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CHAPTER 1

Background rationale, problem statement, research question and aim of the investigation

1.1 Introduction

South Africa, like many other developing countries is faced with a vast number of illiterate citizens. Illiteracy among black adults in South Africa has reached levels unacceptable for development in the country. The problem of illiteracy prevents adults and youth from contributing effectively and meaningfully to the social, economic and political life of the new democratic South Africa. As a result of the political change in South Africa, there is a growing awareness of the need to provide adult basic education and training to everyone who has had very limited schooling because of socio-economic problems, attributable to the legacy of apartheid.

The aim of this chapter is to provide the background of this study which includes the discussion of the statistics of literacy in South Africa which serves as an introduction of illiteracy. The problem statement was also discussed. Furthermore the research question and aim of the investigation of the study was also mentioned. The study intends to investigate the information needs of the identified communities of Damonsville, (situated west of Brits and fifty kilometres from Pretoria) and Onverwacht (which lies ten kilometres north-east of Cullinan and thirty nine kilometres east of Pretoria) respectively and establish what the content of the materials used for current Adult Basic Education and training programmes are. Terminology used in the study was also clarified coupled with the abbreviations used and meanings provided in order to accelerate the understanding of the usage of thereof. Envisaged chapter allocations were made to introduce the reader to the rest of the information in the study.

The overwhelming majority of illiterate people throughout the world comprise those who are excluded from power, information and wealth (Lyster, 1992:15). Literacy is

therefore not merely a process of learning the skills of reading, writing and arithmetic; it also plays a role in the liberation and development of human beings (Harley, Aitchison, Lyster & Land, 1996:3). In South Africa the majority of illiterate adults are poor and black and reside in the rural areas. In 1998 out of the total population of South Africa, 12.1 million adults (aged 15 and older), had not had the benefit of their years of general education. This means 45 percent of all adults (Aitchison, 1999:144) are uneducated. As illustrated in the 1996 and 2001 statistical censuses in South Africa little has happened to change this situation. The following tables provide evidence to support this statement.

Table 1.1: Level of schooling amongst black Africans aged 20 years and older according to gender (percentages) in South Africa done in 1996 (Statistics South Africa, 2004: 36).

	Male	Female	Total
No schooling	20.8%	25.5%	46.3%
Incompleted primary schooling	19.6%	18.1%	37.7%
Completed primary schooling	8.0%	8.0%	16.0%
Incompleted secondary schooling	31.9%	31.1%	63%
Grade 12	12.4%	11.0%	23.4%
Higher Education	2.8%	3.1%	5.9%
Other	4.1%	3.1%	7.2%

Table 1.2: Level of schooling amongst black Africans aged 20 years and older according to gender (percentages) in South Africa done in 2001 (Statistics South Africa, 2004:37).

	Male	Female	Total
No schooling	19.3%	24.8%	44.1%
Incompleted primary schooling	19.5%	17.6%	37.1%
Completed primary schooling	7.1%	6.8%	13.9%
Incompleted secondary schooling	31.3%	29.6%	60.9%
Grade 12	17.9%	15.8%	33.7%
Higher Education	4.9%	5.4%	10.3%

Table 1.3: Level of schooling amongst black Africans aged 20 years and older according to gender (percentages) in South Africa done in 2007 (Statistics South Africa, 2007: 34)

	Male	Female	Total
No schooling	12.8%	20.5%	33.3%
Incomplete primary schooling	18.8%	16.5%	35.3%
Complete primary schooling	6.5%	7.3%	13.8%
Incomplete secondary schooling	40.9%	20.1%	60.0%
Grade 12	15.4%	17.1%	33.5%
Higher Education	4.0%	5.1%	9.1%

Tables 1.1, 1.2 and 1.3 can be interpreted as follows:

The total percentage of black African males and females who have had no schooling in tables 1.1, 1.2 and 1.3 respectively was 46.3% in 1996, as compared to a total of 44.1% in 2001 and 33.3% in 2007 which marked a 12.9% of the reduction of literacy. In 1996, 37.7% was the total percentage of both males and females who have had partial primary as compared to 37.1% in 2001 and 35.3 in 2007, which marked a 2, 5% reduction of literacy. Sixteen percent was the total of both male and female that have had complete primary in 1996 as compared to 13.9% in 2001 and 13.8 in 2007, which marked a 2.02% in reduction of literacy. In 1996, a total of 63.0% of both male and female had partial secondary as compared to 60.9% totalling both male and female in 2001 and 60.0% in 2007, which marked a 1.0% literacy reduction. In 1996, 23.4% of both male and female have had Grade 12, while in 2001 only 33.7% had Grade 12 and 33.5% in 2007, which marked 5.0%. In 1996 5.9% of both male and female were exposed to higher education, while 10.3% was the total number of both male and female that have had higher education in 2001 and 9.01 in 2007. As such, generalisation can be reached that indicates the reduction in literacy.

Naicker (1999:91) summarises section 29(1) of the constitution of the Republic of South Africa, 1996, to argue that “everyone has the right to a basic education and to further education, which the state, through reasonable measures must make progressively available and accessible”. The right to basic education applies to children youths and adults. To the youth and adults education may be training programmes that may suit their needs. As a result adult basic education (ABE) programmes were designed to include the illiterate population of South Africa. In 1994 the new government established the National Education Policy Investigation (NEPI) which produced two reports that dealt directly with literacy and with ABE issues (Aitchison, 2001:147).

Adult education is for adults who are not enrolled in secondary school; who lack the educational foundation expected of a high school graduate; whose inability to speak, read, write and solve problems constitute a substantial impairment of their ability to obtain, retain and function on the job, in the family and society, commensurate with their real ability, to achieve their goals, and develop their knowledge and potential, and

thus are in need of programs to help eliminate such inability and raise their level of education and self sufficiency (Lynn and Jaffee, 2001:4; Merriam and Cafferella, 1998:16 and Oddi, 1987:110).

The 1994 change of government in South Africa under the new political dispensation brought another major shift of focus within the educational context. Prior to 1994 education in South Africa was mainly content-based. In a content-based syllabus the emphasis is exclusively on passing the final exam and this is based on the content learned rather than on the acquisition of a skill (Wiesen, 2001:72).

After 1994 a paradigm shift took place in education. Curriculum 2005 was introduced and changed the face of South African education from content-based to outcomes-based education. In the latter approach the main focus is on the acquisition of competencies. Competency involves the ability to do something rather than to know something (Spady and Schlebusch, 1999:46).

Therefore when policy documents aimed at restructuring the adult basic education and training (ABET) programmes were formulated a similar shift was made from content-based education to outcomes-based education. In adult basic education and literacy training the focus was placed primarily on the acquisition of skills such as reading and writing. Hutton (1992:10) states that a person has to acquire the essential knowledge and skills which enable him to engage in activities such as amongst others, reading a stop sign, reading and signing of a hire purchases agreement, signing a pension pay-out form, reading a pamphlet or a letter from home in which literacy is required for effective functioning in his group and communities for development. According to Aitchison (1999:121), Wedepohl (1988:13), Caffarella (2001:28) and Aitchison (2003b: 48), it is important to produce literacy materials which can be used by participants in the literacy course. Learning materials for adult basic literacy programmes tend to concentrate mainly on competencies and content is often overlooked.

The question now arises whether the focus on outcomes-based education has not rendered the content of learning materials for basic literacy training inappropriate. Wedepohl (1988:10) takes up this argument when he maintains that several literacy

programmes do not concentrate on content, but focus on competencies alone. This offers no guarantee of the success of such literacy programmes within the communities they wish to serve.

According to Wedepohl (1988:15) “Literacy is not just teaching someone mechanical skills: how to understand marks on paper or how one writes them down. It can also help learners to contribute to a fuller understanding of their own situation and what they can do to change it”.

Information is fundamental to our existence and is used in a variety of context- as a commodity, as energy, as communication, as facts, as data, as knowledge (Prasad, 1992:3). The need for information could arise from the desire to fulfil physiological or cognitive needs. According to Prasad (1992:7) such needs could be expressed or unexpressed, present or immediate, or even future, differed or potential needs.

It has been indicated that information is necessary to survive and to make decisions (Prasad, 1992:3; Fairer-Wessels, 1989:7; Boon, 1992(b):63 and Courtright, 2005:6 and Aitchison, 2003: 126). Individuals need information for decision-making and problem solving so as to exist successfully. Decisions are based on knowledge (Vickery and Vickery, 1992:20; Wilson, 1997:552). People also need information to know in what ways they can influence what is happening in their own immediate environment as well as on local and national levels. Furthermore, Taylor (1986:100) suggests that decision-making is also required when making choices that affect the welfare of a family, a group, an organisation, a community and a nation.

Decision making requires information which is then used to identify the problems as identified by the communities, collect from the information through the use of questionnaires, process the information and analyse of the identified problems (Prasad, 1992:66). People need information for empowerment. As such, information needs of people must be addressed before they can be empowered via teaching of literacy skills.

If it is true that illiterate and semiliterate people are powerless and marginalised, it stands to reason that their information needs must be addressed in order to contribute to their empowerment via the teaching of the relevant content of literacy skills.

Marginalisation of the identified communities will be perpetuated if literacy programmes are based on materials developed by educators without prior consultation with the communities they intend teaching. Educators need to develop material of which the content is relevant and appropriate, for example content that addresses the information needs of the targeted learners.

The problem of defining what the terms “information” and “information needs” now arises because of the multiplicity of definitions attributed to these terms. The value of information, the reliability of the content, and the reliability of the source, are attributes that will be discussed when attempting to define the term “information”. On this basis, Penzhorn (2001:64) comes to the conclusion that information may be defined as everything that is all around us, and which influences our attitudes, emotions and thinking. Boon (1992b: 64) and Barosso & Morgan (2009:11), agrees with this view and states that the definition of information must be determined according to context since no universal, acceptable definition of information exists. Prasad (1992:1) elaborates on this and defines information as the recorded or communicated knowledge gained by man through experience, observation and experiment.

In establishing the nature of the content of the materials used, the contents of Curriculum 2005 and the South African Qualification Authority (SAQA) documents on adult basic education and training (ABET) programmes will serve as a background study and will provide the basis for a content analysis of the content and competencies of three level 1 literacy programmes, namely Project Literacy, Operation Upgrade of South Africa and the New Stimela Afrikaans ABET programme.

1.2 Research aim

The research is aimed at addressing the information requirements of pre-literate communities of Damonsville and Onverwacht respectively and investigating the content of the selected Afrikaans literacy programmes in order to determine whether the contents of literacy programmes does suite the information needs of the pre-literate adult learners. Investigation is also done to determine which information could be used in ABET literacy programmes.

1.3. Research question

The central research question may be formulated as follows:

What are the information needs of the Afrikaans pre-literate adult learners of both Damonsville and Onverwacht communities, and how can the content of adult literacy training material be tailored to match the information requirements of the identified communities?

The following four sub-questions will be investigated:

- What are the information requirements of outcomes-based ABET programmes of the predominantly Afrikaans preliterate communities in Damonsville and Onverwacht?
- What is the current content of selected Afrikaans literacy programmes?
- To what extent does the content of the selected Afrikaans literacy programmes match the information requirements of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville?
- How can the information requirements of preliterate communities be addressed in the content of a literacy programme?

1.4 Value of this research

- The specific aim of this study is to provide a guideline on the appropriate content for an Afrikaans literacy programme based on a needs analysis conducted, with the hope of contributing to the development and improvement of information provision and, ultimately, to the empowerment of these communities.
- Information collected could be of use in the compilation of the suitable content for literacy programmes in South Africa and elsewhere.
- A concept lesson plan will be formulated. The lesson plan is only an example from which guidelines for a proposed method for design of literacy materials will be compiled.

1.5 Limitation of the study

Only two Afrikaans communities were studied, based on their willingness to participate in the research. Hence it will not necessarily be possible to generalise the results to all Afrikaans-speaking disadvantaged communities (see par. 4.4 and 4.5).

Although the results of this study may not apply to all communities within South Africa, it is hoped, however, that it will be possible to use the findings of this study to provide guidelines for customised literacy programmes that will address the information needs of other illiterate or preliterate and marginalised communities in South Africa.

1.6 Research design and methodology applied during the investigation.

1.6.1 Research approach applied during the investigation

The methodology applied will only be dealt with very briefly in this chapter. The broad research approach is mainly quantitative (see chapter 5 in this regard), as well as qualitative with literature review and content analysis (see chapter 6 in this regard) as part thereof literature review, content analyses and information requirement research and acts as cross-reference to chapter 4 paragraphs 4.2.1 where the methodology is fully discussed. The study included qualitative and quantitative data collection techniques as suggested in Tashakkori and Teddie (2002:4), in order to increase the understanding of and insight into the information needs of the communities of Damonsville and Onverwacht respectively. The analysis of the content of the literacy material comprised both qualitative and quantitative analysis, as qualitative analysis deal with the forms and antecedents, while quantitative analysis deals with the data that are presented by means of exact figures gained from precise measurement (Berg, 1998: 224).

1.6.2 Information requirement/needs assessment

The information needs assessment which is part of the curriculum design has the main focus on the following elements which are interrelated:

- Determining participants goals and experiences, i.e.why would the participants would want to attend ABET programme?
- Identifying participant preferences which includes the desire of the population
- Developing questionnaires/ survey instruments
- Studying community structure which includes the resources of the community
- Categorizing existing programmes through content analysis
- Establishing existing priorities (Dean, Murk and Prete, 2000:131)

For the purposes of this research the participants are predominantly Afrikaans, pre-literate disadvantaged communities of Damonsville and Onverwacht who were selected as case studies. These two communities can be considered as multiple case studies because they are explored as single entities or phenomena bounded by time and activity (a programme, event, process, institution, or social group) in order to collect detailed information by using a variety of data collection procedures over a sustained period of time (Leedy, 1997: 157 and Cooper, 2006:40). In this study, questionnaires were used as instruments to collect relevant data which consisted of activities that would be needed to be built into the tutorial materials. The information needs assessment included both qualitative and quantitative elements in order to increase understanding and insight (see Chapter 4).

The data were collected by using the following data collection methods (see par. 4.4.2).

a) Unobtrusive observation

This mode of observation focuses on the examination or direct observation of people and their environment in their natural setting (Babbie, 2004 and Gray, 2009:150). In certain sence, all techniques of gathering information involve observation of some kind. The observation method compels the researcher to rely on seeing and hearing things and recording them rather than relying on participant`s self-report responses to

questions. The researcher observed the geographical physical communal environment, for example schools, libraries, clinics, community centres and other available community services. This technique assisted the researcher in gaining an understanding of the environment and conveying a field site within the community, for example where they obtained certain information (Neuman, 2007: 54; Makanjoula, 2008:114). This technique also assisted the researcher to determine quality of infrastructure and environment. The data was collected by the researcher by taking notes on the field.

b) Pre-testing the questionnaire

Once a questionnaire was developed, each question and a questionnaire as a whole had to be evaluated rigorously before the final administration. In order to check question wording, to verify the functioning of the items included in the questionnaire, the questionnaire overall structure, layout and accompanying instructions, a pre-test was conducted with one person from Onverwacht community. According to De Vaus (2004: 200), the information gained from the pre-testing would then be used to revise questions where necessary so as to make questions much clearer to the researcher and the respondents.

c) Structured interviews

This technique focuses on the collection of data by means of interviews using questionnaires containing both close-ended and open-ended questions as data collection tool (Babbie, 2005:24; Babbie, 2004:314; Welman, Kruger and Mitchell, 2005:167). It proved to be particularly useful in cases where the community members were illiterate. This method assists a researcher to collect original data from the communities.

d) Analysis of the data collected

According to Babbie (2004:314) and Welman, Kruger and Mitchell (2005:168), the data collected by using close-ended questions are usually statistically analysed while a qualitative method of giving meanings to words is usually used to analyse open-ended

questions, interviews and observations. Data collected by using the responses to interviews using questionnaires and observation can be compared to enhance validity and reliability (Struwig and Stead, 2001:132). It can also be combined to present a comprehensive picture of the information needs of the community.

1.6.3 Content analysis of literacy material

According to Babbie (2004:314) content analysis is “a study of recorded human communications for example books, speeches, letters, e-mail messages, bulletin boards, postings on the Internet, laws and constitutions as well as components or collections thereof”. Content analysis handles the “what” that is being communicated. (Discussion of content analysis is done in chapter 6 of this study).

Manifest content analysis as a technique to analyse the elements that are physically present and countable in the selected texts was used in this study (Berg, 2001:242; Neuman, 1997:271). Texts that can be analysed using the technique of content analysis consist of “anything which is written, visual or spoken that serves as a medium for communication, e.g. books, newspapers, magazines etc.” (Neuman, 2007:272). Literacy materials designed by Project Literacy, Operation Upgrade of South Africa and The New Stimela Afrikaans ABET Programme will comprise the texts analysed in this study (See complete analysis of the text in chapter 6).

1.7 The theoretical framework underpinning the investigation

The theoretical framework is, according to Palamidessi and Feldman (2003:101), a collection of interrelated concepts, like a theory but not necessarily so well worked out. The essence of the theoretical framework will assist in analysing and rendering of the findings. A theoretical framework underpinning the investigation involves the inclusion of three aspects namely, curriculum development, instructional design and ABET which are interrelated and can best be diagrammatically represented as follows:

Figure 1.1: Theoretical Framework

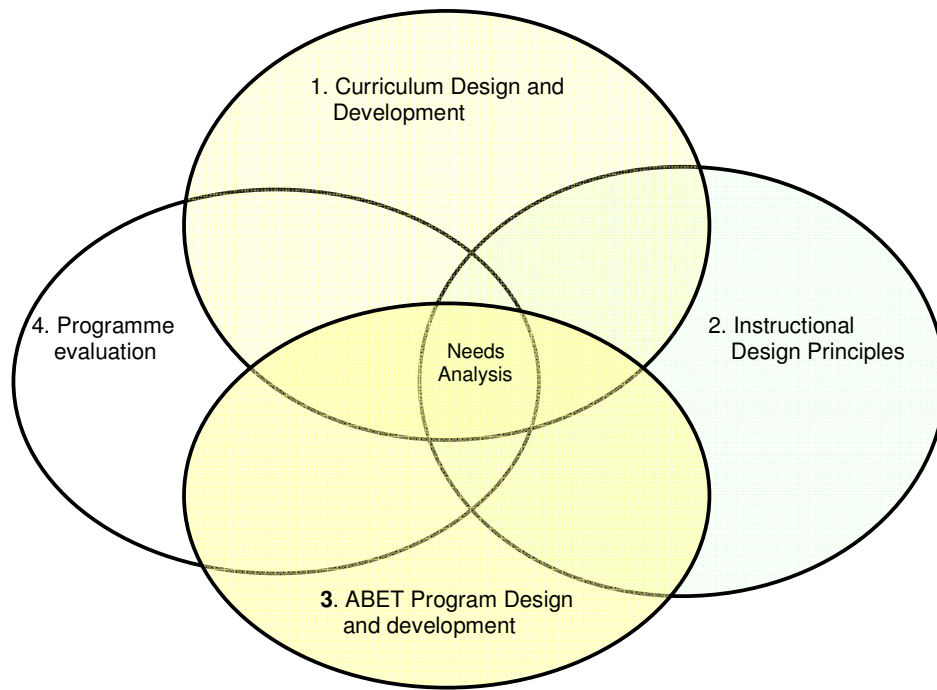


Figure 1.1 above depicts the curriculum design and development which involves the way the researchers conceptualize the curriculum and arrange its major components (subject matter or content, instructional methods and materials, learners' experience or activities) to provide direction and guidance as we develop curriculum based on students' needs or interest (Ornstein and Hunkins, 2004:18 and Palamidessi and Feldman, 2003:116). Great care should be given to creation of curricula because curriculum development is where the action is. According to Lovat and Smith (2003:89), activities include creating educational programmes that engage students in learning and empowering them to construct their own meaning and to realize certain educational goals. The success of curriculum development depends on the careful planning which involves thought of goals, content, instructional design, learning experiences, method, learners and society (South Africa, 2008: 79) (see Chapter 3 (3.6.1) in this regard).

Furthermore, the second interrelated aspect which is Instructional design principles are enriching ways of approaching curriculum development. Suitable instructional approaches should be selected that would move the learner both in content knowledge

and in the learning process, towards the goals of the curriculum (Ornstein and Hunkins, 2004:89 and South Africa, 2008:225). Objectives of the curriculum should match the content to be learned and the learning activities necessary to learn the content. (See chapter 3 in this regard).

According to Dean et al. (2000:132), instructional design/programme design consists of the following components:

- Defining appropriate programme purposes
- Identifying programme desired learning outcomes
- Selecting appropriate learning activities based on the observed or expressed needs where enthusiasm and special sensitivity to the needs and interest of adult learners are important requisites for selection.

The third aspects, namely ABET programme design and development, are flexible, developmental and target at specific needs of particular audiences. According to Pinar (2010:55) learning takes many forms and occurs in many different settings from formal courses to various types of experiences in families, communities and workplace. All types of learning need to be recognized and needs need to be geared to meeting the needs of the learners.

Effective ABET programmes design depend on the successful curriculum development and instructional design based on thorough needs analysis where the information needs of learners are considered. (See Chapter 2 in this regard). In ABET, the learner is the centre of the learning process, preferably through the participatory approaches, existing competencies of learners, their prior knowledge, wisdom and values should be acknowledged and adequately used for further learning (Süssmuth, 2009:150). While starting with the real life situation of learners, adult learning provision often has the potential to meet their needs and initiate a sequence of learning experiences. Adult learning should be relevant.

The researcher agrees with Stefano (2004:25) who suggested that one of the most important challenges for materials developers in adult literacy is to tailor the contents of the materials to match the needs of the learners, which would include amongst

others, provision of materials that are easily understood and that motivating. Furthermore, UNESCO (2009:81) reports that programme content of ABET should include subjects matter and perspectives drawn from the learners' cultural traditions and programme restructuring should respect how learners organise time and space in their daily lives. Thus I argue that programmes for ABET have to devise ways to bring literacy into everyday life.

Furthermore, the fourth interrelated aspect which is programme evaluation which involves analysis of the learning content to determine whether the content makes meaning to the people, whether it is useful to them or the learning materials is based on what they already know. Dean et al. (2000:150), suggest that activities should be identified to determine whether strategies are taking place as planned and whether they are having a desired effect. If the answers are negative, immediate changes should be made to attain the desired goals.

Programme evaluation is according to Royse, Thyer and Padgett (2010:2),

“a social research method to systematically investigate the effectiveness of social intervention programmes in such a way that are adapted to educationally/politically environments and are designed to inform social action to improve social condition.”

It is argued that fundamental purpose of programme evaluation is to specify feasible practices that evaluators can use to construct knowledge of the value of programmes that can be used to solve the problems to which the programmes are relevant. Shadish, Cook and Leviton (1991:36) identified five components involved in the processes through which programmes and their components can be changed to improve programme performance as follows:

- The social programming which concern the nature of social programme and role in social problems
- Knowledge component which is concerned with what count as acceptable knowledge about the object being evaluated
- The value component which concern the role that play in evaluation

- The use component which concerns how social science information can be used in social policy and programming
- The evaluation practice component which concerns the aspect the evaluators do as they practice their work/professions.

There exists an assumption that through programme evaluation, social problems solving can be improved by incremental improvements in the existing programmes, better design of new programmes or termination of bad programmes and replacing them with better ones (Berk and Rossi, 1999:15).

Dynamics of programme evaluation include three elements which could be outlined as follows:

- Internal programme structure and functioning which deals with how programmes are structured, what functions they fulfil and how they operate
- External constraints that shapes and constrain the programmes
- How social change occurs which outlines how the programmes change and how the change can contribute to social change (Royse, Thyer and Padgett, 2010:10; Rossi, Lipsey and Freeman, 2004:8).

Most common types of evaluation involve the following elements:

- Determining the criteria of merit usually from a needs assessment
- Using standards of merit frequently as a result of looking for appropriate comparison
- Determining the performance of the evaluand so as to compare it against these standards which are used to measure standards (Berk and Rossi, 1999:27).

For a successful programme evaluation to take place, important key evaluation checklist which can be applied are identified in Berk and Rossi (1999:22) and Shadish et al (1991:83) as follows:

- Description: Describe what is to be evaluated
- Client: who is commissioning the evaluation?
- Needs and values of the impacted and potential population

- Standards: Are there any pre-existing objectively validated standards of merit of worth to apply?
- Outcomes: What are the effects of the programme?
- Generalization to other people/places or version
- Comparison with alternative option
- Recommendations: These may or may not be requested, and may or may not follow from evaluation.

I argue that most societies require knowing if programmes are good or not. If materials evaluated are good, they must meet important needs that best match the information required by the users.

1.7.1 Curriculum design

Curriculum embodies the planning and implementation of educational experiences through carefully orchestrated procedure made from understanding related things that truly matters to the adult learners' life (Mckernan, 2008:5). According to Barosso and Morgan (2009:16), Mckernan (2008:12), designing curriculum describes an educational process that includes the following:

- Planning of the theories involving the curriculum-making
- Developing the curriculum based on the research conducted about the learners' requirements
- Embracing the fact that there is a degree of intuition and critical judgement in the work of educators
- Presenting empirical evidence of the research done for the information required.

Furthermore, curriculum needs are to be seen as continuous educational experience, and roles played by educators in curriculum decisions, inquiry and improvement (Dean, Murk and Prete, 2000:134). ABET is one of the important sections of education because it deals with economically active illiterate and semi-literate people and therefore it remains a sector of education that is directly linked to development (French, 2003:3 and Rule, 2006). The curriculum of ABET should be learner-centred,

dynamic and change with time. Thus, the curriculum for ABET should pursue an outcomes-based education approach so as to alleviate illiteracy and under-education (see chapter three in this regard). According to Baatjies and Mathe (2004) and UNESCO (2008:52), in instructional design of ABET, the following aspects plays an important role:

- Purpose: What are the overall goals, purpose and scope of the programme that will increase the usefulness and impact of literacy?
- Needs: What are the needs of the learners in ABET?
- Flexible curriculum: Are the contents relevant to the learners in diverse context?
- Relevant language of instruction. Most learners develop mother tongue literacy skills first, to the point where they can write and write at a level equivalent to a newspaper because literacy is a language-based activity.

The researcher would then summarise the design of a good literacy programme to be based on its accessibility, relevance, usefulness and that which would lead to learning outcomes that participants can put to use in their daily lives and for further learning. Furthermore, participants` existing knowledge and experience should serve as basis for the programme, with the possibility of applying new knowledge and skills directly in their lives.

1.8 Terminology

1.8.1 Clarification of terms and concepts applicable to this study

Clarification of terms gives the opportunity to the researcher to clarify his/her conceptual understanding of key terms employed in the study. In this study the following terms are discussed: For the purpose of this study the terms below will be defined as follows: *content-based education, competency-based education, literacy, literacy material, community, information needs, assessment, paradigm and paradigm shift.*

a) Content-based education

Content-based education places emphasis on covering a curriculum in which teachers teach a predetermined amount of content within each time period (Van der Horst and McDonald, 2009:9, Spady, 1997:3 and Du Toit and Du Toit, 2004:4). Content may be described as the subject matter, ideas, skills or substance of what is taught (Gunning, 2008:7; Alvermann, 2007:13, Van der Horst and McDonald, 2009:26).

b) Competency-based education

Competency-based education deals with learners' performance outcomes, and is defined as the demonstrated mastery of skills (Harley et al., 1996:116; Van der Horst and McDonald, 2009:12 and Spady, 1997:5). Clifford and Kersfoot (1992:185) and Du Toit and Du Toit (2004:7), state that competency-based education presents learning in a meaningful way to teachers and learners by stipulating very clearly what will be learnt and taught in terms of behavioural outcomes whose programmes appear to be systematic and well-organised.

c) Literacy

Hutton et al. (1996:53), Hinzen (2009:274), Ghose (2009:164), state that "literacy is tied up with people's intentions and purposes. It extends where necessary beyond reading to other languages and skills and to reading the world". Furthermore, Harley et al., (1996:30), Chopra (1993:21), Walters (2006:12), Bizare (2009:118) and Hildebrand (2009:199), defines the term "literacy" as "Literacy is not merely the process of acquiring the skills of reading, writing and arithmetic – it also plays a role in the liberation of humans and their full development. It is also not an end in itself, but a fundamental human right and constitutes the first stage of basic education". Torres (2003:3) and Blake and Blake (2002:15), Rogers (2009:190), argue that literacy is one of the most basic learning needs of children, young people and adults and it is at the very heart of basic education.

d) Literacy material

Wedepohl (1988:107); Scott-Goldman (2001:12); Burroughs (1992:10); Fredericks (1992:38) and Lyster (1992:5) defines literacy material as “Any available existing materials that can be adapted or translated, or if nothing is available anything that can be produced by learners themselves that they can use as reading material”.

e) Community

Community can be defined in many ways, depending on the interpretation assigned to it. Beeton (2006:4) suggest that the term community can be used by politicians, academics, religious leaders etc. “Any geographical location or neighbourhood definable by race, social unity, group of persons living in the same locality, or with common race, religion, pursuits, etc. not shared by those among whom they live, common character or identity, people sharing common practice, a body of common equal rights” (Kaniki, 2001:198; Cook, 1997:276 and Baker, 2003:83).

f) Information needs

The definition of “Information needs” has presented the researcher with problems of meaning. Wilson (1981:5) point out that information needs in user studies has presented problems, which leads to the conclusion that what is in fact meant by information needs in information behaviour. Information needs are said to change constantly with new relevant sensory inputs (Case, 2002:76; Killen, 2000:22). Information needs exist objectively, that is they are oriented towards reality, practice and task. It is the requirement, want or demand for information.” (Prasad, 1992:29; Kaniki, 1999:36).

g) Assessment

Assessment is a strategy for measuring knowledge, behaviour or performance, values or attitudes (Van der Horst and McDonald, 1997:170; Kellerman, 1987: viii; Killen, 2000:22; Dervin and Nillan, 1986:6; Boon, 1992b:65). Baker (2003:30) defines the term “assessment” as a process of determining the nature, causes, progression and

prognosis of a problem and the personalities in different situations. Davies (2005:18) states “assessment encompasses the true does as well as the showing of how things are done”. (See chapter 2 and 3 where the term is used)

h) Paradigm and Paradigm shift

A “paradigm” is the fundamental perspective of “how we view and perceive our world and what we allow ourselves to see as true, or desirable, when shaped and endorsed, which helps us understand, interpret, behave and make sense of what we do and experience” (Davies, 2005:18, Spady, 1997:1, Naicker, 1999:92). Furthermore, Barker (2003:312) defines “paradigm” as a model of pattern containing a set of legitimate assumptions and a design for collecting and interpreting data. On the other hand, Law (2006:43) and Baker (2003:30) argue that “paradigm” should be viewed as “a whole package that includes law-like generalisation, implicit assumption, instrumental and embodied habits, working models and a general and more or less implicit world-view”.

Naicker (1999:92) defines “paradigm” as “a framework for identifying, explaining and solving problems”, and “paradigm shift” as “a radical change in the way one views the world”. According to Barker (2003:312), paradigm shift is a process of reconceptualising about some model, pattern, or perception, leading to significant changes or reinvention. The two terms are used in this study to indicate the shift from the old educational approach to the outcomes-based education.

1.8.2 Abbreviations

Abbreviation	Meaning
ABE	Adult basic education
ABET	Adult basic education and training
ATM	Automatic teller machine
CEPD	Centre for Education Policy Development
COSATU	Congress of South African Trade Unions

DoE	Department of Education
ETD	Education training and development
ETDP	Education training and development practice (or practitioner)
FET	Further Education and Training
GETC	General Education and Training Certificate
JET	Joint Education Trust
NCFE	National Committee on Further Education
NEPI	National Education Policy Investigation
NGOs	Non-governmental organisations
NTB	National Training Board
NQF	National Qualification Framework
OBE	Outcomes-based education
SACABE	South African Committee on Adult Basic Education
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

1.9 Chapter allocations

This section covers the delimitation of different chapters that was included in the study as follows:

- **Chapter One** covers the introduction to the study, the research problem, the general aim and objectives and the outline of the study.
- In **Chapter Two** some general principles with regard to literacy and adult basic education are discussed with special reference to the definition of the term “Literacy” as well as the characteristics of Adult Basic Education and Training in South Africa. Inclusion of lifelong learning is also taken into consideration in this chapter.
- **Chapter Three** gives an overview of content-based, competency-based and outcomes-based education practices. Different definitions and descriptions of how content, competency and the competencies addressed in literacy

programmes are presented by different writers are also discussed. Reference was made to the OBE policy instituted after 1994 and its influence on ABET. Furthermore, investigation of information needs of communities of Damonsville and Onverwacht is introduced. This included a literature review in which the importance of information in a developing context, with specific reference to literacy training was discussed.

- **Chapter Four** gives a description of the research methodology used to investigate the information needs of the two selected cases.
- The results as well as the analysis of the results of data collected from questionnaires are discussed in **Chapter Five**.
- **Chapter Six** identifies and discusses the analyses of the content of the literacy material/programmes, namely, Project Literacy- *Kommunikeer in Afrikaans: Aanganame kennis*, level 1, module 1 (1996); Operation Upgrade of South Africa- *Afrikaanse lees- en skryfkursus vir volwassenes*, Books 1, 2 and 3 for level 1 (1993) and The New Stimela Afrikaans ABET programme-*Woeker met woorde*, Book 1 level 1 (1997). This discussion includes a description of the research design.
- The two sets of findings namely the findings of information needs of communities of Damonsville and Onverwacht and the findings of contents of literacy materials as discussed and interpreted in Chapters three and four are compared in **Chapter Seven** and conclusions drawn about the findings thereof.
- **Chapter Eight** discusses the design of the learning programme in the context of the findings of the investigation and contains two concept lesson plans based on the conclusions reached in Chapter Five.
- Concluding remarks based on the extent to which the research questions were answered was presented in **Chapter Nine** as well as recommendations for

guidelines according to which literacy materials may be designed by taking into account the information needs of the target population.

1.10 Summary

In this chapter an overview of the status regarding literacy in South Africa was discussed as part of the background rationale for the aim of this study. Furthermore the major shift brought about by the change in focus of education in South Africa since 1994 from predominantly content-based education to competency based education/ OBE/Curriculum 2005 is raised.

The idea of the research plan was outlined. It was followed by the identification and definition of terms and abbreviations which were used in this study. The chapters envisaged are outlined. This was meant to provide a global picture of the research.

CHAPTER 2

Literacy and Adult Basic Education and Training (ABET) in South Africa

2.1 Introduction

This chapter covers an extensive literature review which included among others, books and journals whose aim is to attempt to define the terms “literacy”, “adult basic education and training” as well as “lifelong learning” practices. This is an attempt to investigate the qualities and teaching practices of ABET in relation to the above mentioned concepts as reflected in the learning materials. In establishing the nature of the content of the materials used, the contents of Curriculum 2005 and the South African Qualification Authority (SAQA) documents on adult basic education and training (ABET) programmes will serve as a background study and will provide the basis for a content analysis of the content and competencies of three level 1 literacy programmes. The purpose of the chapter in the context of this study is an overview of literacy and Adult Basic Education in South Africa and a reflection of change in education policy in general.

2.2 Literacy and Adult basic education: Some general principles

2.2.1 The concept “literacy” in the context of adult education

Literacy is not merely the process of acquiring the skills of reading, writing and arithmetic – it also plays a role in the liberation of humans and their full development. It is also not an end in itself, but a fundamental human right and constitutes the first stage of basic education (Harley, Aitchison, Lyster and Land, 1996:3, Asmal, 2002a:10 and University of South Africa, 2002:5). According to Bischof and Alexander (2008:7), in South Africa, adult education needs emerged from the socio-political history, which is characterised by policies of separate education and unequal facilities

for South Africa's different population group. An understanding of adult education is closely linked to an appreciation of political purposes of adult education.

In order to determine the number of adults who are illiterate or who lack basic education one needs to be able to answer the following questions:

- Who is an adult?
- What is literacy and functional literacy?
- What is basic education and training?

South African government statistics have tended to use 16 years and older in the definition of an "adult" because 16 years was the minimum school-leaving age in the white and Indian education systems (Harley et al., 1996:17). Ouane (2009:64), UNESCO (2008:12), defines the term an "adult" as a term comprising a wide range of concepts:

- The word may refer to a stage in the life of the individual (he/she) is first a child, then a youth and then an adult.
- It may refer to status - an acceptance by society that the person concerned has completed his/her novitiate and is now fully incorporated into the community.
- It may refer to a social subset - adults as distinct from children.
- It may include a set of ideals and values - adulthood.

Therefore the concept "adult" is not directly linked to age, but is related to what generally happens as a person grows older. In *Improving Adult Literacy* (1999:4) the term "Adults" is seen as "distinct from children and are not totally illiterate but are rather functionally illiterate because they lack the skills needed to take advantage of the full range of personal, social and economic options open to people with higher literacy skills".

According to Chopra (1993: 24) and (Ridge 2000:28) "Illiteracy in any form denotes a level of education inadequate to equip the adult to meet his responsibility as a worker

and citizen in a democratic society, i.e. those adults who do not have any knowledge of literacy, numeracy and social awareness”.

In attempting to define the terms “literacy” and “functional literacy” one must take cognisance of the fact that it is impossible to arrive at a single definition of both terms as different countries use different tools to measure literacy. According to Harley et al. (1996:18) definitions of literacy have changed and developed over time. Soifer, Irwin, Crumrine, Honzaki, Simmons and Young (1990:1) define “literacy” as follows, “literacy does not simply mean acquiring or improving reading and writing skills”. According to the UNESCO definition of literacy as well as the definitions in Harley et al. (1996:18), Hutton (1992:10), UNESCO (2008:18) a person is considered semiliterate, if he is able to read with understanding, but not to write a short simple statement about his everyday life.

Darkenwald (1982:204) and Willenberg (2005:163), maintain that any definition of literacy may continually be in the developmental stages and be shaped by the changing types of literacy demanded by a changing world. According to Hutton (1992:12) and UNESCO (2009:6) definitions of literacy are more about what is regarded more possible than what is regarded as ideal.

On the other hand Aitchison (2001:143) says:

“Literacy definitions cover a wide continuum ranging from basic alphabetisation plus varying degrees of proficiency in workplace, language and basic life skills needed for effective functioning in society to literacy as a complex set of skills and behaviour embedded within the political, economic and social relations of a particular society”.

According to Cross and Beddie (2004:5) literacy is happening all the time when you watch Television or a film, when you send an SMS message or send an email, read a book, write a letter and so on. Literacy is the ability to make inquiries about the world in order to access information.

According to Hutton (1992:17) and Daniels (2007:24), literacy enables the following:

- *Empowerment of individuals*
- *promote self-reliance*
- *change thought processes*
- *accelerate economic development*
- *hasten modernisation*
- *narrow the gap between the rich and the poor*
- *make individuals more confident thereby allowing them to become more assertive.*

A more recent definition by UNESCO, quoted in Hutton (1992:10); Gboku and Lekoko (2007:5), define the term “literacy” in relation to its uses and purposes, “a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities for which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community ‘s development”.

According to the researcher, to be “functionally literate” could best be defined taking into account, to be able to utilise or understand the information confronted with at a given time, in a situation, for an example, being able to read a street name, price-list or a notification of a shop to be opened.

“Functional literacy” on the other hand is defined by Darkenwald (1982:204), Patwardhan (2005:363) and Habib (2007:130), as “the possession of skills perceived as necessary by particular persons and groups to fulfil their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious or other associations of their choosing”.

Functionalities of literacy may according to Darkenwald (1982:208) and Wetsch (2001: 25), be described as those which relates to

- the world of work
- sex and age groups

- individuals and social values
- cultural development
- the right of the poor, illiterate, and exploited to organise themselves against the growing poverty within which they are living.

Literacy learners will be able to write letters whenever the need arises, fill out forms, help children with their home work, perhaps obtain a better job or more pay, be able to read the Bible in church, sign their names instead of making a cross, obtain a certificate or a qualification, and avoid being cheated (Hutton, 1992:17; Adjah, 2009:116). Adult illiteracy, on the other hand, is a serious problem, which negatively impacts on the economic and social wellbeing of communities across the country (Improving Adult Literacy, 2004:2).

Causes of illiteracy include poverty, learning disabilities, physical or mental problems, inadequate education, low parental education attainment, and a home environment in which parents are unable to instil basic literacy skills especially reading in their children (Cross and Beddie, 2004:6; Van Rooy, 2001:68).

The impact of illiteracy on the lives of such individuals may cause them to experience some or all of the following:

- restricted access to entry-level jobs, as well as few opportunities for job advancement
- greater chance of unemployment or dropping out of work
- reduced earning capacity due to infrequent employment
- increased chances of existing in poverty
- if employed they earn low income and often work part time
- high level of dependence on public assistance and other public resources
- decreased involvement in their children 's educational development
- increased health problems resulting, for example, from the inability to read medication labels properly
- increased chance of engaging in criminal activity and being imprisoned (Improving Adult Literacy, 2004:8).

The impact of illiteracy on the lives of people may, according to the researcher be generalized amongst other aspect, to loss of job which increase rate of unemployment and may lead to high rate of crime which may also in turn lead to poverty.

In South Africa definitions of literacy are further complicated by the fact that knowledge of a second language, usually English, is as essential for survival and development as the ability to read and write in an African language because the term literacy is often loosely used to include basic competency in English (Hutton 1992:12).

2.2.2 Adult Basic Education and Training (ABET) in South Africa

According to What is ABET (2002:1) and Harley et al. (1996:20), the concept ABET is uniquely South African. In the international world ABE means adult basic education. In the policy initiative of the early 1990s South Africa added the “T” for training so as to link education with income generation and the development of a National Qualification Framework (NQF).

- The reasons for adopting the term “training” were according to What is ABET, (2002:1), the following:
- Education, including adult education, had little relevance in life and work, while training entailed the drilling in routine jobs with no attention to the underlying knowledge and values. Adding “T” showed a commitment to integration and training as applied in ABET.
- ABET was meant to offer an appropriate adult route to a general education aimed at bringing about a significant improvement in the quality of life.

Aitchison (1999:143), Aitchison and Harley (2004), Desmond (2004:349) and Van Rooy (2001:62), define ABET as the “education and training provision for people aged 15 and over who are not engaged in formal schooling or higher education and who have an education level of less than Grade 9 (Standard 7)”.

According to Prinsloo and Breier (1996:4) and Rule (2006:114) human resource development by the Congress of South African Trade Unions was involved in policy

work in education and in adult literacy planning. Literacy provision became part of adult basic education.

The National Adult Basic Education Conference of 12-14 November 1993 (Harley et al., 1996:20; Asmal, 2001:118 and Rule, 2006:115) defined ABET as:

- The basic education phase in the provision of life-long learning.
- The final exit point in terms of certification from ABET should be equivalent to the exit point from compulsory education (Grade 9/10).
- ABET should include a core of skills, knowledge and values.
- ABET should consist of levels of learning along a continuum assessed as outcomes.
- ABET would be aimed at adults who have had no or very little formal schooling, those who only require specific sections of ABE which meet their particular needs.

ABET is, furthermore, according to Aitchison (1999:143), “an adult education equivalent of the basic compulsory schooling that children now receive and is to be recognised by the award of a General Certificate in Education (GETC)”. According to Van Rooy (2004: 64), ABET also involves learning which serves as a foundation for further education or training.

ABET in South Africa was propelled into prominence in 1994 when apartheid era was brought to an end. On the one hand ABET was geared towards social and political transformation as its central goal (Baatjes, 2003:182 and Aitchison, 2003a:130). In South Africa ABET is defined as:

“ 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 context. ABET is flexible, developmental and targeted at the specific needs of particular audience and ideally, provide access to nationally recognised certificates (DoE, 1997:6).”

The researcher's pragmatic synthesis on the issue of Adult basic education is that the ABET should offer training to adults that would be suited to the needs of the adults and

further agree with the suggestion made by Aitchison on the notion of awarding GETC at the completion of ABET level four (see 2.2.4 for more details in this regard).

2.2.3 Global perspective of ABET in South Africa

UNESCO, with its literacy programmes whose aim is to create a literate world and to promote literacy for all, has been the forefront of the global literacy efforts and is dedicated to keeping literacy high on national, regional and international agendas (UNESCO, 2009:1). The reason why this information is captured is to highlight the fact that South Africa was also involved in ABET issues globally.

