kry dan inspuitings en pille - en natuurlik genoeg kos en baie rus.

Opvoeding is noodsaaklik om mense te help om TB te verstaan en te help voorkom. As die regering egter nie die oorsake van TB uitroeï nie, sal dit aanhou om 'n moordenaar-siekte in ons land te wees.

Naam: _____ Datum: _____

1. Beantwoord die vrae

a) Wat is die titel van die storie?

b) Wat is die hoofboodskap van die storie?

c) Vir wie dink jy is hierdie artikel geskryf?

d) Watter dele van die liggaam val TB aan?

e) Watter soort mense kry maklik TB?

f) Hoe weet 'n mens dat jy TB het?

g) Hoe word TB genees?

h) Hoe help opvoeding om TB te genees of te voorkom?

Naam: _____ Datum: _____

2. Skryf die sinne. Begin met die woord wat gegee word.

a) TB is die gevaarlikste siekte in Suid-Afrika.

Gister _____

b) Die dokter ondersoek die man vir TB.

Môre _____

c) Die TB pasiënt het geen eetlus nie.

Vandag _____

3. Skryf sinne wat elke prent beskryf.







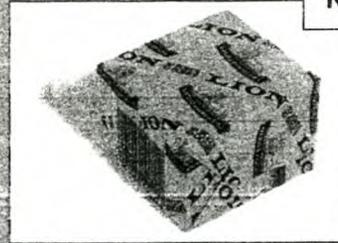
Naam: _____ Datum: _____

5. Jy het 'n R100,00 ontvang. Kies items van die onderstaande lys, wat jy met die geld wil koop. Skryf die naam en prys van elke item neer. Tel al die pryse op en skryf die totaal neer.

R1.99



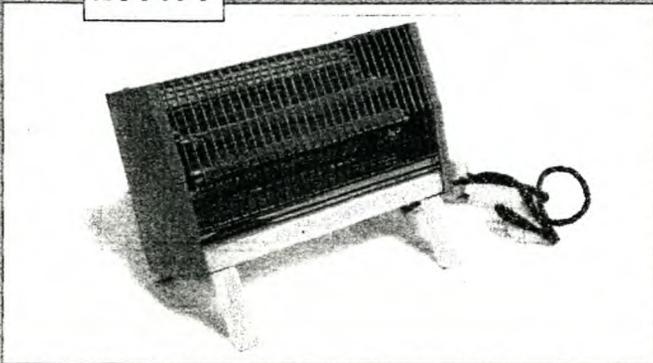
R1.99



R2.19



R89.99



R10.85



Item

Prys

Totaal:

Kleingeld:

APPENDIX C

FIELD NOTES

**Proposal for the implementation of ABET and Lifeskills from
January 2002.**

Venue: Attie van Wyk Primary School
Days: Tuesdays : Level 1 and Lifeskills
Time: 19:00 - 21:00

This makes for 2 hours per week, 8 hours per month.

STEP 1

Determine needs/competency by means of a needs analysis.

STEP 2

After having done a thorough needs analysis, the level of intervention will be determined.

For example: ABET Level 1 or 2, focusing on literacy and mathematical concepts or ABET Level 3, focusing on English and communication skills.

STEP 3

Co-ordinate logistics.

(ABET consists of 4 levels and falls under the General Education and Training Band)

Important dates:

- 27 September 2001 : Newspaper article : Tyger Talk
- 03 October 2001 : Initial contact with principal
- 10 October 2001 : Follow-up meeting with principal
- 22 October 2001 : Consensus as to approach
- 23 October 2001 : Presentation of concept to farm-owners
- During the first two weeks of November : Needs analysis on all the different farms (1-10)
- Analysis and synopsis of questionnaires
- 26 November 2001 : Discussion - principal : Methodology and approach
- 27 November 2001 : Final presentation : Loodskomitee (Bon Mella)
- 04 December 2001 : Mandate given to implement Fundani on 29 January 2002

Tuesday 29 January 2002

- Initial contact with learners after needs analysis done on farms in 2001
- Introduced by principal : Mr Clive Jacobs
- Psalm 25:4
- Introduce myself and vision for the project
- Establish Ground rules for lessons
- Each learner introduces himself/herself and why they want to attend the classes (encouraged by other participants)
- Life story on worksheet : cut & paste : Who I am
- Attendance good