According to Hutton (1992:14); Aitchison and Harley (2004:2) and Willenberg (2004: 162), the following table indicates world illiteracy figures and rates by date, and this emphasises the importance of literacy worldwide:

Table 2.1: Global Illiteracy figures and rates by date

Year	Total number over the age of 15	Total percentage of population
1970	960 million	33%
1980	894 million	29%
1990	882 million	25%
2000	871 million	22%
2008	774 million	20%

Sources: (UNESCO Institute for Statistics, 2008:1)

It is clear from the above figures in Table 2.1 that the percentage of illiterate people in the world is reducing over the years (33% in 1970, 22% in 2000 and 20% in 2008).

From a global perspective adult education is centred upon the learning in which adults are engaged. It dates back to the 18th century missionaries who taught people to read the Bible (Darkenwald 1982:205). According to Hutton (1992:32), Duke (2009:173) and Prinsloo and Baynham (2008:2), functional literacy was most often associated with

the work of the United Nation Education Science and Cultural Organisation when it was realized that the soldiers would be more efficient if they could read instructions properly, that is that national development could be accelerated if literacy levels were improved.

An overview of events and literacy international literacy is presented in the following table 2.2 with a view to inform us of the different development in adult education globally over specified period of years.

Table 2.2: International events that relates to international literacy

Year	Events and literacy
1920-1930	Post-war Bolshevik revolution
1919-1939	USSR literacy campaign
1930-1940s	Economic depression Laubach-missionary work in Phillipines: literacy work used to convert people to Christianity
1940-1950s	
1941	Laubach established committee on World Literacy and Literature
1945	UN established
1946	Unesco established along with an educational arm, two approaches to literacy which are: 1. human rights (moral growth), and 2. investment in human capital (material)
1945-1947	Mass literacy campaign in Vietnam
1950-1960s	Unesco's programme of basic education Start of antiliteracy in People's Republic of China
1955	Unesco abandons basic education in favour of development strategy Laubach establishes Laubach Literacy Inc.
Late 1950s	Decolonisation of Africa
1960-1970s	Literacy seen as an investment in development

Development decade	Criticism of ‘modernisation’
1961	Cuban literacy campaign Unesco’s 10-year programme to establish universal literacy
1964	Unesco-EWLP ‘functional literacy and skills training’: 11 countries funded by 50 billion dollars from UNDP
1967-1980	Brazilian literacy movement
1970-1980s	Spread of Freire’s ideas
1974	ELWP funding stopped
1975	International symposium for literacy, Persepolis - flexibility, Freirean - case-by-case approach
1975-1985	Unesco gives more attention to schools
1980-1990s	
1980	Nicaraguan literacy campaign
1990	International Literacy Year –decade of literacy declared
2000-2009	Education for All Global (EFA)
2000	Education For All Global monitoring report launched in Dakar, Senegal
2002	EFA global monitoring report- Is the world on track?
2003/4	EFA global monitoring report-The leap to equality.
2005	EFA global monitoring report-The quality imperative
2006	EFA global monitoring report-literacy for life
2007	EFA global monitoring report-Early childhood
2008	EFA global monitoring report-Education for all by 2015, will we make it?
2009	EFA global monitoring report-Examining the failures of the government across the world

Source: UNESCO (2009)

The above table 2.2 above can be summarily interpreted as follows: The international events between 1920 to 1942 was marked by war, literacy campaign, economic depression and missionary work that contributed in converting people to Christians. During the period 1940 to 1955 different literacy committees were formed for an example UNESCO whose approaches was human rights and investments in human

capitals. Development decade (1960 to 1970) was characterised by a continuation of literacy campaigns, criticism of modernisation and establishment of functional; literacy and literacy skills training. The period 1970 to 1980 the first international symposium of literacy which resulted in attention to be shifted to schools. 1990 was marked by the international literacy year-the decade of literacy declared. The period 2000-2009 was marked by Education for All launching and monitoring reports.

2.2.4 Establishment of ABET in South Africa

2.2.4.1 Introduction

Adult basic education and training (ABET) is provided in order to redress discrimination and past inequalities, and to promote such qualities and relevance which will equip people for full participation in social, economic and political life (Department of Education: Directorate of Adult Education and Training, 1997:2). According to Tight (1996:6) and Aitchison (2001:144) ABET is “the basic phase in the provision of lifelong learning, consisting of a continuum of learning aimed at adults with very little or no formal schooling, not having the equivalent of a compulsory school leaving certificate”. ABET has the potential to embrace all aspects of training which enable learners to demonstrate technical and practical competencies, participate actively in society, develop communication skills, develop numeracy, develop a critical understanding of the society in which people live, and be able to contribute in shaping and developing the economy of South Africa (National Training Board, 1994:148), Baatjes and Mathe (2004) and Badroodien (2004).

According to Morphet (1992:97), 6 million of the South African population could not read and write which placed us at 93% literacy in the country and through mobilization via the Service Association and Trade and Industry in South Africa we would be able to reach 100 percent literacy rate.

The objectives of the National Qualification Framework pertaining to ABET in affording every person access to learning are to

- create an integrated national framework for learning achievements

- facilitate access to, and mobility and progression in respect of education, training and a career path
- enhance the quality of education and training
- accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby contribute to the social and economic upliftment of the nation at large (Department of Education: Directorate of Adult Education and Training 1997:4), Bhola (2004:15).

On the other hand The Adult Basic Education and Training in South Africa: Draft Policy Document (1997:5) and French (2002:5), contains the following information on the vision of the Department of Education for Adult Basic Education and Training:

“Literate South Africa by means of which all its citizens have acquired the basic education and training that enables effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation”.

According to Barosso and Morgan (2009:20), ABET should provide a platform where learners know what they do and do not know, thus providing the context to make what is learned in the class-room meaningful.

South Africa has never had an adequate policy for Adult Basic Education. Up to 1994 it has never been the case, because after 1994 ABET policies did receive attention. Adult illiteracy was an important way of controlling the black population. According to Hutton (1992:33), Cross and Beddie (2004:4) and Kraak (2008:197), “adult illiteracy” is a growing problem despite efforts to curb it because of million adults who are considered to be functionally illiterate. Adults who are functionally illiterate are those who according to Hutton (1992:34) have a fully developed language system but experience fear of failure in teaching-learning situation, have low self-esteem and self-confidence. Although they may lack formal schooling many have educated themselves through life experience. In September 1995, just more than a year after the inauguration of the new South African government, the Minister of Education declared the Interim Guidelines as policy for ABET. On the basis of the policy initiative the Department of Education launched the Ithuteng “Ready to Learn” Campaign in order

to test the curriculum outcome statements. Department of Education, research combined with other empirical evidence in the form of submissions made by stakeholders from the field during 1996/7, resulted in the development of the ABET Policy which has replaced the Interim Guideline.

The ABET policy seeks to establish an enabling environment in which it is possible for high quality ABET programmes to flourish. It is envisaged that policy will be an ongoing process influenced by lived experiences, ongoing discourse and systematic reflection on implementation (Department of Education, 1998:4 and Baatjes, 2004:6).

There exists a linkage between ABE and the mission of Further Education and Training (FET) in that both aim to “foster mid-level skills, lay the foundation for higher education, facilitate, the transition from school to the world of work; develop well-educated, autonomous citizens and provide opportunities for continuous learning, through the articulation of education and training programmes (Department of Education, 1997:7 and Maile, 2004:45).

2.2.4.2 ABET- its origin to 2010

According to French (1992), Kraak (2008) and Harley et al. (1996), ABET originated in the 1930's and was driven by mission schools, church groups and the Communist Party. In 1946 legislation was promulgated to support and organise night schools. The Nationalist Government undermined these night schools during the 1950s. “Operation Upgrade” was established in 1966. In the 1970s centres of concern in local churches led to the establishment of first government night schools and many non-governmental organisations centres, for example, Project Literacy, Learn & Teach, English Literacy Project, Use, Speak and Write English, Continuing Education Project among others. The unions also began to investigate more effective programmes.

In 1989 most English language universities established adult literacy units or departments within the faculties of Education. In the early 1990s, the Independent Examination Board (IEB) set the first adult examinations. During this period massive injections of foreign and local funding took place and the Joint Education Trust was asked to compile a discussion document for the distribution of donor funding because provinces were asked to submit criteria to that effect. The National Qualification

Framework (NQF) endorsed a path for lifelong learning and Recognition of Prior Learning.

In 1994 ABET received much attention in certain White Papers (*White paper on Education No 1; Education White paper No 2-3* (Aitchison, 2004:518), education and was listed as a presidential lead project in the Reconstruction and Development Programme. In 1995 the Ithuteng campaign was launched together with the publication of an official interim guideline by the DoE. Learn and Teach was closed in 1996. In 1997 ABET led the way in establishing NQF standards and SAQA standards development. The University of Natal undertook the first survey of ABET in South Africa ABET (Harley et al., 1996; Hutton, 1992; Aitchison, 1999 and What is ABET? 2002).

In 1998 the National Literacy Cooperation collapsed. The University of Natal survey was published in 1999. The University of South Africa (Unisa) set up a portfolio-based assessment as an alternative to the IEB. The Ikhwelo Project was also initiated in 1999.

The Adult Basic Education and Training Act 52 of 2000 came into force in 2000 and focused on the management of public adult learning centres (night schools). ABET featured in Minister Asmal's call for renewal or "Tirisano" (working togetherness). The South African Learning Initiative (SANLI) was also launched in 2000.

In 2001 the Adult Educators' and Trainers' Association of South Africa collapsed and in 2002 certain Sector Education and Training Authorities initiated projects aimed at the provision of ABET. SANLI projects also took off in partnership with Unisa at the beginning of 2004 whose aims were as follow:

- To reduce illiteracy levels in each province by at least 35 percent by 2004
- To enable majority of newly literate adults to take up referrals to further education and economic opportunities
- To ensure that 60 percent of new literate adults maintained their skills through keeping contact with, and accessing materials in, the local resources centers and community development projects (Prinsloo et al., 2008:8 and Bordia, 2003:32)

According to Baatjes (2003:7), SANLI had very little to achieve and had reduced to poorly funded provincial projects.

In 2006 negotiations were entered into establishing Kha ri Gude (Let us learn) mass literacy campaign and was approved by 2007. The campaign was launched in 2008 which is believed will enable additional 4.7 million South Africans to achieve literacy by 2015. This campaign is supported by the full range of government departmental initiatives.

Umalusi was established to assure quality, General Education and Training and FET bands including ABET (Harley et al., 1996; Hutton, 1992; Aitchison, 1999; What is ABET?, 2002).

The educational reform required in South Africa was based on the attitudes and values of many of adults South Africans were formed in the apartheid era where emphasis was laid on content-based education. Learners did not receive adequate educational and training opportunities (Van der Horst, 2004:4). Competency-based education was then introduced so that learners could be taught the actual skills that they needed in a working world whose focus was on outcomes achieved.

2.2.5 Decision to move from content-based education to competence-based education (CBE) as a reflection of change in education policy in general

According to Harley et al. (1999:164) and Rule (2006:126), “competence-based education is a subset of outcomes-based education” Competence is an outcome of learning has three main components that are, knowledge, skills and attitude.

Changes implemented since 1994 include developments in a new curriculum framework for learning and teaching. Prior to 1994 there were 16 departments of education catering for the four provinces, the so-called independent homelands, the four official population groups and various combinations of these (Harley et al., 1996:6, and Maile, 2004:58). The reason for this was that South Africa was

characterised by the legacy of apartheid, the presence of trade unions and community groups, extremely high levels of unemployment, and large, informal and rural sectors (Kraak and Young, 2001:21).

After 1994 a shift took place from a divided, fragmented and content-based system to the learner-centred outcomes-based education (OBE) model, Curriculum 2005 (Kraak and Young, 2001:20). A paradigm shift constitutes changes in the thinking and behaviour within organisations, institutions, and industries and cultures - a change in the fundamental nature of everything known and done previously (Spady, 1997:2 and Oxenham, Diallo, Katahoire, Apetkova-Mwangi and Sall, 2002:36). According to Naicker (1999:93), the new, liberating system of education constituted a meaningful paradigm shift in South African education.

The first democratic election in South Africa took place in 1994 and brought about a radical change in the education system. The new Outcomes-Based Education (OBE) came into effect as a system that operated at all levels of education in South Africa and in the interest of all South Africans. “The system addresses educational problems such as provision of equal access to schools, equal educational opportunities, curriculum, inadequate facilities, shortages of educational materials, the enrolment explosion and adequate qualified teaching staff” (Van der Horst and MacDonald, 2009:5). This educational change provided equity in terms of educational provision and training opportunities for all people who need to learn not only scholars but also adults and youth who have already left school in order to promote more balanced critical thinking powers and problem-solving abilities (Van der Horst and McDonald, 2009:5).

The aim was also done to equip learners with the knowledge, skills, attitudes and values that would improve their living environment. Teachers, on the other hand, would be able to take responsibility for the careful planning and management of the learners’ learning environment. The parents would become involved in motivating their children and facilitating their learning. In this way South African and its entire people will benefit if all parties work together.

According to Spady (1994:2) and Maile (2004:43), an outcome is defined as a demonstration of learning that occurs at the end of a learning experience, as a visible

and observable demonstration of knowledge, competence and orientations. Orientation is regarded as “attitudinal, affective, motivational and relational elements that constitute a performance” (Jeevanatham, 1998:218). According to Van der Horst and McDonald (2009:6), the change to OBE was therefore aimed at focusing on learners and their needs, acknowledging human diversity, and promoting participatory democratic decision making in education by teachers, learners and parents so as to allow learners to achieve their full potential.

Changing to an outcomes-based approach was therefore mainly driven by the aim of emancipating learners and teachers from a content-based model of operation, and also as a response to international trends in educational development.

2.2.6 The relationship between education and training

In the previous education system, education had been separated from training. Education focused on knowledge while training focused on skills.

Education may be defined as “the conscious, purposive intervention by an adult in the life of a child with the aim of guiding him to responsible adulthood” (Fourie et al., 1990:2) and Baatjes (2008:208). Madaus, Kellaghan and Schwab (1989:10-12) define the term “education” as an activity which brings about a change in a desired direction, that is, after being educated a person should have a wider range of skills or behaviour at his or her disposal than before being educated. Furthermore (Chopra, 1993:1 and Nambinga, 2007:35) defines the term “education” as “an instrument of social change and development in a society based on technology and science”. He continues by outlining the following three criteria for education:

- Education implies the transmission of what is worthwhile to those who become committed to that which is worthwhile.
- Education must involve knowledge and understanding.
- Education rules out certain procedures of transmission on the grounds that they lack voluntariness on the part of the learner (Chopra, 1993:15).

Education is concerned with the content of the syllabus of each subject which had to be taught to learners, while training teaches a basic understanding by the person performing a skilled task (Loubser, 1999:1, Department of Labour, 2004: 8).

Fourie et al. (1990:15) and Baatjes (2008:209) define the term “training” in regard to coaching and drilling. The Department of Education (1997:4) provides two definitions of the term “training”:

- An employment related interpretation,
- A wide range of skills and expertise that includes technical skills, such as plumbing, dressmaking and the like, specialised skills such as conflict management and negotiation and creative skills such as dance and praise poetry.

Gravett (2001:ix) refers to the term “training”, as a systematic development of skills pattern required by an individual to reach a particular level of competency or operative efficiency to perform adequately a specific vocational task.

Chopra (1993:19), Aitchison (2003:126) defines training as “the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work situation”. He further outlines the following views of training shared by people in general:

- That the term training refers to much narrower set of activities than those understood by training professionals
- That for most people training is that which happens in formal courses
- That activities included in the definition of training will vary across subgroups of the population
- That for most people training is vocationally linked (Chopra, 1993:21; Department of Labour, 2004:9 and Department of Education, 2002:17).

The Department of Education now follows the integrated approach in education and training as it regards this approach as a vital underlying concept for a national human resource development strategy. An integrated approach implies a perception of

learning which rejects a rigid division between academic and applied education, and theory and practice (Department of Education, 1995:7, Department of Labour, 2004: 8). Training is now a vital part of many learning programmes administered in schools, and tertiary institutions thus creating a close link with education.

The National Training Board, which is a consultative and research body, has made a major contribution to the national training strategy initiative. The Department of Labour is actively involved in labour market policies, which promote skills development outside the formal system of education and training.

2.2.7 The inclusion of the concept of Lifelong Learning

Apart from the shift from content-based to outcomes-based education and the inclusion of training in education, another major change introduced by Curriculum 2005 was the endorsement of the concept of lifelong learning. This meant that all people (including adults and youths who have already left school) who need to learn should be given an opportunity to do so. All people should be granted the opportunity to develop their potential to the full, either by means of formal or non-formal schooling (Van der Horst and McDonald, 2009:5).

The new approach to education is based on the supposition that education and schooling start at a very early age, and never actually come to an end during one's lifetime. This presupposes the provision for education for young children as well as for adults and those with special needs (PU for CHE, 1998:x).

According to Tight (1996:15), Bhola (2002:235) lifelong learning is

- a type of learning that would last the whole life of each individual
- a type of learning that would lead to the systematic acquisition, renewal, upgrading and completion of knowledge, skills and attitudes, as they become necessary in response to the constantly changing conditions of modern life,
- the ultimate goal of learning, which would be to promote the self-fulfilment of each individual so that he may be able to engage in self-directed learning activities

- a type of learning that would acknowledge the contribution of all available educational influences including formal, nonformal and informal.

Spady and Schlebusch (1999:57) define lifelong learning as “a principle for a country which offers all its citizens a new set of prospects”. On the other hand, Field (2000:vii) defines “Life long learning” as “People who are learning throughout their lives and thus enabling them to play a full part in their lives and promotes active citizenship”.

The role of ABET in lifelong learning is, according to Field (2000:113), to create a curriculum which provides a general education as a platform for lifelong learning and which cuts across the traditional divisions of skills and knowledge. Furthermore, in lifelong learning ABET should promote critical thinking and empower individuals to participate in all aspects of society. In making ABET the first stage in the process of lifelong learning for adults the following objectives must be realised:

- to develop an interface between the ABET levels on the National Qualification Framework (NQF) and the General Education and Training (GET) so as to provide a learning path into Further Education and Training (FET)
- to make provision for the ongoing application of skills and knowledge acquired by those learners who do not choose or do not have access to continuing (on the formal) education pathway. (Department of Education and Training, 1997:16 and Walters, 2006:11).

Since the establishment of the South African Qualifications Authority (SAQA) adult literacy has been regarded as a prerequisite for the transformation and development of South African society (Isaacs, 2004:17). This development brought about the establishment of the Standard Generating Body (SGB) for ABET practitioners, the main function of which was to produce unit standards and qualifications that would enhance the learning effectiveness and experience of adult learning (Isaacs, 2004:17). The SGB's task team was registered in August 1999. On 11 October 2000 the task team was registered in the National Qualification Framework for a further 3-year period. Thereafter it was registered for a further three-year period until 2006.

Furthermore SAQA is also ensuring that ABET learners are brought into the mainstream of education through the recognition of a qualification which starts at NQF level 1 and which introduces the learners to a culture of learning and provides them with a foundation for acquiring the knowledge and skills needed for social and economic development, justice and equity (Isaacs, 2004:17). It is also the gateway to further and higher education and training and enhanced employment opportunities.

2.2.8 Characteristics of ABET

ABET may be seen as providing people with a basic foundation of education for lifelong learning. A national adult basic education programme should consist of four levels on a continuum of learning and should provide access to education and training opportunities for all to a level of the equivalent of the end of compulsory schooling without discrimination of any kind. It should be integrated with the mainstream provision of education and training. Strydom (2001:1); Rule (2006:126) and Van der Horst and McDonald (2009:5). Ahl (2006:44), equates the four levels of ABET to the levels within the existing primary and lower secondary school system as follows:

- ABET 1: Takes learners from Grade 1 to 3 (read, write, numbers)
- ABET 2: Takes learners from Grade 4 to 5 (life skills added)
- ABET 3: Takes learners from Grade 6 to 7 (specific skills added)
- ABET 4: Takes learners from Grade 8 to 12 (specific skills added).

ABET should also be linked to employment creation initiatives, further education and training opportunities and allow for career pathing. The curriculum for ABET should promote critical thinking and empower individuals to participate in all aspects of society. Prior learning and experience obtained through formal, nonformal and informal learning and/or experience should be given recognition (National Training Board, 1994:151 and Bhola (2005:33).

2.2.8.1 Instructional methods associated with ABET

According to Department of Education (1997:29) the process of the instructional delivery of the ABET system follows a path which addresses the developmental needs of all adult learners whether unemployed or self-employed in either the formal or informal business sector. The Department advocates that the following principle be followed in order to encourage quality instructional delivery:

The learner is allowed to internalise the subject matter more easily because he/she can relate to it. Assessment is continuous within outcomes-based education, where learners are important as the end product. Furthermore the learning process is self paced which allow as fast trackers to achieve and not be held back. Naicker (1999:95) and Department of Education (1997:29) suggest that the curriculum instruction and assessment be flexible as to allow diverse needs of learning population. McKay (2004:150) indicated that types of audio-visual media such as Audio recordings, video, slides, radio, television overhead projector and charts are used most frequently in ABE classes.

2.2.8.2 Use of learning materials in Adult Basic Education

According to Lord (1994:10) and Baumgartner (2001:13), well-designed learning programmes and materials are essential for the success of an ABE programme. Learning materials may include a variety of texts, books, newspapers, posters, magazines, tapes and radio and television programmes. Mention is made in Department of Education (1997:27) and Rule (2006:124) of learning and support materials as vital tools which inform learning, enrich the teaching/learning encounter, and signal a move away from the primacy of specific content-driven texts to the idea of a range of materials that will help learners attain the required outcomes.

ABE materials should be modularised rather than presented as a full course in order to allow for variety in the use of learning materials that may be integrated to meet the needs of a diversity of learners. Materials and media developed need to effectively contextualise the learning outcomes and must be based upon an accurate analysis of the learners' needs, and an assessment of their capacity and prior knowledge. Teachers are permitted to use low-cost, innovative and well-designed materials for their classes.

2.2.8.3 Assessment in Adult Basic Education

According to the National Training Board (1994:162) and Larney (2006:45) the assessment procedure should comprise the following:

- initial (based on recognition of prior learning and experience)
- formative (ongoing, during a programme)
- informal (subjective, continuous on a day-to-day basis, integrated to teaching) and if necessary
- formal (more objective, administered at intervals, often externally devised and produced)
- summative (at the end of a programme) and
- flexible and allow multiple entry into various ABE levels to maximise the horizontal and vertical mobility of learners.

The Department of Education (1997:44) and Gravett (2001:55) gives clear guiding principles for effective assessment as follows:

Table 2.3: Guiding principles for effective assessment

Principle	Definitions
	Assessment must:
Access to assessment	Be convenient and available to adult learners;
Developmental	Yield results that candidates, programme planners and others may use as part of developmental processes to improve the performance of learners;
Fairness	Use methods, instruments and processes which are sensitive to various forms of bias and discrimination, such as cultural values, language, etc;
Integrative	Assess the skills, knowledge and value outcomes of learning in an integrative manner and not in isolation;
Multilingualism of assessment	Yield valid and reliable results which are of high quality across all sectors. The Education and Quality Assurer (ETQA) shall moderate the work of education

	and training assessors according to the guidelines of the South African Qualification Authority (SAQA);
Outcomes-based assessment	Be based on learning outcomes, range statements and assessment criteria stated in the unit standards;
Recognition of prior learning and experience	Recognise people's current knowledge and skills through the outcomes, statements and criteria stated in the unit standards and give credit accordingly;
Relevance	Focus on skills, knowledge and values that are relevant to the learning outcomes; and are appropriate to and approximate the ways in which people learn and how they will use or apply the skills and knowledge being assessed;
Reliability	Be reliable, that is, the assessment must produce similar results consistently, regardless of assessor or context;
Transparency and democracy	Be clear and understandable to the candidate, in terms of what evidence of competence will be collected; and what it will be used for. National stakeholders must be involved in decision making about assessment policy;
Validity	Be valid, that is, the assessment must test or examine what it is intended to.

Adapted from Gravett (2001:55).

The above table 2.3 suggest that guiding principles for effective assessment in Adult Basic Education should be able to improve learner's performance, it should be fair, integrative, be based on outcomes, recognise prior learning and experience, be relevant, reliable, and valid and most of all be understandable to the learners.

2.2.8.4 Disadvantages of Adult Basic Education and Training

The following are disadvantages of ABET:

- Inadequate resources and management of resources, e.g. inadequate funding, wastage, inadequate guidelines, insufficient venues, lack of involvement of national stakeholders and interested groups in decision-making and minimal State commitment.
- Inadequate planning, for example lack of information pertaining to informed planning, inadequate link with formal education and training sector, lack of relevant national certificate, no national standards and failure to ensure sufficient number of trained personnel at all levels, for example trainers, policy planners, and material developers.
- Learner problems, for example insufficient suitable reading materials as part of ongoing support, high dropout rate, and inadequate participation of women and rural people (National Training Board, 1994:159 and Larney, (2006:39).

2.2.8.5 Advantages of Adult Basic Education and Training

The ABET project enabled a large number of uneducated or under-educated people to receive an education, thus transforming them into an educated population which is able not only to contribute to the development of the economy of the country, but also to the improvement of their own quality of life. ABET project also addresses the inequalities of the past as adults learn not only to read and write, but take control of their everyday lives through activities like banking, filling forms, reading instructions and voting. It also renews sense of confidence in the adult's own abilities.

2.3 Summary

An attempt was made into the inquiry of the general principles with regard to literacy and adult basic education and training with special reference to the definition of the term "Literacy" as well as the characteristics of Adult Basic Education. Global perspectives of ABET was done in order to emphasise the importance of literacy worldwide. Information pertaining to the establishment of ABET from its origin to 2010 was also included in this chapter. I argue that the conception of lifelong learning

in adult education will help build on all the existing educational providers and extend beyond the formal education to encompass all individuals involved in learning activities. Some reflections of changes in education systems from content-based education to competency education and outcomes-based education was introduced in this study in order to reflect on the changes in education policy in general. Furthermore, the importance of Inclusion of lifelong learning was also taken into consideration in this chapter which meant that all people including adults and youth who have already left school and needed learn could be given an opportunity to do. A useful guideline was provided on a notion of competencyThe next chapter deals with the value of outcomes-based and competence-based education to ABET.

CHAPTER 3

The importance of Outcomes-based and Competence-based Education to ABET

3.1 Introduction

A synthesis of information cited from various authors resulted into the establishment of the information requirements as part of the content analysis. The chapter serves also as additional discussion of the information introduced in chapter one of the study (see paragraph 2.2.5 in this regard). Furthermore, literature review helped the researcher to gain further insight into the study and to place the result of the study in a historical perspective. According to Leedy and Ormrod (2001:70) and Latham (2004:106), literature review has numerous benefits which could be highlighted as follows:

- Literature review creates shared quantity and contested nature of content
- It impact on the researcher and research as it can provide the researcher with new ideas and approaches
- Furthermore it can give insight on how others handled methodology issues and sources of data, in the studies similar to your own
- Finally it can help you to interpret the findings correctly.

Different definitions and descriptions of the concepts of content, competency and competencies addressed in literacy programmes as presented by different writers are discussed. Reference is also made to the outcomes-based education (OBE) policy introduced after 1994 and its influence on adult basic education and training (ABET). Since education system in South Africa changed from content-based to OBE it was necessary for the researcher to include this section in the study as it introduces the researcher to the issues that follow. In addition, a report on the investigation into the information needs analysis of the people of Damonsville and Onverwacht including learning programme design in order to assist with the design of suitable literacy programmes is made.

3.2 The issue of content: Some general principles of Content-based syllabuses

Content may be described as the subject matter, ideas, skills or substance of what is taught. Content comprises an integral part of curriculum and include academic subjects such as Mathematics, Science, Languages, Social Studies, Creative Art, Business Education and recreational activities such as drama and sports (Nacino-Brown, Desmond and Brown, 1989:25). According to Spady (1993:3) and Kotze (2004:46) content involves knowledge derived from significant problems, and the challenges and opportunities people are likely to face after leaving school.

Content in labour practices consists of what students need to know and to understand about inter-personal relationships, work and resource management, and managing finances in order to be able to work and survive. Content may also refer to academic content or content in terms of cultural themes (Government Communication, 2002:1).

The programme of content-based syllabuses is usually built around chapters, units, blocks, and other segments that have little meaning within the particular occupation (Blank, 1982:5; Killen, 2004:68 and Reddy, 2004:31). Content-based programming places emphasis on covering a curriculum in which teachers teach a predetermined amount of content within each time period (Killen, 2000:7). The content which is taught is linked to a subject-based textbook. Characteristics of this type of programming generally focus on the following: spending a fixed amount of time studying certain subjects regardless of the volume to be learnt, what the learners knew prior to starting the course, the rate they are able to learn, and what they know at the end (Killen, 2000:7).

3.2.1 Characteristics of Content-based programmes

The following are characteristics of content-based programmes:

- The time frames of the programmes are inflexible.
- The whole programme is examination-driven.

- Learning entails parrot-fashion drill and rote learning.
- Syllabuses are content-based and broken down into subjects.
- Rigid adherence to textbooks and worksheets, and thus completely focused on the teacher with the result that the learner perceives the syllabus as rigid and non-negotiable.
- Emphasis is placed on what the teacher hopes to achieve.
- The public at large is not encouraged to comment or contribute to the process of curriculum development.
- The teacher is responsible for the learning of the pupils therefore motivation depends solely on the personality of the teacher (Department of Education, 2002: 5; 1998:20; Naicker, 1999 and Van Etten and Smit, 2005:49).

Rademeyer (2003:13) and Olivier (1998:33), contributes the following to the list of characteristics of content-based education:

- There are only correct or wrong answers.
- Learners acquire knowledge solely in order to obtain a certificate which does not guarantee/mean that he/she is competent.
- Tests and examinations are used exclusively to measure the learners' progress and performance.
- Teachers are not overloaded.
- Teachers are in control of the class and learners are expected to listen and absorb/understand what is being taught.
- Teachers follow a curriculum that is broken down into a syllabus, a year programme, a quarterly programme and eventually a weekly programme. A section of work is then prepared to be taught to the class.
- The learners' performance is measured strictly by means of tests in order to ascertain whether they have understood the work. If they fail the test, the lesson will be repeated.

The characteristics of the content-based programmes listed above can best be summarised as programmes that are inflexible, consisting of learning methods that are

rigid, which implies the strict adherence to text-books, rote learning and the teacher being the only person who could take decisions.

Learners also rely on paper and pencil tests and each learner's performance is usually compared to the group norm (Blank, 1982:5; Olivier; 1998:32 and Van Etten and Smit, 2005:49). According to the above, Naicker (1999:93) and Anderson (2005:108), summarises the characteristics of content-based education as inflexible, oppressive and segregated in terms of disability and race. He maintains that content is determined by time (how much time to spend on a specific aspect), calendar (contents to be covered for the term or year) and the passing or failing of examinations.

3.2.2 Instructional methods related to Content-based Education

In this approach, McKay (2004:151) says, the educator is the main source of information as well as the role model with regard to setting of norms and standards. According to Olivier (1998:30), the teacher determines the learning content and the pace of learning. The method of sharing and imparting information to the learners results in telling and demonstration sessions with the teacher as the focus of activities. The teacher is in control and learners absorb, interpret, understand and memorise the content.

According to Loubser (1999:2), Bhola, Impara and Buckendahl (2003:24) and Schwillè and Dembèlè (2007:50), the following are the most frequently content-based instruction methods used in content-based education:

- The teaching instruction is teacher-centred whereby the teacher transmits information to the students who are passive learners.
- Teaching style is rote learning without necessarily making sure that learners understand the contents.
- Learners all work at the same pace dictated by the teacher without taking into account the different levels of the learners' abilities.
- Learning expectations are not explained to learners.
- A single style of teaching is used and this style does not take into account any different styles of learning preferred by learners.

Ono and Ferreire (2010:62) specify that teachers' method of teaching was characterised by the, following:

- Teachers were trained to follow rigid patterns and prescribed classrooms.
- The above mentioned pattern of teaching resulted in passive learning by learners
- Centralised workshops or programmes were followed
- There was little inclusion of teacher knowledge and realities in the classrooms.

3.2.3 The characteristics of Content-based learning materials

According to Olivier (1998:39) and Anderson (2005:109), content-based curriculum development was not open to the public which characterised the syllabus as a rigid and non-negotiable.

Typical content-based learning materials would for instance include the following:

- The textbooks are the most important learning material used by both teachers and learners in content-based education and concentrate mainly on presenting the content of the syllabus.
- The arrangement and complexity of the subject matter is in a fixed order that lead to a progressive line in the presentation of content, for example a strict, inflexible grading of material, for example, from simple to difficult.
- Facts have to be revised, especially before tests and examinations (Loubser, 1999:3).
- Blackboards are the main and most important teaching aid, and due to an inadequate infrastructure. Various departments of education supported this approach in the past (Van der Horst and McDonald, 2009:28).
- Worksheets were explained more clearly to the teacher with the result that the teacher perceived the syllabus as rigid and non-negotiable.
- Teachers alone are responsible for motivating the learning process, and for encouraging a love of learning. This in turn places great stress on the emotional reserves of the teachers and what they hope to achieve.

- In the transmission of content the teacher regards the learners as empty vessels that need to be “filled up with content” (Van der Horst and McDonald, 2009:28).
- There is little opportunity for creativity because only correct answers and model examples are given to learners.
- Comprehensive content emphasising the content or information and not how to obtain or use the information is given to the learner to enable the learner to gain insight into the underlying principles or process involved.
- Illustrations which are complementary to the text are provided, thereby making the content clearer and promoting insight
- Before tests and examinations are written facts are revised and memorised (Van der Horst and McDonald, 2009:28).

3.2.4 Assessment in Content-based Education

The assessment of learning is an important and inevitable part of any educational activity, whether it is done informally or formally. Content-based assessment aims at determining to what extent the learner has mastered the teaching content. Assessment is therefore content-based.

The following assessment strategies of content-based education may be identified:

According to Loubser (1999:3), emphasis could be laid on the assessment of facts and skills as provided in the textbooks, including the academic exercises where for example standardised tests and end of the year examinations which focus on retention of knowledge can be used. Written work is marked and the final result is calculated in numerical terms, e.g. pass or fail. These results are always adjusted to normal distribution using a curve which assumes that most of the population at any given time will gain an ‘average’ mark (Department of Education, 2002:54).

Sullivan (1995:3) and Van der Horst and McDonald (2009:29) regard assessment activities as being separate from the instructional process and direct reproduction of content is often required therefore the outcomes are likely to be derived from traditional subjects and assumed content rather than any analyses of the likely content

of performance. The fact that learners are sometimes required demonstrating competency after relatively small segments of instruction, they usually lack an understanding of the whole and that they may not see interrelatedness of the parts.

3.2.5 Disadvantages of Content-based Education

According to the literature consulted (Loubser, 1999:3; Van der Horst and McDonald, 2009:28 and Sullivan, 1995:1), the following disadvantages of content-based education may be identified:

Learners are often taught not to question anything they learn and as a result they do not learn to think for themselves. The learners also rely on a teacher for learning, thus the learners stop learning once they leave formal education. Furthermore mention is made on the fact that they cannot apply the knowledge they acquire in order to understand the societies in which they live (Loubser, 1999:3; Du Toit and Du Toit, 2004:12 and Olivier, 1998:33). Progression through the various subjects in schools is time-based, and as a result at any given time during the year the teacher is expected to be at a specific point in the textbook or course content, regardless of the progress of individual learners. The fact that the schedule requires everyone to move at the pace determined by the teacher, often lead to the detriment of certain learners because when a learner does not perform well in a test there is often little time for individual assistance as the teacher must move on, in order to adhere to the established time schedule.

3.2.6 Advantages of Content-based Education

According to Fraser, Loubser and Van Rooy (1990:87) and Du Toit and Du Toit (2004:13), learning content plays an important role in all subjects that are taught at schools since content dictates the activities and must be taken into account during the design of the curriculum. The learning content determines the aims and teaching methods to be used in teaching the subject.

Despite the fact that there is much wrong with content-based education we must be careful not to overlook the importance of learning content. If a learner does not have a sound foundation of the content of a subject it will not be possible to apply problem-solving skills. There will also be a lack of a knowledge base and this will hinder the learner in developing the ability to transfer the acquired content to another context.

According to Van der Horst and McDonald (2009:26) and Spady (1994:53), content plays an important role in enriching student's lives through development of high level performers. Olivier (1998:33) suggest that even though the old curriculum was content-driven, many teachers managed to guide learners to a deep understanding and appreciation of their subjects, they managed to develop the skills required for research in various subject areas, and motivated learners to become reflective and skilled individuals.

3.2.7 The role played by content (information) in learning

According to Fraser, Loubser and Van Rooyen (1992:128) and Clifford and Kerfoot (1992:181), no learning can take place without content, since content and skills are important in enriching learner's lives so as to produce learners with a high level of performance on a framework of culminating outcomes. Furthermore, Maree and Fraser (2004:6), suggest that successful learning should occur when content is meaningful, relevant and useful to learner's lives. Careful selection and use of subject content by a particular community should satisfy the needs of the communities (Clifford and Kerfoot, 1992:182).

3.3 The issues of Competency: some general principles of Competency-based Education and training

Towards the end of the 1960s competency-based education was introduced in America in order to create an education system that would prepare for life after school (Van der Horst and McDonald, 2009:10). According to Harley et al. (1996:302) Blank (1983:8) and Du Toit and Du Toit (2004:9), the general approach to competency-based education and training was developed in the United States in the late 1970s and early 1980s. There is, however, a discrepancy in the actual date of implementation of the programme. This type of education aimed at teaching learners the actual skills they would need in the working world. Van der Horst and McDonald (2009:10); Blank (1983:7) and Olivier (1998:53) agree about competency-based education as focused on an integration of outcomes goals (in terms of specific skills), instructional experience

(to teach the outcome) and assessment devices (to determine whether the learners had mastered the outcomes).

According to Harley et al. (1996:302); Olivier (1998:52) and Du Toit and Du Toit (2004:10), competency-based education in South Africa is being utilised increasingly in industrial and commercial training, and is widely prescribed in ABE. Olivier (1998: 53) again touches on the issue of competency-based education when he says “competency-based education focuses mainly on the skills acquired by the trainees”.

The term “competency-based education” (CBE), indicates the different approach. Terms such as “learning activity” and “learning experience” refer to actions performed prior to the completion of a specific objective as opposed to “knowing” (Maritz, Poggenpoel and Myburgh, 2009:1 and Sullivan, 1995:2) the content of the learning materials. According to Pudi (2006:103); Blank (1982: 6) and Olivier (1998:52), there is also a lot of confusion, misinformation and preconceived notions about the competency-based approach in the education and training field today, and is due to the multiplicity of complicated definitions of competency in education and training textbooks.

For the purpose of this study competency-based education and training is viewed by Summerall, Lopez and Oehlert (2000:4), as helping to develop education and training programme that can be sustainable. Competency-based education and training is aimed at instructors, trainers, supervisors, commercial specialists, agencies and institutions. This approach to training may be referred to as individualised instruction, learning for mastery or programmed instruction.

According to Summerall et al. (2000:4), competency refers not merely to tasks, but also to the understanding of the tasks being carried out effectively. Competency-based education and training involves information as well as skills in applying acquired knowledge. Competency-based education has been defined in terms of three domains (Summerall et al., 2000:4):

- what the individual brings to the task
- what the individual does in the task

- what is achieved.

Thus knowledge, performance and outcome are all essential features of competency.

Fuller, Pillay and Sirur (1995:2) and Pudi (2006:110), define the term “competency” as “the state of being competent, having ability and skills”. Birkett, Barbera, Leithheid, Lower and Roebuck (1999:4), use the term “competency” to refer to the successful negotiation of performance through the use of appropriate capacity. The term refers to a relationship (successful negotiation) between performance outcomes (as defined), performance context (as specified), and appropriate or requisite capacities.

Van der Horst and McDonald (2009:30) and Birkett et al. (1999:5-6) suggest that to the term “competence” is used to refer to the overall set of capacities brought to performance situations, whereas the term competencies is often used to refer to specific skills or other attributes for example, knowledge, abilities and attitudes that might constitute components of an overall set of capacities. Most commonly, “competencies” and “skills” are used synonymously.

The term “competency standard” refers to an appropriate linkage between:

- what is to be performed, defined in terms of the substantive outcomes secured
- the context in which performances are to be conducted and the outcomes secured
- specified performance criteria, used to establish the quality of the outcomes to be secured
- the capacity required to secure substantive performance outcomes at the requisite level of quality (Birkett et al., 1999:4; Du Toit and Du Toit, 2004:9).

Blank (1982:7) and Maritz et al. (2009:4), defines the term “competency-based programmes” as those worthy accomplishments that render the employee valuable to the employer and that also render the employer valuable to the customer or consumer. He also distinguishes between characteristics of both competency-based programmes

and traditional training programmes. He reaches the conclusion that the differences between the two programmes are based on at least four primary differences:

- What it is that trainees/ learners learn?
- How they learn each task.
- When do they proceed from one task to the next?
- How we determine and report whether learners learnt each task.

Sullivan (1995:2) and Pudi (2006:100), use the following two key terms in competency-based education to indicate how the learners' progress is to be determined and reported:

- skill-tasks which are tasks performed to a specific level of competency or proficiency
- competency skills which are performed to a specific standard under specific conditions.

Competency involves both the ability to perform within a given context, and the ability to transfer knowledge to new tasks and situations (Harley et al., 1996:65 and Daniels, 2007:24). Thus competency involves the ability or potential to do something rather than to know something. Competency/skills training is task-driven education. The learner should be able to understand the task theoretically as well as be able to apply the skills in performing a task, which involves the transfer of knowledge and skills from one task to another as well as to apply it in other situations (Strydom, 2001:3).

To summarise the term “competence” relates to what people do rather than to what they know. In order to obtain a reliable measurement of a person's ability to do something there must be clearly defined competency standards by which performance is measured and accredited (Harley et al., 1996:16 and Van der Horst and McDonald 2009:30).

The National Training Board (NTB) that defines competency as capacity - in the sense of the potential to do something. The NTB identifies three components as the ability to apply a skill in order to perform a task, theoretical understanding of a task and the

ability to transfer knowledge, skills and understanding to other tasks and situations (Harley et al., 1996:135).

Two South African bodies, the National Training Board and the Independent Examinations Board (IEB) use a definition of competence that includes the following: competence recognises that performance is underpinned not only by skills but also by knowledge and understanding (National Training Board 1994:139 and Maritz et al. 2009:5).

ETD occurs with this and indicates that according to their understanding competencies are “the skills, attitudes and knowledge education training and Development (ETD) practitioners need to be able to produce specified outcomes in accordance with the required quality standards” (National Training Board, 1994:139). Furthermore competencies are not unique to a specific role, but cut across outcomes and roles (National Training Board 1994:139).

3.3.1 Characteristics of Competency-based Education (CBE)

The information that students learn is based solely on specific, precisely stated outcomes that have been verified as being essential for successful employment in the occupation for which the student is being trained. According to Blank (1985:300) and Du Toit and Du Toit (2004:9), competencies are made available to all concerned and describe in detail what the students will be able to do upon completion of the training programme. Each learner has enough time to fully master one task fully before being allowed or forced to move on to the next task. It is required that each individual learner to performs each task to a high level of proficiency before receiving credit for the completion of the task. Harley et al. (1996:134), contend that “curriculum development” have basis as modular and outcomes-based approach which allows candidates to demonstrate through outcomes assessment.

Furthermore, the learner’s performance is compared to a preset, fixed standard consisting of competencies that are carefully selected. According to Sullivan (1995:4) and Anderson (2005:108), the learner’s knowledge and skills are assessed through a flexible training approach of which large, small and individual group activities are

important components. At the end, the satisfactory completion of training is based on achievement of all specified competencies.

According to Du Toit and Du Toit (2004:9) and Van der Horst and McDonald (2009:10-11), the following six critical components characterise a competency-based education programme:

- Learning outcomes that are explicit with regard to the required skills and level of proficiency
- Flexible time that suites the learners especially ABET learners
- Instruction which facilitates learning by means of a variety of instructional activities
- Criterion-referenced testing of required learning outcomes
- Certification which depends on a demonstration of required learning outcomes by the learner
- Programme adaptability which is managed to ensure optimum guidance to the learner.

3.3.2 Instructional methods related to Competency-based Education

The educator who knows what he/she intends the learner to learn will provide the learners with high quality, carefully designed, learner centred learning activities, including media and material designed to help them master each task. According to National Training Board (1994), an integral part of the instruction for competency-based education is periodic feedback throughout the learning process with opportunities for learner to correct their performances. Blank (1982:5) and Van der Horst and McDonald (2009:60), state that “guiding interventions that enable the individual and/or group to learn in a group context and enable individual learning needs to be satisfied”.

3.3.3 Use of learning materials in Competency-based Education

According to Harvey et al. (1996:166), learning materials contain standards which are concerned with the outcome of learning through certification. Materials that are used

in competency-based education should consist of content that clearly define what will be learned in order to achieve learning objectives. Van der Horst and McDonald (2009:11) state that programme adaptability is managed in such a way that it ensures optimum guidance to the learner and that the educator could also provide the most suitable conditions within which effective learning may take place. Materials are organised in such a way that each individual learner may stop, slow down, speed up or repeat instruction as needed in order to learn effectively. Detailed training materials are geared to the competencies to be achieved and are designed to support the acquisition of knowledge and skills.

3.3.4 Competency-based assessment

Possible assessment strategies that may be used for competency-based education are listed below:

According to Blank (1985:335) and Van der Horst and McDonald (2009:16), assessment can be used on completion of a specific outcome provided that a mastery of a specific skill is demonstrated and attained by the learner. Furthermore, learners should be able to demonstrate what was presented and immediate feedback should be provided by the educator on the performance after completion of a specific outcome.

3.3.5 Disadvantages of Competency-based Education

The following are disadvantages of competency-based education:

According to Harvey et al. (1996:184); Van der Horst and McDonald (2009:11), unless initial training and follow-up assistance is provided for the educator there is a tendency to slip back quickly into the role of the traditional teacher.

Loubser (1999:8) and Du Toit and Du Toit (2004:10), state that when little or no attention is given to the identification of essential skills the resulting training course is likely to be ineffective.

3.3.6 Advantages of Competency-based Education

The following are possible advantages of competency-based education as viewed by Van der Horst and McDonald (2009:12) and Hutton (1992:184): “competency-based education focuses on the success of each individual learner” whereby participants will achieve competencies in the required performance in their specific areas as they will receive a list of the competencies they have achieved. Pudi (2006:109) states that more training and evaluation time is devoted to working with individuals or with small groups.

3.3.7 Competency-based Education and ABET

The intention of the researcher to include this section was to link the competency-based education and ABET because it is argued that education system should concentrate on developing adult learner`s/people`s competencies, their skills, knowledge and values to enable them to move across jobs from one sector of the economy to another. As such, curricula for ABET should be redesigned along competency-based lines that allow recognition of existing competencies (French, 2002:15).

Adult educators often suggest that competent performances should be associated with familiarizing oneself with putting acquired skills into practice (Chopra, 1993:8). Another aspect is reflected in Collin (1991:47) and Killen and Van Niekerk (2000:96) where education of adults is related to training of functional skills that are relevant to the learners` respective activities which entails the necessary competences to be learned. ABET combines learning areas with vocational-focused training component with a view to meet the adult learner`s need for basic education and income generation. Competence-based education is an integral part of adult basic education and training. A careful reflection on activities aspiring to improve performance will, according to Spady (1999:33) speed-up the determination of competency-based education in adult-basic education. In building curriculum for ABET, both knowledge and competencies that are critical for learners will be developed and applied. Competency-based education is more relevant to the everyday lives and perceived needs of the target group.

3.4 Competency-based education and Outcomes-based Education

Competency-based education focus on the achievement of specific competencies, whereas outcomes-based education focus on three aspects namely, intergration of knowledge, skills and attitudes/values (Anderson, 2005:107 and Van der Horst and McDonald, 2009:4). There exists confusion in the usage of the terms “competency” and “outcomes-based education” because the two terms do have much in common. Most international writers use the term “competency” to refer to performance in context of preparing the workforce for the competitive global economy (Kerka, 2002:1). Harvey et al. (1996:83) make reference to the use of “competency” as a tool to redefine the framework of all education to encompass the development of work skills which combine theoretical knowledge and practical skills. Competency-based education focuses on the achievement of specific competencies (often only skills in isolation), whereas outcomes-based education focuses on knowledge, skills and attitudes.

3.5 The issues of outcomes - some general principles of Outcomes-based Education in South Africa

Van der Horst and McDonald (2009:1) define the terms “outcomes-based education” as “an approach which requires teachers and learners to focus their attention on the desired end results of each learning process”. These desired end results are to as the outcomes of learning, and learners need to demonstrate that they have attained these outcomes. They will therefore continuously be assessed continuously in order to ascertain whether they are making progress.

Spady (1993:ii) and Willenberg (2005:165), maintains that “outcomes-based education means focusing and organising a school’s entire programs and instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave school”. He states further that “outcomes-based education is not a program, a package, a technique, a fad, a quick-fix, a panacea, a miracle or an event. Van der Horst and McDonald (2009:48), on the other hand, define “outcomes” as “the result of learning processes and refer to knowledge, skills, attitudes and values”.

The following three different types of outcomes are identified in this regard - critical, learning and specific outcomes. Critical (essential) outcomes are general outcomes designed and approved by SAQA and apply to all learners or stated differently “broad statement of intent and of learning activity that will lead to the achievement of those results” (Van der Horst and McDonald, 2009:50).

The following critical outcomes may be successfully embedded within unit standards (Pahad, 1997; Van der Horst and McDonald, 2009 and Combrink, 2003:54).

- Identify and solve problems in which responses display that decision, using critical and creative thinking, has been made.
- Work effectively with others as a member of a team, group, organisation or community.
- Organise and manage oneself and one’s activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentations.
- Use science and technology effectively and critically, at the same time demonstrating responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

According to (Pahad, 1997:33), many of the critical or essential outcomes involve the way in which people approach a task, and their attitudes and values in relation to the environment. They also provide the skills needed in every learning area, for instance, the ability to solve problems, make decisions, and plan, organise and communicate effectively.

In South Africa critical outcomes has constituted the basis of the design for learning programmes and assessment thereof should ensure that learning experience is broad, relevant, meaningful and integrated. The focus is therefore on competence as well as on content.

Learning area outcomes is a more holistic approach endorsed by OBE and is an approach in which the integration of learning content is emphasised. Every learning area has its own broad outcomes (general skills, abilities and values) and a learner will be expected to demonstrate these broad outcomes in each specific learning area (Van der Horst and McDonald, 2009:48) and Olivier (1998:17). The following are the eight learning areas:

- Communication, literacy and language learning
- Numeracy and mathematics
- Human and social sciences
- Physical and natural sciences
- Technology
- Arts and culture
- Economics and management sciences
- Life orientation, personal and social development (Van der Horst and McDonald, 2009:48 and Olivier, 1998:15).

According to Vivian (2004:19), specific outcomes refer to “the specific knowledge, attitudes and understanding which should be displayed in a particular context” and these should function at the level of a classroom. The teacher thus needs to possess the following qualities in order to bring about the successful implementation of OBE:

- Knowledge and skills in the learning area as a whole.
- The ability to prioritise what is important and what is less important.
- Be able to consider the level of difficulty of the outcome.
- Know how to assess the elements of a learner’s achievement in the most effective way.

SAQA, with its NQF, sets the education and training system of our country on the road to outcomes-based education. As opposed to a content-based approach in which the educator plays the central role, an outcomes-based approach centres on the learner. The outcomes-based approach describes the form of behaviour which a learner must

display before credits may be allocated for the mastering of a particular skill or ability (Guide for Christian teachers, 1998: x and Van Den Berg and de Boer, 2000:107).

The National Qualification Framework has its origins in the proposal of the Congress of South African Teachers Union in the 1990s for career pathways for workers. In the form in which it has been adopted in South Africa OBE has been associated with learner centeredness', and the belief that everyone is capable of succeeding- this tied in with the emphasis on democratic participation and access (Young, 2001:33; Spady, 1994:20 and Coetzer, 2001:75).

Curriculum 2005 as OBE was implemented in schools as a new framework seeking to change the traditional approaches to teaching. The entire education system had to be reorganised with the shift of emphasis from teacher to learner.

The general shifts envisaged through the new curriculum were:

- From content-based to outcomes-based education
- From passive to active learning
- From examination-driven to ongoing assessment
- From rote learning to critical thinking, reasoning, reflection and action (Young, 2001:24).

The shift is in essence a shift away from the divided, fragmented and content-heavy, subject-based system inherited from the past to the learner-centred OBE model outlined in Curriculum 2005. The OBE model of has been adopted because it is new and it represents a break with traditional curricula, which are content-based (Young, 2001:33).

In accordance with Curriculum 2005 traditional school subjects were replaced by eight learning areas within which occupational and disciplinary knowledge is integrated.

Learning is relevant to real life situations and to the experience of the learner. The main focus is on the application of knowledge built on skills and knowledge already

acquired. Loubser (1999:2) states that cross-curricular integration of knowledge and skills to prepare learners for real life plays an important role in this regard.

Coetzer (2001:75-75) and Van der Horst and McDonald (2009:20-21) compare the differences between the old and new approaches to education as follows;

Traditional education approach	New education approach
<ul style="list-style-type: none"> Syllabus was content-based and broken down in subjects. 	<ul style="list-style-type: none"> Integration of knowledge; learning is relevant and connected to real life situations.
<ul style="list-style-type: none"> Textbook/worksheet-bound and teacher centred 	<ul style="list-style-type: none"> Learner-centered; teacher is facilitator and constantly uses group and teamwork to consolidate the new approach
<ul style="list-style-type: none"> Syllabus was seen as rigid and non-negotiable 	<ul style="list-style-type: none"> Learning programmes are seen as guide that allow teachers to be innovative and creative
<ul style="list-style-type: none"> Teachers are responsible for learning; motivation depends on teacher's personality 	<ul style="list-style-type: none"> Learners take responsibility for their learning and are motivated by constant feedback and affirmation of their self worth.
<ul style="list-style-type: none"> Emphasis was on what the teacher hopes to achieve 	<ul style="list-style-type: none"> Emphasis is on outcomes-what the learner becomes and understands.
<ul style="list-style-type: none"> Content was placed in rigid timeframes 	<ul style="list-style-type: none"> Flexible time-frames allow learner to work at their own time
<ul style="list-style-type: none"> Curriculum development process was not open to public comments 	<ul style="list-style-type: none"> Comment and input from the wider community is encouraged

(Coetzer, 2001:75-75; Van der Horst and McDonald, 2009: 20-21)

3.5.1 Characteristics of Outcomes-based Education

The learning outcomes of OBE are future oriented, teaching is learner- centred, and the major focus is on knowledge, skills and attitudes/values. This results in high expectations on the part of all learners which in turn serve as a base for further instructional decision making.

The learner is encouraged to achieve the outcomes and is actively involved in the learning process. According to Rademeyer (2003:11); Spady (1994: 21) and Olivier (1998:17), OBE is characterised by the following:

- It is a process-driven reliable assessment tool of learning.
- Learners master learning/competence in their own time.
- There are no correct or wrong answers, but answers may be interpreted differently.
- Over a period of ten years or more learners are exposed to competencies which play a meaningful role in their lives/contexts.
- Tests and examinations still play an important role in measuring what learners understand, but portfolios serves as showpieces of what he/she is able to do.
- Educators are expected to be creative and to make use of available resources.
- Group work is encouraged.
- Educators are expected to help learners achieve the expected outcomes. The methods used by the educator to help the learner achieve the outcomes depend entirely on the creativity of the educator.

Reddy (2004:31) and Baatjes (2004:14) mentions the following as characteristics of OBE:

- It creates more flexible delivery systems so that students of different ages are able to learn cooperatively.

- It replaces averaging systems and comparative grading with the concept of culminating achievement.
- It avoids a process whereby success requires that a given amount of time be spent attending a particular class.
- It equips educators to focus more on the learning capabilities of learners and less on covering a given amount of work.

3.5.2 Instructional methods as applied to Outcomes-based Education

OBE uses the following two instruction methods/teaching strategies - the inductive and deductive approaches, although the inductive approach is often suggested as being the more suitable (Van der Horst and McDonald, 2009:124; Olivier, 1998:58 and Killen: 2004:70). The deductive approach which was founded by Aristotle is based on the principle of a prior logic which is generalised from general law to a particular case or from a case which is already known and understood to the effect thereof. The educator using this method begins with a general statement or principle and goes on to apply this general statement or principle to particular instances. The active participation of learners is confined to the application of the given statement.

On the other hand, the inductive approach should rather be used in those lessons where learners are required to make decisions for them. Curriculum 2005 emphasises the discovery in learning and this equated with the inductive strategy (Van der Horst and McDonald, 2009:127).

Co-operative learning as a teaching strategy is also encouraged. In co-operative learning learners work together in a group small enough so that each member of the group is able to participate in performing a clearly defined, collective task without direct immediate supervision by the educator.

Problem solving also engages learners in seeking knowledge, processing information, and applying ideas to real-life situations. Furthermore the educator is able to play an important role by using a variety of methods of instruction in order to help each learner to learn; no matter what each individual learner's most effective learning style might

be (Van der Horst and McDonald, 2004:146). Van der Horst and McDonald (2009:122) and Coetzer (2001:74), outline nine distinct instructional activities which the teacher may use to help learners attain the learning outcomes:

Learners are stimulated in order to gain attention as no teaching can be effective if the learner is not receptive and attentive in class. According to Harvey et al. (1992:62) and Coetzer (2001:75), learners should be informed of the outcomes of instruction so that they develop appropriate expectations. Activities carried out during lessons could also serve as reminders for learners of relevant previously learnt material, thus it would be expected of educators to present material clearly and distinctly too. Furthermore, learners could be guided by explaining until the learner understands the contents of the learning programmes. At the end, the educator could ask the learner to show that he/she is capable of using the new content by providing feedback about learning through assessing the learner's performance.

3.5.3 Use of learning materials in OBE

Learning materials are any appropriate resources needed for the lesson and could range from specialist equipment to simple textbooks, worksheets and study guides that usually accompany the verbal information (Van der Horst and McDonald, 2009:134). The educator, as the most important resource in an OBE class as applied to ABET also, should devote sufficient time and attention to the selection, creation and presentation of the materials and media to ensure the success of a lesson. The use of inadequate and inappropriate resources will lead to the failure of the lesson. Furthermore, the educator has the freedom to select the most appropriate resources for his/her particular environment.

Selected resources should be readable, interesting and suitable for the class and be linked to the intended learning outcomes and content set out in the plan. To summarise, the materials and media to be used (also applicable to ABET) should be:

- accurate
- well laid out and readable

- interesting and varied
- linked to the contents, objectives and intended learning outcomes of the lesson
- used constructively (Van der Horst and McDonald, 2009:161).

3.5.4 Assessment in OBE

OBE is based on the achievement of outcomes and, as such, it consists of very clear outcomes, which are to be attained by the learners through assessment. Assessment in OBE comprises the methods used to gather information in order to prove whether the outcomes have been achieved satisfactorily. If the learner does not meet the criteria for attaining the requisite standard, he/she may apply for reassessment.

Assessment methods may include methods such as practical exercises, written tests, and oral tests and, where applicable, portfolios, peer assessment, interviews, reports and so on (Department of Education, 2003:58). The principle of assessment is to ensure that outcomes have been attained and should not disadvantage particular candidates. Furthermore assessment should happen on a continuous basis all year round.

The following are possible assessment criteria which are also applicable to ABET:

- The learners are assessed during lessons programme time, and at particular times when a lesson or programme has been completed.
- The learner's progress is based on his demonstrated achievement, which involves focusing on the learner's ability to use and apply acquired knowledge, skills and attitudes.
- Each learner's needs are catered for by means of a variety of assessment tools. Continuous assessment is thus used to provide information for further instructional decisions. Each learner is given sufficient time and assistance to fulfil his/her potential (Van der Horst and McDonald, 2009:14).

The following includes others forms of assessment used in OBE:

Diagnostic assessment, formative assessment, summative assessment, observation-based assessment, performance assessment and self-assessment (Van der Horst and McDonald, 2009:163 and Janse van Rensburg, 1999:29).

3.5.5 Disadvantages of OBE

OBE consists of complex systems of curriculum tools. It is possible that educators will feel overwhelmed by the new tools and, as a result, over-specifying the requirements or learners in the form of tasks so that learners become task-oriented rather than syllabus-oriented, and the curriculum becomes no more learner-centred than the curriculum which it is replacing.

Critical outcomes remain generic and lack sufficient content specification to guarantee the learning that they seek to emphasise.

OBE is also extremely difficult for poorly resourced schools with under-qualified educators to deliver. Learners are always checked for providing assignments for each outcome but with no indication of how well the student has done (Young, 2001: 35).

For many educators the implementation of the new curriculum appears to be a difficult task and this may according to Van der Horst and McDonald (2009:244), result in resistance to change because a lack of planning and understanding of what OBE entails.

Rademeyer (2003:13) mentions the following disadvantages of OBE:

Learners lack background knowledge in subjects such as mathematics, technical subjects and computer science and those educators are very negative about OBE and are not able to utilise group work. Creativity in the development of study materials and many educators lack such capabilities.

3.5.6 Advantages of OBE

In OBE teachers are forced to plan and prepare with a clear instructional purpose in mind. The learning outcomes guide the educator's content selection and strategic

planning. Learners know what is expected of them and measure their own achievements, thus enabling the learners to feel they are in control of their own learning. Schools are able to monitor the learner's progress accurately as suggested by Van der Horst and McDonald (2009:14-15), in terms of specific learning attainments. Permanent failure is eliminated. Rote learning is reduced and this makes the understanding of content more important than merely being able to reproduce the knowledge.

Rademeyer (2003:13) mentions the following advantages of OBE:

- Educators learn to function practically in doing things.
- Learners are able to produce what they have learned in the form of portfolios.
- Learners are able to mark other learners' work, and this encourages competition and participation.

3.5.7 Outcomes-based Education and ABET

According to Shorten (2007:100), ABET forms part of the education and training system within the general education and training band of the National Qualification Framework (NQF). ABET was introduced into NQF in 2000 and consist of a variety of outcomes-based educational programmes that specifically target adult learners. Furthermore, Loubser (2006:25) on the other hand makes mention of the fact that, ABET consist of three sub-levels (ABET 1-3) with the fourth level set at NQF level 1 (see 2.2.8). ABET level 4 is equivalent to nine years of schooling and lead to the first qualification in the NQF (Mothata 1999:19).

As outcomes-based education is a process that focuses on what is to be learned as stated in Pretorius (1999:20), then the outcomes becomes a demonstrated learning. According to Loubser (2006:26) and Shorten (2007:101), ABET comprise outcomes that learners are supposed to know at the completion of their studies. Outcomes-based education is based on involvement of a wide range of stakeholders, parents, educators, learners etc., in determining the required outcomes. OBE which is also central to ABET, is focused on the future and can address the changing needs of the communities

to strive for excellence through planning. Identified critical outcomes and specific outcomes for ABET are identified in chapter eight of this study. (See par. 8.7.1 in this regard).

3.5.8 Myths/facts about OBE

Blank (1982:16) defines myths as “misconceptions and preconceived ideas about something”.

Rademeyer (2003:13) tabulates the differences between myths and facts of OBE as follows:

Myths	Facts
OBE cannot be applied in South Africa.	OBE is used worldwide
It promotes the present political ideology.	It is a teaching programme that encompasses education.
The learners are no longer taught how to memorise information.	Basic knowledge and competence are still important.
Parents play a decisive role in the child’s education.	Parents are not supposed to perform the task for their children but should support them.
Knowledge is necessary for the success of the programme.	The educators need appropriate training.
Learners who are taught through OBE know nothing.	Learners are expected to develop into critical thinkers so as to be able to make decisions on their own and to be able to solve their own problems.
OBE is going to fail.	OBE is a worldwide trend.
OBE has affected the general discipline at school.	Learners are expected to learn how to take responsibility for their own learning.

Competency-based approach is widely prescribed in ABET in South Africa as it allows the use of flexible curriculum development whose basis is a modular and outcomes-based approach which allows the learner to demonstrate through assessment, what they have achieved in respect of required standard at a particular level. In literacy materials, there occurs usage of exact definition of important generic competencies. As information is important in the development of learning programmes, an introductory inquiry into the information needs and curriculum design follows below.

3.6 Introduction into the information that can assist with the curriculum design of suitable literacy programmes

Information needs assessment and programme design plays an important role in adult education because educators can be able to specify measurable outcomes when designing curriculum. Collins (1991:59) argues that information needs should not be overlooked in adult education literacy and community development as information is considerably significant to the task of engaging everyday living experience of the societies.

3.6.1 Curriculum and instructional design

3.6.1.1 Introduction

Curriculum and instruction refers to one of the largest and most diverse set of activities within the field of education (Connelly, Fang He, Phillion and Schein, 2008: ix). Curriculum process is, according to Glatthorn, Boschee and Whitehead (2006:93), Lovat and Smith (2000:2) and Dodge, Rudick and Berke (2006:21), a holistic process and includes the phases of planning, development, implementation and education and must take into account the development level of the child (Carl 2009:66; Connelly, Fang He and Phillion, 2008). On the other hand, instructional design is according to Glatthorn et al. (2006:93) and Reigeluth (1983:7), a “systematic development of instructional specification using learning and instructional theory to ensure quality of instruction”. The centralisation of curriculum design for ABET necessitated a core curriculum for adult learners. The government prescribed what should be taught and

how it should be taught. According to Moodly (1997:99) the curriculum favoured the requirements of a minority group, neglecting to develop the larger sector of South African society. The new education and training system for ABET is based on an Outcomes-based education and Training Curriculum Framework that will equip learners with the knowledge, attitude, skills and critical capacity to participate fully in all aspects of society.

3.6.1.2 Curriculum design defined

The term “curriculum” means different things to different people. A number of definitions has been cited in Smith (2000:9) as “curriculum which should consist entirely of knowledge from the discipline”, “curriculum as experiences all learners has under the guidance of the school”, curriculum as intentions which comprises a progressive plan of areas of learning for an individual and group, incorporating a set of objectives, learning experience and outcomes”.

It is problematic to define the term “curriculum” because the term is used in many different ways but the definition can be narrowed to use as in Zais (2001:5); Collins (1991:66) and Hoadley and Jansen (2002:25), who attempt the definition of the term “curriculum” as the plan for teaching and learning activities as well as content that will be taught and it includes the following aspect:

- The list of content and concepts to be learned
- The organizing and sequencing of learning
- Ideas are provided about how learners should learn and teachers should teach.

Curriculum design can according to Tanner and Tanner (2007:102), Ornstein and Hunkins (1998:199) and Glatthorn et al. (2006:145), be classified as modification and/or combinations of the three basic categories namely subject centred design, learner centred design and problem centred design.

3.6.1.3 Theories of curriculum and instructional designs

There are various approaches to the process of curriculum design, amongst others, academic approach, experiential approach, technological approach and pragmatic approach which can be summarized as follows in a table below:

Table 3.1: Approaches to curriculum design

Academic approaches	Experiential approaches	Technological approaches	Humanistic approaches
This type of approach follows a systematic process guided by academic rationality and theoretical logic in educational decision making (Carl 2009:50)	Lays emphasis on teachers and learners and their co-operative decision on the curriculum.	Regards curriculum in terms of systems, management and production.	This type of approach follows instructional lessons based on life experiences, group games, group projects etc. These activities include creative problem solving and active student participation which emphasizes socialization and life adjustment of learners (Ornstein and Hunkins 2009:8)

Source Glatthorn et al. (2006:96)

In developing curriculum for ABET, experiential and humanistic approaches will be suggested as the best possible options as these approaches see curriculum development

as a process which put emphasis on teachers and learners and their co-operative decision-making on the curriculum issues as well as instructional lessons which are based on life experiences of learners. Furthermore, these approaches will foster inclusion of creative problem solving and active student participation which will contribute to socialization and positive life adjustment of learners (Rothwell, 2008:15)

3.6.1.4 Criteria for curriculum design

To ensure that learning process takes place effectively, the curriculum must comply with the so-called level of proximity, repetition, reinforcement and preconditioning. The curriculum development process begins with an extensive needs analysis during which the research attempts to uncover themes of interest to the learners, through questionnaires. The themes identified will form the basis for curriculum (Bock, 2000:38). Carl (2009:68) goes on further to give some general guidelines which will serve as criteria for the curriculum as follows:

- “The interdisciplinary nature of curriculum design must be acknowledged
- There must be a child-directedness, which takes the child’s level of development into account
- Planning must be purposeful
- Method must be an important characteristic of the design
- There must be relevance in regard to practice orientation and needs
- Comprehensiveness must be a characteristic of the design
- Didactic demand must be taken into account
- The demands of subject sciences must be taken into account
- Note must be taken of educational administrative demands
- The demands and needs of the broad community must be considered
- Effective evaluation must be an inseparable part of curriculum design
- There should be a balance in regard to the attention received by the cognitive, affective and psychomotor domains, with a view to contributing to the development of the child’s full potential”.

Thus, curriculum design requires thorough planning and knowledge of curriculum models, decision-making, relevant criteria, the subject and the child (Carl, 2009:70). Glatthorn et al. (2006:280) on the other hand, mention the following as the guiding principles for curriculum planning which are not mentioned above and would possibly play an important role in curriculum design for ABET as follows:

- Community involvement in planning and implementing the use of integrated curriculum as a high priority for schools
- Planning for effective teaching strategies which must receive attention
- Emphasis which should be laid at incorporating learning centres into classrooms
- Curriculum should use technology, but not to be driven by it
- Planning and implementation should include assessment and evaluation standard

3.6.1.5 Some basic steps for curriculum design

Carl (2009:70) identifies inductive approach consisting of five steps that could be used for curriculum design as follows:

Step 1: Design of experimental instructional-learning units for a particular subject/standard are:

- Determine the needs (see 1.6.2 and 3.7.2 where information needs are discussed)
- Formulate the objectives and goals
- Selection of contents
- Classification/organisation of content
- Selection of learning experience
- Classification of learning experiences
- Evaluation
- Control for balance and sequence

Step 2: Testing of experimental instructional-learning units

Step 3: Review and consolidation

Step 4: Development of a frame of reference

Step 5: Establishment and dissemination of units

A more deductive approach would then according to Carl (2009:71) include the following steps which include instructional-learning in addition to the ones that have been mentioned above as follows:

- Specify needs of society and community
- Specify instructional goals and instructional strategies
- Evaluate curriculum and instruction and make adjustment (See 3.7 in this regard)

Steps or phases with their corresponding actions of curriculum designs also have different interpretations due to different propositions and models ranging from international to national accepted opinions as reflected in Carl (2009: 53), and can best be summarised as follows:

Phase	Action
1. Initiation	Introductory investigation is launched.
2. Planning	Situation analysis which include formulation of goals, determination of goals and planning of design.
3. Development	Selection and classification of learning content.
4. Testing	Instructional design, evaluation and review of learning content.
5. Implementation	Dissemination of learning content.
6. Evaluation	Final evaluation of the programme.

3.6.1.6 Steps involved in instructional designs

Instructional design is an important part of planning, implementation and evaluation of curriculum (Null, 2008:478) (See also 3.7 in this regard). According to Glatthorn, Boschee and Whitehead (2006:93), “instructional design” which is a systematic development of instructional specification using learning and instructional theory to ensure quality of instruction uses the following process:

- a) Designing of needs: the process involves the analysing of learning needs and goals

- b) Development: developing of delivery systems to meet the activities
- c) Implementation: delivering the planned subject matter
- d) Management: Keeping a balance between relationship with other sub-disciplines
- e) Evaluation: Trying out and evaluation of all instructions and learners activities.

Approaches to curriculum development can, according to Carl (2009:58); Ornstein and Hunkins (1998:240) and Zais (2001:5) begin with the empirical analysis of the needs whereby the teacher will identify the needs of the students for whom the curriculum is to be planned and formulation of the objectives will follow based on the identified needs. The objectives selected suggest the subject matter or content of the curriculum and should always match, followed by determining the validity and significance of the chosen content. The selected content should be organised and thereafter be presented to the learners using the relevant instructional activities and evaluation methods should be implemented. Needs assessment is according to Carl (2009:60) the point of departure because as soon as the needs are identified, they are then concerted into measurable, observable objectives.

Carl (2009:93), suggest that curriculum must reflect needs of the community because the school does not exist in a vacuum and may inter alia be regarded as an agent for the community. It should therefore be linked to the expectation of the community. In addition, Abraham Maslow's hierarchy of needs which include amongst other aspects such as the need for food, safety, love and self actualization as reflected in Ornstein and Hunkins (1998:125) as needs that have implications for teaching and learning. If such basic needs are not met, proper learning will not take place.

Smith and Ragan (1999:32) attach another definition of needs assessment as process of investigations, examining potential users/learners, the environment and the perceived need for the institution whereupon instructional needs will be based on the requirements which are from societies (see also 3.7 in this regard). Most important, needs of the communities plays a role in the learners' individuality as it shapes the learning experience and thus correlates with the aim of this study (see chapter one in this regard). The contents of the literacy programmes designed for the identified

communities will rely on the identified information needs derived from the responses from the questionnaires (see chapter five and seven in this regard).

According to my point of view, needs assessment plays an important role within the scope of this study as needs assessment will help the researcher to determine whether there is a need for new instructional materials to be developed.

3.6.1.7 Selection of content

Selection of content involves according to Caffarella (2002:172), choosing what will be learned during a learning activity. Steps for selecting learning content are identified as follows (Caffarella, 2002:173; Farquharson, 1995:31 and Carl, 2009:71):

- a) Select the learning objectives and content that is interesting and relevant that supplements the essential materials
- b) Sequencing the content that should flow from general to specific or vice versa, or content that could emanate from abstract to concrete. Furthermore, the ordering of content could depend either on the participants' knowledge and experiences, the required level of achievement and learning styles of those involved.

Fraser, Louser and Van Rooy (1992:119) identified a number of criteria which could be used to select learning content for instructional purposes as follows:

- Applicability: Content should be applicable to the needs and interest of learners
- Validity and significance: Content selected should be relevant to the learners
- Learnability: Select content that should coincide with the learners intellectual ability and level of development
- Durability: The content which involves the changing and adapting subject curricula on a regular basis so as to make provision for change
- Viability: Content selected should play a major role in moulding and developing a learner.

3.6.1.8 Ordering of subject content

The necessity of ordering of learning content is to emphasise and facilitate instruction and learning. Fraser, Loubser and Van Rooy (1992:123) identified a variety of principles or ordering of learning content as follows:

- a) Chronological ordering which involves ordering of facts in time and sequence
- b) Spiral or concentric ordering whereby the same theme or component is repeated in different years, but at different levels of complexity
- c) Logical or conventional ordering which involves the ordering arrangement of subject content in such a way that the content starts with first component of a particular series and ends with the last component that follows the first in logical sequence
- d) Divergent ordering whereby theme is extended in different directions to deal with the topic as a whole
- e) Linear ordering which involves the arrangement and teaching of the content in the same sequence that leads to the beginning of the next occurrence
- f) Heuristic ordering whereby the learner must be able to discover the truth by means of logical arguments.

3.6.2 Information and development

It is difficult to define or to arrive at a single definition of the term “information” as the basic nature of information is used in a variety of contexts (Wilson, 1981:3; Prasad, 1991:1). Information is defined by Kaniki (1999:191) as “ideas, facts, and imaginative works of the mind and data of value potentially useful in decision-making, question answering, problem-solving”. Alperstein (2007:64) and Prasad (1991:1), on the other hand regards information as one of several basic resources needed and utilised by human beings in their development, and their power and prosperity, and therefore arrived at the following possible definition of information - “recorded or communicated knowledge gained by man through experience, observations and experiments”. Boon (1992a:228) and Wilson (1981:3) define information as “any

input that can be processed intellectually or cognitively for the development of meaning”.

As with the concept “information”, it is not possible to arrive at a generally acceptable definition of the concept “development” because it is possible to define the term from different perspectives, for example an academic perspective, a political perspective, an ideological perspective and a personal perspective. Boon (1992a:64) attempts to define development as “a process, a condition or the combination of the two or can be seen as synonymous with transformation” and this definition will be accepted in this thesis. Transformation in this regard must revolve around individuals and communities so that they may be empowered to make their own decisions, thereby giving full vent to their possibilities.

People who are in the process of development cannot develop without information. The information provided to them should be read and understood correctly. By reading and understanding the information people will then be in a position to manage their financial assets, as they will be able to access welfare grants, loans, and pensions. These people will also be able to exercise some form of control in respect of their families and communities, thus enhancing participation. They will be able to understand the messages disseminated by radio and television. Their use of health and nutritional practices will be enhanced and this will be of benefit to their families (Scott-Goldman, 2001:12).

There is thus an urgent need to develop a systematic approach to information and communication so that the needs of the people and their quality of life can play a central role in the of development plan (Du Toit, 1997:610).

3.6.3 An explanation of the role of information in the empowerment of people

The term “empowerment” is often used in a developmental context. According to Deepa (2002:16), empowerment is “an expansion of the assets and capabilities of poor people to participate in, negotiate with, control and hold accountable the institutions

that affect their lives”. Empowerment has to do with power (Cook, 1997:286). If people are empowered they will be able to do the following:

- have access to basic services
- be in a position to improve local and national governance
- be able to access financial and security services (Deepa, 2002:19).

In order for people to be empowered they need to have relevant information at their disposal and be able to use this information effectively to improve their lives. As relevant information is a vital tool for sustainable development (Akhtar and Melese, 1994:314) people can be empowered only if:

- information is accessible to everyone
- people are included in participation
- feedback is provided for the developing people
- the networking capacity of poorer people’s organisation is enabled thus improving investment for them (Deepa, 2002:25)
- the government develops effective policies and plans that can be understood and used by the people concerned (Akhtar and Melesse, 1994:32).

If information is to be employed effectively in order to empower people then this information needs to be interpreted and evaluated by those for whose help it has been designed. The information used should address the issues that affect the relevant individual’s lives (Debate and Development, 1998:2).

According to Boon (1992a:69) information can play the following roles in the empowerment of people:

- development cannot take place without a core infrastructure, which will comprise staff and informed people because people and organizations constitute the core of development. A poor information infrastructure and underdeveloped information sectors often leads to the failure of development projects

- there should be sufficient data available, and this data should be organized in a meaningful way. The data should be processed in order to provide information for a variety of information services and products according to the development milieu
- the availability and ability to handle and use information will lead to the ability to generate welfare
- libraries should provide information to everyone, even those who have not had the privilege of higher education. In this way libraries will be making a contribution to the development of literacy.

3.6.4 The role of literacy in empowerment

As with information, literacy also plays an important role in the empowerment of people. According to Blake (2002:11) and Collins (1991:94), literacy is “a continuum of skills, including both reading and writing”. This means procedural knowledge that is being able to do something in a social setting, the ability of an individual to make sense of the material printed in most newspapers. Cross and Beddie (2004:5) define literacy as “an ability to inquire about the world, to access information, to share ideas and to speak up”. According to Scott-Goldman (2001:11), literacy falls under human capital, which is a key tool in acquiring the skills and knowledge needed to pursue different livelihood strategies, i.e. management of diseases, and health and family planning.

Literacy gives people power and access to the knowledge and skills which an active citizen needs in the modern world (Aitchison, 1999:143).

Literacy also has a key role to play in empowerment. According to Cook (1997:288) and Baantjies (2003:182), literacy may play the following roles in empowerment:

- Literacy is crucial for the empowerment of people because it increases their ability to act effectively in meeting the challenges they face in life.
- Through literacy people are enabled to invest in the development of the economy.

- In political terms, literacy empowers people to be prepared for adult participation in the political processes as citizens in a democratic country.
- Literacy enables people to lead fuller and richer lives.

On a more practical level, Learning to Read in South Africa (2000:1) identifies the following roles played by literacy in empowerment:

- Older people will be able to calculate their pension money and also count their change after making purchases. This will help them to avoid being cheated.
- Their literacy skills will enable them to help their children with their homework and consequently they will enjoy increased respect from the children in the house.
- Skills acquired through literacy will help the people in their daily lives, that is:
 - in church and community meetings
 - when shopping
 - at health clinics
 - when cooking
 - when withdrawing money at ATMs.
- People will be in a better position to access their rights, for example the right to education, social grants, health matters, a place to stay, and to access information.
- People will be able to write letters to their community leaders voicing their concerns.
- They will be able to contact health authorities expressing their concern about the treatment that they receive.

Darkenwald (1982:130) and Rothwell (2008:5), list the following reasons why/how literacy plays a role. Through literacy people are able to do the following:

- To be better informed
- To be able to achieve their personal goals, for instance, they are able to apply and obtain new and, probably, better jobs.

- To be able to achieve their community goals. This makes them better citizens who understand the problems of their community, for instance being aware of which places to go to, and who are the relevant people to contact in connection with their needs/problems
- To be able to attain their religious goals through serving a the church
- are able to meet educational standards thereby satisfying their employer and for themselves, achieve a higher lifestyle.

Empowerment has to do with the power that operates at various levels, that is, within a person, between people, and within and between groups (Cook, 1997:286). Through literacy people may be empowered so that they are more able to direct their own lives and more likely to succeed in whatever they attempt. When people learn a skill, for example how to use an automatic teller machine (ATM) to withdraw money, and are able to use the skill they learned to access information, their participation in financial matters is heightened (Cook, 1997:294).

3.6.5 A participatory approach to empowering people via literacy

Participation in general terms has to do with people having a say in what is happening in their lives. There has been a range of interpretations of the meaning of the term “participation” as is illustrated by the following discussed in Learning to read in South Africa: Empowering older people through Literacy in South Africa (2000:12) and Maepa (2000:16);

- Participation is concerned with the organised efforts to increase control over resources in a given social situations on the part of groups excluded from such control.
- Community participation is an active process by which beneficiaries or client groups influence the direction and execution of a development project to enhance their wellbeing in terms of income, personal growth, self reliance, and/or other values they cherish.

- Participation may be seen as a process of empowering the deprived and excluded based on the recognition of differences in political and economic power among different social groups and classes.
- Participation includes the involvement of people in a decision-making process.
- Participation is a process whereby stakeholders influence and share control over development initiatives, decisions and resources which affect them.

When applying these general principles of participation to literacy it is assumed that learners will be involved in the creation of their own learning material that is they should become participants in designing the content of the learning material (Wedepohl, 1988:10).

Soifer, Irwin, Crumrine, Honzaki, Simmons and Young (1990:x), contend that building a programme based on the learners' home language, and also on the learners' background, interests and needs is an effective way to respond to the challenges of adult literacy programmes. This idea is also supported by Lord (1994:7), who argues that the more closely a programme is tied to the information needs of the community it is designed to reach, the better the programme serves the community, and the better its chances of survival.

3.7 Information needs

3.7.1 Introduction

In order to empower people through education, the information needs of these people should be met (see also 3.6.1.6 in this regard). The identification of people's information needs is essential for designing information in general, and for providing effective information services in particular. The information needs identified will then be used to design the content of the literacy material for the particular community.

3.7.2 Information needs defined

The concept of "information needs" has proved to be a difficult concept to define, isolate and measure because researchers have used the term in a variety of ways, for

example as needs, demands and wants in an interchangeable manner, although they may not necessarily be identical (Rohde, 1986:52 and Vivian, 2004:19).

People in their daily lives need, from time to time to know about issues such as the availability, quality and cost of things, e.g. health and welfare services, education and training, consumer goods and services, etc. They may also need to access the practical information contained in public notices, directory information, for example telephone services, personal announcements, holiday accommodation, goods and services for sale, job vacancies and so on (Vickery and Vickery, 1992:17 and Reitsman and Mentz, 2009:17). In order for people to perform efficiently and effectively in a society, they need to be well-informed so that their information needs may be met.

An information need arises when a person recognises a gap in his/her state of knowledge and seeks information to bridge that gap (Derr, 1983:273; Hewins, 1990:165; Nicholas and 1996:7) or, in other words “the information that individuals ought to have to do their jobs effectively, solve a problem satisfactorily or pursue a hobby or interest happily” (Nicholas 1996:3). Prasad (1982:34) defines “information needs” as “a condition in which certain information contributes to the achievement of a genuine or legitimate information purpose”. Rohde (1986:53), on the other hand, defines an information need as “a subjective, relative concept existing only in the mind of the experiencing individual which prevents him/her from making progress in a difficult situation”.

According to Prasad (1992:36) it is possible to divide information needs into the following categories required as part of the ABET programme:

- Social information needs: These needs refer to the information which is required to cope with the day to day life, thus implying that such information should form part of the literacy programmes.
- Recreation information needs: These needs refer to the information needed to satisfy the recreational and cultural interests of an individual, which in turn plays an important role in keeping children busy and minimises the chances of their being involved in alcohol and/or drug abuse.

- Professional information needs: These needs refer to the information required for competent functioning within a business or professional environment, and thus information forms the core in the establishment of ABET programmes.
- Educational information needs: These needs refer to the information which is required to satisfy the academic requirements at an institution or with regard to different projects.

According to Nicholas (1996:13) the following comprise certain characteristics of information which may be applied within the scope of this study:

- Subject: Subject is the obvious and immediate characteristic of information needs. It entails the arrangement by subject of the information which will be used when planning the literacy programme.
- Function: Function is the use of the information identified. Each individual and each community puts information to work in different ways. The relevant community will be able to use the identified information needs to design a programme that will suit their needs.

Mention is made by Nicholas (1996:15) of the following functions as characteristic of the information needs that are relevant to this study:

- ✓ Fact-finding function
These functions aim at providing answers to specific questions. These functions facilitate the identification of the needs of people.
- ✓ The current awareness function
These functions keep the community identified and up to date with daily events through awareness programmes.
- ✓ The research function
The research function drives the investigation into an identified field of study.
- ✓ The brief function
These functions refer to the briefing of the communities identified about the background of the research undertaken.

My understanding of information needs as it is applied to this study implies the information needs of the identified communities which would refer to amongs others, information needed for daily activities that will impact on established beliefs of the communities. As such need analysis will help with the generation of factors that could influence the design of instruction of ABET programmes.

3.7.3 Information needs assessment

A needs assessment is a component of citizen involvement. “Citizen participation in decision making is the essence of needs assessment” (Summers, 1987:3). A needs assessment is conducted in order to uncover the preferences of those who for some or other reason are unwilling or unable to speak up on their own (Kellerman, 1987: x). Sometimes this can create a problem as this is often precisely the population that is generally the least well-equipped to recognise and articulate what it lacks, even when questioned directly.

An information needs assessment should be undertaken prior to changing systems in order to provide users with what is needed. According to Nicholas (1996:2) an information needs assessment is crucial for an evaluation of the users and for running information systems such as libraries and on-line services.

Nicholas (1996:12) and Smith and Ragan (1999:35) identified the following as a framework for assessing information needs:

- Monitoring and evaluating the effectiveness and appropriateness of existing information systems.
- Detecting gaps in information provision.
- Designing an on-going information support system for the individual.
- Introducing, evaluating and justifying the new information product.
- Insuring that interviews are conducted.
- Bringing the user and the information professional closer together.

For the purpose of this study, information needs assessment will communicate that which could be used as content to produce specific ABET materials (see also chapter one in this regard).

3.8 Summary

From the preceding chapter an attempt was made to define the terms “content-based”, “competency-based” and “outcomes-based education practices”. Different definitions and description of the concepts of “content”, “competency” addressed in literacy programmes as presented by different writers were discussed. Reference was also made to the outcomes-based education policy instituted after 1994 and its influence on the adult basic education. In addition, mention was made of a participatory approach to empowering people via literacy. Furthermore an introduction was also made on the information needs and learning programme design.

CHAPTER 4

Research methods selected to investigate the information needs of Damonsville and Onverwacht communities

4.1 Introduction

This section contains an introduction to the profile of both Damonsville and Onverwacht communities. Methods to research information needs are also outlined in this section because the researcher's understanding is that the content of the literacy materials should be designed considering the adult needs. Adult education is mainly concerned with the information education and should fulfil the need for self employment. Data collected through the use of questionnaires is analysed by counting a number of responses to the questions (see Chapter five in this regard), in order to identify the information needs of the identified communities.

4.2 Purpose of the investigation and motivation

The purpose of investigating the information needs of the communities of Damonsville and Onverwacht was to determine their different information needs in relation to ABET so that these needs could be tailored to match the content used in designing literacy programmes for them. Furthermore, to discuss the importance of the programme requirement in terms of ABET.

4.3 Location of study-communities of Damonsville and Onverwacht

The communities of Onverwacht and Damonsville were chosen because of their close proximity to Pretoria and the high level of illiteracy in these two predominantly coloured Afrikaans-speaking communities. The communities previously disadvantaged in terms of lack of houses, proper sanitation, improper roads and lack of schools including ABET classes.