Tuesday 05 February 2002

- Introduction to Fundani : specifically the alphabet : ALPHA (SCHOOL) BET (KINDERS SLAAP BY SKOOL)
- Handouts & other admin
- Wrote names (by copying)
- General acceptance and more comfortable with themselves
- New learners : The word has spread!
- Commitment from learners

Tuesday 12 February 2002

- Picture recognition (see Fundani and other examples highlighted)
- Link pictures to alphabet
- Drawing exercise : Which bird or animal do you associate with ? Exercise too conceptual.
- Good attendance

Tuesday 19 February 2002

- Pictures from Ronel vd Westhuizen
- Using Bible as text
- Initial success with pictures and alphabet association
- Permission from principal/learners to document and write thesis
- I feel as if real progress was made ;a good report
- Connie : drunk

Tuesday 25 February 2002

- Learners arrived late
- Learners tired after a hot day in the sun : 34 *C
- Only started at 7:54
- Learning has definitely taken place.
- Frustration on my behalf because of little time
- New learners have come in : Koba : drives from Klipheuwel, which is quite a distance : where did she hear about the classes? Will interview her later.
- Culture differences : coloureds always late ?
- Informal communication system among learners on farms - could be investigated ?
- Pictures " Wat jy se , skryf jy "
- A successful lesson
- Absent : Hasie - sick ,

Tuesday 05 - 03 - 02

- Self-confidence levels are increasing
- First 5 Letters of alphabet : worked well : good results
- Ralla : Drunk : Quits after lesson
- Had a good chat with Jan (car and other things) : levels of trust between me and learners are increasing

Tuesday 12 - 03 - 02

- I am very excited about the project and the momentum of the project
- The levels of trust are ever increasing
- Ralla, Mentoor, Connie (Sondagsfontein) have dropped out of the programme, however I believe the core group has now surfaced.
- Spent most of the lesson sorting out files and getting previous paperwork organised, as I received 20 files from Ella in Stellenbosch
- Spoke to Ruth, will receive the questionnaires from her tomorrow. Will ask Julene and Richard to assist me to have them completed by next week.
- Alphabet : Pictures F to P : learners understand the concept of last 3 weeks : Wat jy se Skryf jy !

Tuesday 19 -03 -02

- Unable to hand out photostats - no toner
- Recap first half of alphabet (no preparation on most of learners' behalf)
- Moving into Lifeskills : learners not remotely critically aware

Tuesday 26 - 03 - 02

- End of term party - Clive, Angelique, Erhardt - guests
- Handed out rest of alphabet
- Completed rest of questionnaires
- End of first term
- I am happy with the progress we have made thus far!

Monday 08 - 04 - 02

- Meeting with Ronel : Dubbel & trippel klinkers

Tuesday 09 - 04 -02

- Only Knakkie, Sussie, Koba, Jan arrived. No key : Julene did not arrive : left at 19h30.
- Excitement from learners to be there!

Tuesday 16 - 04 -02

- Dubbel - klanke
- Learners are excited to be back
- I really enjoyed being there tonight : Very rewarding

Tuesday 30 - 04 - 02

- Started working on Fundani
- Learners desire to work by themselves (Annie wanting to put up alphabet pictures on her walls when she works during the day) * Learning theory ?
- A good basis to start working

Tuesday 07 - 05 - 02

- Recap on Fundani
- Good vibe between learners

Tuesday 14 -05 -02

- Learners more competent than I thought
- Implemented different learning strategies
- Lessons to be more stimulating !

Tuesday 21 -05 -02

- Self development
- Good report : Interesting !

Tuesday 28 -05 - 02

- Communication
- Learners eager
- Planting time - some learners could not attend.

Tuesday 04 - 06 -02

- No key - No class : Julene did not arrive !

Tuesday 11 - 06 - 02

- Conflict management
- Anna / Sanna : not attending anymore?

Tuesday 18 -06 - 02

- Last module of Empowerment
- Learners seem restless

- After I asked them what they wanted to do, their response was : More reading and writing ! Not what I assumed !