For the purpose of understanding the term community, a few definitions follow. According to Kaniki (1999:198), De Beer and Swanepoel (1998:17), Stoecker (2005:41), a community is “any geographical (location) or neighbourhood definable by race, social unity, body of men (persons) living in the same locality, or with common race, religion, pursuits, etc. not shared by those among whom they live, common character or identity, people sharing common practices, a body of common or equal rights”. Rankin (1982:1) refers to the term “community” as “a group of people who share common goals, values and aspirations”. Kaniki’s definition of the term “community” is preferred in this study since it includes all possible aspects of the term.

The communities of Damonsville and Onverwacht are both coloured communities as such a short discussion of the term coloured is done hereunder. The term “coloured” is defined by Alessandro (2003:12) as “anyone falling into the following categories; Cape Coloured, Malay, Griqua other coloured who are in fact a residual category of persons, whose common feature is negatively defined as legally neither white nor legally black”.

Still (2004:1) states the following in respect of coloured people “The origin of coloured people lie in the mixed-race of early white settlers, Hottentots slaves and the African inhabitants of South Africa. Their language is a hybrid Afrikaans or English. Their way of life and social position reflect ambivalence between white and black society”. “Coloured identities were formed in the colonial encounters between Dutch and British colonists, slaves from South and East India and from East Africa, and conquered indigenous people, such as the Khoi and San. Due to the process of cultural dispossession, borrowing and transformation mixture comprising Dutch, British, Malaysian, Khoi and other forms of African cultures (Erasmus, 2001:21)”.

Since 1994 the coloured community has seen an improvement in their lives since they were given the right to vote in national elections and occupy important positions in the government of today. The communities of Damonsville and Onverwacht have not seen an improvement in their lives since 1994 since their lives are characterized by poverty and high rate of illiteracy.

4.3.1 Damonsville community

Here follows a discussion on the origin of the community of Damonsville as reported by word of mouth.

4.3.1.1 Geographic Location

Damonsville lies to the west of Brits and the east of Mothotlung. The distance from Brits to Damonsville is approximately 10 kilometres. Damonsville lies 50 kilometres West from Pretoria on the R 566 (freeway).

4.3.1.2 Origin of the community of Damonsville

Damonsville was named after the late priest, Isaac Benjamin Damons of the Dutch Reformed Church in the Northern Camp (name of the area where the coloureds are living), which was situated in the Old Location in Brits. According to the community of Damonsville (by word of mouth) Isaac Damons was also a well-known political activist. Most of the community members come originally from Cape Town.

4.3.1.3 Profile of the community of Damonsville

The community was essentially nomadian - their life was characterised by moving around from one place to another. In 1948 they moved from Cape Town to Rooikoppie in Brits and for 25 years lived in a squatter camp a kilometre from Old Location in Brits. Thereafter they moved to Newtown which is also in the vicinity of Brits. Later they were moved to Noordkamp in Old Location (popularly known as Oukasie) also in Brits. They were finally moved to Damonsville (where they are now living permanently). This had a direct influence on the low literacy level. They were also subject to adaptation problems. The Department of Local Housing and Agriculture built houses in 1990. The community living in this area is Afrikaans-speaking whereas the Old Location community is predominantly Tswana speaking. Old Location is a residential place in Brits which consist of the coloured Afrikaans speaking communities and black Tswana speaking communities.

4.3.1.4 Infrastructure

Social and health services are managed from Brits municipality, which is the nearest town. There occurs a shortage of housing and land for building of houses. Lack of services and facilities (clinics) are experienced by the community.

4.3.1.5 Status of education in Damonsville

Education poses a serious problem since parents cannot afford the transport costs to the nearby Indian High School, which is situated in Brits. There is one combined lower- and senior primary school in the area. Children in the community are experiencing higher dropout rates. Furthermore the medium of instruction, which is English, exacerbates the problems experienced by learners because Afrikaans is their mother tongue. The medium of instruction should be Afrikaans. These factors contribute to the urgent need for a high school in the area. It was also noted that there are so many illiterate people in the area because of the nomadic life they led in the past.

4.3.1.6 Social and economic conditions

The community living in this area is also facing social problems, for example shortage of jobs, high rate of crime, lack of services and facilities, education and economic problems. This history was told by word of mouth because they could not write what they experienced by then.

4.3.2. Onverwacht community

Here follows a discussion on the origin of the community of Onverwacht.

4.3.2.1 Geographic location

Onverwacht lies 39 kilometres from Pretoria on the R513 and 10 kilometres northeast of Cullinan (which is the nearest town) in a rural corner of Gauteng.

4.3.2.2 Origin of community of Onverwacht

Onverwacht was established in 1886 and was named after an unexpected “onverwachts” announcement by the then president Paul Kruger to the effect that the community of Onverwacht could remain on the land unconditionally. The community had arrived with the “Voortrekkers” from the Cape and had been slaves. During the Anglo-Boer War the Afrikaans speaking citizens were looking for place to settle. On finding the land belonging to the English-speaking community they promptly confiscated it. After the Anglo Boer War Paul Kruger, who was President gave them land to occupy.

After 1910 the white Afrikaans speaking community departed while the coloured community of Onverwacht remained there permanently. Members of the community were working in the diamond mines at Cullinan and on farms in the surrounding area.

4.3.2.3 Profile of the community

The Onverwacht community is predominantly Afrikaans speaking. According to De Vries (2005:27) the community of Onverwacht is proud to speak Afrikaans because they have survived difficult times.

4.3.2.4 Infrastructure

On entering Onverwacht one sees dilapidated old houses, poor roads and vandalised public telephones. There appear to be quite a number of well-built churches in the area, for example a Dutch Reformed Church, a Lutheran Church and Wessel Church. The buildings which were erected to serve as a clinic or community hall have also been vandalised - windows, doors, lights, ceilings and water taps have been damaged. There are no municipal services provided to the community.

4.3.2.5 Status of education of Onverwacht

There is one old school which had used to cater for Grade 1-7 learners in Afrikaans. Since 1990 the school had become dual medium. Sotho speaking students who live in the nearby plots (some cluster houses build for the workers by the owner of the farm) attend school there. After Grade 7 Afrikaans learners are supposed to travel to either Cullinan or Eersterust in Pretoria because they cannot be accommodated in the Refiloe High School since it does not cater for Afrikaans-speaking learners. Refiloe is the name of a well-established Sotho-speaking community between Cullinan and Onverwacht. The distances between Refiloe, Cullinan and Eersterust poses a major financial problem since the unemployed parents cannot afford the school fees and transport.

4.3.2.6 Social and economic conditions

Socio-economic problems and unemployment are rife, and present serious difficulties with which the growing community has to contend. The community also encounters problems in obtaining child grants or disability grants since the nearest Home Affairs Department is in Cullinan.

The only possible job opportunities available to the community involve working on farms, but the prevailing water shortages restrict these opportunities. As a result there is alcohol and drug abuse, and vandalism in the area, for example of public telephones and electric wires.

This background was provided by word of mouth.

4.4 Methods to research information needs

Information needs cannot be understood as mere questions that are asked of information provided rather put needs to be placed within their context that is:

- To understand the information needs of the identified communities of Damonsville and Onverwacht (See chapter 5 and 7 in this regard)
- To use the identified information needs in the development of literacy materials.

Various methods are proposed in literature to assess and determine the information needs of a selected group. Kaniki (1999) used critical instances of information seeking and instances of need to research information needs. He used open-ended questions to ask respondents to describe their most important need or to identify critical incidents. Johnson, Meiler, Miller and Summers (1987) suggest surveys as a technique to assess the information needs of a community, as this technique is useful for measuring the degree to which any segment of a population recognizes a problem. Babbie (2004:243) refers interviewing survey research as a technique for studies that involve individual people as the unit of analysis, that is, where groups or individuals must serve as respondents.

Survey research using questionnaires enables the researcher to collect original data to describe a population which is too large to observe directly and to construct carefully standardised questionnaires to provide data in the same form for all respondents (Babbie, 2001:238). According to Du Plooy (1997:120), surveys may be typically used to obtain data that is to be subjected to statistical analyses.

4.4.1 Research approach followed during the investigation

The use of open-ended type of questions qualifies the study as qualitative to a minimal extent (see questionnaire under Appendixes) and predominately quantitative as most questions in the questionnaire are closed-ended type of questions (see also questionnaire under Appendixes). The fundamental models or frames of references to organise our observation and reasoning signifies paradigms (Babbie, 2007:31), and can also mean ways of making sense of things in daily lives, whereby societies could be studied scientifically rationally and objectively, which is termed positivism (Thorpe and Holt, 2008:155 and Clough and Nutbrown, 2006:16). Even though it has been argued that people could behave rationally and that some contemporary researchers could suggest subjectivity as the most preferable in some situation. Positivism brings the material world into confined codified and tidy structures (Thorpe and Holt, 2008:154).

On the other hand, Humanistic approach also played an important role within the scope of this study since the approach concerned the study of people`s culture, customs and habits of another human group (Denzil and Lincoln, 2008:2).

An explanation of objectives of research would suggest a two-tiered research design which is the information needs assessment of the identified communities of Damonsville and Onverwacht and content analysis of the selected Afrikaans literacy materials.

4.4.1.1 Strategies appropriate to the conduction of information needs assessment

According to Collins (1991:60), needs assessment encompasses a variety of approaches that shows the way the concept of need is defined. However all the possible approaches that can be used can allow for some degree of participation by prospective learners in specifying their educational needs. Survey questionnaires are according to Silverman (2006:121) and Steward, Shamdasani and Rook (2009:591), prevalent as the instrument means to collect data for need assessment strategies.

Combination of quantitative research methods whose aim is to provide data for community profile and qualitative research methods for provision of community profile and information needs using questionnaires are used as methods of assessing information needs in this study (Struwig and Stead, 2001; Denzil and Lincoln, 2000; Babbie 2001). Qualitative research is an approach to inquiry into the research problem exploring the meanings individuals/group ascribe to a social human problem (Babbie and Mouton, 2001:271; Creswell, 2007:50 and Tashakkori and Teddlie, 2009:286). Mason (1996:4) writes that qualitative research is concerned with how the social world is interpreted and understood. Hittleman (1997:43) mentions that different studies used in Schurink (1998: 243), regard qualitative research as a method that involve the collection of a variety of empirical material in order to describe the problematic moments and meaning in individual lives.

4.4.1.2 Strategies related to the qualitative research approach

According to Babbie and Mouton (2001:270) types of studies normally included under qualitative research are ethnographic studies, case-studies and life histories/ narratives action research. Qualitative research includes field notes (see also Appendixes under Field notes in this regard), interviews and attempts to make sense of the interpreted phenomenon in terms of the meanings people bring to them (Denzil and Lincoln, 2008:5). For the purpose of this study the types of studies applicable are ethnographic and case-studies. Life Histories and action research does not fit this study as according to Babbie and Mouton (2001:283) “life histories” is a research of full length book account of one person’s life in his/her own words and action research on the other hand is concerned with the enlargement of the stock of knowing science of community. It is both aspects mentioned of life histories and action research that distinguish it from applied social sciences. Here follows the characteristics of Ethnographic and Case studies compared since they are applicable within the scope of this study:

Ethnographic studies	Case-Studies
Describe and interpret culture-sharing groups (Lindlof and Taylor, 2002:16)	Developing an in-depth description and analysis of a case/multiple cases or to describe a research method (Stark and Torrance, 2005:36).
A common way to do qualitative study (Denzil and Lincoln, 2008:7)	A choice of what is to be studied in a more humane way (Silverman, 2010: 137)
Studying a group that shares the same culture.	Studying an event, a program, an activity or more than one individual.
Using primary observation and interviews.	Using multiple sources, such as interviews, observation, documents and artefacts.
Analysing data through description of the culture sharing group, themes about the group.	Analysing data through description of the case and themes of the case as well as cross-case themes.

<p>General structure of study is as follows:</p> <ul style="list-style-type: none"> • Introduction (Problem statement) • Research procedure • Description of culture • Analysis • Interpretation <p>Ethnography can also be a method whereby multiple perspectives can be incorporated in a research design.</p>	<p>General Structure of the study is as follows:</p> <ul style="list-style-type: none"> • Introduction (Problem, Questions, • Case-study, • Data collection • Analysing • Development about selected issues <p>Case studies can be positivist, interpretive, or critical, depending on the underlying assumption assisting the researcher.</p>
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Adapted from Creswell, 2007

Both Ethnographic studies and Case-studies are useful in this study as their outlined characteristics will yield detailed information as required by the researcher. According to Siverman, 2010:430), ethnographic study observes history through field work. Struwig and Stead (2001); Denzil and Lincoln (2000) and Babbie (2001) makes mention of phenomenological studies as type of qualitative methods where human experiences are examined through detailed description of the people studied with an aim of understanding the lived experiences of the individuals being studied. This approach involves researching a small group of people intensively over a long period of time.

4.4.1.3 Strategies related to quantitative research methods

According to Creswell (2007: 82) and Mason (1996:40), quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, analyzed using statistical techniques. Furthermore Denzil and Lincoln (2000:35) mention the goal of quantitative methods as determining whether the predictive generalization of a theory hold true. The most common methods used to conduct

quantitative research are exploratory, descriptive, experimental and quasi-experimental (Struwig and Stead, 2001; (Denzil and Lincoln, 2000). Quantitative research method which, according to (Du Plooy, 1997:3; Mouton, 2001:148; De Vos and Fouché, 2005:133; Neuman, 1997:228 and Babbie, 2001:238) means “most widely used data collecting technique in sociology, and its use in many fields which use questionnaires as instruments for collecting data during a structured/unstructured interview. Barbour (2008:82), further states that quantitative research method excels at identifying statistical significant relationship between variables, such as social class, health status and frequently produced diagrams which shows distribution and strength association for people (see chapter 5 in this regard). Thus qualitative analysis can explain how the social class, gender located sites can be translated into everyday practices and interaction.

Three general types of quantitative methods are according to Mouton (2001:149); Creswell (2007:83); Babbie and Mouton (2001:112), the following:

- Experimental designs: True experiments are characterized by random assignment of subjects to experimental conditions and the use of experimental controls.
- Quasi-Experimental designs: Quasi-experimental studies share almost features of experimental designs except that they involve non-randomized assignment of subjects to experimental conditions.
- Surveys: Surveys include cross-sectional and longitudinal studies using questionnaires or interviews for data collection with the intention of estimating the characteristics of a large population of interest based on a smaller sample from that population. The survey which is a type of quantitative method, given its description, qualifies for inclusion of the quantitative research method in this study.

4.4.1.4 Features of Qualitative and Quantitative research compared

The following is the discussion of comparison of the qualitative and quantitative research methods as applied in this research:

4.4.1.4.1 Qualitative research methods

Qualitative research methods involve analysis of data such as words (e.g. interviews), pictures (e.g., video), or objects (e.g. an artefact) because according to Silverman (2006:6), Bryman (2004:267) and Mason (2007:2), qualitative research seems to promise that we will avoid statistical techniques. Furthermore, this research approach focuses on meaning of people in a specified historical cultural context (Lindlof and Taylor, 2002:122). Researchers may only know roughly in advance what he/she is looking for. The design emerges as the study unfolds.

The questionnaire is the data gathering instrument. Data is, according to Mason (2007:3), Punch (2006:247) and Schwandt (2007:39) in the form of words, pictures or objects. In qualitative research the approach is unstructured so that the possibility of getting at meanings and of concepts emerging out of data collection is enhanced (Godard and Taylor, 2004:5; Teddlie and Tashakkori, 2009:24). Qualitative researcher investigates people in their natural environments. Qualitative researcher seeks an understanding of behaviour, values and beliefs in terms of the context in which the research is conducted. Qualitative researcher claims that their contextual approach and their prolonged involvement in a setting engender rich data (Welman, Kruger and Mitchell, 2005:6, Bryman, 2004:268 and Schwandt, 2007:248).

4.4.1.4.2 Quantitative research methods

According to Bryman (2004:267) and Mason (2007:4), quantitative research involves analysis of numerical data since the aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed (see chapter 5 in this regard). On the other hand Teddlie and Tashakkori (2009:343), state that qualitative research deals with the gathering, analysis and presentation of numerical information. Researcher knows clearly in advance what he/she is looking for. Researcher uses tools, such as questionnaires or equipment to collect numerical data. According to Godard and Taylor (2004:15), data is in the form of numbers and statistics. It is argued that, objective-seeks precise measurement and analysis of target concepts, e.g. uses surveys etc in qualitative research. In quantitative research the approach is typically structured so that the investigators are able to examine precise

concepts and issues that are the focus of the study. Quantitative researcher conducts research in a contrived context (Teddlie and Tashakkori, 2009:344). Quantitative researcher wants their findings to be applied to the relevant population. Qualitative data are often depicted as hard in the sense of being robust and ambiguous, owing to the precision offered by measurement (Bryman, 2004:267-268).

Both qualitative and quantitative methods were used by the researcher in the study because qualitative method was applied to open-ended questions during interview to give meaning to words and opinions (see questionnaire under appendixes), and investigation of contents of existing literacy materials (see chapter 6 in this regard) (Barbour, 2008:16). Quantitative approach was used by the researcher in closed-ended type of questions included in the questionnaire because qualitative studies emphasize the measurement and analysis of causal relationships between variables (see chapter 5 in this regard) (Denzil and Lincoln, 2008:14).

4.4.2 Data collection methods and procedures

According to Mouton (2002:110) data collection implies “the collection of various kinds of empirical information or data for instance, historical, statistical or documentary data”. Data collection is carried out through a variety of techniques such as observation, document analysis and interviews, with the aim of producing reliable data. According to Greef (2005:286), the researcher must collect relevant information at the data resource through observation and interviewing respondents using questionnaires.

The following were the data collection methods used in this study:

4.4.2.1 Interviews (in general) as information collection method

Interviews are according to Greef (2005:287) and Denzil and Lincoln (2000:47), “the predominant mode of data or information collection in qualitative research, whereby participants are interviewed”. Information was gathered by consulting one person so as to try out the questionnaire (see appendix 10.2). The person consulted was from Damonsville and is a community leader with a highly socially responsible position, and

was active in community events and therefore had wide contact with people in the community.

4.4.2.2 Pre-testing the questionnaire

De Vos (2005:375) and McMillan and Schumacher (1993:427) agree that persons taking part in the pilot study should be individuals that have high expertise in the relevant area of service, should provide the researcher with the knowledge about the problem under research and should be willing to share knowledge and skills with the researcher. He also played a role in decision-making in his community.

Structured interviews using questionnaire (see appendix 10.2) containing both closed and open ended questions (both qualitative and quantitative data) were used to gather information needs for the purpose of this research.

The researcher interviewed the person at his home on the 21 August 2009. A tape recorder was used as a data collection tool in this regard. The questionnaire was aimed at finding out about what they knew about the information needs of their communities. The questions covered a range of topics –knowledge about ABET, various activities they are involved with, willingness to attend ABET classes and preferred information that could be included in the programmes. Below were the answers to the questions derived from the investigation conducted.

Reasons for pre-testing the questionnaire can amongst other be identified as follows:

- To check on the objectiveness of the questionnaire
 - To ensure the correctness and relevance of the content areas
 - The ensure the appropriateness of the level of difficulty of the questions
 - To determine the amount of time , on average , the questionnaire can afford to take to complete
 - To revise the questionnaire
- (Creswell, 2008).

Name of the respondent: John Pieter Titus (not his real name)

The respondent was a male, whose home language was Afrikaans and who was a resident of Damonsville. He was 44 years old and divorced. His highest qualification was standard 2 which is equivalent to Foundation phase Grades 1-3 and ABET level 2 respectively. He was presently unemployed.

On the issue of whether he had any dependents, the respondent “in other words children and/or adults for whom you care financially and or physically”, he responded by saying “yes” though he was not working.

About the issue of the ages of the dependents the respondent could not give the ages thereof but mentioned that the girl was born in 1983 and the boy in 1988 which qualifies their ages from 26 (girl) and 21 (boy).

On the issue pertaining to which of the following languages was he fluent, Afrikaans was his first choice followed by a minimal knowledge of English as his second choice.

The researcher introduced the respondent to the issue pertaining to the information needs by showing the respondent the icons as reflected on the large chart. He smiled because he could easily identify the icons that he was familiar with. He was asked to show by way of pointing at the icons the different environments and also tell about the amount of time he spends in the chosen environment. (A bit tricky question because I had to mark the choice of the respondent and the level of spending time at the specified environment).

The following were the preferred environments and times spend on the environments:

- He spends most of the week at home, with families, and friends, with the community, at the place of worship, visiting the clinic and sport/recreational activities.
- He spends half of the week doing shopping
- He travels seldom during the week.
- He does not visit the post office, (reason being that no one writes him letters and he has no accounts), he does not receive any pension because he is not yet

60 years of age, neither does he visit an ATM because he does not have money and thus have no banking account and does not even know how to use an ATM.

After successfully listing and indicating the frequency on different environments, he had to now list some activities within each of the identified environments. I prompted the respondents to list his activities giving my example of activities that I am involved with as I read it from my research questionnaire.

The following were some of the listed activities at the identified environments.

Environment	Activities
Home	Cooking food for myself
	Cleaning the house
	Doing some washing
	Cleaning the yard
Family	Chatting to families
	Having a family 'braai'
	Sharing some drinks "heldedrank"
Friends	Sitting and chatting
	Discussing possibilities of working
	Sharing a drink
	Helping with some chores, if requested to do so
Shopping	Shopping for groceries in Brits
Community Service	Singing in church
	Listening to the pastor
Place of worship	Cleaning the church

	Selling vegetables during the church Bazaar
Clinic	Visiting the clinic whenever he does not feel well
	Collecting the medicine
Travelling	Traveling to Upington when there was death in the family or just to visit the family.

There occurred some misunderstanding within some activities mentioned under community services since some seemed more applicable to the activities classified under the place of worship.

Have you ever heard about Adult Basic Education and Training (ABET)? (Inquiry into ABET matters). The respondent has never heard about ABET and as such he did not know what it was.

The researcher had to read the paragraph from the questionnaire which referred to what ABET was which read “ABET refers to both the ability to read advertisements, notices and newspapers, to write letters, to fill in forms and count, deposit or withdraw monies from banks. The aim of ABET is to reduce illiteracy in South Africa”.

When asked about whether he is currently attending classes, his preferred choice to the question was ‘no’, the reason being that he did not know about ABET.

Would you like to attend ABET classes?

He responded by saying ‘yes’ as his preferred choice because he would like to learn Tswana and also to learn how to count money.

With regard to the question whether he thinks that ABET classes would help him in his daily life, he responded by indicating 'yes' as the preferred choice, with the reason mentioned as wanting to learn something.

The researcher explained that ABET classes cost more or less R50-00 per month and that he has to attend classes once a week for approximately an hour. The following question read "Would you still be able to attend classes?" The respondent chose 'yes' because he would like to learn.

If you could attend classes during the week, how many days could you attend or cannot attend during the week?

The respondent indicated that he would prefer 1(one) day and also indicated that he preferred one evening per week as the time that would suite him during the week.

In the following question, the respondent was asked to list three things that he would like to learn on such a course that would improve his daily activities or work.

The following were his responses:

- I would like to learn how to count money
- I would like to be taught how to solve the problem of alcoholism in the area
- I would like to be taught how to use an ATM.

When asked about the best ways he could learn new skills/knowledge, his preferred choices were the following:

- By physically doing something
- When someone explains what is to be done
- By observing activities done by others
- By asking questions
- By having a conversation
- By working together in a team/group
- By playing games

- By participating in sports.

The researcher used the above-mentioned information to do the following:

- The identified three ambiguous worded questions were reworded by the researcher.
- It was important that the questions be well formulated and structured, as the questionnaire was the main tool for sourcing my research data.

The information discussed above also increased the reliability and validity of the research questionnaire. This exercise also helped the researcher to check the time taken to complete the questionnaire. I also made an attempt to to code/classify system for data analysis.

4.4.2.3 Unobtrusive observation

Unobstructive observation is the researchers` own subjective observation which was triggered by the appearance of the two places on entering the locations (see field notes under appendixes, where I have listed the data taken during the observation). Teddlie and Tashakkori (2009:223) and Greef (2005:288), argues that unobtrusive observation or nonreactive measures allows investigation to examine aspects of a social phenomenon without interfering with or changing it. This mode of observation focuses on the examination or direct observation of people in their natural setting (Babbie, 1992:338; Greef, 2005:288; Teddlie and Tashakkori, 2009:223 and De Vos, 2005:376)).

The researcher observed the communal environment, for example schools, libraries, clinics, community centres and other available community services. Field notes which involved what the researcher noticed were taken immediately after feedback session so as to avoid recording wrong information later. This technique assisted the researcher in gaining an understanding of the environment so as to determine the quality of infrastructure from both Damonsville and Onverwacht respectively that would in turn influence the quality of ABET.

4.4.3 Sampling

Researchers are seldom able to study a whole population; whence they usually draw a sample from the population using various sampling techniques (Babbie, 2001:107). The sample of information was drawn from the pre-literate and illiterate people as needs applied to all people and from there the needs of illiterate would also apply. A research population is defined by Strydom (2005:198); Ferman and Levin (1975:48), Babbie (2004:181), Neuman (1997:204) and Mason (2007:90), as a set of elements/entities/whole/units/individuals in the universe which possess specific characteristics, or as a sampling frame on which the researchers focus and to which the obtained results should be generalised.

Furthermore, sampling allows the researcher to feel confident about the representativeness of the sample chosen and such representativeness allows the researcher to make broader inferences (Silverman, 2010:438 and Cohen, Manoin and Morrison, 2007:40).

A sample is “a smaller number of individuals who are in some way representative of a population” (Ferman and Levin, 1975:42). Strydom (2005:195), Huysamen (1994:37) and Henry (2009:80), define a sample not only as restricted to individuals but includes objects and events that can comprise the subjects of the study. Samples are studied in an effort to understand the population from which it was drawn as a means of helping us to explain some facet of the population as the coverage of the total population is seldom possible due to time and costs (Neuman, 1997:204; Merriam, 1998:61; Chirico, 2010:27). When a sample is being developed a distinction is made between probability and non-probability sampling.

4.4.3.1 Types of sampling

It was not possible to interview all the pre-literate and illiterate people in the chosen areas of study, and therefore I selected respondents by using non-random, purposive sampling to draw a sample of the population so that each member of the population

had an equal chance of being selected (Strydom, 2005:201 and Uys and Puttergill, 2003:108).

4.4.3.1.1 Non-probability sampling

According to Babbie (2004:182), Wysocki (2004:155) and Schwandt (2007:269), non-probability sampling is “any technique in which samples are selected in some way not suggested by randomisation” Examples thereof are accidental samples, purposive samples, quota samples, dimensional samples and target samples. Furthermore, Uys and Puttergill, 2003: 113), suggest that non-probability sampling can also be used where statistical analyses, representation and generalisation are not used.

Purposive (judgemental) sampling is defined by Babbie (2004:183) as “a type of non-probability sampling in which you select the units to be observed on the basis of your own judgement or purpose about which one will be the most useful or representative”. Strydom (2005:202) and Berg (2001:32), defines purposive samples as the type of sample based on the judgement of the researcher, in that a sample is composed of elements that contain the most representative characteristics or attributes of the population. Most qualitative studies are guided by purposeful sampling.

4.4.3.1.2 Probability sampling

Probability sampling is a sample that will provide us with the variation in the population and includes four different types identified as simple random sample, systematic sample, stratified sample and cluster sample (Uys and Puttergill, 2003: 109, Woodhouse, 2007:63).

Systematic sampling is a quick and convenient method of sampling. It follows the principle of systematically drawing elements of the sample from a complete list of the elements of a population. Systematic sampling was used to select the respondents for this research because the method the case of this population can be found in a limited geographic area. Systematic sampling involves according to Strydom (2005: 200); Babbie (2005:210) and Berg (2001:31), cases that are selected according to a particular interval, for an example, each fifth or tenth case on a list of names, depending on the

percentage sample needed. According to Babbie (2004:85) systematic sampling is considered as having a higher value than simple random sampling.

I decided to use systematic sampling in this study since it systematic sampling is more convenient because individuals do not have to be numbered and it does not require random number tables.

The systematic sampling process of cases of Damonsville and Onverwacht were chosen in an ordered manner by, selecting each fifth house in the population as follows:

Damonsville consisted of 102 houses and since 30 percent of 132 is equal to 39, 6; this meant that 40 houses had to be visited. In order to obtain the interval of houses to be visited the researcher divided 132 by 40 = 3, 3 which is then rounded off to 3 - every third house in the Damonsville community.

There are approximately 120 houses in Onverwacht, and, since 30 percent of 184 = 55, 2 this means that 55 houses had to be visited. The interval of houses to be visited in the Onverwacht community was 184 divided by 55 = 3, 02, which is then rounded off to 3 – every third house (Berg, 1998:228).

Respondents, both male and female between the ages of 15 and 60+ were interviewed. In the first house the oldest person in the house was interviewed, while, in the second house, the person of intermediate age was interviewed and in the third house, the youngest person. The process was then repeated.

The questionnaire which was designed for determining the information needs was used to collect data from the Onverwacht community on Thursday and Friday the 10 and 11 September 2009 and from the Damonsville community on the 17 and 18 September 2009 respectively. A carefully constructed standardized questionnaire played an important role (Hewins, 1990: 145; De Vos, Strydom, Fouché and Delport, 2005:137) as the norm for qualitative studies.

4.5 The content validity of the questionnaire

4.5.1 Introduction

As validity is seen as strength of qualitative research, the researcher used pilot study to validate the questionnaire (see 4.4.2.2 in this regard). Content validity was also used by the researcher to evaluate the content by examining the plan and procedure used in constructing the questionnaire based on the following aspects:

- The objectiveness of the questionnaire
- The content areas
- The level of difficulty of the questions (Creswell, 2008:170).

A questionnaire is according to Kaniki (1995:11) and De Vaus (2004:94), “a document containing questions and other types of items designed to solicit information appropriate for analysis”. On the other hand, Babbie (2001:240) views a questionnaire as “a collection of questions”. The information needs of the community were assessed using well-structured face to face type of interviews. The researcher first conducted a pilot test and thereafter the structured interviews with the respondents using questionnaires to obtain all the information needed to support the purpose of the research. This technique, according to Babbie (2001:23), Bryman (2004:130) and Ratcliff (1999:12), involves presenting a schedule in accordance with which the residents are asked questions.

4.5.2 Content validation of the questionnaire

Since a questionnaire was used as a tool to collect data, well-formulated open- and close-ended questions were used in questionnaire in order to gather data. In the case of open-ended questions the respondent is asked to provide his or her own answer, (Babbie, 2004:245 and De Vaus, 2004:102), while in close-ended questions the respondent is asked to select an answer from a list of answers provided by the researcher. Both open-ended and close-ended questions were used in this study because while qualitative interviewing relies almost exclusively on open-ended

questions close-ended questions provide a greater uniformity of responses and are more easily processed.

In order to achieve the aims of this study, and to ensure the co-operation of the persons interviewed before filling in the questionnaires the following two issues had to be dealt with - an explanation of the nature of the investigation so that there would not be any false hopes or expectations concerning a possible or likely improvement in any condition, and the reason for investigation had to be fully understood. Questionnaires were completed by the researcher in the presence of the respondents because they could not read or write. In order to be selected as respondents the following criteria had to be met:

- They would be able to participate in a literacy programme by indicating their willingness to participate in the questionnaire
- They should be permanent community members of the selected areas.

The researcher read out a set of questions to the respondents, and the answers/responses recorded. The completed questionnaires were checked by the researcher and stored safely for analysis and future reference.

4.5.3 Main sections or components of the questionnaire

According to Freeboy (2003:137) and Maxwell (2009:227) questions are central part of the questionnaire and aim at shaping the ground which the participants can and should respond. Questions were grouped into categories relying on the nature of information the researcher was trying to draw from the respondents (The questionnaire is available as the Appendix 10.2).

The questionnaire consisted of three different sections which were divided as follows; demographic questions (questions 1-10) (see Appendix 10.2) that included aspects like gender, age, qualification, occupation and language-related issues marital status, dependents and their ages. These questions were asked by the researcher so as to gain the respondents' background. These types of questions were necessary as they enable

the researcher to have a clear direction in terms of conducting the research by knowing the number of female and male respondents, their age and their grades.

Questions 11-12 focused on the information needs of the respondents from the selected communities of Damonsville and Onverwacht. The researcher assessed respondents' needs with the intention of determining their information needs. These sets of questions were included in the questionnaire so as to gather sufficient information that would assist in providing possible answers to the research question "What are the information needs of the communities in Damonsville and Onverwacht?" (See chapter 1 of this study).

The responses to these questions were used to compile the information needs of the identified communities of Damonsville and Onverwacht so as to match them with the content of the existing selected Afrikaans literacy materials in order to find out whether the content matched their information needs.

The icons were used to draw the relevant information from the respondents. This was done by the use of a chart containing different icons (see under Appendices, 11.3). This icons included amongst others pictures of activities performed around the home, family, with friends, shopping, work-related activities, community services related involvements, sport/recreational activities, place of worship, clinic, post-office, pension paypoint, bank.ATM and travelling. The respondents had to choose the relevant icon by pointing to the suitable icons that occupied most of his/her time with an aim of determining the activities around the listed icons and the time spend on that environment/activity (most of the week, half of the week, seldom during the week or never). According to Arbuckle (2004:445), the ability to understand or read pictures/icons, are widely used in educational material aimed at readers with minimal reading skills because non-verbal visual images are a universal language that every sighted person can interpret.

Arbuckle (2004:446) identified the following as advantages of using icons/pictures:

- to support, reinforce or illustrate meaning in texts

- to provide additional information that gives the reader a deeper understanding of a choice of words
- to capture attention.

This set of questions were included in the questionnaire since in some homes, family practices actively foster the literacy development of children through the creation of particular sets of experiences and opportunities (Machet, 2000:55). Furthermore possible information that could be used in instructional design could be formulated around the identified environments/activities.

Questions 13-20 consisted of inquiry into Adult Basic Education and Training. The questions asked were based on whether the respondents heard or knew about ABET. A paragraph explaining what ABET was and meant was read out to those respondents who had no idea about what ABET was. Furthermore issues on the respondents' availability to attend classes and whether they thought ABET would help them was also part of the investigation. This section was included in the questionnaire as it was an important attempt to determine which information could be used in ABET literacy programmes (see 1.2 Research aim).

4.5.4 Measures to ensure validity and reliability

Struwig and Stead (2001:130) defines reliability as "the extend to which test scores are accurate, consistent or stable. Validity refers to "the extend to which a research is scientifically sound or appropriately conducted" (Uys and Puttergill, 2003:123; Gray, 2009:51).

The following measures were used and dealt with during the interview as an attempt to insure the validity and reliability in the study:

- The researcher realised that the respondents did not guess the answers when responding to the items in the questionnaires
- No distracting elements occurred during interview
- The respondents were motivated to complete the questionnaire

The construction of the questionnaire involved communities in the selected two communities and was characterised by being appropriate to measure what it was supposed to measure, and that questionnaire items were representative of the information needs under investigation. The questions which were included in the questionnaire were drawn from the respondents' daily activities which were guided by the purpose/aim of the investigation (see chapter 1 in this regard). Furthermore, the researcher had to read the questions and explain what the questions meant so that the respondents could answer questions appropriately. Icons depicting various environments and activities were used by the researcher to help the respondents to understand the questions (see list of icons used under Appendixes)

A possibility exists of obtaining the same results should a re-test occur.

4.5.5 Statistical application applied to the data

The individual scores in the distribution was tabulated according to how many respondents achieved each score, or gave each response, or fell into each category. Numbers and or percentages were calculated and arrived at. Depending on overall score ranges, some scores were grouped and distributed in frequencies (see chapter 5 in this regard).

4.6 Summary

Chapter Four provided the researcher with the information on the identities of the communities of Damonsville and Onverwacht. Researcher also attempted to define the terms "community" and "coloureds". Furthermore the researcher also discussed the methodology of information needs assessment applied in the study. Data collection methods and procedures were also explained. Discussion of the components of the questionnaire was done to allow respondents to tell about themselves and also to allow the researcher to know what people considered the most important information needs that could be included in the instructional design of the literacy materials. This chapter also included the discussion of the validation of the contents.

CHAPTER 5

Results and analysis of the empirical data

5.1 Introduction

This chapter reflects an analysis and discussions of the results of the data obtained from the questionnaires. The staff of the internal consulting service of the Department of Statistics at the University of Pretoria coded the responses by allocating a specific code to a specific response and keeping record of it, using the Statistical Package for the Social Sciences (SPSS). The researcher analysed the data obtained by recording the responses to the questions and comparing them in a series of columns for comparison purposes. The comparative raw descriptive analyses were finally transformed to percentage scores (see tables below). The values obtained were interpreted in this chapter. In this study tables are used to show the values that one or more variable take in a sample. Furthermore, the tables are used to capture contextual information that facilitates the organisation and interpretation that is necessary to investigate the content that has to be captured according to the design of the study. The purpose of the data is to determine the daily needs and activities of people so that the information can be used for designing tutorial materials.

The researcher has decided to probe the importance of including of a large number of variables with the respondents and their association with them in order to establish the variables' significance in their daily lives. The information obtained in this way will help to determine to the extent to which the issues identified have to form part of the instructional design for ABET and learning. Basically, what is needed in the education of an adult depends on a number of activities in which a learning situation is facilitated and established.

This chapter deals with the frequency analyses of the data derived from the questionnaires, as well as an interpretation and discussion of the data.

5.2 Background information of respondents

This section deals with the biographical information of the respondents, which provided the researcher with a clear picture of the entire demographic spectrum and enabled the researcher to better understand the larger population represented by the sample. This section included questions to ascertain the respondents' gender, age, mother-tongue, marital status, employment status, dependents and suchlike.

5.2.1 Respondents from Damonsville and Onverwacht who participated in the investigation

The number of respondents from both Damonsville and Onverwacht who participated in the investigation as extrapolated from the questionnaires is indicated in table 5.1 below.

Table 5.1: Number of respondents who participated in the investigation

Number of respondents	Frequency
Damonsville	29
Onverwacht	30

According to table 5.1, 29 respondents from Damonsville, and 30 respondents from Onverwacht community took part in the investigation. A total of 59 respondents from both communities took part in the investigation. The respondents were selected to participate in the investigation because they were available at the time of the research and were also willing to participate. Furthermore, they were manageable and accessible.

5.2.2 Mother-tongue of the respondents from Damonsville and Onverwacht who participated in the investigation

This category was added to the questionnaire so as to provide the researcher with the information on the relevant language that could be used in the instructional design of a

potential learning programme. The learners' main language presents a number of problems that could impact negatively on their learning and performance as well as on their ability to complete the learning successfully. ABET learners are far less capable of handling content subjects through a second language than through their mother tongue.

The mother-tongue profile of the communities of Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires is indicated in the tables below.

Table 5.2: The mother tongue of the respondents from Damonsville and Onverwacht communities who participated in the study

Mother tongue		Frequency
Damonsville	Afrikaans	29
Onverwacht		30

A total of 29 respondents from Damonsville, and 30 respondents from Onverwacht have Afrikaans as their mother tongue, which makes the survey group a homogeneous one as the focus here is on Afrikaans-speaking persons.

5.2.3 Communities that took part in the investigation

The coloured Afrikaans-speaking respondents were identified for participation in the investigation because they were the only communities staying in Damonsville and Onverwacht at the time the research was conducted. In addition they were in close proximity to Pretoria. The identified communities would be able to provide the researcher with relevant information that could be used to design the instructional materials. The communities that took part in the investigation as identified from the questionnaires are indicated in the table 5.3 below.

Table 5.3: Comments on the issue of communities which took part in the investigation

Communities	
Damonsville	Onverwacht

The communities that took part in the investigation are from Damonsville and Onverwacht.

5.2.4 Gender of the respondents from Damonsville and Onverwacht who participated in the investigation

A question about the gender of the participant was included in the questionnaire in order to draw up a profile of the respondents who took part in the investigation. This does not necessarily mean that outcomes of the process of the instructional design of the materials would be gender specific.

The gender profile of the communities of Damonsville and Onverwacht that participated in the investigation as derived from the data extrapolated from questionnaires is indicated in the tables below.

Table 5.4: Gender of the respondents of Damonsville and Onverwacht

Gender profile		Frequency	Percent
Damonsville	Male	13	44.8
	Female	16	55.2
	Total	29	100.0
Onverwacht	Male	11	36.7
	Female	19	63.3
	Total	30	100.0

In Damonsville out of a total of 29 respondents who participated in the investigation, 13 were males (44.8%) and 16 were females (55.2%).

In Onverwacht, out of a total of 30 respondents who participated in the investigation, 11 were males (36.7%) while 19 were females (63.3%). As indicated by table 5.4, the proportion of males from Onverwacht community who participated was quite low compared to Damonsville community. The difference in number of males and females respondents who participated in the investigation was because many of the men were working at the time of the investigation.

5.2.5 Age of the respondents

A question asking of the respondent's age was included in the questionnaire for profiling purposes since adult classes often include learners aged ranges between 15 to 80 years and even higher. In addition, the age difference might have an impact on the content of learning materials, owing to learners' different levels of experience and varied levels of competencies. The age of respondents will have little or no impact on the instructional design of materials since the contents aim at providing learning opportunities for people over the age of 15 who have had no previous schooling or whose primary schooling was incomplete. Classes will be mixed, with young and old together.

The age profile of the sample that participated in the investigation of Damonsville and Onverwacht as derived from the data extrapolated from questionnaires is indicated in the tables 5.5 below. Ages of respondents were grouped in intervals of five to reduce the size of the table and the variability of the scores.

Table 5.5: The age of the respondents from Damonsville and Onverwacht who participated in the investigation

Ages of the respondents		Frequency	Percent
Damonsville	30-34 years	4	13.8
	35-39 years	4	13.8
	40-44 years	5	17.2
	45-49 years	3	10.3
	50-54 years	3	10.3

	55-59 years	2	7.0
	60-64 years	7	24.1
	65-69 years	1	3.5
	Total	29	100.0
Onverwacht	25-29 years	2	6.7
	30-34 years	2	6.7
	35-39 years	1	3.3
	40-44 years	8	26.6
	45-49 years	3	10.0
	50-54 years	0	0.0
	55-59 years	5	16.7
	60-64 years	3	10.0
	65-69 years	3	10.0
	70 + years	3	10.0
	Total	30	100.0

The data in the above table are grouped in intervals of 5 as follows: At Damonsville, out of 29 respondents, no respondents appeared in the 25 to 29 year age group (0.0%); four (13.8%) fell into the 30 to 34 year age group, four (13.8%), fell into the 35 to 39 age group; five (17.2%) fell into the 40 to 44 age group; three (10.3%) fell into the 45 to 49 age group; three (10.3%) into the 50 to 54 age group; two (6.9%) into the 55 to 59 age group; seven (24.1%) into the 60 to 64 age group and one (3.4%) fell into the 65 to 69 age group.

At Onverwacht, out of the 30 respondents, two (6.7%) fell into the 25 to 29 year age group, two (6.7%) fell into the 30 to 34 age group, one (3.3%) into the 35 to 39 age group; eight (26.7%) fell into the 40 to 44 age group; three (10.0%) fell into the 45 to 49 age group; no respondent 0 (0.0%) fell into the 50 to 54 age group; five (16.7%) fell into the 55 to 59 age group; three (10.0%) fell into the 60 to 64; three (10.0%) fell into the 65 to 69 age group and three (10.0%) fell into the 70-75 age group.

The ages of the respondents in Damonsville were evenly spread across the age groups between 30 and 69 years, except for between 50 and 54 years. The respondents from Onverwacht were more concentrated around the ages 40 to 60 years.

5.2.6 Marital status of the respondents

This category was added to the questionnaire for profiling purposes, so as to provide the researcher with the specific needs of males which could differ from those of the females, married or unmarried, divorced or widowed and so forth. The information derived from this section will have no impact on the instructional design of the materials.

The marital status of the respondents from both Damonsville and Onverwacht communities is indicated in the tables 5.6 below.

Table 5.6: Marital status of the respondents who participated in the investigation from Damonsville and Onverwacht

Marital status		Frequency	Percent
Damonsville	1. Single	6	20.7
	2. Married	8	27.6
	3. Divorced	4	13.8
	4. Widowed	6	20.7
	5. Living together	5	17.2
	Total	29	100.0
Onverwacht	1. Single	7	23.3
	2. Married	6	20.0
	3. Divorced	5	16.7
	4. Widowed	10	33.3
	5. Living together	2	6.7
	Total	30	100.0

The data in the above table indicate the marital status of the respondents from Damonsville as follows: out of 29 respondents, six were single, which is 20.7%, eight were married (27.6%), while four were divorced (13.8%). Six respondents were widowed (20.7) and five respondents were living with a partner (17.2%).

Of the 30 respondents from Onverwacht who took part in the investigation, seven were single (23.3%), six were married which contributes to 20.0%, while five were divorced, which is 16.7%, whereas 10 were widowed (33.3%) and two were living with a partner (6.7%).

The total percentage of respondents who were single, divorced and widowed was 55% in Damonsville and 73.3% in Onverwacht in contrast to those who were married or living with a partner that is 44.8% in Damonsville and 26.7% in Onverwacht. Nearly three quarters of the respondents from Onverwacht were single, divorced or widowed. In Damonsville the proportion of respondents who were not married or living with a partner and those who were married or living with a partner was more equal.

5.2.7 Respondents` highest level of schooling

A question on the respondents` highest level of schooling was included in the questionnaire to provide the researcher with levels of schooling the learners had reached. A clear distinction should be made between the different levels of schooling when designing instructional materials.

The data on respondents` highest level of schooling from both Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires are indicated in the tables below. This information was included to help the researcher to understand the appropriate levels for grouping of the ABET learners.

Table 5.7: Highest level of schooling of respondents who participated in the investigation from Damonsville and Onverwacht

Highest level of schooling		Frequency	Percent
Damonsville	1. No schooling	20	69.0
	2. ABET level 1	9	31.0
	Total	29	100.0
Onverwacht	1. No schooling	22	73.3
	2. ABET level 1	8	26.7
	Total	30	100.0

From table 5.7 it can be seen that of 29 Damonsville respondents, 20 (69.0%) have no schooling and while the remaining nine (31.0%) have ABET level 1 as their highest level of schooling.

Of the 30 respondents from Onverwacht, 22 (73.3%) have had no schooling, while eight (26.7%) have ABET level 1 as their highest level of schooling.

The percentage of respondents that has had no schooling at all is slightly higher in Onverwacht (73.3%) compared to Damonsville (69.0%).

5.2.8 Employment status of the respondents from Damonsville and Onverwacht

A question about the employment status of the respondents was included in the questionnaire for profiling purposes. Tutorial packages of ABET learners could contain valuable information on the workplace. Furthermore, the section was intended to help the researcher ascertain whether the respondents could afford the costs of a learning programme.

The profile on the employment status of the communities of Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires is indicated in the tables below.

Table 5.8: The employment status of respondents from Damonsville and Onverwacht who participated in the investigation

Employment status		Frequency	Percent
Damonsville	1. Unemployed	10	34.5
	2. Full-time employment	2	7.0
	3. Part-time employment	7	24.1
	4. Working now and then	3	10.3
	5. Self-employed (own business)	3	10.3
	6. Self-employed (e.g. spaza shop)		10.3
	7. Other (Specify)	1	3.5
	Total	29	100.0
Onverwacht	1. Unemployed	13	43.3
	2. Full-time employment	8	26.7
	3. Part-time employment	7	23.3
	4. Working now and then	2	6.7
	Total	30	100.0

The researcher needed to know what the employment statuses of the respondents were as well as where they work and what they do, in order to design certain instructional strategies around their occupations.

Out the 29 respondents from Damonsville, 10 respondents (34.5%) were unemployed, two respondents (6.9%) were employed on a full-time basis, seven respondents (24.1%) were employed on a part-time basis, three respondents (10.3%) were working odd jobs, three respondents (10.3%) were self-employed (owned businesses), another three respondents (10.3%) were self-employed (owning spaza shops) and the remaining one respondent mentioned being a pensioner.

Out of a total number of 30 respondents in Onverwacht, 13 respondents (43.4%) were unemployed, eight respondents (26.7%) were employed on a full-time basis, seven

respondents (23.3%) were employed on a part-time basis and two respondents (6.7%) were doing odd jobs.

A large percentage of the Damonsville and Onverwacht communities are unemployed, with an unemployment rate of 34.5% and 43.3% respectively. None of the Onverwacht respondents were self-employed, in other words owned a spaza shop or a business in contrast to Damonsville where 20% was self-employed. On the other hand, only 6.9% of the respondents from Damonsville worked full-time, compared to 26.7% of the respondents in Onverwacht.

5.2.9 Status of financial dependency of the dependents of the respondents from Damonsville and Onverwacht.

Many of the respondents have dependents that are financially dependent on them. The importance of this observation in the context of curriculum development is that the researcher should be able to ascertain the financial burden carried by the respondents. The respondents might have special skills for example to drawing or depositing money at an ATM. These special skills would have to be taken into consideration in the instructional design of materials (see Chapter 8 in this regard).

The profile of the respondents' financial dependents of Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires, is indicated in the tables below.

Table 5.9: Comments on financial dependents of the respondents from Damonsville and Onverwacht

Financial dependents		Frequency	Percent
Damonsville	1. Yes	17	58.6
	2. No	12	41.4
	Total	29	100.0
Onverwacht	1. Yes	15	50.0
	2. No	15	50.0
	Total	30	100.0

Of the 29 respondents from Damonsville, 17 respondents (58.6%) have dependents that rely on them financially, while 12 respondents (41.4%) have no financial dependents.

In Onverwacht 15 respondents (50.0%) have dependents that depend on them financially, and 15 respondents (50.0%) have none. In both communities at least 50% of the respondents reported that they had people who depended on them financially.

5.2.10 Profile of relationship with the dependents of respondents from Damonsville and Onverwacht

The profile of respondents' relationship to these dependents was included in the questionnaire to highlight the social interaction between people living together. It is necessary to know what the relationships between different people are as this qualifies an own identity with own characteristics. This section does not necessarily relate to the design of the instructional materials, but has an impact on the well-being of the respondents.

There appears to be a discrepancy in the calculation of percentages in some of the following tables because of the multiple responses received and the interpretation of this information as one person could give more than one answer. Seventeen respondents indicated that they had more than one dependent. This information then causes discrepancies, for example in table 5.10, 26 counts as 152, 9% which means

that the calculation was based on 17 respondents who indicated that they had dependents.

The profile on the dependents relationship to the respondents of Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires is indicated in the tables below.

Table 5.10: Comments on respondents` relationship to their dependents who participated in the investigation

Dependents Relationships		Community		Total
		Damonsville	Onverwacht	
1. Child	Count	26	15	41
	%	152.9%	100.0%	
2. Grandchild	Count	10	8	18
	%	58.8%	53.3%	
3. Wife	Count	4	1	5
	%	23.5%	6.7%	
4. Husband	Count	5	6	11
	%	29.4%	40.0%	
5. Father	Count	2	5	7
	%	11.8%	33.3%	
6. Mother	Count	1	0	1
	%	5.9%	0%	
Total	Count	17	15	32

In Damonsville, 26 respondents (152, 9%) stated children as their dependents, while in Onverwacht, 15 respondents (100.0%) stated children as their dependents. Ten respondents (58.8%) from Damonsville have grandchildren as dependents as compared to eight respondents (53.3%) who have grandchildren as their dependents. Four respondents (23.5%) from Damonsville have wives as their dependents, while one respondent (6.7%) has a wife as a dependent. Five respondents (29.4%) from

Damonsville have husbands as dependents, compared with six dependents (40.0%) from Onverwacht. Two respondents (11.8%) from Damonsville have fathers as their dependents, compared with five respondents (33.3%) from Onverwacht have their fathers as the dependents. One respondent (5.9%) from Damonsville has a mother as a dependent compared to none in Onverwacht

From this data it would seem that most dependents are children and grandchildren. It is also important to note that is more than one dependent per respondent. While only 17 respondents from Damonsville and 15 from Onverwacht indicated that they had dependents, respondents could have more than one dependent.

5.2.11 Ages of the dependents of the respondents of both Damonsville and Onverwacht

The age profile was one of the classification questions whose importance lies in stratifying the sample. Adult learners come to a learning environment that varies considerably from those of children. Ages of the respondents will not have any significant role in instructional design of the materials.

The profile on the respondents' dependents' ages from Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires is indicated in the tables 5.11 below.

Table 5.11: The profile of ages of the dependents of respondents from both Damonsville and Onverwacht who participated in the investigation

Ages of dependents		Community		Total
		Damonsville	Onverwacht	
1-4	Count	6	4	10
	%	35.3%	26.7%	
5-8	Count	5	2	7
	%	29.4%	13.3%	
9-12	Count	5	5	10



	%	29.4%	33.3%	
13-16	Count	6	3	9
	%	35.3%	20.0%	
17-20	Count	6	5	11
	%	35.3%	33.3%	
21-24	Count	1	2	3
	%	5.9%	13.3%	
25-28	Count	2	1	3
	%	11.8%	6.7%	
29-32	Count	3	2	5
	%	17.6%	13.3%	
33-36	Count	0	0	0
	%	0%	0%	
37-40	Count	3	0	3
	%	17.6%	0%	
41-44	Count	0	0	0
	%	0%	0%	
45-48	Count	2	0	2
	%	11.8%	0%	
49-52	Count	0	1	1
	%	0%	6.7%	
53-56	Count	1	0	1
	%	5.9%	0%	
57-60	Count	3	1	4
	%	17.6%	6.7%	
61-64	Count	0	2	2
	%	0%	13.3%	
65-68	Count	0	5	5
	%	0%	33.3%	
69-72	Count	0	2	2
	%	0%	13.3%	
73-76	Count	1	1	2
	%	5.9%	6.7%	
77-80	Count	2	0	2
	%	11.8%	0%	

81-84	Count	0	0	0
	%	0%	0%	
85-88	Count	0	0	0
	%	0%	0%	
88-92	Count	2	0	2
	%	11.8%	0%	
Total	Count	17	15	32

Of the Damonsville respondents, six dependents (35.3%) ranged in age 1 to 4 years, in contrast to Onverwacht where four dependents (26.7%) fell into that age range. In Damonsville five dependents (29.4%) were aged between 5 and 8, in contrast to two (13.3%) in Onverwacht. Five dependents (29.4%) were aged between 9 and 12 in Damonsville in contrast to five (33.3%) in Onverwacht. Dependents between 13 and 16 years number six (35.3%) from Damonsville and three (20.0%) from Onverwacht. Six dependents (35.3%) were aged between 17 and 20 in Damonsville and five (33.3%) in Onverwacht. One dependent (5.9%) from Damonsville and two dependents (13.3%) from Onverwacht were aged between 21-24 years. Between the ages 25 and 28 there were two dependents (11.8%) from Damonsville and one dependent from Onverwacht. Three dependents (17.6%) from Damonsville and two dependents (13.3%) from Onverwacht were aged between 29 and 32 years, while there were no dependents aged between 33 and 36 in either community. There were three dependents (17.6%) aged between 37 and 40 from Damonsville, while there were none in the other community. There were no dependents from Damonsville and Onverwacht aged between 41-44 years.

Two dependents (11, 8%) of the sample of respondents from Damonsville who participated in the study were aged between 45 and 48 years of age, while nobody from Onverwacht had dependents in this age category. Between the age ranges 49 and 52, nobody from Damonsville had any dependents, while Onverwacht had one dependent. Conversely, the opposite applied to the 53 and 56 age group. Dependents aged 57 to 60 numbered three (17.6%) in Damonsville and one in Onverwacht. Between the ages of 61 and 64, Damonsville had no dependents, while Onverwacht had three (13.3%). Nobody from Damonsville had dependents within the age category 65 to 68 years,

while Onverwacht had five dependents (33.3%). Nobody from Damonsville had dependents in the 69 to 72 age group, while Onverwacht had two dependents (13.3%). Only one dependent from Damonsville and one dependent from Onverwacht had dependents who were aged between 73 and 76 years, while Damonsville had two dependents (11.8%) and Onverwacht had none in the 77 to 80 years age group. No dependent were recorded in either community in the 81 to 84 age group or the 85 to 88 age group. However between the ages of 89 and 92 there were two dependents (11.8%) from Damonsville with none in Onverwacht.

The dependents of respondents from Damonsville and Onverwacht tended to be younger (1 to 23 years) while respondents from Onverwacht had more dependents aged 60 and older (11), than Damonsville respondents (8).

This category was included in the questionnaire as it highlights the respondents' responsibilities towards their dependents in terms of financial and household tasks.

5.2.12 Languages in which the respondents from Damonsville and Onverwacht are fluent at

The profile of the languages in which Damonsville and Onverwacht respondents are fluent, as derived from the data extrapolated from the questionnaires is indicated in the tables below. Mother-tongue literacy is obviously literacy in an individual's home language. The data derived in this section will strengthen the choice of the language to be used when compiling literacy materials.

Table 5.12: Comments on languages the respondents from both Damonsville and Onverwacht are fluent at

Fluency in languages		Community		Total
		Damonsville	Onverwacht	
Afrikaans	Yes	29	30	59
	%	43.9%	51.7%	
English	Yes	17	16	33
	%	25.8%	27.6%	
Northern Sotho	Yes	0	1	1
	%		1.7%	
Ndebele	Yes	0	0	
			0%	0
Tsonga	Yes	0	1	1
	%		1.7%	
Tswana	Yes	10	5	15
	%	15.2%	8.6%	
Venda	Yes	1	2	3
	%	1.5%	3.4%	
Xhosa	Yes	1	1	2
	%	1.5%	1.7%	
Zulu	Yes	2	2	4
	%	3.0%	3.4%	
Other	Yes	6	0	6
	%	9.1%	0%	
Total	Yes	66	58	124

All 29 respondents (43.9%) from Damonsville and 30 respondents (51.7%) from Onverwacht said that they are fluent in Afrikaans. This is to be expected owing to the make-up of the survey group.

In Damonsville 17 respondents (25.8%) are fluent in English as compared to 16 respondents (27.6%) from Onverwacht who are also fluent in English. None of the respondents from both Damonsville and Onverwacht are fluent in Ndebele. Furthermore, only one respondent from Onverwacht is fluent in Northern Sotho. One

respondent from Onvewacht is reported to be fluent in Tsonga while ten respondents (15.2%) from Damonsville and five respondents (8.6%) from Onverwacht are fluent in Tswana; on the other hand, only one respondent from Damonsville and three respondents from Onverwacht reported being fluent in Venda. Only one respondent from Damonsville and one respondent from Onverwacht reported being fluent in Xhosa and two respondents (3.0%) from Damonsville and two respondents from Onverwacht reported being fluent in Zulu. The other language mentioned by six respondents (9.1%) from Damonsville is Fanagalo which is the language used to communicate with the mine workers on the mines-in this case in Brits.

Onverwacht and Damonsville are coloured Afrikaans-speaking communities and the literacy materials selected for this study are to be written in Afrikaans. During the course design, some fine examples in other languages which are indicated by the respondents could be considered.

5.3 Main activities of participation and engagement of Damonsville and Onverwacht communities

This section was included in the questionnaire so as to determine the main activities and events the sample of respondents are engaged in and from these interactions an indication could be found of the needs of ABET learners in terms of learning programmes and learning activities.

Learning is enhanced when the daily activities of the participants become their learning content and learning experiences. The exemplary nature of learning is strengthened when learners can relate what they have to learnt to their everyday lives and activities.

The profile on the information needs of the Damonsville and Onverwacht communities as derived from the data extrapolated from the questionnaires is indicated in the table 5.13 below.

5.3.1 The amount of time spent in each of the environments

The amount of time spent by the respondents in certain environments from the two communities was included in the questionnaire because the more the time spent in an environment; the more the characteristics of that environment will have to be captured in the desired programmes. The examples of environments listed in the questionnaire include the home, the family, friends, shops, work, doing sportsground, place of worship, clinic, post office, pension paypoint, bank/ATM, and other environments.

Table 5.13: Comments on home as preferred choice of environment by respondents from Damonsville and Onverwacht

At home		Frequency	Percentage
Damonsville	1. Most of the week	18	62.1
	2. Half of the week	6	20.7
	3. Seldom during the week	2	6.9
	4. Never	2	6.9
	No	1	3.4
	Total	29	100.0
Onverwacht	1. Most of the week	14	46.7
	2. Half of the week	6	20.0
	3. Seldom during the week	7	23.3
	4. Never	3	10.0
	Total	30	100.0

In Damonsville, 18 respondents (62.1%) spend most of the week at home, while six respondents (20.7%) spend half of the week at home, two respondents (6.9%) are seldom at home during the week, two respondents (6.9%) never spend time at home, and while one respondent (3.4%) did not identify home as one of the environments of choice.

In Onverwacht, 14 respondents (46.7%) spend most of the week at home, while six respondents (20.0%) spend half of the week at home, seven respondents (23.3%) are

seldom at home during the week and while three respondents (10.0%) never spend time at home.

Between 70 and 85% of the respondents in both communities reported that they spend most or half of the week at home.

From the above information, it is clear that because so much time is spent at home (70-85%), the home landscape could render a valuable choice of information in the selection of learning content.

Table 5.14: Comments on the family as preferred choice of environment where respondents from Damonsville and Onverwacht spent their time

The family		Frequency	Percent
Damonsville	1. Most of the week	6	20.7
	2. Half of the week	2	6.9
	3. Seldom during the week	7	24.1
	4. Never	14	48.3
	Total	29	100.0
Onverwacht	1. Most of the week	1	3.3
	2. Half of the week	2	6.7
	3. Seldom during the week	1	3.3
	4. Never	26	86.7
	Total	30	100.0

In Damonsville six respondents (20.7%) spend most of the week with their families, while two respondents (6.9%) spend half of the week with their families, seven respondents (24.1%) are seldom with their families during the week, and 14 respondents (48.3%) never spend time with their families.

In Onverwacht, one respondent spends most of the week with his/her family, while two respondents (6.7%) spend half of the week with their families. One respondent was seldom with his/her family during the week, while 26 respondents (86.7%) never spend time with their families.

The respondents do not spend a lot of their time with families. Seventy-two percent of the respondents in Damonsville seldom or never spend time with families during the week. In Onverwacht, 86.7% reported that they never spend time with families.

Table 5.15: Comments on friends as preferred choice of environment where respondents from Damonsville and Onverwacht who participated in the investigation spent their time

Friends		Frequency	Percent
Damonsville	1. Most of the week	6	20.7
	2. Half of the week.	5	17.2
	3. Seldom during the week.	8	27.6
	4. Never	10	34.5
	Total	29	100.0
Onverwacht	2. Half of the week	5	16.7
	3. Seldom during the week	2	6.7
	4.. Never	23	76.6
	Total	30	100.0

In Damonsville six respondents (20.7%) spend most of the week with friends, while five respondents (17.2%) spend half of the week with friends during the week, eight respondents (27.6%) indicated that they are seldom with friends during the week, while 10 respondents (34.5%) never spend time with friends

In Onverwacht five respondents (16.7%) spend half of the week with friends, while two respondents (6.7%) seldom spend time during the week with friends and 23 respondents (76.7%) reported that they never spend time with friends.

Table 5.16: Comments on the shopping as preferred choice of environment by respondents from Damonsville and onverwacht who participated in the investigation

Shopping		Frequency	Percent
Damonsville	2. Half of the week	3	10.3
	3. Seldom during the week	24	82.8
	4. Never	2	6.9
	Total	29	100.0
Onverwacht	3. Seldom during the week	18	60.0
	4. Never	12	40.0
	Total	30	100.0

In Damonsville three respondents (10.3%) spend half of the week doing shopping, while 24 respondents (82.8%) seldom do shopping during the week and two respondents (6.9%) never go shopping.

In Onverwacht 18 respondents (60.0%) seldom go shopping during the week, while 12 respondents (40.0%) never do any shopping.

The majority of respondents spend little time shopping (they do their shopping during week-ends): Eighty two point eight percent of the respondents in Damonsville seldom go shopping, while 60% of the respondents in Onverwacht seldom go shopping and 40% never go shopping because they are unemployed. Furthermore the distance between the places where they stay and the nearest towns where they can shop means that transport costs are high.

Table 5.17: Comments on the place of work as preferred choice of environment where the respondents from Damonsville and onverwacht who participated in the investigation spend their time

Work		Frequency	Percent
Damonsville	1. Most of the week	12	41.4
	2. Half of the week	5	17.2
	3. Seldom during the week	1	3.5
	4. Never	11	37.9
	Total	29	100.0
Onverwacht	1. Most of the week	13	43.3
	2. Half of the week	4	13.4
	4. Never	13	43.3
	Total	30	100.0

In Damonsville, 12 respondents (41.4%) spend most of the week at work, while five respondents (17.2%) spend half of the week at work, one respondent (3.4%) is seldom at work during the week and 11 respondents (37.9%) never spend time at work because they are unemployed (see table 5.8).

In Onverwacht, 13 respondents (43.3%) spend most of the week working, while four respondents (13.3%) spend half of the week at work and 13 respondents (43.3%) never spend time at work because they are unemployed (see table 5.8).

Table 5.18: Comments on the involvement in the community service by respondents from Damonsville and Onverwacht who participated in the investigation

Community service		Frequency	Percent
Damonsville	1. Most of the week	1	3.4
	2. Half of the week	4	13.8
	3. Seldom during the week	4	13.8
	4. Never	20	69.0
	Total	29	100.0
Onverwacht	1. Most of the week	2	6.7
	2. Half of the week	1	3.3
	3. Seldom during the week	1	3.3
	4. Never	26	86.7
	Total	30	100.0

Knowing whether respondents are engaged in community services would highlight key issues in working with the communities and would have an impact on the needs that could be included in the instructional design. The active participation of ordinary people in the community services, result in secure trusting relations within the communities.

In Damonsville one respondent spends most of the week doing community service, while four respondents (13.8%) spend half of the week doing community service. Four respondents (13.8%) are seldom do community service during the week, and 20 respondents (69.0%) never do community service.

In Onverwacht two respondents spend most of the week doing community service, while one respondent spends half of the week doing community service. By contrast one respondent seldom does community service during the week and 26 respondents (86.7%) never do community service.

Table 5.19: Comments on the sport/recreational activities as preferred choice where respondents from Damonsville and Onverwacht who participated in the investigation spend their time

Sport/recreational activities		Frequency	Percent
Damonsville	1. Most of the week	1	3.5
	2. Half of the week	3	10.3
	3. Seldom during the week	3	10.3
	4. Never	22	75.9
	Total	29	100.0
Onverwacht	1. Most of the week	2	6.7
	2. Half of the week	4	13.3
	3. Seldom during the week	1	3.3
	4. Never	23	76.7
	Total	30	100.0

Information on involvement in sport/recreational activities in the questionnaire is important for revealing recreational activities that would have an impact on the literacy practices of everyday life, so that the community lives of participants are positively valued. This implies that learning materials could therefore contain aspects related to sport and recreational activities.

In Damonsville, one respondent spends most of the week being involved in sport/recreational activities, three respondents (10.3%) spend half of the week being involved in sport/recreational activities, while another three respondents (10.3%) are seldom involved in sport and recreational activities and 22 respondents (75.9%) never spend time doing sport/recreational activities.

In Onverwacht, two respondents spend most of the week doing sport/recreational activities, four respondents (13.3%) spend half of the week at sporting/recreational activities, and one respondent is seldom involved at sporting/recreational activities during the week, while another 23 respondents (76.7%) never spend time at sporting/recreational facilities.

Table 5.20: Comments on the place of worship as preferred choice of environment by respondents from Damonsville and onverwacht who participated in the investigation

Place of worship		Frequency	Percent
Damonsville	1. Most of the week	3	10.4
	2. Half of the week	7	24.1
	3. Seldom during the week	8	27.6
	4. Never	11	37.9
	Total	29	100.0
Onverwacht	1. Most of the week	2	6.7
	2. Half of the week	8	26.7
	3. Seldom during the week	1	3.3
	4. Never	19	63.3
	Total	30	100.0

The importance of inclusion of activities at a place of worship in the questionnaire is that religion plays an important role in the lives of individuals and societies and helps to provide answers to questions concerning the meaning of life, as well as right and wrong behaviour. This implies that instructional designs could therefore contain aspects related to the reading of the Bible in the materials of the respondents.

In Damonsville, three respondents (10.3%) spend most of the week at a place of worship, seven respondents (24.1%) spend half of the week at a place of worship, and eight respondents (27.6%) are seldom at a place of worship, while 11 respondents (37.9%) never spend time at a place of worship.

In Onverwacht, two respondents (6.7%) spend most of the week at a place of worship, eight respondents (26.7%) spend half of the week at the place of worship, one respondent (3.3%) is seldom at a place of worship, while 19 respondents (63.3%) never spend time at a place of worship.

Table 5.21: Comments on the clinic as preferred choice of environment by respondents from Damonsville and onverwacht who participated in the investigation

Clinic		Frequency	Percent
Damonsville	1. Most of the week	1	3.5
	2. Half of the week	8	27.6
	3. Seldom during the week	15	51.7
	4. Never	5	17.2
	Total	29	100.0
Onverwacht	2. Half of the week	6	20.0
	3. Seldom during the week	10	33.3
	4. Never	14	46.7
	Total	30	100.0

In Damonsville, one respondent spends most of the week at the clinic, eight respondents (27.6%) spend half of the week at the clinic, while 15 respondents (51.7%) are seldom at the clinic and five respondents (17.2%) never spend time at the clinic.

In Onverwacht, six respondents (20.0%) spend half of the week at the clinic, 10 respondents (33.3%) are seldom at the clinic during the week and 14 respondents (46.7%) never spend time at the clinic.

Table 5.22: Comments on the post office as preferred choice of environment by respondents from Damonsville and onverwacht who took part in the investigation

Post office		Frequency	Percent
Damonsville	2.Half of the week	1	3.5
	3. Seldom during the week	5	17.2
	4. Never	23	79.3
	Total	29	100.0
Onverwacht	1. Most of the week	1	3.3
	2. Half of the week	3	10.0
	3. Seldom during the week	1	3.3
	4. Never	25	83.4
	Total	30	100.0

In Damonsville, one respondent reported spending half the week at the post office, five respondents (17.2%) reported being seldom at the post office during the week and 23 respondents (79.3%) reported never spending time at the post office

In Onverwacht, one respondent reported spending most of the week at the post office, three respondents (10.0%) reported spending half of the week at the post office, and one respondent reported seldom being at the post office during the week, while 25 respondents (83.3%) never spend time at the post office.

Table 5.23: Comments on the pension pay point as preferred choice of environment by respondents from Damonsville and Onverwacht who took part in the investigation

Pension paypoint		Frequency	Percent
Damonsville	2. Half of the week	6	20.7
	3. Seldom during the week	7	24.1
	4. Never	16	55.2
	Total	29	100.0
Onverwacht	2. Half of the week	10	33.3
	3. Seldom during the week	1	3.3
	4. Never	19	63.4
	Total	30	100.0

In Damonsville six respondents (20.7%) spend half of the week at the pension paypoints, seven respondents (24.1%) are seldom at the pension paypoints, and 16 respondents (55.2%) never spend time at the pension paypoints.

In Onverwacht 10 respondents (33.3%) spend half of the week at the pension paypoints, one respondent is seldom at the paypoint during the week, while 19 respondents (63.3%) never spend time at pension paypoints.

Table 5.24: Comments on the bank/ATM as preferred choice of environment by respondents from Damonsville and Onverwacht

Bank/ATM		Frequency	Percent
Damonsville	1. Most of the week	1	3.5
	2. Half of the week	7	24.1
	3. Seldom during the week	16	55.2
	4. Never	5	17.2
	Total	29	100.0
Onverwacht	2. Half of the week	15	50.0
	3. Seldom during the week	10	33.3
	4. Never	5	16.7
	Total	30	100.0

In Damonsville, one respondent spends most of the week at the bank/ATM, seven respondents (24.1%) spend half of the week at the banks/ATMs, 16 respondents (55.2%) are seldom at the banks/ATMs during the week, while five respondents (17.2%) never spend time at the banks/ATMs.

In Onverwacht, 15 respondents (50.0%) spend half of the week at the banks/ATMs, 10 respondents (33.3%) seldom go to the bank during the week, while five respondents (16.7%) never spend time at the banks/ATMs.

Table 5.25: Comments on the travelling listed as preferred choice of the respondents from Damonsville and Onverwacht who participated in the investigation

Travelling		Frequency	Percent
Damonsville	1. Most of the week	3	10.3
	3. Seldom during the week	6	20.7
	4. Never	20	69.0
	Total	29	100.0
Onverwacht	4. Never	29	96.7
	No	1	3.3
	Total	30	100.0

In Damonsville three respondents (10.3%) spend most of the week travelling, six respondents (20.7%) are seldom involved in travelling during the week and 20 respondents (69.0%) never spend time travelling.

In Onverwacht 29 respondents (96.7%) never spend time travelling and one respondent (3.3%) was not interested in travelling. The majority of respondents spend little time travelling.

Table 5.26: Comments on the other environments as preferred choice of the respondents from Damonsville and Onverwacht who participated in the investigation

Other environments		Frequency	Percent
Damonsville	2. Half of the week	1	3.4
	No	28	96.6
	Total	29	100.0
Onverwacht	No	30	100.0

In Damonsville, only one respondent spends half of the week at a shebeen and 28 respondents (96.6%) did not identify other environments.

In Onverwacht, all 30 respondents (100.0%) did not identify other environments as their preferred location.

5.3.2 Some specific activities performed by the respondents from Damonsville and Onverwacht within the listed environments

The following activities have been included in the questionnaire because they give the researcher an understanding of the common engagement of the respondents in the first place as acknowledgement of their involvement. This will allow me as a researcher to link their prior knowledge to the design of subject specific learning content.

The profile on the specific activities performed by the respondents from Damonsville and Onverwacht communities as derived from the data extrapolated from the questionnaires are indicated in the tables 5.27 below.

An overlap occurs here because of the categorisation and definition of the question. Furthermore, one respondent could name more than one activity. Percentages in the tables are calculated on the number of respondents who gave information on an activity in support of the choice of environments made.

Table 5.27: Comments on the specific activities performed at home by the respondents from Damonsville and Onverwacht

Home		Community		Total
		Damonsville	Onverwacht	
1. Cooking for people	Count	15	17	32
	%	55.6%	63.0%	
2. Gardening	Count	15	7	22
	%	55.6%	25.9%	
3. Watching television	Count	4	12	16
	%	14.8%	44.4%	
4. Cleaning the house	Count	19	18	37
	%	70.4%	66.7%	
5. Doing washing	Count	16	12	28
	%	59.3%	44.4%	
6. Working in own spaza-shop	Count	1	0	1
	%	3.7%	0%	
7. Drinking beer sometimes	Count	1	0	1
	%	3.7%	0%	
8. Talking to wife	Count	2	0	2
	%	7.4%	0%	
9. Bathing grandchild	Count	4	3	7
	%	14.8%	11.1%	
10. Doing sewing/making clothes	Count	4	2	6
	%	14.8%	7.4%	
11. Bathing	Count	10	17	27
	%	37.0%	63.0%	
12. Selling beer	Count	3	0	3
	%	11.1%	0%	
13. Preparing sorgum beer	Count	1	0	1
	%	3.7%	0%	
14. Washing dishes	Count	4	0	4
	%	14.8%	0%	



15. Doing prophet work	Count	1	0	1
	%	3.7%	0%	
16. Disabled, staying in chair at home	Count	1	0	1
	%	3.7%	0%	
17. Reading from Bible	Count	3	0	3
	%	11.1%	0%	
18. Resting at the end of the day	Count	1	0	1
	%	3.7%	0%	
19. Playing cards with friend	Count	1	0	1
	%	3.7%	0%	
20. Enjoying supper	Count	1	0	1
	%	3.7%	0%	
21. Sleeping	Count	2	4	6
	%	7.4%	14.8%	
22. Bathing disabled child	Count	0	1	1
	%		3.7%	
23. Caring for the disabled	Count	1	1	2
	%	3.7%	3.7%	
24. Painting house	Count	1	0	1
	%	3.7%	0%	
25. Collecting firewood	Count	3	2	5
	%	11.1%	7.4%	
26. Baking cake	Count	0	2	2
	%		7.4%	
27. Playing music	Count	0	1	1
	%		3.7%	
Total	Count	27	27	54

Pertaining to the home, 15 respondents (55.6%) from Damonsville and 17 respondents (63.0%) from Onverwacht cook for people. Fifteen respondents (55.6%) from Damonsville and seven respondents (25.9%) from Onverwacht do gardening, meanwhile four respondents (14.8%) from Damonsville and 12 respondents (44.4%) from Onverwacht watch television. Nineteen respondents (70.4%) from Damonsville

and 18 respondents (66.7%) clean the houses, while 16 respondents (59.3%) from Damonsville and 12 respondents (44.4%) from Onverwacht do washing. Only one respondent from Damonsville worked in own Spaza shop, while another one respondent from Damonsville prefers to engage in occasional drinking of beer at home. Only two respondents (7.4%) from Damonsville have conversations with their wives. Bathing of grandchildren is done by four respondents (14.8%) from Damonsville and three respondents (11.1%) from Onverwacht. The respondents who were involved with sewing, numbered four (14.8%) from Damonsville and two (7.4%) from Onverwacht. Furthermore, 10 respondents (37.0%) from Damonsville and 17 respondents (63.0%) from Onverwacht preferred bathing in their homes. Selling of beer was an activity performed at home by three respondents (11.1%) from Damonsville only. One respondent from Damonsville prepared sorghum beer. Four respondents (14.8%) from Damonsville washed dishes. Only one respondent from Damonsville did the prophet work from home. One respondent from Damonsville, who was disabled, stayed in a wheelchair at home. Reading of the Bible was done by 3 respondents (11.1%) from Damonsville only. One respondent from Damonsville indicated at the time of the investigation his or her preference to take a rest after a hard day`s work. Only one respondent from Damonsville preferred playing cards with friends. One respondent from Damonsville enjoyed supper in the house. Two respondents (7.4%) from Damonsville and four respondents (14.8%) from Onverwacht preferred sleeping at home. Only one respondent from Onverwacht bathed disabled child. One respondent from Damonsville and one respondent from Onverwacht cared for the disabled at home. Only 1 respondent from Damonsville painted the home. Three respondents (11.1%) from Damonsville and two respondents (7.4%) from Onverwacht collected firewood. Baking of cake was done by two respondents from Onverwacht. In Onverwacht, one respondent played music in their homes.

The most prominent activities that can be identified from above discussion that could be linked to ABET programmes include the following:

- selling of beer,
- knowledge about money matters especially how to count money and the calculate the correct change,
- reading from the Bible, where reading skills play an important role,

- baking of cakes, where knowledge of how to measure ingredients in grams, cups, etc, is needed.

Table 5.28: Comments on the specific activities performed with the family by the respondents from Damonsville and Onverwacht

Family		Community		Total
		Damonsville	Onverwacht	
1. Visiting parents	Count	12	3	15
	%	80.0%	75.0%	
2. Cleaning parent's house	Count	3	1	4
	%	20.0%	25.0%	
3. Cooking for parents	Count	3	0	3
	%	20.0%	0%	
4. Bathing parents	Count	2	0	2
	%	13.3%	0%	
5. Washing parent's clothes	Count	1	0	1
	%	6.7%	0%	
6. Doing everything with family	Count	1	0	1
	%	6.7%	0%	
7. Sharing a drink with family	Count	1	0	1
	%	6.7%	0%	
8. Sharing a conversation	Count	1	0	1
	%	6.7%	0%	
9. Doing washing for mother-in-law	Count	3	1	4
	%	20.0%	25.0%	
10. Caring for family	Count	1	2	3
	%	6.7%	50.0%	
11. Helping where needed	Count	3	2	5
	%	20.0%	50.0%	
12. Eating together	Count	1	0	1
	%	6.7%	0%	
13. Asking for food	Count	1	1	2

14. Attending burial	%	6.7%	25.0%	
	Count	1	0	1
15. Collecting from home	%	6.7%	0%	
	Count	0	1	1
Total	%	0%	25.0%	
	Count	15	4	19

The respondents who visited their families numbered 12 (80.0%) from Damonsville and 3 (75.0%) from Onverwacht. Cleaning of parents' houses was done by three respondents (20.0%) from Damonsville and one respondent (25.0%) from Onverwacht. The respondents who were involved with cooking for parents numbered three (30.0%) from Damonsville only. Only two respondents (13.3%) from Damonsville bathed their parents. One respondent from Damonsville washed the parents' clothes. Furthermore, one respondent from Damonsville did everything with the family. Only one respondent from Damonsville shared a drink with the family and only one respondent was collected by the family when husband is at work. Three respondents (20.0%) from Damonsville and one respondent (25.0%) from Onverwacht had conversations with families. Doing of washing for mother-in-law was done by one respondent from Damonsville and two respondents (50.0%) from Onverwacht. Three respondents (20.0%) from Damonsville and two respondents (50.0%) from Onverwacht care for their families. Only one respondent from Damonsville helped where needed. One respondent from Damonsville and one respondent (25.0%) from Onverwacht ate together with family. Only one respondent from Damonsville asked for food from the families, while one respondent (25.0%) from Onverwacht attended burial of families.

Table 5.29: Comments on the specific activities performed with friends by the respondents from Damonsville and Onverwacht

Friends		Community		Total
		Damonsville	Onverwacht	
1.Conversation	Count	17	7	24
	%	89.5%	100.0%	
2.Sharing a drink	Count	12	3	15
	%	63.2%	42.9%	
3.Finding out how they were doing	Count	1	0	1
	%	5.3%	0%	
4.Supportive	Count	3	1	4
	%	15.8%	14.3%	
5.Coming together	Count	7	0	7
	%	36.8%	0%	
6.Visiting	Count	4	0	4
	%	21.1%	0%	
7. Pushed around as disabled	Count	1	0	1
	%	5.3%	0%	
8.Learning together how to sew clothes	Count	1	0	1
	%	5.3%	0%	
9.Sharing a cigarette	Count	1	0	1
	%	5.3%	0%	
10.Playing cards together	Count	1	2	3
	%	5.3%	28.6%	
11.Looking for gardening jobs	Count	1	0	1
	%	5.3%	0%	
12.Asking for food	Count	1	1	2
	%	5.3%	14.3%	
13.Jogging together	Count	0	2	2
	%		28.6%	
14.Playing chess together	Count	0	1	1
	%		14.3%	
Total	Count	19	7	26

Seventeen respondents (89.5%) from Damonsville and seven respondents (100.0%) from Onverwacht hold conversation with friends, while twelve respondents (63.2%) from Damonsville and three respondents (42.9%) from Onverwacht share a drink. Only one respondent from Damonsville visits friends to see how they are doing while three respondents (15.8%) from Damonsville and one respondent from Onverwacht, come together occasionally with friends. Four respondents (21.1%) from Damonsville visit friends while one respondent from Damonsville is pushed around by friends in a wheelchair. Only one respondent from Damonsville has learnt how to sew with friends and only one respondent from Damonsville has shared a cigarette with friends. One respondent from Damonsville and two respondents (28.6%) from Onverwacht have played cards with friends while only one respondent from Damonsville has looked for gardening jobs with friends. One respondent from Damonsville and one respondent from Onverwacht have asked for food from friends. In Onverwacht two respondents (28.6%) jog with friends and one respondent from Onverwacht plays chess with friends.

In Damonsville 62% of the respondents seldom or never spend time with friends. Of the respondents in Onverwacht, 76.7% state that they never spend time with friends.

Literacy skills that can be acquired in the above activities including learning how to sew clothes by hand or by machine.

Table 5.30: Comments on the specific activities performed at the shop by the respondents from Damonsville and Onverwacht

Shop		Community		Total
		Damonsville	Onverwacht	
1.Buying groceries	Count	26	18	44
	%	96.3%	100.0%	
2.Buying spaza shop groceries	Count	2	1	3
	%	7.4%	5.6%	
3.Paying water and electricity	Count	7	2	9
	%	25.9%	11.1%	
4.Buying ingredients for sorghum beer	Count	1	0	1
	%	3.7%	0%	
5.Paying accounts	Count	10	8	18
	%	37.0%	44.4%	
6.Buying clothes	Count	2	0	2
	%	7.4%	0%	
7.Walking around in shops	Count	1	0	1
	%	3.7%	0%	
8. Buying electricity coupons	Count	0	1	1
	%	0%	5.6%	
9.Eating out	Count	1	0	1
	%	3.7%	0%	
Total	Count	27	18	45

Multiple responses were retrieved in this instance since one respondent could perform more than one activity at various places. Only 27 respondents from Damonsville out of a total of 29 respondents chose shopping as an activity and the remaining two respondents did not choose this activity. Only 18 respondents out of 30 from Onverwacht chose shopping as a preferred activity while the remaining 12 did not do so.

The respondents who were involved in buying of groceries numbered 26 (96.3%) from Damonsville and 18 (100.0%) from Onverwacht. Two respondents (7.4%) from Damonsville and one respondent from Onverwacht bought groceries to be sold in spaza shops. Seven respondents (25.9%) from Damonsville and two respondents (11.1%) from Onverwacht paid electricity bills while one respondent from Damonsville bought ingredients for making sorghum beer. Ten respondents from Damonsville and eight respondents (44.4%) from Onverwacht paid their accounts while two respondents (7.4%) from Damonsville bought clothes at various shops. Only one respondent from Damonsville walked around in shops and only one respondent (5.6%) from Onverwacht bought electricity coupons. Only one respondent from Damonsville ate out at shops.

Monetary literacy skills are required for almost all of the activities listed.

Table 5.31: Comments on the specific activities performed at work by the respondents from Damonsville and Onverwacht

Work		Community		Total
		Damonsville	Onverwacht	
1.Selling in spaza shop	Count	2	1	3
	%	11.1%	5.9%	
2.Doing washing for families	Count	6	2	8
	%	33.3%	11.8%	
3.Cooking	Count	4	1	5
	%	22.2%	5.9%	
4.Cleaning the dogs	Count	1	0	1
	%	5.6%	0%	
5.Selling sorghum beer	Count	3	1	4
	%	16.7%	5.9%	
6.Cleaning house	Count	5	4	9
	%	27.8%	23.5%	
7.Cleaning cars	Count	4	3	7
	%	22.2%	17.6%	



8.Pushing grandmother around in wheelchair	Count	1	0	1
	%	5.6%	0%	
9.Collecting child from nursery school	Count	1	0	1
	%	5.6%	0%	
10.Cleaning busses	Count	1	0	1
	%	5.6%	0%	
11.Collecting rubbish	Count	1	1	2
	%	5.6%	5.9%	
12.Manufacturing tyres at Firestone	Count	1	0	1
	%	5.6%	0%	
13.Doing welding	Count	1	0	1
	%	5.6%	0%	
14.Counting metals welded	Count	1	0	1
	%	5.6%	0%	
15.Keeping record of welded metals	Count	1	0	1
	%	5.6%	0%	
16.Contacting client	Count	1	0	1
	%	5.6%	0%	
17.Cleaning in hospital	Count	1	3	4
	%	5.6%	17.6%	
18. Making tea	Count	1	4	5
	%	5.6%	23.5%	
19.Cleaning dishes	Count	1	0	1
	%	5.6%	0%	
20.Taxi driver	Count	2	0	2
	%	11.1%	0%	
21. Doing gardening	Count	2	3	5
	%	11.1%	17.6%	
22.Cleaning the clinic	Count	1	0	1
	%	5.6%	0%	
23. Arranging the files	Count	1	0	1
	%	5.6%	0%	
24.Selling vegetables	Count	1	0	1

25. Petrol attendant	%	5.6%	0%	
	Count	0	1	1
26. Looking after the baby	%	0%	5.9%	
	Count	0	1	1
27. Working in the mine	%	0%	5.9%	
	Count	0	1	1
28. Breaking the stones	%	0%	5.9%	
	Count	0	1	1
29. Sorting out different stones	%	0%	5.9%	
	Count	0	1	1
30. Selling shoes	%	0%	5.9%	
	Count	0	1	1
31. Messenger of court	%	0%	11.8%	
	Count	0	2	2
32. Working in the farm	%	0%	11.8%	
	Count	0	2	2
33. Controlling watering of plants	%	0%	5.9%	
	Count	0	1	1
34. Cleaning of the shops	%	0%	11.8%	
	Count	0	2	2
Total	Count	18	17	35

According to the above table, two respondents (11.1%) from Damonsville and one respondent from Onverwacht sell groceries in spaza shops. Six respondents (33.3%) from Damonsville and two from Onverwacht do washing for their families. There are four respondents (22.2%) from Damonsville and one respondent from Onverwacht cook at the places of employment, while one respondent from Damonsville washes dogs at the place of employment. A further three respondents (16.7%) from Damonsville and one respondent from Onverwacht sell sorghum beer. Five respondents (27.8%) from Damonsville and four respondents (23.5%) from Onverwacht are employed as cleaners in private residences (place of employment).