- HOLIDAY

Tuesday 10 - 07 - 02

- Totally focused on Fundani
- Case group : Knakkie, Sussie, Oom Jan Apie
- Fundani! Fundani! Fundani!

Other important dates:

Tuesday 19 - 11 - 02

- Fundani formal test
- Empowerment questionnaire (post-test)

Tuesday 01 - 03 - 03

- Empowerment questionnaire (post-post-test)

APPENDIX D

LOCAL NEWSPAPERS : SECONDARY DATA

Little farm school makes big difference

Rick van Tonder

A small, humble primary school, surrounded by fertile farming soil and endless stretches of vineyards is an unlikely place to fight one of the most pressing issues in South Africa; illiteracy.

But at the Attie van Zyl Primary School just outside Durbanville, a remarkable programme, which celebrated the end of its first year, does exactly that.

Pupils at the school are children of farm workers who live on one of the 10 surrounding farms. This initiative, the brainchild of Clive Jacobs, who has been principal for seven years, aims at empowering parents of the school by teaching them to read and write.

Clive identified the need for such a programme when he noticed the difficulties of communicating with the pupils' parents via letters and forms. "The percentage of illiterate adults in the area is very high," he says.

Although numerous obstacles, like limited funds and lack of contributors, threatened to kill the pro-

gramme before it started. Clive's passion and drive helped him to find people to help him fulfil his dream.

He then met Stefan Fourie, a Durbanville resident and student of the Masters lifelong learning programme at Stellenbosch University's Centre for Higher and Adult Education. Together they have become an effective team and because of their combined zeal, the programme is now a reality.

Stefan explains that almost 20 people attended the free weekly sessions this year and four of them decided to write the exam. The learners are educated in the ABET 1 (Adult Better Education and Training) programme.

For this initiative to be a success, many people need to be committed to the cause. Says Stefan: "For the project to expand, we needed the right people who would put their whole hearts into it."

The farm owners also play an important part in the success of the programme as it is up to them to take the students to the school and pick them up after classes.

All the parties concerned are extremely pleased with what the programme has achieved so far. Stefan believes that it does more than teach these people how to read and write. "By teaching them various life skills," he says, "we improve their self-confidence and overall quality of life."

The four courageous people who wrote the exams were rewarded for their dedication and hard work when they were presented with their certificates at a ceremony.

The small awards ceremony was held in the modest school classroom and gave everyone an opportunity to thank each other. On receiving his award, one of the learners, Jan Koordom (known to locals as Oom Jan), expressed his appreciation toward those who made it possible for him to better himself. "I'm really happy to be able to do so many things now that I couldn't do before," he announced. "And I'm also very pleased that the teachers didn't take out the whip to discipline us like in the old days," he adds laughingly.

Continued on page 3.



■ From left, Abraham Fredericks, Jan Koordom, principal Clive Jacobs, Stefan Fourie, Adam Koordom and Maria Diedericks at the awards ceremony.

From page 1.

The success of the first year of the programme is inspiring Clive, Stefan and other members of the community to expand it further and by doing so, touch more people's lives.

On the surface, it might not seem like the programme will make a difference in the larger scheme of things. But according to the director of the Centre for Higher and Adult Education at the University of Stellenbosch, Professor Chris Kapp, the programme is a vital stepping stone to addressing the broader issue. "With between six and 15 million illiterate people in South Africa, there has to be some starting, and these people are making a big impact."



Mnre. Abraham Fredericks, Jan Koordom, Clive Jacobs, Stefan Fourie, Adam Koordom en me. Maria Diedericks.

Geleerdheid is groot avontuur

LEONORE VAN DER WALT

NÁ 'n leeftyd van ongeletterdheid het 'n nuwe avontuur vir vier plaasbewoners buite Durbanville begin – hulle het geleer lees en skryf en kan basiese syferkunde doen.

Mnre. Abraham Fredericks (39), Jan Koordom (57), Adam Koordom (40) en me. Maria Diedericks (58) het voldoen aan die vereistes van Abet ("Adult Basic Education and Training"). Hulle het die kursus voltooi wat vanjaar in samewerking met die Laerskool Attie van Wyk vir ouers

van dié plaasskool se leerlinge asook vir ander plaaswerkers van die tien omliggende plase aangebied is.