Those respondents who are involved with the cleaning of cars at workplaces number four (22.2%) from Damonsville and three (17.6%) from Onverwacht. Only one respondent (5.6%) from Damonsville pushes the grandmother around in a wheelchair. One respondent from Damonsville collecta a child from nursery school and one respondent from Damonsville cleans buses at the workplace. Those respondents who are working as the rubbish collectors number one from Damonsville and one from Onverwacht. Manufacturing of tyres at the workplace was performed by one respondent from Damonsville while one other respondent from Damonsville does welding. A further one respondent from Damonsville counts the metals welded and another respondent from Damonsville keeps records of the welded metals. One respondent from Damonsville contacts clients. Those respondents who are involved in the cleaning of hospitals were from Damonsville and three (17.6%) from Onverwacht. One respondent from Damonsville and four respondents (23.3%) from Onverwacht are tea makers while one respondent from Damonsville cleans dishes at workplace. Two respondents (11.1%) from Damonsville are taxi drivers while two respondents (11.1%) from Damonsville and three respondents (17.6%) from Onverwacht do gardening. Only one respondent from Damonsville is a cleaner at the clinic and another respondent from Damonsville arranged files at the workplace. Only one respondent from Damonsville sells vegetables while one respondent from Onverwacht is a petrol attendant. Only one respondent from Onverwacht looks after the baby while another respondent from Onverwacht works on the mines. One respondent from Onverwacht sorts out types of stone at workplace while onether respondent from Onverwacht sells shoes. Two respondents (11.8%) from Onverwacht are messengers of the court while another two respondents (11.8%) from Onverwacht work on the farms. A further one respondent from Onverwacht controls the watering of plants, while another two respondents (11.8%) from Onverwacht are employed as cleaners in a shop.

As deduced from information derived from the above analysis, a number of skills are required for the listed activities as follows:

- skills for counting money
- conversation skills for conducting a meeting
- literacy skills for arranging files and reading addresses
- financial skills for selling shoes

This information will be investigated when dealing with the content analysis so as to find out whether existing materials address the needs of the identified communities.

Table 5.32: Comments on the community services done by the respondents from Damonsville and Onverwacht

Community Service		Community		Total
		Damonsville	Onverwacht	
1.Cleaning garden	Count	1	0	1
	%	14.3%	0%	
2.Cleaning windows	Count	2	0	2
	%	28.6%	0%	
3.Helping old people	Count	1	2	3
	%	14.3%	100.0%	
4.Distributing food among the disabled	Count	2	1	3
	%	28.6%	50.0%	
5.Giving poor people food	Count	2	0	2
	%	28.6%	0%	
6.Burying of poor families	Count	1	0	1
	%	14.3%	0%	
7.Visiting old people	Count	3	1	4
	%	42.9%	50.0%	
8.Visiting sick people	Count	1	1	2
	%	14.3%	50.0%	
9.Bathing old people	Count	1	0	1
	%	14.3%	0%	
10.Cooking for old people	Count	1	0	1
	%	14.3%	0%	
Total	Count	7	2	9

Cleaning of the garden was done by one respondent (14.3%) from Damonsville, while only two respondents (28.6%) from the same community clean windows. One

respondent (14.3%) from Damonsville and two respondents (100.0%) from Onverwacht help old people. Two respondents (28.6%) from Damonsville and one respondent (50.0%) from Onverwacht distribute food among the disabled, while two respondents (28.6%) from Damonsville give food to poor people. One respondent (14.3%) from Damonsville buries families who are poor, while three respondents (42.9%) from Damonsville and one (50.0%) from Onverwacht visit the elderly. One respondent (14.3%) from Damonsville and one respondent (50.0%) from Onverwacht visit sick people in the communities, while only one respondent (14.3%) from Damonsville baths old people and one respondent (14.3%) from the same community cooks food for old people.

A discrepancy occurs here because the calculation of percentages is based on the number of respondents in the section.

Table 5.33: Comments on the sporting activities performed by the respondents from Damonsville and Onverwacht

Sport		Community		Total
		Damonsville	Onverwacht	
1. Exercising regularly	Count	4	6	10
	%	50.0%	85.7%	
2. Taking part in soccer	Count	1	1	2
	%	12.5%	14.3%	
3. Jogging	Count	3	4	7
	%	37.5%	57.1%	
4. Referee for soccer team	Count	4	0	4
	%	50.0%	0%	
5. Playing Chess	Count	1	2	3
	%	12.5%	28.6%	
6. Learning to play rugby	Count	1	0	1
	%	12.5%	0%	
7. Playing netball	Count	1	0	1
	%	12.5%	0%	

8. Playing cards	Count	1	0	1
	%	12.5%	0%	
9. Training soccer team	Count	0	1	1
	%		14.3%	
10. Netball referee	Count	0	1	1
	%		14.3%	
11. Playing cricket	Count	1	0	1
	%	12.5%	0%	
Total	Count	8	7	15

In Damonsville a total of four respondents (50.0%) and four respondents (85.7%) exercise regularly. One respondent (12.5%) from Damonsville and one respondent from Onverwacht play in soccer. The respondents who are jogging are three (37.5%) from Damonsville and four (57.1%) from Onverwacht while only four respondents (50.0%) from Damonsville are soccer referees. One respondent (12.5%) from Damonsville and two respondents (28.6%) from Onverwacht do play chess. Only one respondent from Damonsville is learning how to play rugby. One respondent from Damonsville plays netball and another respondent from Damonsville plays cards. One respondent (14.3%) from Onverwacht is a soccer team trainer. One respondent (14.3%) from Onverwacht is a netball referee and one respondent from Damonsville plays cricket.

Table 5.34: Comments on activities performed at place of worship by the respondents from Damonsville and Onverwacht

Worship		Community		Total
		Damonsville	Onverwacht	
1. Attending Sunday service	Count	8	7	15
	%	47.1%	63.6%	
2. Preaching in church	Count	2	0	2
	%	11.8%	0%	
3. Cleaning the church	Count	10	9	19
	%	58.8%	81.8%	

4. Helping priest with Sunday service	Count	4	0	4
	%	23.5%	0%	
5. Welcoming the congregation	Count	1	0	1
	%	5.9%	0%	
6. Reading from the Bible	Count	1	0	1
	%	5.9%	0%	
7. Singing in choir	Count	8	2	10
	%	47.1%	18.2%	
8. Teaching children stories from the Bible	Count	1	0	1
	%	5.9%	0%	
9. Sharing problems with the priest	Count	1	0	1
	%	5.9%	0%	
10. Conducting Thursday service	Count	3	4	7
	%	17.6%	36.4%	
11. Leader of choir	Count	1	0	1
	%	5.9%	0%	
12. Advising the priest	Count	1	0	1
	%	5.9%	0%	
13. Attending Wednesday church for women	Count	2	3	5
	%	11.8%	27.3%	
14. Selling old clothes	Count	0	1	1
	%	0%	9.1%	
15. Holding church meetings	Count	0	1	1
	%	0%	9.1%	
16. Meditating	Count	0	1	1
	%	0%	9.1%	
Total	Count	17	11	28

Respondents who attend Sunday service number eight (47.1%) from Damonsville and seven (63.6%) from Onverwacht. Only two respondents (11.8%) from Damonsville preach in the church. Ten respondents (58.8%) from Damonsville and 9 (81.8%) from Onverwacht clean the church; four respondents (23.5%) from Damonsville help the

priest with Sunday service arrangements. Only one respondent from Damonsville welcomes the congregation and another reads from the Bible. Eight respondents (47.1%) from Damonsville and two (18.2%) from Onverwacht sing in the choir; one respondent from Damonsville teaches children stories from the Bible. Only one respondent from Damonsville shares problems with the priest. Three respondents (17.6%) from Damonsville and four (36.4%) from Onverwacht conduct Thursday service. Only one respondent from Damonsville is a leader of the church choir while another is involved in advising the priest. Two respondents (11.8%) from Damonsville and three respondents (27.3%) from Onverwacht attend the Wednesday church service for women. Only one respondent from Damonsville sells old clothes at church and another from Onverwacht conducts church meetings while another one from Onverwacht meditates in church.

Knowledge of reading especially when reading from the Bible, and money matters when selling old clothes, play an important role here.

Table 5.35: Comments on the specific activities performed at the clinic by the respondents from Damonsville and Onverwacht

Clinic		Community		Total
		Damonsville	Onverwacht	
1. Collecting medicine	Count	23	16	39
	%	92.0%	106.7%	
2. Consulting doctor	Count	17	7	24
	%	68.0%	46.7%	
3. Cleaning the clinic	Count	1	0	1
	%	4.0%	0%	
4. Transporting sick people to clinic	Count	2	0	2
	%	8.0%	0%	
5. Doing gardening at clinic	Count	1	0	1
	%	4.0%	0%	
6. Taking grandchild to doctor	Count	0	2	2
	%		13.3%	
Total	Count	25	15	40

A total of 23 respondents (92.0%) from Damonsville and 16 respondents (106.7%) from Onverwacht collect medicine. Seventeen respondents (68.0%) from Damonsville and seven respondents (46.7%) from Onverwacht consult a doctor. Only one respondent from Damonsville cleans the clinic. Only two respondents (8.0%) from Damonsville transport sick people to the clinic. Only one respondent from Damonsville does gardening at the clinic. Two respondents (13.3%) from Onverwacht take grandchildren to the doctor.

Table 5.36: Comments on the specific activities performed at the post office by the respondents from Damonsville and Onverwacht

Post-Office		Community		Total
		Damonsville	Onverwacht	
1. Collecting post	Count	4	4	8
	%	80.0%	80.0%	
2. Paying water and electricity	Count	1	0	1
	%	20.0%	0%	
3. Cleaning post office	Count	1	1	2
	%	20.0%	20.0%	
4. Posting letters	Count	0	1	1
	%	0%	20.0%	
Total	Count	5	5	10

A total of four respondents (80.0%) from Damonsville and four respondents (80.0%) from Onverwacht collect post. Only 1 respondent from Damonsville pays their water and electricity at the post office. One respondent from Damonsville and one respondent from Onverwacht clean the post office while one respondent from Onverwacht posts letters.

Monetary matters involving the correct amount to be paid for accounts and reading of statements, writing skills required for collection and posting of letters play important roles which should not be overlooked when involved in instructional design.

Table 5.37: Comments on the activities performed at pension pay point by the respondents from Damonsville and Onverwacht

Pension		Community		Total
		Damonsville	Onverwacht	
1. Collecting pension	Count	6	9	15
	%	50.0%	81.8%	
2. Selling beer	Count	2	1	3
	%	16.7%	9.1%	
4. Collecting neighbour's pension	Count	1	0	1
	%	8.3%	0%	
5. Inquiry on pension	Count	1	0	1
	%	8.3%	0%	
6. Transporting old people to pension pay-point	Count	2	0	2
	%	16.7%	0%	
7. Collecting child's pension	Count	0	1	1
	%	0%	9.1%	
8. Meeting friends	Count	0	2	2
	%	0%	18.2%	
9. Selling old clothes	Count	0	1	1
	%	0%	9.1%	
Total	Count	12	11	23

A total of six respondents (50.0%) from Damonsville and nine respondents (81.8%) from Onverwacht collect their pension at paypoints. The selling of beer at pension paypoint is done by two respondents from Damonsville and one respondent from Onverwacht, one respondent (8.3%) from Damonsville collects her neighbour's pension while another one respondent from Damonsville, makes inquiries about pension. Another two respondents from Damonsville, transport old people to the pension paypoint; one respondent from Onverwacht collects their disabled child's pension. Two respondents (18.2%) from Onverwacht meet friends and one respondent from Onverwacht sells old clothes.

The following are required with regard to literacy matters as part of the activities mentioned in the above table:

- signing of names when collecting pension
- information on money matters for selling beer and old clothes

Table 5.38: Comments on the specific activities performed at the bank by the respondents from Damonsville and Onverwacht

Bank		Community		Total
		Damonsville	Onverwacht	
1. Depositing money	Count	22	21	43
	%	91.7%	87.5%	
2. Withdrawal of money	Count	17	23	40
	%	70.8%	95.8%	
3. Taking neighbour to bank	Count	2	0	2
	%	8.3%	0%	
4. Paying accounts	Count	0	1	1
	%	0%	4.2%	
Total	Count	24	24	48

A total of 22 respondents (91.7%) from Damonsville and 21 respondents (87.5%) from Onverwacht deposit their monies. Seventeen respondents (70.8%) from Damonsville and 23 respondents (95.8%) from Onverwacht withdraw monies two respondents (8.3%) from Damonsville take neighbours to the bank and one respondent (4.2%) from Onverwacht pays their accounts.

The majority of the respondents lack skills for depositing and withdrawing of money especially for completing of forms and using the card systems for withdrawing of money. These activities could be taken into account when engaging in instructional design.

Table 5.39: Comments on the specific activities performed when travelling by the respondents from Damonsville and Onverwacht

Travel		Community		Total
		Damonsville	Onverwacht	
1.Buying for Spaza shop	Count	3	0	3
	%	42.9%	0%	
2.Visiting family in Cape Town	Count	2	0	2
	%	28.6%	0%	
3.Visiting family in Mafikeng	Count	1	0	1
	%	14.3%	0%	
4.Visiting mother	Count	1	0	1
	%	14.3%	0%	
5.Visiting places as taxi driver	Count	2	0	2
	%	28.6%	0%	
Total	Count	7	0	

A total of three respondents (49.2%) from Damonsville travel to town to buy groceries for their spaza shops while the other two respondents (28.6%) visit family in Cape Town and another one respondent (14.3 %) from Damonsville visit family in Mafikeng. Only one respondent (14.3%) from Damonsville visits their mother and two respondents (28.6%) from Damonsville visit places as taxi drivers.

Reading road signs for required destinations, names of stations/buses, and so forth are necessary skills for the mentioned activities. Some respondents are involved in travelling to different destinations such as Cape Town and Mafikeng etc.

5.4 Information based on Adult Basic Education and Training Course (ABET)

The researcher have decided to ask the respondents about their familiarity with ABET because such questions address the central issues of the investigation and furthermore this knowledge will inform the researcher about the enrolment of learners in courses that suit them. A deeper understanding will be gained of the context from which the

respondents have decided, at a particular time and place in their lives, to seek out education. Furthermore general information will be gained on the preferred choice of learning activities (content) that could be included in the learning programmes together with their preferred ways of learning a new skill. The choice of the learning content will be matched to the existing learning content of the literacy materials (see chapter 1 in this regard under “Research question”).

The profile of the information based on an Adult Basic Education and Training course for the communities of Damonsville and Onverwacht as derived from the data extrapolated from the questionnaires is indicated in the tables 5.40 to 5.51 below.

Table 5.40: Response to whether the respondents from Damonsville and Onverwacht have heard about Adult Basic Education and Training courses

Have you heard about ABET?		Frequency	Percent
Damonsville	Yes	17	58.6
	No	12	41.4
	Total	29	100.0
Onverwacht	Yes	18	60.0
	No	12	40.0
	Total	30	100.0

Of the 29 respondents from Damonsville 17 (58.6%) had heard about such courses while 12 respondents (41.4%) had not. In Onverwacht 18 respondents (60.0%) had heard about the course while 12 respondents (40.0%) had not.

Table 5.41: Responses to whether the respondents from Damonsville and Onverwacht know what ABET is

Do you know what ABET is?		Frequency	Percent
Damonsville	Yes	14	48.3
	No	15	51.7

Onverwacht	Total	29	100.0
	Yes	18	60.0
	No	12	40.0
	Total	30	100.0

Out of 29 respondents from Damonsville, 14 respondents (48.3%) know what ABET is while 15 respondents (51.7%) did not. From Onverwacht 18 respondents (60.0%) knew what ABET is and 12 respondents (40.0%) did not.

Table 5.42: Comments on whether the respondents from Damonsville and Onverwacht are currently attending ABET classes

Are you currently attending ABET classes?		Frequency	Percent
Damonsville	No	16	55.2
	Did not respond to the question	13	44.8
	Total	29	100.0
Onverwacht	No	18	60.0
	Did not respond to the question	12	40.0
	Total	30	100.0

Sixteen respondents (55.2%) from Damonsville were not currently attending classes while 13 respondents (44.8%) did not respond to the question because they had already indicated that they did not know what ABET was. A total of 18 respondents (60.0%) from Onverwacht were not attending classes and 12 (40.0%) did not respond to the question. None of the respondents from both Damonsville and Onverwacht were attending ABET classes at the time of the research.

Those respondents whose chose “no” as answer in table 5.42 above gave the following reasons to support their choices:

- There is currently no ABET classes

- Some have no time for such courses

Table 5.43: Comments on whether they would like to attend classes from the respondents of Damonsville and Onverwacht

Would you like to attend ABET classes?		Frequency	Percent
Damonsville	Yes	22	75.9
	No	7	24.1
	Total	29	100.0
Onverwacht	Yes	25	83.3
	No response	5	16.7
	Total	30	100.0

Twenty-two respondents (75.9%) from Damonsville were willing to attend ABET classes; while seven respondents (24.1%) were not willing to attend ABET classes. Twenty-five respondents (83.3%) from Onverwacht were willing to attend classes while five respondents (16.7%) were not willing to attend ABET classes.

The respondents who were not willing to attend ABET classes mentioned the following reasons:

- They do not know ABET.
- Classes are not available.
- They regard themselves as being too old to study.
- They regard themselves as unemployable.

Those respondents who would have liked to attend ABET classes made mention of the following reasons:

- To acquire a certificate
- To learn to read the Bible
- To use the bankcards
- To have a better control of their finances

- To be able to count money
- To be able to use ATM
- To learn how to reduce alcohol and drug abuse
- To learn how to combat vandalism in the communities
- To be educated
- To learn to write their name
- To read the sale pamphlets
- To pass matric
- To read books
- To get a promotion
- To communicate better with other people.

Table 5.44: Comments on whether they think ABET classes will help them in their daily lives as suggested by the respondents from Damonsville and Onverwacht who participated in the investigation

Will ABET classes help you in your daily life?		Frequency	Percent
Damonsville	Yes	27	93.1
	No	2	6.9
	Total	29	100.0
Onverwacht	Yes	28	93.3
	No	2	6.7
	Total	30	100.0

Out of a total of 29 respondents from Damonsville, 27 (93.1%) agreed that ABET classes would help them in their daily lives while two respondents (6.9%) did not think so. Twenty respondents (93.3%) from Onverwacht agreed that ABET classes would help them while two respondents (6.7%) did not think that ABET classes would help them.

The respondents from both communities who agreed that ABET would help them in their daily lives mentioned the following as reasons for their choice:

- To learn to read and write
- To do a lot of things on their own
- To earn respect
- To contribute to my communities
- To change my life
- To be able to write my name
- To be able to use ATM
- To be able to read the Bible
- To earn a better salary
- To find a better paying job
- To help fight alcohol- and drug abuse

Those who disagreed cited the following reasons as:

- I am too old and will never find work.
- ABET will not be able to change my life.
- They will not understand in class owing to age-related problems.

Table 5.45: Comments on whether the respondents will be able to attend classes though the classes cost R50.00 per month by the respondents from Damonsville and Onverwacht

Will you still attend classes irrespective of cost?		Frequency	Percent
Damonsville	Yes	26	89.7
	No	2	6.9
	Maybe	1	3.4
	Total	29	100.0
Onverwacht	Yes	29	96.7
	Maybe	1	3.3
	Total	30	100.0

Twenty six respondents (89.7%) from Damonsville agreed that they would be able to attend classes irrespective of the cost, while two respondents (6.9%) did not agree and one respondent (3.4%) was not unsure. In Omverwacht, 29 respondents (96.7%) agreed, while one respondent was unsure.

Those who agreed that they would attend ABET classes irrespective of the cost mention the following reasons for their willingness to attend:

- To be able to function effectively in my community
- To control my life
- To be able to use an ATM
- To communicate effectively in English
- To be able to write my name
- To be able to count money
- To be intelligent
- To be able to handle my finances
- To earn a better salary
- To improve my qualifications
- To help reduce drug abuse in our area

Those respondents who did not agree mentioned the following reasons:

- My age is a problem.
- I was never in school.
- I am too old to learn.

Those respondents who chose “maybe” as an option made mention of the following:

- Money will be a problem.
- I am not sure whether I will be able to afford it by then.

Table 5.46: Comments on whether the respondents would be able to attend classes during the week by the respondents from Damonsville and Onverwacht

Would you attend classes during the week?		Frequency	Percent
Damonsville	Can't attend during the week	17	58.6
	Can attend during the week	12	41.4
	Total	29	100.0
Onverwacht	Can't attend during the week	12	40.0
	Can attend during the week	18	60.0
	Total	30	100.0

Of the 29 respondents from Damonsville, 17 respondents (58.6%) would not be able to attend classes during the week while 12 respondents (41.4%) said they could attend the classes during the week.

Twelve respondents (40.0%) from Onverwacht would not be able to attend classes during the week while 18 respondents (60.0%) said they could.

Table 5.47: Comments on attendance of classes one morning per week by the respondents from Damonsville and Onverwacht who participated in the research

Can attend one morning per week		Frequency	Percent
Damonsville	Can attend	2	6.9
	Cannot attend	27	93.1
	Total	29	100.0
Onverwacht	Can attend	1	3.3
	Cannot attend	29	96.7
	Total	30	100.0

Two respondents (6.9%) from Damonsville would be able to attend class one morning per week while 27 respondents (93.1%) would not. In Onverwacht, one respondent

indicated that they could attend one morning per week while 29 respondents (96.7%) could not.

Table 5.48: Comments on attendance of classes one afternoon per week by the respondents from Damonsville and Onverwacht who participated in the research

One afternoon per week		Frequency	Percent
Damonsville	No	29	100.0
Onverwacht	One afternoon per week	3	10.0
	No	27	90.0
	Total	30	100.0

None of the 29 respondents (100.0%) from Damonsville chose the option of attending classes one afternoon per week, while in Onverwacht three respondents (10.0%) preferred to attend classes one afternoon per week while 27 respondents (90.0%) did not choose the option of attending classes one afternoon per week.

Table 5.49: Comment on attendance of classes one evening per week by the respondents from Damonsville and Onverwacht who participated in the research

One evening per week		Frequency	Percent
Damonsville	One evening per week	2	6.9
	No	27	93.1
	Total	29	100.0
Onverwacht	One evening per week	2	6.7
	No	28	93.3
	Total	30	100.0

Only two respondents from Damonsville preferred to attend classes one evening per week, while 27 respondents (93.1%) did not. In Onverwacht, two respondents

preferred the option of attending classes one evening per week, while 28 respondents (93.3%) did not.

Table 5.50: Comments on attendance of classes one full day per week by the respondents from Damonsville and Onverwacht who participated in the research

One full day per week		Frequency	Percent
Damonsville	One full day per week	24	82.8
	No	5	17.2
	Total	29	100.0
Onverwacht	One full day	24	80.0
	No	6	20.0
	Total	30	100.0

Twenty-four respondents (82.8%) from Damonsville preferred to attend classes one full day per week while five respondents (17.2%) did not. In Onverwacht, 24 respondents (80.0%) did prefer the option while six respondents (20.0%) did not.

Table 5.51: Comments on attendance of class on a week day or Saturday by the respondents from Damonsville and Onverwacht who participated in the research

Week day/Saturday		Frequency	Percent
Damonsville	Week day	6	20.7
	Saturday	22	75.9
	Total	28	96.6
	No	1	3.4
	Total	29	100.0
Onverwacht	Week day	15	50.0
	Saturday	14	46.7
	Total	29	96.7

	No	1	3.3
	Total	30	100.0

In Damonsville six respondents (20.7%) preferred to attend classes on a weekday while 22 respondents (75.9%) preferred Saturday and only one respondent did not respond to any of the choices provided. In Onverwacht, 15 respondents (50.0%) preferred a weekday while 14 respondents (46.7%) preferred Saturday and one respondent did not respond.

The respondents listed the following as things that they would like to learn on the ABET course and which could improve their daily activities or work:

- To learn how to sign my name
- To speak English
- How to use bank card
- How to use an ATM
- How to help victims of drug abuse
- To control personal financial matters
- To count money
- How to start a small business
- How to create work
- To know how to measure the medicines
- To read a newspaper
- How to use a computer
- How to teach own children who are at school
- How to bake a cake
- To learn how to be a soccer player
- How to write a Curriculum Vitae (CV)
- To learn drama

5.5 The best ways the respondents can learn a new skill by the respondents from Damonsville and Onverwacht who participated in the investigation.

This section was included in the questionnaire because the greatest challenges for the ABET educators is to understand the best possible teaching strategies that can help adult learners to understand the contents of the materials. The identified ways of learning a skill would be taken into consideration when dealing with instructional design.

The best ways the respondents from Damonsville and Onverwacht who participated in the investigation believe new skills should be learnt as extrapolated from the questionnaires are indicated in the tables 5.52 to 5.60 below:

Table 5.52: Comments on doing something physical as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Learning by doing something physical		Frequency	Percent
Damonsville	No	1	3.4
	Yes	28	96.6
	Total	29	100.0
Onverwacht	Yes	30	100.0

Only one respondent (3.4%) from Damonsville did not prefer learning by doing something physical as a way of learning, while 28 respondents (96.6%) from Damonsville and 30 respondents (100.0%) from Onverwacht were in favour of learning by doing something physical as the best way of learning a new skill.

Table 5.53: Comments on when someone explains what is to be done as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Learning when someone explains what is to be done		Frequency
Damonsville	Yes	29
Onverwacht	Yes	30

All 29 respondents (100.0%) from Damonsville prefer to learn a new skill when someone explains what is to be done, while all 30 respondents (100.0%) from Onverwacht also preferred this option.

Table 5.54: Comments on observing activities done by others as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Observing activities done by others		Frequency
Damonsville	Yes	29
Onverwacht	Yes	30

All the 29 respondents (100.0%) from Damonsville and all 30 (100.0%) from Onverwacht preferred observing activities as done by others as the best way to learn a new skill.

Table 5.55: Comments on asking questions as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Asking questions		Frequency
Damonsville	Yes	29
Onverwacht	Yes	30

All 29 respondents (100.0%) from Damonsville and all 30 respondents (100.0%) from Onverwacht preferred the asking of questions as the best way to learn a new skill.

Table 5.56: Comments on speaking to others as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Speaking to others		Frequency	Percent
Damonsville	Yes	29	100.0
Onverwacht	No	1	3.3
	Yes	29	96.7
	Total	30	100.0

All 29 respondents (100.0%) from Damonsville and 29 respondents (96.7%) from Onverwacht preferred speaking to others as a way to learn a new skill, while the other respondent (3.3%) from Onverwacht did not like this option.

Table 5.57: Comments on working together in a group/team as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Working together in a group/team		Frequency	Percent
Damonsville	No	1	3.4
	Yes	28	96.6
	Total	29	100.0
Onverwacht	Yes	30	100.0

A total of 28 respondents (96.6%) from Damonsville and all 30 respondents (100.0%) from Onverwacht preferred working together in a group/team as a new way to learn a skill while one respondent (3.4%) from Damonsville did not like this option.

Table 5.58: Comments on playing games as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Playing games		Frequency	Percent
Damonville	Yes	1	3.4
	No	28	96.6
	Total	29	100.0
Onverwacht	Yes	23	76.6
	No	7	23.3
	Total	30	100.0

The respondent who preferred playing games as a way to learn a new skill was one from Damonsville, while 28 respondents (96.6%) did not prefer this option. From Onverwacht 23 respondents (76.7) preferred playing games as a way to learn a new skill, while seven respondents (23.3%) did not prefer the option.

Table 5.59: Comments on participating in sports as the best way to learn a new skill by the respondents from Damonsville and Onverwacht

Participating in sport		Frequency	Percent
Damonsville	No	2	6.9
	Yes	27	93.1
	Total	29	100.0
Onverwacht	No	7	23.3
	Yes	23	76.7
	Total	30	100.0

Twenty-seven (93.1%) respondents from Damonsville and 23 (76.7%) from Onverwacht preferred participating in sport as a new way to learn a skill, while two respondents (6.9%) from Damonsville and seven (23.3%) from Onverwacht did not.

Table 5.60: Comments on other best ways to learn a new skill by the respondents from Damonsville and Onverwacht

Other		Frequency	Percent
Damonsville	Yes	8	27.6
	No	21	72.4
	Total	29	100.0
Onverwacht	No	30	100.0

A total of eight respondents (27.8%) from Damonsville had other ways that could be used to learn a new skill for example to learn a new skill through singing and repetition, while 21 respondents (72.4%) from Damonsville and 30 respondents (100.0%) from Onverwacht could not identify other new ways for learning new skills.

5.6 Summary

The preferences of both communities of Damonsville and Onverwacht were collected by the researcher, recorded by the staff at the department of statistics and analysed by the researcher. The gathered information was displayed in the form of tables and statistical analysis. The data were counted and added up and the inclusion of various variables in the questionnaire was justified. An attempt was made to clarify the discrepancies that occurred in some of the tables. In chapter 6, the contents of literacy materials were analysed with an aim of comparing the findings with the information derived from this chapter.

In Chapter 7 the findings from the data collected in this chapter are discussed and compared with the findings discussed in Chapter 6 which is based on the content analysis.

CHAPTER 6

Content analysis of existing Afrikaans literacy programmes

6.1 Introduction

This chapter discusses the analysis of the contents of the Afrikaans literacy material investigated in this study in terms of the topics and themes/outcomes. The objective is to establish what the contents of the selected literacy materials are which answers part of the research question mentioned in chapter one of this study “What is the contents of the selected Afrikaans literacy programmes?”(see chapter 1 in this regard) The information discussed in the chapters fits directly into the overall designs of the study since it provide the researcher with the information that can be matched with the information needs of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville. The content of literacy programmes was seen as an important part of the investigation since it gives the researcher the type of contents that are reflected in the existing programmes and can help the researcher to compare the identified needs with the contents of the identified literacy programmes.

In addition to the above mentioned, this section addresses the sub questions reflected under 1.3 of this study which was stated as follows:

- What is the current content of selected Afrikaans literacy programmes?
- To what extent does the content of the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville?
- How can the information needs of preliterate communities be addressed in the content of a literacy programme?

Furthermore content analysis is chosen as the method used for the investigation since the use thereof attempt to give a guideline of what the possible contents should be. The selected literacy materials are used to determine the contents thereof. The rationale

for choosing these materials/content was that they are written in Afrikaans and are used in ABET Level 1.

6.2 Literacy materials

According to Wedepohl (1988:10) literacy materials may be defined as “any existing materials that can be adapted or translated, or if nothing is available, anything that can be produced by learners themselves that they can use as reading materials”.

The study materials for this research project were selected from material prepared for level 1 Afrikaans mother tongue speakers. The following materials were selected on the basis of their availability and accessibility during the period of research:

- Project Literacy’s *Kommunikeer in Afrikaans: aangename kennis*, level 1, module 1 (1996);
- Operation Upgrade of South Africa’s *Afrikaanse lees- en skryfkursus vir volwasse*, books 1, 2 and 3 for level 1 (1993); and
- The New Stimela Afrikaans ABET programme’s *Woeker met woorde*, books 1 and 2 for level 1 (1997), which were used in conjunction with *Die Roos van Doringdal* (1997).

6.3 Content analysis of the literacy materials

Content analysis as one of the qualitative research methods applied to written or visual material for the purpose of identifying specific characteristics of the material (Ary, Jacobs and Razavieh, 2002:24), can also be referred to as the unobtrusive method (Strydom, 2002:280). Content analysis is an important data collection method in social and educational research and is used in this thesis to examine the contents of the selected literacy materials. Issues of society are to be used when doing the content analysis.

Although different authors have different definitions for the term content analysis, the basic concept remains the same. Leedy and Omrod (2001:155) define content analysis as a detailed and systematic examination of contents with the purpose of identifying

patterns, themes or biases. According to Holsti (1969:2) content analysis is “a research technique for objective, systematic and quantitative description of the manifest content of communication”. Berg (1998:225) states that content analysis may be defined as any technique for making inferences by systematically and objectively identifying special characteristics of messages, while Krippendorff (1980:21) sees it as “a research technique for making replicable and valid inferences from data to their context”.

There is a degree of uniformity in the above definitions as is evident by the use of words such as systematic and objective. Content analysis may therefore be regarded as a technique used to study texts in a systematic and objective way. According to Ary, Jacobs and Razavieh (2002:2), Krippendorff (2004:10) and Steward, Shamdasani and Rook (2009:605), content analysis includes both numeric and focuses on analyzing and interpreting recorded material within its own context.

A text that may be analysed by using content analysis could be “anything which is written, visual or spoken that serves as a medium for communication, e.g. books, newspapers, magazines, speeches, television programs, advertisements, musical composition, etc.” (Neuman, 1997:272 and Schwandt, 2007:41).

Purposes of content analysis in educational research are according to Schwandt (2007:27), Ary, Jacobs and Razavieh (2002:7), the following:

- To identify bias, prejudice or propaganda in textbooks
- To analyse types of errors in student writings
- To describe prevailing practices
- To discover the level of difficulty of material in text books or other publications
- To discover the appropriateness of the contents to the students
- To discover the relative importance of, or interest in certain topics

For the purpose of this study, “text” refers to the literacy materials designed by Project Literacy, Operation Upgrade of South Africa and The New Stimela Afrikaans ABET Programme.

6.3.1 The coding process

The phenomenon was clearly defined which are the cases to be studied namely the three selected Afrikaans literacy materials. Furthermore, provision of the units under analysis was made (see 6.2 in this regard). Selected cases were then analysed by means of content analysis, as stated by Welman, Kruger and Mitchell (2005:223); Neuman (1997:126) and Steward, Shamdasani and Rook (2009:604), follows hereunder whereby recording of the number of times (frequencies) that visible content (words or sentences) in the chapters was made which served as indicative of some construct or theme.

Content analysis involves coding of the information derived from the selected literacy materials whereby according to Crewe and Maruna (2006:113) the development or utilization of elaborate coding schemes for systematic recording patterns in the structure and thematic content of texts is followed (see p.152 under ‘coding procedure’). Ferman and Levin (1975:52) and Welman et al. (2005:222), define coding as a “procedure whereby the data is collected and the sample of content is actually categorised through the use of a recording sheet”. On the other hand Babbie (2004:338) states that “coding is the process of transforming raw data into categories based on some conceptual scheme which may attend to both the manifest and latent content”.

According to Babbie (2004:319) coding in content analysis is “a process of transforming raw data into a standardised form”. It usually displays one or more of the four characteristics of text content:

- frequency: counting whether something occurs and, if it occurs, how often
- direction: noting the direction of messages
- intensity: the strength of a message in the content along some continuum
- space: the amount of space, size of text or volume allocated to the message

A coding procedure implies determining the average number of words and phrases by counting the number of times or average number of times they appear on a page

(Ferman & Levin, 1975:52). The end product of coding may be numerical, for example when a researcher counts the frequency of certain words, phrases, or other manifest content (Babbie, 2004:320) (see p. 197 under ‘coding procedure’).

The materials of analysis may vary greatly, and could comprise words, themes, a plot, a newspaper article, a character, paragraphs or items such as books or letters (Ferman and Levin, 1975:53 and Neuman, 1997:274).

The literacy materials analysed in this study are Project Literacy’s *Kommunikeer in Afrikaans: aangename kennis*, level 1, module 1 (1996); Operation Upgrade of South Africa’s *Afrikaanse lees-en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993) and The New Stimela Afrikaans ABET programme, *Woeker met woorde*, books 1 and 2 for level 1 (1997) which were used in conjunction with *Die Roos van Doringdal* (1997).

The use of visible content may result in production of reliable information but construct validity may suffer as such content may not be the only indicator relevant to the construct (Ferman and Levin, 1975: 52 and Neuman, 1997:126).

6.3.1.1 Manifest and latent coding of the content of the selected units of analysis

Content analysts often distinguish between analysis and interpretation. Analysis refers to different ways of dealing with the manifest content of a text, while interpretation refers to the analysis of aspects of a text including its latent content of a text (Rosengren, 1981:27).

Manifest coding involves those elements that are physically present and countable (Neumann, 1997; Du Plooy, 1997 and Berg, 1998). This method involves actually counting the number of times a phrase or word appears in a text being studied. Holsti (1969:5) sees manifest coding as a stage during which specific words or themes are located in a text and placed into categories.

Latent coding involves looking for the underlying meaning of the contents of a text. This type of analysis involves the interpretation of symbols underlying the physically represented data (Berg, 1998 and Holsti, 1969). Latent coding may be less reliable

than manifest coding, because it depends on the researcher's understanding of the language and its social meaning.

For the purpose of this study, only manifest coding will be used, because by using manifest coding the examination of the surface content of a communication may be easily determined. Furthermore, manifest coding has the advantage of being reliable in that content may be easily detected and coded (Fennell, 2001:3; Strydom and Delpont, 2005:339)

- **Coding procedure**

The coding procedure used in the analysis of the identified literacy materials in the three literacy programmes will be discussed in the next section. The process of coding followed a category of generalization which involved noting meanings that emerged and the themes or dimensions of information (Strydom and Delpont, 2005:338).

The units of analysis used in the content analysis of the three literacy programmes are words and phrases. Words, for example, nouns and verbs, the lesson topics or themes, were identified. Afterwards the number of times a word or phrase appeared in the written text was counted and noted on a recording sheet.

In order to determine the contents of the information disseminated via the material the lesson topics used in the various programmes to transfer specific reading and writing skills were identified. Only nouns, verbs and phrases were marked in order to identify topics and/or themes.

Open coding was used to analyse the contents of literacy programmes selected because according to Strydom and Delpont (2005:338), Bhattacharra (2004:119) and Flick (1998:18), the identified and represented pattern will account for the description of the results of the content analysis. The identified pattern involved simply counting the number of times a word appears in each page. Choosing a word or phrase or theme that could serve as an indicator for an example grouping words/phrase together that means love, family ect. The identified themes would in turn represent segmented data. The process of grouping together of the concepts is called categorizing. The counting

of coded information by the researcher was used to determine the frequency of certain words/phrases (Babbie, 2005:337 and Krippendorff, 1980:24).

Coding was used to establish the content of the literacy programmes to be able to fulfil the objective of the study, namely to determine whether the content matches the information needs of the potential users of the material.

6.4 Discussion of the selected Afrikaans ABET programmes.

Rationale for selecting the three programmes was based on the accessibility of the programmes during the time of the research and that they were readily available for the researcher to use (see 6.2 'literacy materials' in this regard). The study materials for this research project were selected from material prepared for level 1 Afrikaans mother tongue speakers.

6.4.1 Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis, level 1, module 1, sections 1-3 (1996)*. (Section 1 pages 1-20, section 2 pages 1-24 and section 3 pages 1-23)

6.4.1.1 Short historical background of 'Project Literacy' (1973-2003)

'Project Literacy', which is based in Pretoria, was started by Jenny Naser in 1973 after she had realised that live-in domestic workers and gardeners in the Brooklyn area needed a place to which they could go during their free time to learn how to read and write and where they could socialise. A meeting which proved to be very successful was organised to determine if the live-in domestic workers and gardeners would be interested in attending literacy classes, and if they would pay a small amount towards their tuition.

Classes were organised, and held at St Francis Church. A very small monthly fee was paid to mother-tongue teachers. After a while subjects other than basic literacy and sewing were also introduced, and learners requested Grade 1-5 classes. Over the years Jenny Naser and her husband sponsored most of the running costs of 'Project

Literacy’, as these were not covered by the fees paid by learners. Another branch, Ikageng Literacy Centre, which literally means “build yourself” (French, 1982:35), was also formed.

In 1986, owing to an increase in the number of students (200), the Ikageng Literacy Centre moved to Waterkloof House Preparatory School. The United States Agency for International Development (USAID) donated R33 000 towards the project and the money was used to pay teachers and register the Project Literacy Trust Fund.

In 1988 the South African Council of Churches, the Molteno Trust and the Independent Development Trust donated money that made it possible to establish nine adult night centres operating at various schools in Pretoria, Johannesburg, Middelburg and in the Karoo. The money was also used for the development of an ABET teacher training programme and suitable ABET materials.

In 1995 Jenny Naser, the founder of ‘Project Literacy’, resigned and Andrew Miller, the current Chief Executive Officer, was appointed. Government tenders to provide ABET for the education departments in Mpumalanga, the Northern Cape and the Northern Province were awarded to Project Literacy. In addition, the Western Cape Education Department purchased a considerable amount of the materials developed by Project Literacy.

In 2000 The National Literacy Co-operation (NLC) collapsed, and the European Union (EU) asked Project Literacy to manage the expenditure of that portion of income that the EU had committed to the NLC for community-based training in South Africa. This project was completed in April 2001 and received accreditation for ABET.

In 2003 Project Literacy entered into major contracts with a number of educational sector authorities including the South African Police Service, and private security, legal and correctional services for both course and material supply (Project Literacy 2003).

6.4.1.2 Curriculum and materials available in 2001

‘Project Literacy’ has courses available in core and fundamental learning areas, and these courses comply with the outcomes-based requirements of the NQF. All course material is supported by comprehensive educator training to ensure that the learning approaches built into the courses are maximised for the benefit of the learners participating in ABET programmes.

The following courses are available:

- English courses which conform to all communication, literacy and language unit standards from ABET levels 1 and 4.
- Mathematics courses which meet all the requirements for numeracy and mathematics at NQF 1.
- A reading and writing skills workbook, which is Project Literacy’s Adult Basic Course in African Languages and Afrikaans. This workbook provides learners with the initial foundation for reading and writing and basic practice in the correct formation and placing of letters of the alphabet as well as of the numbers from 0-31.
- Science courses which conform to the unit standards for the Natural Science learning area at NQF 1. These courses cover the essential concepts and principles of a formal curriculum, namely life science, earth science, matter, material and energy (Project Literacy, 2001:10).

The contents of the Afrikaans literacy material will be discussed in the following section.

6.4.1.3 Discussion of the selected material offered - *Kommunikeer in Afrikaans: Aangename kennis, level 1, and module 1, units 1-3.*

A discussion on the composition of the contents of the workbook identified above follows below.

The name of the course: Basic ABET 1

Language: Afrikaans

The course material/s: The course consists of a learner's workbook, which was developed because of a growing demand in the field of literacy.

The method or approach follows the use of core words and key sentences. This represents a combination of the phonic and whole word approaches. Furthermore, the advantage of this approach is that it is systematic and that its structure may be easily understood. The focus is on filling in forms, dealing with telephone numbers and addresses, letter writing, Curriculum Vitae writing, numeracy, and transactions at banks and the post office, etc.

At the end of the course the learners should be able to:

- Write simple sentences
- Read and reply to letters
- Read newspapers in their mother tongue.

The assessment is ongoing during the course and November examinations serve as an entry point to the next level.

The following are potential users of the identified literacy materials:

- business people,
- community-based organisations in urban and rural areas.

Project Literacy's materials were evaluated by the Human Sciences Research Council in 1992 because of the need for continued funding and in order to investigate the effectiveness of the course (Harvey et al., 1996:327).

6.4.2 Operation Upgrade of South Africa's *Afrikaanse lees-en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)

6.4.2.1 Short historical background of 'Operation Upgrade' (1966)

'Operation Upgrade' was set up in Durban in 1966 by Louise d'Oliveira and her husband Sandy, with the aim of initiating literacy campaigns. The organisation is committed to spreading its message through the personal influence its literacy teachers,

but its main focus is on literacy work. Cabinet ministers, education authorities, the then homeland leaders and leading business people were recruited (both privately and through broadcasting on radio and television) as collaborators. Funding was obtained from the United States of America and local sources. Courses were initiated in missions, local church groups, hospitals, industries, education and government departments (French, 2002:19).

In 1980 'Operation Upgrade' almost ceased to function because of poor administration, but a change in management ensured the continued existence of the organisation. After Sandy d'Oliveira's death in 1990 many people who were concerned about literacy work openly criticised the organisation. This criticism included complaints about deficiencies caused by the fact that programmes had not been objectively evaluated. Materials and methods tried out by major institutions were found to be inadequate. Reading texts were found to be boring and irrelevant, and a high drop-out rate frequently ensued (Hutton, 1992:62). In addition the organisation was characterised by a lack of openness, debate and evaluation, and this resulted in judgements that were sometimes superficial (Hutton, 1992:63).

In 1991 Cheryl Cameron, Executive Director of Operation Upgrade Southern Africa, announced that the organisation

- was undergoing major evaluation and that it was altering many aspects of its activities;
- was being managed by the communities it was serving;
- was establishing a number of boards to oversee its development;
- was to be overseen by a committee of representatives from the Department of Adult Education at the University of Natal and the University of South Africa.
- had a well-established infrastructure in most regions of Southern Africa (Hutton, 1992:4)

6.4.2.2 Curriculum of the materials offered

'Operation Upgrade' offers short teacher-training courses, courses in writing for neo-literates and courses in managing literacy projects. The organisation is responsible for

the production of easy-reading texts, which cover practical skills, health and religion (Hutton, 1992:60).

6.4.2.3 Discussion of the selected material offered -Operation Upgrade of South Africa's *Afrikaanse lees-skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)

A discussion follows on the composition of the workbook identified above, and this discussion will in turn help the reader to understand the way in which the contents are arranged.

Name of course: Basic ABET 1

Language: Afrikaans

Course material/s: The course consists of three learner workbooks, which include reading and writing exercises.

The course was developed after 'Operation Upgrade' re-evaluated its approach to teaching.

The method or approach employed by 'Operation Upgrade' is described as a learner-centred approach that takes into account, and builds on, the life experiences of participants. Learners are seen as active participants. This represents a shift from the phonetically-based method, which had characterised the earlier 'Operation Upgrade' courses.

The course uses both structured and unstructured language experience, and encourages the development of a wide range of life skills.

'Operation Upgrade' believes that literacy needs to be part of a broader educational and training strategy, and has attempted to integrate its course into the work of the Department of Manpower, the Natal Training Centre and the KwaZulu Training Trust.

At the end of the course the learners should be able to:

- write simple sentences
- read and reply to letters

- read newspaper in their mother tongue

There is a built-in assessment at the end of each of the four stages. Learners receive a certificate on completion of stage 4.

The following are the potential users of the identified literacy materials:

- the state
- non-governmental organisations
- community based organisations
- religious organisations in urban and rural areas

The course was evaluated by the Centre for Adult Education of the University of Natal in 1992, but the report is not available to the public (Harvey et al., 1996:326).

The materials are currently used by University of South Africa (Unisa) to train ABET practitioners.

6.4.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

6.4.3.1 Short historical background of the New Stimela Afrikaans ABET programme.

According to a conversation between the researcher and Andre Gouws (telephone conversation 2005), who works at Stimela Publishers in Cape Town, the material was developed for adults in South Africa who are not able to read and write Afrikaans.

According to Gouws the books were sold mostly in the North Western Cape, Northern Cape, Free State and North West Province.

6.4.3.2 Curriculum and materials offered in New Stimela Afrikaans ABET programme

Only level 1 of the materials was ever produced. The production of the books was discontinued because there was a lack of demand for the books.

6.4.3.3 Discussion of the selected material offered -The New Stimela Afrikaans ABET Programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

Name of course: *Woeker met woorde* - 1 and 2

Die Roos van Doringdal

Level: ABET 1

Language: Afrikaans

The course was developed to serve as a basic preparation for further schooling.

The method or approach used in the course consists of presenting reading and writing lessons. The learners learn to read from the book *Die Roos van Doringdal*, while at the same time using the workbook to learn how to read and write words from the reading book. They also learn how to build their own words and sentences. The course is learner centred.

All performance outcomes as formulated by the Independent Examination Board and the Department of National Education are covered. Group work and problem-solving formed an integral part of the course. Learners are also encouraged to measure their performance in terms of the relevant outcomes.

Assessment is ongoing throughout the course and final examinations serve as an entry point to the next level. The programme has been discontinued.

6.4.3.4 *Die Roos van Doringdal* (1997).

Phillips, A. 1997. *Die Roos van Doringdal*. Pretoria: Nasou-Via Afrika.

Name of book: *Die Roos van Doringdal*

Course: ABET 1

Language: Afrikaans

The method/approach of the book is as follows. The book consists of 18 chapters and 57 pages. Each chapter begins with a picture, which helps the learners to familiarise themselves with the contents of the story. This story is about the relationship between Lisa and Bennie. The main aim is to create awareness about the misunderstandings

and misperceptions that people may have about each other, and more specifically, about a relationship between two people belonging to different social classes. It also attempts to make people aware that all things are possible at the right time and in the correct way. This book is used in conjunction with section B of workbook 1.

The story is structured in such a way that facilitates the reading, listening and communication skills that are emphasised in the workbook. While the facilitator is reading the story the learners listen carefully and thereafter discuss in groups the interpretation of the pictures provided in the book.

Each chapter of the story is linked directly to the lessons discussed in the workbook, for example chapter 1 of the story portrays Lisa Speelman who is worried about her family situation because her parents are not working and her father is always drunk. Lesson 1 of section B, deals with people who are unemployed.

6.5 Findings of content analysis

The activity that follows in this section is directly linked to the overall design of the study since it provides the researcher with the type of contents reflected in literacy materials and allows the researcher to find out whether the contents thereof match the needs of the identified communities.

A discussion of the results of the content analysis of the programmes identified follows. The contents are presented first in table format and then discussed. In the first column of tables, the themes are indicated, while the second column refers to the topic of the lesson as found in the literacy material. The third column contains the words or phrases identified and these are organised into broad, preliminary categories of content.

Please note that for books 1 and 2 of the second programme [Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)] there are no particular lesson topics.

On the other hand the third programme [The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in

conjunction with *Die Roos van Doringdal* (1997)] does have readily identifiable lesson topics, but does not have a particular overall theme for each section or book.

6.5.1 Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996).

This module consists of three sections. Each section has a theme and is divided into lesson topics as follows:

- Section 1: "In the class", lesson topics A-E, pages 1-20.
- Section 2: "In the office", lesson topics A-E, pages 1-24.
- Section 3: "The party", lesson topics A-E, pages 1-23.

The following table deals with the lesson topics and words or phrases identified in section 1 of the book:

Table 6.1 Lesson topics, words or phrases identified in Section 1

Section 1		
Theme	Lesson topic	Words/phrases identified
In the class	A. Abram as a new learner He tells the teacher about himself, i.e. age, gender, place where he lives and his family.	Name, surname, age, birth date, sister, children, work, address, telephone number (Personal information)
	b. Abram meets the other learners in the class. Different forms of greetings are learned.	Hallo, pleased to meet you, good morning (Greetings)
	c. In the class The learners learn how to ask for something.	I do not understand. Where is my book? Can you please help me? etc. (Asking for something)

The following table deals with the lesson topics and words or phrases identified in section 2 of the book:

Table 6.2 Lesson topics, words or phrases identified in Section 2

Section 2		
Theme	Lesson topic	Words/phrases identified
At the office	A. Bongi is looking for work at Radio Metro. She would like to work as a typist.	I am looking for work.
	B. Bongi is hired. She answers the telephone. She writes down messages for Mr. Smith.	Pleased to meet you, Sir/Mam. It is a pleasure. (Greetings)
	C. Bongi types letters and files information according to the 26 letters of the alphabet.	Type, typewriter, desk, telephone, sort out letters, take down messages (Office equipment)

The following section deals with the lesson topics and words or phrases identified in section 3 of the book:

Table 6.3 Lesson topics, words or phrases identified in Section 3

Section 3		
Theme	Lesson topic	Words/phrases identified
The party	A. Anna's birthday Anna and her daughter Sheila travel by bus to visit Anna's sister, Mary, in Soweto.	Bus, bus stop. Happy birthday! Good afternoon, how are you? (Transport, greetings)
	B. Anna and Sheila are visiting.	Welcome! Pleased to meet you. Excuse me, Friday, Saturday, a car, a bus (Greetings, days of the week, transport)
	C. Anna and Sheila help Mary in the kitchen.	Kitchen, sweep floors, clean windows, make tea (Housework)
	D. Sheila answers the telephone while her mother and Mary go shopping.	Take messages and write down, telephone numbers (Telephone etiquette)
	E. The party. Baking of cakes and arrival of people at the party	Hallo, pleased to meet you. Enjoy, eat, dance, laugh, listen, talk, sleep (Greetings, verbs)

Summary of information derived from section 1, 2 and 3 of the book.

In section 1 learner learn the following:

How to fill in forms, how to greet each other, how to write sentences, how to talk to people; and how to ask for something that they needed.

In section 2 of the book, the learners learned the following information:

The learners were taught what to say when they meet new people, how to take telephone messages, how to write sentences, how to talk about other people and how to arrange letters.

The learners learn the following in section 3 of the book:

How to wish someone a happy birthday, what to say when they meet new people, how to use conjunctions, how to invite people to a party and finally how to use the negative form.

Conclusion drawn from Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 programme:

- The contents of this programme consist mainly of words or phrases categorised under personal information, greetings, transport, housework, telephone etiquette, and words or phrases that may be used when someone is asking for something. Although greetings are commonly used in everyday situations a problem may arise when it comes to having to write them down. Therefore this is something that learners have to be taught.
- In terms of personal information, filling out every type of form (whether it is a job application or an application for a bank account or birth certificate) requires that an applicant knows how to fill in these forms. Again, it is important that learners are taught how to do so.
- Overall, the contents consist of general, basic themes. Thus, nothing really new is presented to the learners and they do not have the opportunity to develop a new skill or competency.
- Additional skills or competencies need to be developed in order to address the identified information needs (see chapter 5 for a discussion on these identified information needs) of the communities of Damonsville and Onverwacht.

6.5.2 Operation Upgrade of South Africa's *Afrikaanse lees-en skryfkursus vir volwasseenes*, books 1, 2 and 3 for level 1 (1993).

In this programme the contents of the workbooks are structured according to lessons containing words or phrases, pictures, letters of the alphabet and stories which make use of these words and phrases.

The following is an analysis of the book 1. The lessons contained in the book are based on words or phrases using letters from a to z and stories without any specific titles. The lessons have no particular topic, which means that it is not always possible to organise the words or phrases identified into preliminary, broad categories.

Table 6.4: Theme/s, words or phrases identified in book 1

Book 1		
Theme	Lesson	Words/phrases identified
The Abram family	1	Carry, family, father and mother, jacket, tie, cheese, snack (Family, clothes, food items)
	2	Hand, lamp, nail, flame, look, sit (Light a lamp - no particular word category identifiable)
	3	Glass, shelf, bucket, ice, dishes (Household items)
	4	Bucket, ice, bus (Household items, transport - no particular word category identifiable)
	5	Xhosa, Coke, taxi, Sotho, Qwaqwa (Names of languages, places and everyday objects - no particular word category identifiable)

An analysis of book 2 follows below. The lessons contained in the book consist of untitled words or phrases containing the sounds: a, aa, e, ee, i, ie, o, oo, u, uu and y. Examples include carry, potato, bucket, ten, oven, bus, hour, ice, play, throw, jump, fall, laugh, count, look, search, help and roll.

Table 6.5: Theme/s, words or phrases identified in book 2

Book 2		
Theme	Lesson	Words/phrases identified
Revision of sounds	1. a	Cat, mat, damp, fall, down, water, shelf (no particular word category identifiable)
	2. e	Play, wash, sit, throw, noise, spring, laugh, gate, mouth, knife, blade, chicken, big, horse, stand, blunt, sleeping, count, look (no particular word category identifiable)
	3. i	Case, fish, flash, light, old, beautiful, good, stand, search (no particular word category identifiable)
	4. o	Sun, scale, wool, doll, take, bring, sit, roll
	5. u	Hut, hole, bent, rest, big, deep, help, dig, sit
	6. y-ys	Me, he, get, you

An analysis of book 3 follows below. These lessons contained in this book are structured according to different lesson topics, which, in contrast to the previous two books, make it easier to organise the words or phrases identified into preliminary, broad categories.

Table 6.6: Lesson topics, words or phrases identified in book 3

Book 3		
Theme	Lesson Topic	Words/phrases identified
	1.The Family	Husband, wife, children, daughter, son, grandparents (Family members)
	2.The House	House, kitchen, garden, garbage (Household)
	3. Baking a cake	Cake, sugar, salt, taste, recipe, oven (Ingredients)
	4. Journey by train	Cape Town, train, luggage, place, ticket (Travel vocabulary)
	5.Jacob falls ill	Sick, flu, doctor, medicine (Vocabulary relating to health)
	6.The wedding	Wedding, wedding day, dress, suits, red rose, church, priest, bridesmaid, bestman (A wedding)
	7.Pets	Dog and cat (Domestic animals)

Conclusion for the programme

- The structure makes use of letters of the alphabet
- The words or phrases that have been chosen to represent the sounds of the alphabet focus on the family, home and everyday life, i.e. words that everybody knows.
- Again, as with the first programme, there is a need for additional skills or competencies (other than what is presented in the programme) to be acquired in order to address the needs identified in the communities.

6.5.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

Below is an analysis of the contents of the third identified programme. The books do not have any specific overall themes, but the lesson topics are well defined as the learners learn something new and extra in each lesson.

Table 6.7: Lesson topics, words or phrases identified in Section 3

Book 1 Section A		
Theme	Lesson topic	Words/phrases identified
No particular theme	The learners learn the following:	
	1. How to write their names and surnames.	Name and surname (every page starts with a space that the learner has to fill in)
	2. How to grasp the intent of pictures.	Pictures containing words formed from the letters of the alphabet (a-z): carry, box, coke, dance, bucket, photo, yawn, chicken, injection, chase, cheese, laugh, thin, sneeze, orchestra, road, queen, rest, scissors, tug-of-war, owl, fishing, wash, x-rays, ice, zebra
	3. How to make sound patterns.	The learners practise making the sound patterns and writing the letters of the alphabet.
	4. How to write numbers.	The learners learn how to write the numbers 1-20.

Table 6.8: Lesson topics, words or phrases identified in book1 Section B

Book 1 Section B		
Theme	Lesson topic	Words/concepts identified
No particular theme	The learners learn the following:	For example
	1. How to write dates.	1992-03-04
	2. How to discuss different themes.	The learners discuss, learn, write, listen and build sentences from words given in the book, for example, look, find, drive, candle, star, iron, tart, gate, type, strong, church, porridge
	3. How to fill in forms.	The learners fill in bank cash withdrawal forms: signature, amount in words, date, identification number, name, surname, account number
	4. How to read and write words and sentences using the letters a, b, d, r, l, p, g, m and n as found in the book.	Words containing the letters mentioned on the left are read aloud and written.
	5. How to use a full stop (.) and a comma (,)	The learners practise making use of full stops and commas.

Table 6.9: Lesson topics, words or phrases identified in book 2, Section C and D

Book 2 Section C and D		
Theme	Lesson topic	Words/concepts identified
No particular theme	At the beginning of each lesson the learners should write down the date. This helps them to practise writing the date correctly.	Date:
	The learners learn the following:	
	1.How to identify familiar words in the paragraphs.	For example, dream, see, income, letter, I, stayed
	2.How to write letters and send postal orders.	Formal letter: address, sender, receiver, ending
	3.How to read advertisements.	Free delivery, beauty, deposit, delivery
	4.How to read pictures.	Picture stories and multiple-choice based questions
	5.How to discuss in groups.	The most interesting/ difficult/ easiest things they have learned

6.6 Conclusion

The contents of this section are organised in such a way that the learners are able to learn something new and extra in each lesson through well-defined lesson plans. Unfortunately there is no inclusion of the indicated needs of the respondents as exposed by the empirical investigation done. (see chapter 5 in this regard).

Emerging from the chapter, the contents analysed could have been sequenced / programmed in a dynamic, interactive and collaborative way where needs of learners could have been used in the process of producing knowledge.

There are no particular categories of words or phrases, i.e. words or phrases are randomly used. A great deal of research needs to be done to understand and incorporate principles of learning programme design, as they influence the design of products and the preparations for implementation in the adult education settings. I further argue that the development and structure of content should be based on the empowerment of the learners.

The filling in of cash withdrawal forms still happens in banks on a daily basis, but, in addition, there is a pressing need for the learners to learn how to use an ATM as this is the most common way to withdraw and deposit cash.(see also chapter 5 in this regard). Some conclusions on the findings from literacy materials analysed was done. (see pages 207, 208 and 211 in this regard)

6.7 Summary

In this chapter content analysis is used as a method to analyse the contents of the selected literacy materials. The coding procedure used in the analysis of the identified literacy materials in the three literacy programmes is also discussed with an aim of investigating the contents of the literacy programmes so as to match them with the needs of the communities. Furthermore, a short historical background was given for each literacy project namely Project Literacy, Operation Upgrade and The new Stimela Afrikaans programme. Short summary and concluding remarks were given at the end of the analysis of different books. Main findings from the content analysis and empirical investigation are discussed and then compared in chapter seven of this study.

CHAPTER 7

A comparison of findings drawn from the empirical work and the contents of literacy programmes

7.1 Introduction

The aim of this chapter is to compare the findings from the empirical work done (see chapter 5 in this regard) and findings derived from the content analysis of the selected literacy materials identified (see chapter 6 in this regard) so as to find out whether the information derived from the empirical data is contained in the literacy programmes so as to determine whether issues from the societies are being addressed. This is an attempt to provide answers to the research question “To what extent does the content of the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Damonsville and Onverwacht?” (see chapter 1 paragraph 1.3 in this regard). Bar charts which according to Steyn, Smit, Du Toit and Strasheim (2003:34) are graphic representations of the frequent distribution of discrete or categorical data in which the values or categories are given on the horizontal axis and the frequencies are given on the vertical axis. Furthermore establishment is made into the possibility of inclusion of new themes that could be identified. Provision of guidelines on how the communities of Damonsville and Onverwacht may access the information that they need in order to improve their standard of living was also made.

According to Boon (1992b:63) and Bresler (2009:2), “information plays a role in activities such as decision-making, creativity and innovation and development”. Therefore it is not possible for a community to develop if its people do not have access to information that is both relevant and indispensable to them.

7.2 The findings on the general needs derived from the empirical data of the communities of Damonsville and Onverwacht

The section contained a presentation on the findings of the general needs of the two identified communities as derived from the data obtained from questionnaires filled in by the respondents in this study. The findings are classified according to whether they were obtained from unobtrusive observation (see field notes under Appendixes), pilot study conducted (see chapter 4 in this regard), or questionnaires (see questionnaire under Appendixes) completed in by the respondents.

7.2.1 Findings drawn from unobtrusive observation

Unobtrusive observation is “a research technique that allows a researcher to examine aspects of a social phenomenon without interfering with or changing the phenomena” (Tashakkori and Teddlie, 2009:298; Neuman, 1997:275). The main aim of including unobtrusive observation as part of the study was to study the identified communities without making them aware that they are being studied but at the same time, but at the same time gathering evidence of their social behaviour. This technique assisted the researcher in gaining an understanding of the ongoing processes within the community, for example where they obtained certain information and when they needed the information (De Vos, 2005:376). This technique also assisted the researcher to determine quality of infrastructure and environment. The researcher made notes of the noticeable infrastructure sectors and arrived at the following identifications.

From the unobtrusive observation conducted in both communities the following infrastructure sectors, namely education, transport, and posts and telecommunications, were identified as those sectors most in need of attention:

- There is a general shortage of houses, well-equipped libraries and recreational areas in both areas.
- Clinics and telephones have been vandalised.
- There is a need for proper roads (see field notes under Appendixes).

The following steps could be taken to gain sufficient information in order to address the problems identified:

- In order to address the general shortage of houses, the communities need to acquire information about where they will be able to find the provincial Department of Housing (i.e. its location) and who may be contacted to help them ameliorate the situation.
- In order to address the problem of the shortage of well-equipped libraries and recreational facilities, the communities need to know about the provincial Department of Education, the Department of Arts and Culture and the Department of Sport. They also need to know where, how and to whom they may make application in order to be provided with the facilities that they need. The contact people and their details are also very important in this regard.
- In order to reduce the high rate of vandalism, people should know the emergency telephone number, 10111, as well as where to find the nearest police station. An awareness programme to teach people about loving and taking care of their belongings would also probably benefit the communities.
- In order to improve the condition of the roads in the areas information about where to find the nearest transport offices is essential. The provincial Department of Roads and Transport could help in this regard.

7.2.2 Findings from pre-tested questionnaire

The following are the main findings from the pre-tested questionnaire conducted:

The respondent spends most of his time at home, with friends and families at place of worship and being involved in some sporting activities. Even though the respondent has never heard of ABET, he would like to attend ABET classes. The respondents' strong motivation to be involved in ABET was that he would have an opportunity to learn another language and know how to use an ATM even though he was unemployed. Simply drawing money from an automatic teller in town requires good language reading skills. The respondent also preferred various methods to be used in learning a new skill.

The information deducted from the findings derived from the pilot study could be tested against the information contained in the contents of the existing literacy materials which has been investigated in chapter 6 of this study. It can be argued that information to be learned by the respondent i.e. how to use an ATM for withdrawal purposes is lacking in the existing literacy materials. The use of ATM could be identified as a new theme that could be included as content of the literacy material.

7.2.3 Findings from the empirical investigation

The following are the main findings from the respondents who participated in the empirical investigation. These categories of content identified are to be taken into consideration in the literacy materials (tutorial materials) designed for the identified communities of both Damonsville and Onverwacht. Furthermore, the findings arrived at would help the researcher to gain the respondents' background and thus have a clear direction in terms of conducting the research by knowing the number of male and female respondents, their age, their marital status and their dependents etc.:

7.2.3.1 Findings regarding the biographical information drawn from the respondents from Damonsville and Onverwacht

- The respondents are from 25 to over 70 years of age and include both males and females. The marital status ranged from being single, married, divorced, widowed and living together.
- The qualifications of the respondents ranged from having had no schooling to ABET level 1. The percentage of respondents who had no schooling in Damonsville is 73.3% as compared to Onverwacht with 69.0%. The high percentage of no schooling qualifies a need for ABET classes in the areas of both Damonsville and Onverwacht respectively.
- Afrikaans is the mother tongue of the respondents which would have an influence on the language that should be used in the compilation of the literacy materials even though some respondents also indicated fluency in other languages for an example, English (17% respondents in Damonsville and 16% respondents in Onverwacht), Northern-Sotho with one percent in Onverwacht,

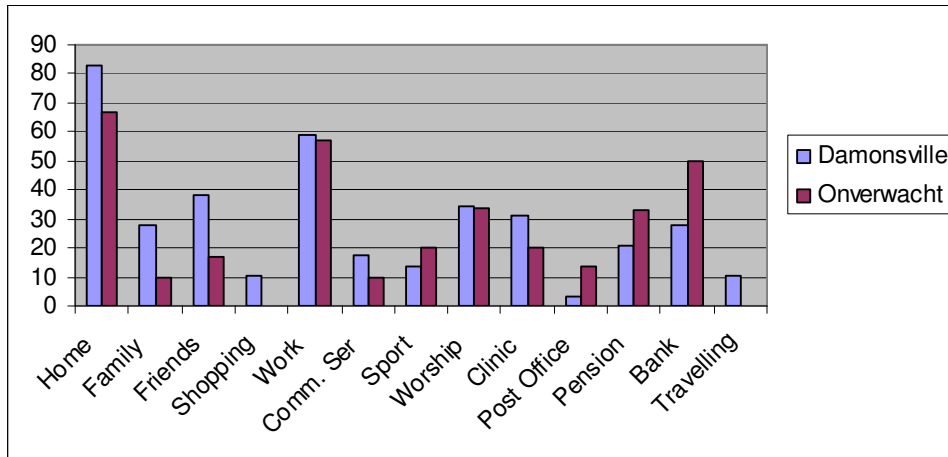
Tswana (10% in Damonsville and 5 % in Onverwacht), Zulu (2% in both Damonsville and Onverwacht) and a further 6% from Damonsville who were fluent in Fanagalo(a type of contact language between whites, blacks and coloureds in southern Africa since the nineteenth century, not least in the mining industry and in domestic services) (Anderson, 1998:55).

- A considerable percentage of respondents from both communities had dependents whose ages ranged from 1 year to 92 years who relied on them financially (Damonsville (58.6%); Onverwacht (50.0%) which could have an impact on the respondents to be able to afford the expenses pertaining to costs of ABET classes (see Table 5.9 in this regard).

7.2.3.2 Findings from the main activities of participation and engagement of respondents from both Damonsville and Onverwacht communities who participated in the investigation.

As it is illustrated in Figure 7.1, most of the respondents from Damonsville and Onverwacht spend most of their times at their homes (Damonsville 82.8% and Onverwacht 66.7%), which suggest that different activities performed around homes which would include amongst other, cooking, washing, selling, baking, etc. could serve as the important source of content for inclusion in the literacy programmes. ABET should not only concentrate on reading and writing even though reading and writing are essential, but should also provide a more specific education that could also include working with numbers, gaining life skills and gaining skills to live in communities based on the relevant identified information.

Figure 7.1: A comparison of the percentage of respondents from Damonsville and Onverwacht who spend most of the week or half of the week at specific environments



There is a considerable degree of uniformity with regard to choice of an environment as identified through pilot study by the researcher as well as from interview conducted through the use of questionnaires filled in by respondents. According to the findings respondent spend most of their time at homes. Various activities pertaining to listed environments (specifically referring to home as an environment) have been identified and its relevance to the study outlined in chapter 5 (see Table 5.27-Comments on the specific activities performed at home by the respondents from Damonsville and Onverwacht in this regard). Two of the listed activities viz. cooking for people (55.6% for Damonsville and 63.7% Onverwacht) and cleaning of houses (70.4% Damonsville and 66.7% Onverwacht) are highly favoured by respondents.

7.2.3.3 Categories of content

From the above discussion (see 7.2.3.2 in this regard), the following can serve as main activities of participation and engagement of respondents which could also be taken into consideration during the design of tutorial materials:

Around Homes	The following were the most preferred activities performed by repondents from both communities and involves amongst others, cooking for people, doing gardening, cleaning of the house, doing washing baking of cake and watching television.
With families	Visiting of families, cleaning of parents'houses, cooking for parents and doing washing for mother-in-law.
With Friends	Having conversation, sharing a drink, coming together, visiting other friends and learning to sew clothes.
At shops	Buying of grocery, paying water and electricity, paying of accounts and buying of clothes.
At work	Selling in a spaza shop, doing washing for families, cooking, cleaning of houses, cleaning in hospitals and making of tea.
During community service	Activities performed as community service involves cleaning of windows, helping old people, distributing food for the disabled and visiting old and sick people.
Sporting activities	Excercising, taking part in soccer, jogging, refereeing for soccer match and training teams.
Place of worship	Attending Sunday, Wednesday and Thursday services, helping the priest with services, singing in choir and preaching in the church.
At the clinic	Collecting medicine, consulting the doctor and transporting sick people to the clinic.
At the post office	Posting and collecting of post and paying of water and electricity
At pension pay-point	Collecting pension, selling beer and old clothes ad transporting pensioners to pension pay-point.
At the bank	Depositing and withdrawal of money.
Travelling	Visiting of families at various places.

The above mentioned activities performed around homes, with families, with friends, at shops, at work, during community service, sporting activities, at place of worship, at the clinic, at the post office, at pension pay-point, at the bank or while travelling can serve as goals of the constructive learning environment which will help stimulate a real-world setting in which adult learners use their previous experiences to learn activities in order to provide solutions to various problems that they can encounter. Leornard (2003:39) defines constructive learning environment as “a learning environment which aims at stimulating learners to build information in a manner that emphasizes learner knowledge sharing and collaboration”. Furthermore, Howe and Berve (2006:30) outline the two basic premises of a constructive learning as learning which has its point of departure on knowledge, attitude and interest which learners bring to the learning situation and learning that results from the interaction between the characteristics and the experiences that help learners to construct their own knowledge by actively interpreting their experiences in their social and physical words.

In that line I suggest that if instructional designers for ABET learners take into consideration the activities identified in this study, and then the purpose of education for learners to develop existing knowledge will be achieved. Thus, focus should be made on the identified activities as agents in the process of constructing and deconstructing meaning. Attempts should also be made to embrace sociocultural context in which the individual lives and that of the societies are inseperable from the learning act. Furthermore, constructive learning process should provide a clear role for learners.

7.2.3.4 Categories of information needs drawn from the above discussions.

The following can serve as a number of examples for categorizing the information needs identified in this study:

- A lack of ABET classes through which adults could learn how to read and write was also an area of concern. Accordingly information is needed on where to obtain help, whom to contact when a new high school has to be built or when ABET classes have to be started.

- Both communities identified alcohol and drug abuse and all the related aspects and problems as problems about which information is needed (see page 180 in this regard). Information on whom to contact in order to make communities aware of the dangers associated with these problems played an important role in this regard.
- Housing and recreational information needs are to be addressed also (see 7.2.1 in this regard).
- Technology. Both communities needed information on how to use an ATM in order to withdraw money (see page 180 and 111 in this regard).

The purpose of the above-mentioned information could be included as possible contents of the programme for adult learners from both communities of Damonsville and Onverwacht. It may be concluded from the above discussions that the data-processing method used in this study resulted in categorising the identified information needs. In the following chapter certain of these needs will be used to compile lesson plans that will suit the identified communities. It is also possible that these lesson plans might serve as an example not only for the identified communities, but also for new programmes for the rest of South Africa.

7.3 Findings from the analysis of the literacy programmes

The following section contains a discussion on the findings from the literacy programmes analysed in chapter 6 of this study - Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996), Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993) and the New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

7.3.1 Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996).

The contents of this programme consist mainly of words or phrases categorised under personal information, greetings, transport, housework, telephone etiquette, and words or phrases that may be used when someone is engaged in dialogue asking for something. Although greetings are commonly used in everyday situations a problem may arise when these greetings have to be written down. Therefore this is a specific aspect that the learners need to be taught.

Filling in any type of form for personal information, whether it be a job application or an application for a bank account or birth certificate, requires that the applicant know how to write the requisite information. Overall, the contents consist generally of basic themes. Thus, nothing really new is presented to the learners and they are not given the opportunity to develop new skills or competencies.

Additional skills or competencies need to be developed in order to address the identified information needs of the communities of Damonsville and Onverwacht.

7.3.2 Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993).

These literacy programmes consist of contents characterised by the following:

- The structure makes use of letters of the alphabet to promote the acquisition of skills.
- The words or phrases that have been chosen to represent the sounds of the alphabet focus on the family, home and everyday life, i.e. words that everybody knows.
- Again, as with the first programme, there is a need for additional skills or competencies (other than those presented in the programme) to be acquired in order to address the needs identified by the communities.

7.3.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

The following can be noted about the contents of this literacy programme:

- The contents of this section is organised in such a way that the learners are able, through well-defined lesson plans, to learn something new in each lesson.
- There are no particular categories of words or phrases as words and phrases are randomly used.
- Cash withdrawal forms still have to be completed in banks on a daily basis, but, in addition, there is a pressing need for the learners to learn how to use ATMs, as this is the most common way of withdrawing money.

7.4 New themes to serve as the contents of literacy programmes

It is possible to draw the following conclusions from the above findings, which were drawn from the researcher's observation, pilot study conducted, questionnaires filled in by respondents as well as from the contents of the literacy programmes. Although the basic aim of ABET is to teach people how to read and write, the contents of the literacy programmes need to undergo considerable modification in order to fulfil the information needs identified by the communities. Nowhere in the literacy had materials discussed above does the content address specific needs, such as applying for jobs, how to bake, how to be a referee, how to help curb drug/alcohol abuse or how to use an ATM for depositing or withdrawing money.

These are some possible themes that could be included in the literacy programmes that were identified by respondents who took part in the investigation as follows (see chapter 5 page 178 in this regard:

- Awareness programmes on how to reduce alcohol and drug abuse (a concept lesson plan for this particular theme is included in chapter 8);

- Awareness programmes on how to combat vandalism. These awareness programmes would include ways to maintain the new structures that could be built in the communities;
- In addition to information on how to fill in deposit or cash withdrawal forms information should be provided on how to use ATMs to deposit and withdraw cash, because ATMs are used everywhere and are convenient (a concept lesson plan for this particular theme is included in chapter 8);
- Information what ABET entails and how classes can be started in their communities.

7.5 Reflection regarding the relevance of content and activities in the 3 programmes as measured against the empirical findings.

The main research question read “What are the information needs of predominantly Afrikaans preliterate adult learners in Damonsville and Onverwacht and to what extent does the content of the selected Afrikaans literacy programmes match their information needs?” (see chapter 1 in this regard). The empirical findings have indicated that there exist no correlation between the activities performed by the respondents from both Damonsville and Onverwacht (see 7.2.3.3 and chapter 5 in this regard) and the findings from the contents of the literacy materials (see 7.3.1, 7.3.2 and 7.3.3 in this regard).

The contents of the analysed literacy programmes consist of categories of themes, topics and themes based on everyday life. No mention of activities identified by the respondents is made in these literacy materials.

Triangulation was also used to encrease the credibility and validity of the results. Triangulation was also used by the researcher in an attempt to overcome the weakness or biases and problems that could come from a single method.

Triangulation is according to Altrichter, Posch and Somekh (2006:14); Cheng (2005:41) Denzin (2006:35) and Bogdan and Biklen (2006:74), a powerfull technique that facilitates validation of data through verification from several

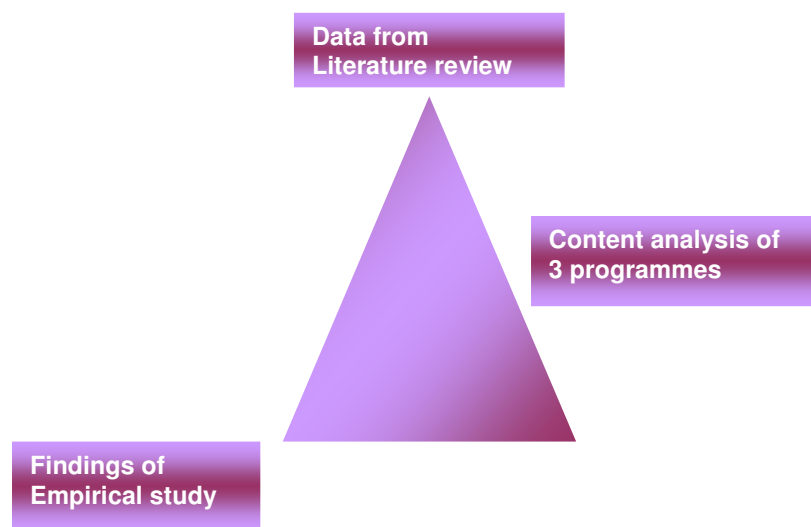
sources. Furthermore, O'Donoghue and Punch (2003:64) define triangulation as a method of cross-checking data from multiple sources to search for regularities.

Denzil (2006:36) identified four basic types of triangulation as follows:

- Data triangulation which involves time, space and persons
- Investigator triangulation which involves multiple researchers in an investigation
- Theory triangulation which involves using one theoretical scheme in the interpretation of the phenomenon
- Methodological triangulation which involves using more than one method to gather such data, such as observation, interviews, questionnaires and documents.

The preferred triangulation applied in this study was the methodological triangulation since there was use of questionnaires as empirical data collection tools, content analysis as well as literature review. Through the process of triangulation, any findings or conclusion is likely to be much more convincing and accurate if it is based on several different sources of information.

Figure 7.2: The three elements of triangulation within the study



The three elements of triangulation depicted in figure 7.2 above can be explained as follows:

Data from literature review:

Enough data from literature study has been used in this study to improve the validity of this study (see chapter chapters 3, 4 and 6 in this regard). For primary data the combination of methods ensured thorough coverage in as far as resources could go. Secondary data covered library research for relevant literature from journal articles, books, theses and internet. This review revealed diverse views on the concepts under investigation, which caused the researcher to develop working definitions of these concepts in the study.

Findings of empirical study:

Questionnaires and interviews were used to allow for triangulation. This resulted in the researcher arriving at relevant information needs deducted from the empirical study conducted (see chapter 5 and 7 respectively in this regard). The information needs were drawn from the activities performed by the respondents in various environments (see chapter five and 7 in this regard). The identified activities were compared with the contents of the literacy programme (see chapter 7 in this regard).

Findings of content analysis of 3 programmes:

The findings of content analysis revealed a pattern consisting of themes, topics, alphabets and words that were used in the three programmes investigated (see chapter 6 in this regard). There was no mention of activities as identified through empirical study conducted.

7.6 Summary

This chapter aimed to discuss and interpret the findings of chapters 5 and 6. Through careful interpretation an attempt was made to identify the information needs of the identified communities. Furthermore possible themes that could be included in the contents of literacy programmes have also been identified, as these themes correlate with the information needs of the communities of Damonsville and Onverwacht. It has been established that the analysed existing literacy materials does not address issues from the identified societies.

CHAPTER 8

Learning programme design in the context of the findings of the investigation

8.1 Introduction

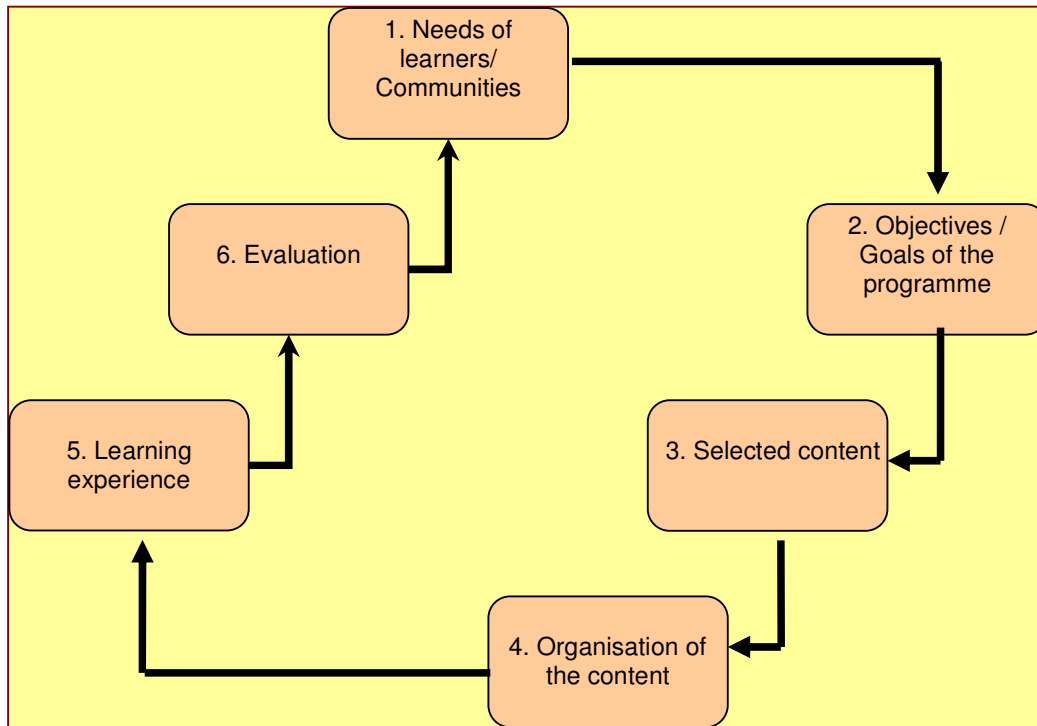
The main purpose of this chapter is to, in the first place, to illustrate how the findings captured in this chapter can be incorporated in a learning programme of choice (ABET learning programme). It illustrates how learning programme design should incorporate the characteristics of learner's engagement in the community. The chapter also shows in the lesson plans needs identified and how they should be structured in order to form part of the learning programme. Furthermore, the chapter explore the principles necessary for the design of the concept lesson plans of which the contents will be based on the selected, identified information needs of the communities of Damonsville and Onverwacht, and based on the conclusion reached in Chapter 7. The information needs identified was also presented through the use of the identified critical and developmental outcomes (see 8.6 in this regard). Furthermore, this chapter serve as a guideline on compilation of the possible, appropriate content for an Afrikaans literacy programme based on needs analysis conducted, with the hope of contributing to the development, improvement and empowerment of these communities. The lesson plan serves as an example from which guidelines for a proposed method for design of literacy materials was compiled.

8.2 Learning programme development

A learning programme enables teachers to ensure that the learning outcomes are effectively and comprehensively attended to across the phase (Gravett, 2001:44; Bishop, 1985:61). A learning programme also enables learners to achieve the intended outcomes and to provide guidance on how to plan for inclusion of the needs of the communities and learners (Department of Education, 2008:28). In this study, learning

programme would enable learners from the communities of both Damonsville and Onverwacht to achieve the outcomes of the identified needs.

Figure 8.1: The Framework of learning programme development



The above Figure 8.1 can be explained as follows:

1. Needs of the learners

Learning programmes should focus on meeting the needs of learners (Gravett and Moodie, 2006:10). The general needs of an ABET programme is to make the people literate which include the ability to read and write so that they should be equipped to participate more fully in their society (see findings derived from the empirical study done of the needs of the communities of the Damonsville and Onverwacht p 179,180-190,182 in this regard).

The summary of the identified needs were as follows:

- The need to learn how to acquire a certificate;
- The need to learn how to read the Bible (applicable to those members who chose the attendance of religious activities);
- The need to learn how to use the bankcards at an ATM;
- The need to learn how to have a better control of the finances;
- The need to learn how to count monies;
- The need to learn how to reduce alcohol and drug abuse;
- The need to learn how to combat vandalism in the communities;
- The need to be educated; the need to learn to write their names;
- The need to learn how to read the sale pamphlets;
- The need to learn how to pass matric;
- The need to learn how to read books;
- The need to learn how to get a promotion;
- The need to learn how to communicate better with other people.

Only two identified needs above namely bank-related matters and reduction of alcohol and drug abuse were selected as contents of the lesson plans as dire needs by the respondents from both communities from Damonsville and also because there exist no demonstration of such contents in the contents of the selected materials analyzed in the study. The inclusion and structure of the contents in learning programme is demonstrated in this chapter. The community perspective of developing societies is an important factor, as the programme should often accomplish the balance between the needs and the provision in a particular community. Determining what learning is needed will contribute towards the achievement of goals.

2. Objectives of the learning programme

The general learning objectives are intended educational consequences of particular courses or units of study (Posner, 1995:79; Department of Education, 2008:20). According to Caffarella (1994:5) and Gravett (2001:24), the ultimate objective/goal of ABET is to make sure that people become literate (see also intended goals of the two

lesson plans under 8.6 in this regard). Furthermore, they should be able to fulfill their own self-determined objectives as families and community members and members of social, religious, or other associations of their choosing. The end product should yield people who can have the ability to obtain information they want and use that information for their own and others' well-being so as to be able to solve the problems they face in their daily lives.

The much more important goals which are central to the planning of effective adult literacy programme are:

- Self-realization
- Awareness of reality of change, which include the abilities for learning how to learn as people, varies greatly in their experiences, wants and expectations.

3. Content selection in the learning programme

Selecting content should be guided by its relevance to the learners' needs, i.e. the content which is at a level that suits the needs of the learners. According to Gravett and Moodie (2006:37), the selection of content should support the achievement of the outcomes and assessment criteria. Content should be relevant to the needs of the learners, and therefore cannot be generalised. Content selected also should be at a level which suits the needs of the learners (see also 8.6 and 8.7 in this regard where outcomes have been identified, various method employed specified and assessment criterion specified also). The research in this study is based on what content has to be selected and included (see 175-178 in this regard).

Carl (2009:91) identifies the criteria for selecting content as follows:

- Selecting the content that serve the realization of aims and objectives
- Selecting the content that is manageable, accessible and realistic
- The content should also be relevant
- The content that should stimulate and motivate learners
- The content that take learners' existing knowledge and needs into account
- The content that offers opportunity for self-discovery

- The content that is practically achievable
- The content that is topical in regard to needs
- The content that is functional in the empowerment of learners to develop their full potential

On the other hand Fraser (1993), identified the following criteria which could be used to select content for instruction purposes as follows:

- Applicability: The applicability of the learning content to the needs of the learners
- Validity and significance: The content should teach learners that with which they can identify themselves
- Learnability: The content chosen should coincide with the learner's intellectual abilities and the level of development
- Durability (life-span): The content should make provision for change
- Viability: The content selected should play a role in the development of the learner
- Balance between superficial and depth: The content should represent themes in greater depth
- Relationship between learning content and other sub-disciplines of reality: The content should also relate to other subjects
- Relationship between facts and principal ideas: All other information should be connected to the main idea
- Usefulness (relevance): It must be decided which subject content will be most valuable to the learner
- Intrinsic interest: Interesting content should be selected which coincide with the learners' objectives, expectations, needs and problems.

The content selected in the lesson plan was drawn from list of the preferred information identified by the respondents from both communities of Damonsville and Onverwacht respectively (see page 224 in this regard). All the above mentioned factors that serve as criteria for selecting content for lesson plan were taken into consideration.

The specific content chosen was knowledge of how to use the ATM for withdrawal purposes and the awareness programme on the transfer of information about alcohol and drug abuse.

Almost all respondents identified the two contents as their preferred needs (see pages 175-176 in this regard). See also page 177 wherein it is stated:

“Furthermore general information will be gained on the preferred choice of learning activities (content) that could be included in the learning programmes together with their preferred ways of learning of a new skill”.