Dit vorm deel van die skool se misie en visie om mense uit die omgewing as deel van die skool se volledige ontwikkelingsprogram te betrek en is deur mnre. Clive Jacobs, die hoof, as 'n gemeenskapsprojek aangewys.

Mnr. Stefan Fourie wat die projek gekoördineer het, is besig met 'n meestersverhandeling oor ongeletterdheid aan die Universiteit van Stellenbosch.

Hy gaan die projek volgende jaar voortsit en beplan om dit ook na ander skole uit te brei. Belangstellendes kan Fourie bel by 082 739 4087.

Farm school pulls kids' folks in too

LEONORE VAN DER WALT

AMONG the green hills of Durbanville's northern rural areas, with a breathtaking view over the Witzenberge, lies Attie van Wyk Primary School. The farm school draws pupils from ten surrounding farms, from Diemersdal and Phisantekraal in the south to Oortmanspost in the north.

Parents of children attending the school are mainly farm labourers from the ten farms. Part of the school's mission and vision is to include the parents – among whom illiteracy rates are high – and other adults on the farms in becoming part of the “whole school development program”.

School principal Clive Jacobs identified this as a community project and a

large percentage of parents are enrolled for literacy classes every Tuesday evening.

“People who are illiterate are disempowered,” says Mr Stefan Fourie, co-ordinator of the project and busy with his master's thesis on illiteracy at the University of Stellenbosch.

“Community education seeks to empower and encourage learners, which fosters their technical, practical and emancipatory interests. These empowered parents will be able to take up their rightful position within the family and the larger community. One major positive outcome has been family learning, in which parents are more fully involved in their children's education.”

It is intended to expand the project to other farm schools and facilitators are needed. Contact Fourie on 082 739 4087.

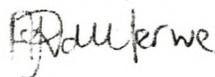
APPENDIX E

DECLARATION BY STATISTICIAN

Wie dit mag aangaan:

Hiermee verklaar ek dat:

- a) Ek die statistiese verwerkings in die proefskrif gedoen het;
- b) Ek bevoeg is om sodanige verwerkings te doen op grond van my kwalifikasie
- c) Dat ek die statistiese gegewens soos gerapporteer in die proefskrif in orde vind

Handtekening: 

Plek: *Durbanville*

Datum: *2004/10/23*

To whom it may concern

I hereby declare that:

- a) I did some of the statistical analysis of data in the dissertation
- b) I am competent to do this analysis on the grounds of my qualifications
- c) that I have found the statistical data in the dissertation to be in order

Signature: 

Place: *Durbanville*

Date: *2004/10/23*

APPENDIX F

**EXAMPLES OF QUALITATIVE ANSWERS IN
INTERVIEWS**

GROUP 1

Reasons why the participants did not attend. Some of the comments were:

- “Ons het maar ons dop gevat.”
- “Die transport, die transport was die ding.”
- “My man drink baie, ek kan nie net gaan nie.”
- “Hulle het ons nie gery nie.”

GROUP 2

Reasons why the participants stopped attending. Some of the comments were:

- “My man was snaaks, ek kon nie die kinders alleen los nie, hy het my klere uitgegooi.”
- “Dis Dotjie se skuld, hy het ons nie gevat nie.”
- “My man wou nie gehad dat ek skool toe gaan nie. Hy drink baie.”

GROUP 3

Reasons why the participants did not complete the programme. Examples of responses are:

- “Omdat ons nie vervoer gehad het nie, toe draai ons maar uit.”
- “Dotjie ry en dan ry hy nie, toe los ek maar.”

GROUP 4

What the programme meant to the participants. Examples of the responses were:

- “Baie mense dink ‘n mens is te oud om te leer, maar daar is ‘n toekoms om te leer.”
- “Ek waardeer my les.”
- “Dit het vir my baie beteken, ek het iets daaruit bereik.”
- “Ek kan die lees gebruik. Die lees is baie goed en ek kan beter lees.”
- “Kan self lees. Ek kan darem ‘n stukkie so lees”.