When developing and sequencing content, the following checklist would yield positive results:

Table 8.1: Checklist for developing and sequencing content

Does the learning content relate directly to the learning outcomes?	Yes	No
Is the content based on recent resources?	Yes	No
Will the learners cope with the content in the allotted time?	Yes	No
Is the content suited to the learners' level of competence?	Yes	No
Is the content structured in a logical sequence?	Yes	No
Is the presentation of the learning content clear and focused/	Yes	No

Adapted from Gravett and Moodie (2006:46)

If the majority of questions are marked with a ‘yes’ response, then a possible relevant learning content would be achieved.

The language use in the society (Afrikaans) would help the learners to create and interact better with a text by writing and reading in the language that the learner knows.

4. Organizational content of the learning programme

The following principles of the organization of the content of learning programme was set according to Carl (2009:92), i.e. logical classification which involves information arranged from simple to complex, chronological, from basic to more advanced content, known to unknown and topic that join up with the present or living world in order to understand things better. The identified content (see 8.6 and 8.7 in this regard) was drawn and demonstrated into a learning programme as part of the lesson plan (see pages 241-248 in this regard).

Relevant words/phrases that play a role within the chosen theme/topic are used as part of the content in the learning programme (see 8.6.1 and 8.7 in this regard). Criteria for specific steps for selecting content applicable for this study are discussed under 3.6.1.7. The link between the learning programme and the lesson plan is that the lesson plans are drawn from the selected content captured in the learning programme and is delivered in the classroom as a reflection on what has worked, how well it worked and what could be improved. The lesson plans set out the content to be covered in each coherent series of learning, teaching and assessment activities (see also 8.6-8.7 in this regard).

5. Learning experience

By establishing learners' knowledge and experience, the researcher could design learning tasks that would allow them to share their experiences before new knowledge could be offered which could be assimilated into their existing knowledge. Learning experience would illustrate learners' engagement and interaction with the selected learning content. Adult learners bring a great deal of life experiences into the classroom, which need to be integrated with the new knowledge. While learning something new, most adult learners need to see how it fits in with what they already know. The life experiences of respondents from the communities of Damonsville and Onverwacht

was drawn from activities performed around homes, churches, banks, post-offices ect. (see 5.3.2 in this regard).

6. Evaluation/Assessment

Assessment in ABET (see 2.2.8.2, Table 2.3) should be an integral part of planning with an aim of developing and applying content knowledge so as to enable reflection on process and products. Carl (2009:97); Bishop (1985:125) and Gravett (2002:53) state the following as the reasons why learners are assessed:

- To determine how well learners have achieved the learning outcome
- To determine which learners are ready to progress
- To determine where learning difficulties occurred and wht the nature of the difficulties are
- To provide feedback
- To determine what has to be re-taught
- To identify how teaching and learning should be improved.

The following grid represented in a table format could be used to evaluate the learners' knowledge of the content:

Table 8.2: Taxonomy grid for assessment

The knowledge dimension	Remember	Apply	Evaluate
Factual	Remember the processes learned	Use step-by step for withdrawal of money	Evaluate process of learner
Conceptual	Remember all information learned	Use concepts learned correctly	Educator evaluate the learner
Procedural	Remember the correct procedure taught	Apply the procedure correctly	Educator evaluate the learner

Adapted from Maree and Fraser (2004)

The above table 8.1 above which represent a possible taxonomy grid which could be used to assess the learners can be interpreted as follows: the knowledge dimension which include facts, concepts and procedure to be learned and followed include remembering of concepts, concepts and procedures. Furthermore, correct application of learned facts, concepts and procedures plays an important role. On the other hand, the educator has to evaluate the progress of the learners.

The learners` knowledge of the taught content was assessed at the end of the lesson (see 244 and 252 in this regard).

Pertaining to the use of an ATM, assessment would be more practical by withdrawing money at a selected ATM, while the assessment of the lesson based on Alcohol-drug abuse would be based on answering questions as compiled in page 252. Adult learners prefer their learning to be practical, where they would learn how to apply theories learned in real life.

8.3 Conditions to be met when designing a programme for the adult learners

Conner (2007:3) defines learning as the act, process, or experience of gaining knowledge or skills. In contrast, memory can define the capacity of storing, retrieving, and acting on that knowledge. Learning helps the researcher to move from novices to experts and allow the resaercher to gain new knowledge and abilities.

Learning strengthens cognitive development by building new pathways and increasing connections that we can rely on when we want to learn more. Definitions that are more complex add words such as comprehension and mastery through experience or study. The researchers can learn from everything the mind perceives (at any age). Our brains build and strengthen neural pathways no matter where we are, no matter what the subject or the context.

In today's business environment, finding better ways to learn will propel organizations forward. Strong minds fuel strong organizations. We must capitalize on our natural

styles and then build systems to satisfy needs. Only through an individual learning process can we re-create our environments and ourselves.

Caffarella (2009:29) highlighted the major principles of adult learning that can be used in developing the programme as follows:

- Adults are a rich background of knowledge and experience and learn best when this experience is acknowledged and new information builds on their past knowledge and experience.
- Adults are motivated to learn based on a combination of complex internal and external forces.
- All adults have preferred and different ways of processing information.
- Adults are not likely to willingly engage in learning unless the learning is meaningful to them.
- For the most part, adults are pragmatic in their learning; they want to apply their learning to present situations.
- Adults come to a learning situation with their own personal goals and objectives, which may or may not be the same as those that underlie the learning situation.
- Adults prefer to be actively involved in the learning process rather than passive recipients of knowledge.
- Adults learn in interdependent, connected, and collaborative ways as well as independent, self reliant modes.
- Adults are more receptive to the learning process in situations that are both physically and psychologically comfortable.
- What, how and where adults learn is affected by many roles they play as adults (for example, worker, parent, partner, friend, spouse) and their own personal context as learners (for example, gender, race, ethnicity, social class, disabilities and cultural background).

In addition, Cranton (1992:13) mentioned the following as principles of adult learning:

- Adults are self directing meaning that they should feel accepted, respected and supported thus, involving them in the process of planning their own learning.

- Adults may have varied experiences which should be tapped into their learning programs
- Adults are also ready to learn as a result of being at a developmental transitional point which means the concept of developmental readiness should be considered.

8.4 Social content of learning

Cranton (1992:43) suggest that a valuable perspective on learning style for adults is to consider the ways in which learners interact with each other and with their educators. The interaction styles referred to here include amongst others, the learners expectation that the educator is primarily responsible for the learning that occurs, the learners expectation that the responsibility for learning should be shared by learners and educators and the learner's expectation that he/she will set and attain individual goals. According to Chopra (1993:63) Adult learning is enhanced when learners discover their preferred learning styles. As people become more aware of how they learn and become exposed to other ways of learning they can redefine and modify their own styles as they seek ways of becoming more competent and responsible learners.

Different learning theories have been applied over years under education perspective. The following are important learning theories and can possibly be compared as follows: Vygotsky LS Social development theory; Bandura A Social learning theory, Bruner J Constructivist theory and Lave, Situated Learning.

1. Vygotskys Social development Theory (1978).

According to Vygotsky (1978:55), social interaction plays a fundamental role in the development of cognition. The principle applied under this notion implies that cognition development is limited to a certain range at any given age and that full cognition requires social interaction.

2. Bandura`s Social learning theory (1977:21), has an emphasis on the importance of observing and modelling the behaviour, attitudes and emotional reactions of others. The principle followed here implies that the highest level of observational learning is achieved by first organizing and rehearsing the modelled behaviour symbolically and

then enacting it overtly. Individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and has admired status and if it results on outcomes they value.

3. Bruner's (1966:25), Constructivist theory Learning, is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner select and transforms information, construct hypothesis and makes decisions relying on the cognitive structure to do so. Cognitive structure provides meaning to experiences and allow individual to go beyond the information given.

4. Lave and Wegner's Situated learning: legitimate peripheral participation (1990:1), suggest that learning is a function of activity, context and culture in which it occurs. Social interaction is a critical component of situated learning. Learners become involved in a community of practice which embodies certain beliefs and behaviours to be acquired, thus encompassing outside and inside school activity through collaborative social interaction and social construction of knowledge.

The researcher's synthesis pertaining to the abovementioned theories is that all the theories discussed can play an important role in the development of learning programs for the adult learners since social development (Vygotsky), observation and modelling (Bandura), social interaction (Lave) and construction of knowledge (Bruner) are aspects required for learning in this field.

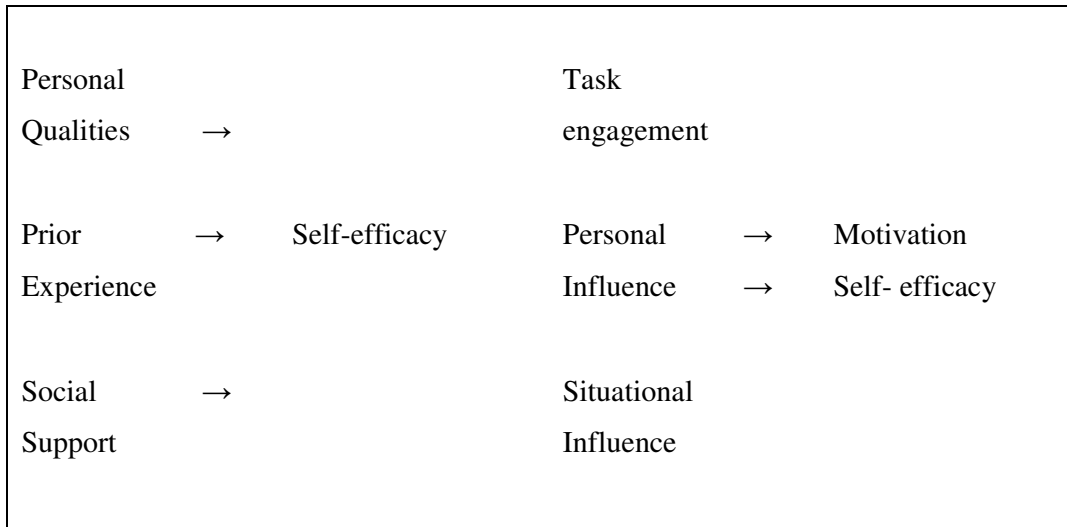
Vygotsky (1978:59) has developed a socio-cultural approach to cognitive development which puts emphasis on the following aspects:

- The importance of culture to shape cognitive development
- The role played by language in cognitive development.

Schunk (2000:99) on the other hand emphasizes the influence of learning and performance relying on factors such as motivation and observing. He further suggests that goals and expectation play an important role in observational learning and performance of learned behaviour (Schunk 2008:100). Accordingly goal motivates

learners to exert effort to meet the task that also leads to self-efficacy. A model of self efficacy of school learning was developed as follows:

Table 8.3: Self efficacy model of school learning



Adapted from Schunck (2000:120)

The above table 8.1 can best be interpreted as follows:

At the start of an activity, individuals differ in their self-efficacy for learning as a function of their prior experience, with similar activity and personal qualities such as abilities and attitudes. Initial self-efficacy also depends on the types of support persons from significant individuals and their environment. As people engage in activities, they are affected by personal influences such as goal setting and information processing along with the situational factors, for an example, rewards, teacher feedback, etc. Motivation and self-efficacy are enhanced when learners are becoming more competent and skillfull.

8.5 Aim of a concept lesson plan

The aim of a concept lesson plan is inter alia, to manage learning activities, to direct and re-direct learning activities, to identify the shortcomings of learning programmes,

to implement a learning programme and to select an appropriate strategy and support material (Department of Education 2005:4).

The lesson plan should include learning, teaching and assessment activities that reflect the learning outcomes set out in policy statements. A successful concept lesson plan will result in learning that will promote self-reliance in a learner and motivate individual learners in their own development and the development of their environment.

According to Harley et al. (1996:166) and Luckett, (2002:49), the guidelines for a national framework for ABET claim that content-driven courses in which the focus is primarily on the transmission of information and which exclude any emphasis on the developing skills, actually failed to meet the needs of adult learners. Therefore the need arose for the development of a more flexible curriculum based on an outcomes-based approach. This would allow learners to demonstrate through outcomes assessment what they have achieved in respect of the required standard at a particular level, regardless of the manner in which that learning occurred (Harley et al., 1996:167 and Selematsela, 2009:39).

Accordingly ABET programmes should emphasise literacy, as literacy is a basic and necessary tool for everyday life. The programmes should also be relevant to the lives of the learners and should enable them to read newspapers, instructions, and signboards, and information relating to their work and to the day-to-day activities in which they engage in (Chopra, 1993:14 and Fraser, 2005:246). According to Harley et al (1996:310), adult education should entail more than merely just reading and writing, but should also equip people to participate more fully in society.

Participation in society is made possible by learners learning a skill through a literacy programmes. To learn these skills, learners should be taught using carefully selected content that would suit the real needs of learners which have already been identified. The information needs of learners in communities of Damonsville and Onverwacht were identified in Chapter 7 (see paragraph 7 in this regard). In addition, the literacy programmes should be constructed around identified outcomes.

This chapter on a concept lesson plan is an attempt to address the research question outlined in chapter 1 whereby ways of addressing the content of adult literacy materials could be tailored to match the information needs of predominantly Afrikaans-speaking preliterate adult learners.

The concept of the two lesson plans created for curriculum design will then be used for the identified communities of Damonsville and Onverwacht respectively and could also be adapted for different learners of literacy programmes in South Africa and elsewhere.

8.6 Addressing the outcomes of literacy and communication in general

As outcomes play an important role in outcomes-based education, the researcher has made an effort to address the identified outcomes when planning lessons, that is, being critically aware of the language to be used in this study, implying that Afrikaans will be used as language of content addressing cultural and social values in given texts, in other words taking into account the fact that the given text should reflect the simple words which the adult learners will be able to master; using information from a variety of sources and situations; knowing and applying language structures and conventions in context (Department of Education, 1998:13).

8.6.1 Critical cross-field education and training outcomes

The National Qualifications Framework has identified seven critical outcomes for the learning field or contents of learning and an additional five developmental outcomes. Information on cross-critical-field Education and Training outcomes has been discussed in Chapter 2 of this study (see paragraph 2.6). From the list of seven critical outcomes and five developmental outcomes outlined below, four outcomes which have been derived from the critical outcomes and three from the developmental outcomes will be addressed using the two lesson plans outlined in this chapter.

An additional five developmental outcomes as identified by the National Qualifications Framework will be discussed below. In order to contribute to the full development of each individual learner and the social and economic development of society at large, any programme of learning must aim to make the individual aware of the importance of the role played by the outcomes as addressed in the following lesson plans:

- To communicate effectively using visual, mathematical and/or language skills (the identified critical outcome is addressed in the practical lesson plan through the example of withdrawing money from an ATM).
- To be able to use technology effectively (the identified critical outcome is addressed in the practical lesson plan through the example of withdrawing money from an ATM).
- To be able to identify problems of the learners and solve these problems effectively (the identified critical outcome is addressed through transfer of information relating to alcohol and drug abuse).
- To work effectively with others as members of a team, group organisation or community (critical outcome addressed through the transfer of information relating to alcohol and drug abuse).
- To participate as responsible citizens in the life of local communities (the identified developmental outcome is addressed through the transfer of information relating to alcohol and drug abuse) (Department of Education, 1998:25-26).

8.7 Examples of concept lesson plans

The following section consists of two examples of concept lesson plans which have been formulated on the basis of the information needs identified in chapter 5 of this study. This information needs fall under the category of technology as both communities need information on how to use an ATM in order to withdraw money and also under the category of health matters, as respondents from both communities identified alcohol and drug abuse as areas in respect of which information was also needed. Information about whom to contact in order to make communities aware of the dangers associated with the problem played an important role in this regard. Both examples of lesson plans were identified as possible additional themes that could be

included in the existing literacy programmes (see page 207 of this study). The researcher chose the above two information needs because the majority of the respondents reacted positively towards the identified needs.

The first lesson plan, which is a practical lesson plan, aims at educating the learners about the use of ATMs for cash withdrawal as the use of bank-books has been discontinued, and also because ATMs can be used 24 hours a day, seven days a week. Furthermore the ATM provides an alternative to the long queues inside the banks waiting to be serviced.

The second example, the transfer of information about alcohol or drug abuse has been chosen from the identified information needs in the hope that it will help to promote healthy lifestyles and prevent diseases within the identified communities.

8.7.1 A practical lesson to educate the learners about the use of ATMs for cash withdrawals

People who cannot read and write encounter problems when using ATMs (see chapter 5 in this regard), since using an ATM involves reading, interpreting and carrying out instructions correctly. If a person fails to press/choose the correct arrow, this could result in the incorrect transaction being processed, the user's card could be retained by the machine, or else a dishonest person may take advantage of the user's helplessness and while pretending to help, actually steal the user's money.

A number of different ATM's exists in this country, for example Saswitch, Standard Bank ATM, and ABSA ATM, etc. The ABSA ATM was chosen for the purpose of this lesson plan because it was available for use by the two communities identified and ABSA was their bank of choice.

Automatic Teller Machine (ATM)

The following is an example of the Automatic Teller Machine used by ABSA bank. An ATM is “a computerized machine designed to dispense cash to bank customers without need of human interaction” (What is an ATM?, 2006:1).



The contents of the columns in the following table give a possible concept lesson plan based on a practical lesson on how to use an ATM for the purpose of withdrawing money. This section is divided into columns consisting of the theme/topic of the lesson, level, week, learning outcome/s, assessment criteria, educator’s role and steps to follow when withdrawing money. Furthermore, the section consists also of ATM screens according to which responses to messages/instructions are to be correctly followed. The ATM screens are used in this lesson plan because they form part of the operating system’s utilities. ATM screens also allow the learners to select the most appropriate option for a given scenario. The options/instructions to follow appear in Afrikaans, while the English versions appear at the end of each step, where possible. Important interrelated words/instructions to be mastered in this lesson are also identified (See column under words/instructions to following below). These identified words are taught by way of flashcards as materials for learning. Failure to interpret/read the instruction/words correctly may lead to the transaction being cancelled. Should a wrong option be selected more than twice, the possibility exists that the card will be retained by the machine thereby rendering the transaction impossible.



Learning Area: Language, Literacy and Communication	
Theme and Topic: The use of an ATM for cash withdrawals	
Level	1
Week/Date	
Words	<p>Learners are taught to learn/master and apply the following words used correctly within context so that the withdrawal transaction may be performed successfully: select, transaction, insert, choose, enter, pin, language, card, proceed, other, withdrawal, balance, deposit, cash, amount, language, enquiry, etc.</p> <p>The words listed pertaining to the use of an ATM will be taught through flashcards. Repetition as a method is used to speed up the process of mastering the contents. A successful application of the terms will ensure a successful transaction.</p>
Learning outcomes	<p>a) Critical outcome(s):</p> <ul style="list-style-type: none">• The most important critical outcome in this regard is to be able to use the ATM for withdrawals thus displaying the ability to communicate effectively using visual technology and to apply language skills which have been learned correctly.• If a learner understands that he is not allowed litter the floor, but to use the dust-bin provided, and that he must not assault the machine if it does not work, then he is showing a sense of responsibility towards the environment and the requirements of others. <p>The learners should be able to withdraw money from an ATM successfully by following the instructions correctly.</p> <p>b) Developmental outcome(s)</p> <ul style="list-style-type: none">• The learners should be able to follow the instructions and steps involved in the withdrawal of money from an ATM, thereby addressing the developmental outcome of reflecting on and exploring a variety of strategies to



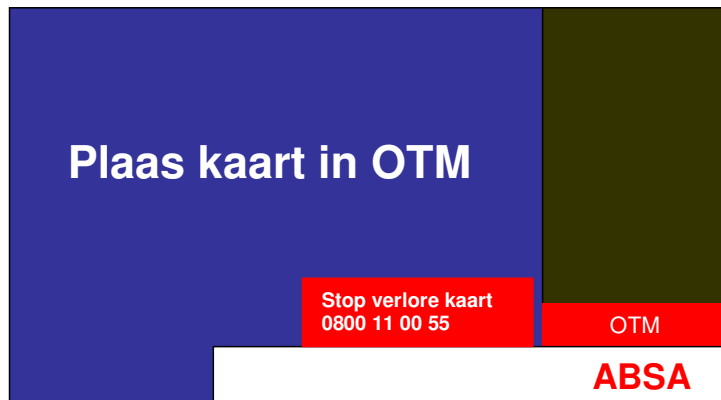
	learn more effectively.
<p>Assessment criteria:</p> <ul style="list-style-type: none"> • An ATM is identified and the process of withdrawing money is implemented practically • The learners will go to an ATM and try out the vocabulary taught. <p>The learners will be assessed practically by ascertaining whether they were able to withdraw money from any ABSA bank ATM successfully.</p>	
<p>The educator's function:</p> <p>The educator teaches the learners the steps they need to follow when withdrawing money at an ATM. At an ABSA ATM one's debit or credit card may be used to access one's account portfolio and perform one or more of the following:</p> <ul style="list-style-type: none"> • cash withdrawals • balance enquiries • mini statements (only ABSA clients) • account transfers (only ABSA clients) • third party payments (only ABSA clients) • deposits (at selected ABSA ATMs) • Vodacom, MTN, Cell-C, and Telkom prepaid airtime purchases • various portfolio functions such as changing one's PIN (only ABSA clients) 	
Learning support materials (LSM)	<ul style="list-style-type: none"> • Financial institution: ABSA bank • Machinery: ATM • ATM cards
Estimated time	<p>It is not easy to estimate the duration of the lesson because the success of the lesson depends on the ability of the learners to withdraw money from an ATM. The process of withdrawing money involves the ability to recognise the words learned, press the correct words/options and key in the correct pin code.</p>
Reflection	<ul style="list-style-type: none"> • Outcomes achieved may be reflected only once the learners have successfully withdrawn money from an ATM. • The work should be repeated if the educator

	<p>notices that the learners have failed to use an ATM correctly.</p>
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8.7.2 Important steps to follow for cash withdrawal

The following are a number of screens as they appear on the ABSA ATM screen when withdrawing money. The language/words used on the screens appearing below are in Afrikaans since Afrikaans is the language of the identified communities. The instructions to be followed at every step are given in both Afrikaans and English. The English equivalent of words is given at the end of every step.

1. Plaas kaart in OTM / Insert your ATM card to proceed

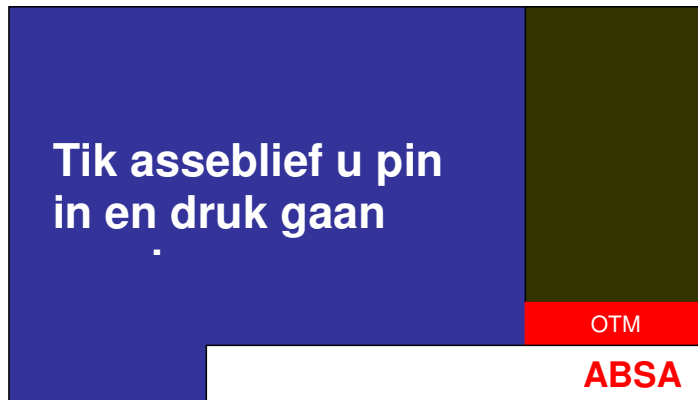


Please insert your card to proceed; Stop your lost/stolen card

2. Kies u taalvoorkeur/Choose a language option



3. Tik u pin in/Enter your pin



Key in your pin and proceed

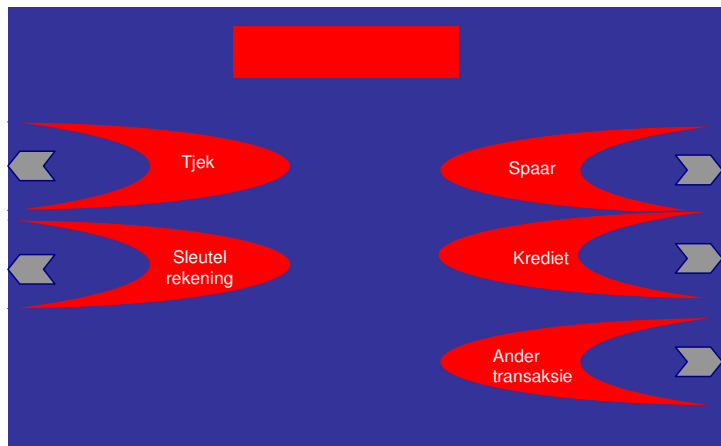
4. Kies u transaksie /Select a transaction



5. Kies u transaksie/Select a transaction



6. Kies u transaksie /Select a transaction



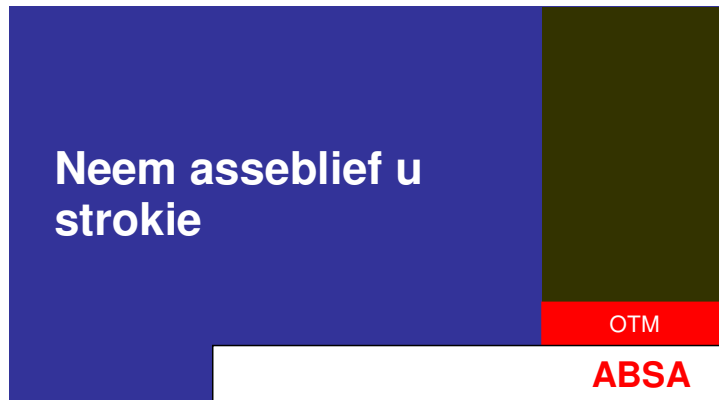
7. Neem asseblief u kaart/Remove your card



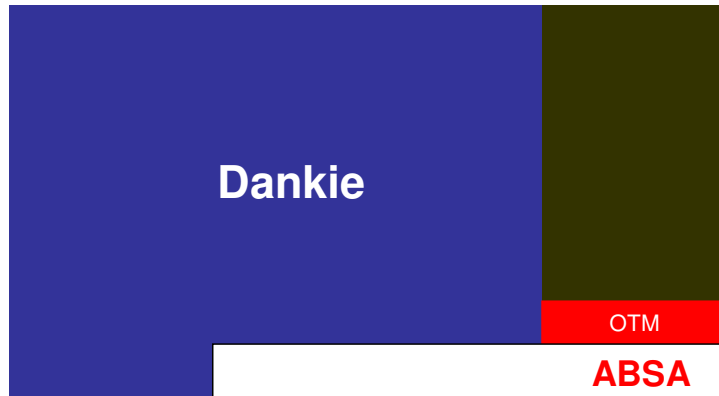
8. Neem asseblief u geld/Remove your cash



9. Neem asseblief u strokie/Remove receipt



10. Dankie/Thank you



In conclusion it should be noted that the outcomes and assessment are determined by the theme/topic of the lesson, and that the theme/topic in turn influences the design of the learning area (content) and the choice of methodology. The estimated duration of a lesson is further determined by the cognitive level of the learner. The quicker the learner masters the subject, the less time it will take for the educator to complete the lesson. The slower the learner the longer it will take for the educator to complete the lesson.

8.8 A lesson plan based on the information transfer about alcohol and drug abuse

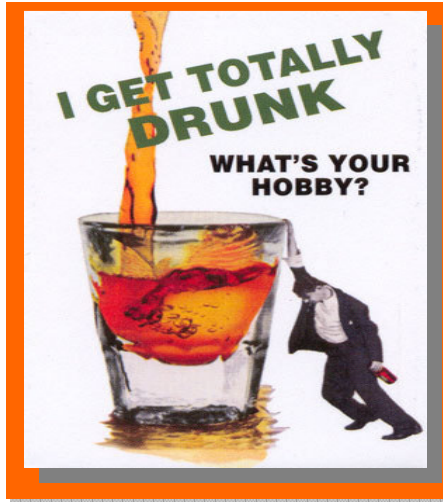
The need for an awareness programme on the transfer of information about alcohol and drug abuse was identified by the communities of both Damonsville and Onverwacht, and this triggered the inclusion of this topic as a new theme for the literacy materials. This information will hopefully help reduce the incidence of both alcohol and drug abuse in the identified communities and, in addition, help empower the communities to cope more effectively with the negative effects of alcohol and drug abuse. Furthermore, the programme will make the communities aware of the impact that alcohol and drug abuse has on health and society.

The following critical and developmental outcomes are addressed in this section:

- Identify and solve problems, the learner's responses displaying that responsible decisions have been made using critical and creative thinking (critical outcome addressed)
- working effectively with others as members of a team, group organisation or community (critical outcome addressed)
- participate as responsible citizens in the life of local, national and global communities (developmental outcome addressed)
- showing cultural and aesthetic sensitivities across a range of social contexts (developmental outcome addressed) (Department of Education 1998:250).

The contents of the columns in the following table provide a possible concept lesson plan of which the contents are based on the transfer of information on alcohol and drug abuse. This section is divided into columns consisting of the theme/topic of the lesson (alcohol and drug abuse), level, week, learning outcome/s, assessment criteria, and educator's role in respect of alcohol and drug abuse. Furthermore, two examples of alcohol awareness pamphlets are provided visually depicting the effects of alcohol abuse. The use of pamphlets as examples of visual aids will help the learners to understand the dangers of alcohol/drug abuse.

Pamphlet A



The information in this pamphlet depicts a male who is completely drunk, but would still crave more. In the one hand he is clutching a bottle, even though he cannot stand properly on his own and with the other hand he is trying to support himself by clinging to a glass. These are the feeble attempts of a drunkard trying to justify himself.

Pamphlet B

The following pamphlet depicts a man who, after drinking an excessive amount of alcohol, is vomiting it out. The action of vomiting can lead to the development of throat cancer.



Learning area:	Life Orientation
Theme:	Alcohol and drug abuse
Level	1
Week/Date	Date
Learning outcomes	<p>a) Critical Outcomes:</p> <ul style="list-style-type: none"> • Identification and solving of problems: the learner's responses display that responsible decisions have been made using critical and creative thinking; • work effectively with others as members of a team, group organisation or community. <p>The learners should be able to identify a person displaying the physical and psychological symptoms of alcohol and drug abuse and be able to refer the person to the relevant association for help, thereby displaying that they have mastered the skill of working effectively.</p> <p>b) Developmental outcomes:</p> <ul style="list-style-type: none"> • participating as responsible citizens in the life of local, national and global communities; • showing cultural and aesthetical sensitivity across a range of social contexts (Department of Education 1998:25-26). <p>The learners should be able to talk freely about their own experiences and the experiences of others whom they know in relation to the information about alcohol and drug abuse.</p> <p>The learners should also be aware of the impact of alcohol and drug abuse on people's moral and cultural values, as well as the economic implications thereof</p>

Instructional strategy		<ul style="list-style-type: none"> • Direct instructions • Questions and answers • Observation 	
Learning support material (LSM)		<ul style="list-style-type: none"> • Newspapers • Brochures • Alcohol and drug addiction 	
Assessment activity		<ul style="list-style-type: none"> • The learners discuss the causes of alcohol and drug abuse. • The learners list the symptoms of alcohol and drug abuse. • The learners list or mention precautionary measures that may be taken to prevent the abuse of alcohol or drugs. 	
Knowledge	Skills	Values	Attitudes
Effects of alcohol and drug abuse	Communication	Respect	Support for addicts, for example those who should enter a rehabilitation clinic.

8.9 Summary

This chapter has dealt with the learning programme design in the context of the findings of the investigation, thereby creating a possible formulation of the concept lesson plans, whereby the opportunity for further research into the evaluation of the new themes incorporated into the existing literacy programmes was successfully created. A framework for a learning programme design was also provided.

Furthermore, different aspects of lesson plan have been discussed, for example theme/topic, level, outcomes and assessment.

CHAPTER 9

Summaries of chapters, conclusion, and recommendations

9.1 Introduction

This chapter addresses the conclusion based on the extent to which the research questions have been answered. In addition, guidelines and recommendations are provided to suggest how literacy material could be designed to meet the information needs of the target population effectively (see chapter 8 in this regard). Furthermore, concept lesson plans have been developed as an attempt to address the relevance of contents and information needs.

To conclude this study, chapter 9 gives a summary of the investigation, conclusions and the recommendations of the research. Topics for future research are also discussed. To put the final chapter in perspective, it is necessary to provide a summary of the chapters of the thesis as a reflection.

9.2 Summary of chapters - A reflection on the contents thereof

9.2.1 Summary of chapter one

In chapter one the background of the study, which included the aims of the investigation, statement of the problem, research method, main concepts and the outline of chapters were captured. Furthermore, the theoretical framework underpinning the investigation was also provided which captured four components that embrace the focus of the study which are:

- Curriculum design and development
- Instructional design and principles
- ABET program design and development and
- Programme evaluation (see page 13 in this regard).

Each of the four components was explored comprehensible with the aim of applying them in the development of a set of guidelines to be used when instructional materials have to be developed.

9.2.2 Summary of chapter two

Chapter two provided the literature review where the focus was mainly on literacy and adult-basic education and training (ABET) in South Africa during various periods from its origin to 2010 with the aim to sketch the background of ABET in South Africa. Global perspectives of ABET in South Africa was also included in the chapter so as to highlight the involvement of South Africa in ABET issues globally. Lifelong learning was also discussed since this approach is based on the supposition that education and schooling start at a very early age and never actually come to an end during the individual's life. Here, children and adults are included. The value of this chapter served as foundation to work at the research sub-questions and objectives of the investigation.

9.2.3 Summary of chapter three

The literature review, which begun in chapter two, is continued with the focus on issues related to the importance of Outcomes-based Education and Competency-based Education which revealed aspects of important including instructional methods, assessment, disadvantages and advantages thereof. Furthermore, the importance of Outcomes-based Education and Competency-based Education in relation to ABET was also discussed. The content of this chapter helped the researcher to create the shared nature of content of ABET and provided the researcher with new ideas for inclusion in the programmes and approaches of education.

9.2.4 Summary of chapter four

In chapter four the research design and the methods to collect the needed data to answer the questions posed at the beginning of the study were explained (*What are the information needs of the Afrikaans preliterate adult learners of both Damonsville and Onverwacht communities?*) (see page 8 in this regard). This involved the use of

questionnaires in interviews which were piloted before the final application to ensure their validity and reliability. The reason for validating the questionnaire was to test whether it was measuring what it was intended to measure, that is whether or not the questions elicit the appropriate response and whether it was comprehensive enough to collect all information needed to address the purpose and goals of the study. The questionnaire was used to elicit information needs from the respondents of Damonsville and Onverwacht. Furthermore, field notes were kept to allow the researcher time to gain understanding of the environment so as to determine the quality of infrastructure from both communities that would influence the quality of ABET in these two areas.

9.2.5 Summary of chapter five

In chapter five frequency analyses of the data derived from the questionnaires as well as the interpretation and discussion of the data were presented. This was done with the use of tables and an analysis of the answers to each question. Statistical inferences embrace drawing meaningful conclusions relating to the population from which the sample was drawn. The chapter revealed the most important empirical evidence that supported the study through the establishment of the possible activities that would serve as possible contents in the design of instructional material. This investigation did confirm that preliterate learners engage in a magnitude of daily activities that forms the basis of their needs. From the possible activities identified, two themes namely, the use of an ATM and alcohol abuse awareness were selected for compilation of learning programmes (see chapter 8 in this regard).

9.2.6 Summary of chapter six

Chapter six of the thesis focused on the sub-question “*What is the current content of the selected Afrikaans literacy programmes?*” (see 1.3 in this regard). The chapter revealed that the contents of the existing Afrikaans material were organized in categories of themes, topics and words/phrases (see underpinning principles 203, 207, 208 and 211 in this regard) that however, did not match the activities identified in chapter five of the study. I argue that this technique helped me to compare similarities and disparities across data and how to make hierarchical order of the themes.

9.2.7 Summary of chapter seven

Chapter seven focused on the comparison between the findings drawn from the empirical work and the analysed contents of selected literacy programmes with the aim of attempting to provide answers to the research sub-question “*To what extent does the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Damonsville and Onverwacht?*” (see 1.3 in this regard). Furthermore, a list of activities derived from the empirical study was drawn and compared with the findings from the contents of literacy programmes analysed. The information derived from this chapter revealed that there exist no correlation between the identified information needs and the contents of the analysed literacy programmes.

9.2.8 Summary of chapter eight

In chapter eight attention was given to the learning programme design in the context of the findings of the investigation. A framework for development of learning programme design was discussed which included the needs of learners/communities, objectives/goals of the programme, selecting content, organisation of content, learning experience and evaluation. This was done to align the learning programme designed with the principles of curriculum development designed and developed to meet the needs of adult learners in the formal education system. The development of lesson plans within the learning programme was aimed at providing guidelines for inclusion of identified activities in the ABET tutorial materials.

9.2.9 Summary of chapter nine

Finally, in chapter nine a summary of all preceding chapters was highlighted. The main question was also addressed through conclusive remarks. Recommendations for policies, training institutions and instructional designers were made. Furthermore, recommendations were also made on further research emanating from the study in relation to ABET matters.

9.3 Concluding remarks on addressing the research questions

The main research question of the study was formulated as follows: “What are the information needs of the Afrikaans pre-literate adult learners of both Damonsville and Onverwacht communities, and how can the content of adult literacy training material be tailored to match the information requirements of the identified communities?” (see paragraph 1.3 in this regard) which was further subdivided in the following investigated four sub-questions.

9.3.1 What are the information requirements of outcomes-based ABET programmes of the predominantly Afrikaans preliterate communities in Damonsville and Onverwacht?

According to the information derived from the empirical study conducted in chapter five, it has become clear that activities as listed are possible contents to satisfy the needs of the communities and could possibly be taken into consideration when designing further programmes. I found that there occurs a great deal of consistency between the information required by the Damonsville and Onverwacht communities (see figure 7.1; 5.3.2; Table 5.27-5.39 in this regard). What the respondents from both communities have told me has proved that there is a great deal of homogeneity in their life-worlds. By drawing from the life experiences of the respondents, which are part of their pre-knowledge, they can relate to the teaching and acquire knowledge, which is an important step of their becoming literate.

9.3.2 What is the content of selected Afrikaans literacy programmes?

In respect to the question as to whether the contents of the existing literacy programmes address the needs of these two communities, the research, by using content analysis (see chapter 6 in this regard) as a research methodology, proved that a portion of the content of the existing literacy materials addressed the needs dealing with the basics of literacy, that is, learning how to read and write, but that the rest of the contents failed to address the identified information needs.

The content of the selected programmes also lack the inclusion of the life-world of the people. I suggest that content should be based on the use of the environment of the people as they will be able to create space to construct their own knowledge. Thus, in building content for literacy programmes, I suggest that the instructional designers should follow the following process:

- They should conduct a needs analysis so as to find out their life-worlds and life experiences
- They should also take into consideration the pre-knowledge of the adult learners as it forms part of the constructive learning environment and will help stimulate adult learners to provide solutions to their daily problems (see page 225 in this regard).
- They should ensure that content in the literacy materials match the required information.

9.3.3 To what extent does the content of the selected Afrikaans literacy programmes match the information requirements of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville?

Chapter 7 compared findings from both the contents of literacy programmes and the information needs of these communities. The conclusion was that the contents of existing literacy programmes have to be adapted considerably in order to cater for the information needs identified in the communities. Not much of these issues are covered and contained in the tutorial material analyzed (compare pages 210, 213, 216 and 7.3 in this regard). I argue that this shortcoming creates a major implication to instructional design.

This research has revealed that there exists poor association between the identified information needs of the two communities and the contents of the identified literacy materials. I suggest therefore that information required by the respondents from both communities as listed under 7.2.3.3 be accommodated and taken into consideration in instructional design. This led the researcher to supply information on how lesson contents had to be designed so that they matched the information needs of the identified communities of Damonsville and Onverwacht (see chapter 8 in this regard).

9.3.4 How can the information needs of the preliterate communities be addressed in respect to the contents of a literacy programme?

In Chapter 8 the researcher endeavoured to design two concept lesson plans which address new identified themes and which could be incorporated into the existing literacy programmes. The chapter also illustrated how learning programme design could be incorporate the characteristics of learner's engagement in the community. The following aspects were taken into consideration when the lesson plans were designed:

- The contents consisted of explicit information that addressed the identified need.
- Words/vocabulary used was contextually applicable to the learners' level of education.
- The researcher used Afrikaans as the language of preference of the identified communities in developing the learning material.

I suggest that the instructional designers should at the early stages of a programme, have a discussion with the learners about what they will be learning and its relevance to their lives so as to determine whether the contents suit their needs.

When people are together in classes, they can be able to be more aware of the concerns they share and the possibilities of initiating projects, thus I suggest that contents of literacy programmes should be made relevant to learners' lives. By doing so, learners will be allowed to learn about things which are important in their daily lives.

Therefore, the success of the curriculum, which is envisaged in the ABET system could be based on the content which is relevant to the needs of the individual, communities and society as a whole, which should also relate to the diverse context in which adults live and work.

9.4 Recommendations

9.4.1 Recommendations for policy

An attempt should be made to revise the existing policies of ABET to include it as an integral part of education because it is a uniquely effective tool for learning, for accessing and processing information, for creating new knowledge, and participating in one's own culture.

Furthermore, policy for ABET should include cultural diversity and new forms of cooperation between government and other stakeholders. Recognition of non-formal youth and adult education as relevant modes should bring forward the educational outcomes of the individual.

Policies for adult education need to be comprehensive, inclusive and integrated within lifelong learning with literacy as the point of departure and its effective linking of all components of learning.

9.4.2 Recommendations for training institutions

Different training institutions should be included in the process of development, implementation and evaluation of adult learning and education policies and programmes. Furthermore, training institutions could also contribute toward promoting and supporting more equitable access to, and participation in adult learning through targeting activities such as learning periods.

An attempt should also be made to develop materials that address the diverse specified needs through needs assessment and to develop teaching and learning methods which recognise the learners' knowledge.

9.4.3 Recommendations for instructional designers

On addressing the issue of generic guidelines for designing literacy materials that address the information needs, the researcher suggests that the following important steps should be followed:

- Identify the specific group to be researched, taking into consideration issues of diverse languages and cultures.
- Find out about the group's information needs, including infrastructure, educational level of respondents, and language of preference.
- Prioritise issues of concern, that is, what are the most important issues in their lives, issues pertaining to competency and the information needed.
- Develop a learning programme for the adults based on the instructional design principles which are demonstrated through a lesson plan that addresses the identified information needs and which can also, in turn, be used for all illiterate people in South Africa and elsewhere.
- Use the learner-centred approach as the method of teaching.

9.4.4 Recommendations for further research

On the basis of the above, the following is recommended as areas for further research:

- That attempts should be made to investigate whether the programmes used in South Africa suit the information needs of the learners.
- If it is found, that there is no correlation between programmes and identified information needs, then an effort should be made to restructure the contents of the existing material or to design new programmes.
- Exploration of whether ABET programmes open opportunities for employment for adult learners.

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11. APPENDICES

11.1 Toestemmingsbrief/ Letter of consent

* Respondent

Ek, die ondergetekende _____
verstaan dat ek vrywillig aan hierdie navorsing deelneem en dat my antwoorde as
vertroulik beskou sal word as dit my wens is.

Ek mag enige tyd ophou om die vrae te beantwoord

Navorser : _____

* Respondent : _____

Getuie : _____

Plek : _____

Datum : _____

Navorser

Ek, die ondergetekende _____
het aan die respondent die aard en doel van die navorsing waarvoor sy/haar deelname
benodig word, verduidelik.



* Respondent

I, the undersigned _____

Understand that I am taking part in this research project on voluntary basis and that my responses will be treated confidentially.

I might discontinue responding to the questions at any time.

Researcher: _____

Respondent : _____

Witness : _____

Place : _____

Date : _____

Researcher _____

I, the undersigned _____

did explain the nature and purpose of this research to the respondent.



11.2 Onderhoudskedule vir die bepaling van inligtingsbehoefte

VRAELYS VIR RESPONDENTE VAN DAMONSVILLE EN ONVERWACHT		Vir kantoorgebruik													
<p><i>My naam is Suzan Thembekwayo. Ek is 'n Lektor by die Universiteit van Pretoria en 'n registreerde PhD student. Ek is hier om inligting te versamel oor my studie. Spesifiek versamel ek inligting wat benodig word vir 'n geletterdheidskursus wat gebruik sal word om projekte wat julle benodighede sal aanspreek. Baie dankie om my toe te laat om julle vrae in hierdie verband te vra. Voel asseblief vry om met my te praat.</i></p>															
1. Respondentnommer:	<p>Nota vir myself: Maak 'n Kruis (X) in die toepaslike blok om jou keuse aan te dui.</p> <p>A. Biografiese Afdeling</p> <p><i>Nou gaan ek julle paar vrae vra oor julle self.</i></p>	V1	<input type="checkbox"/> <input type="checkbox"/>												
2. Wat is jou huistaal?	<table border="1"> <tr> <td>1 Afrikaans</td> <td><input type="checkbox"/></td> <td>2 Engels</td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="4">Ander (spesifiseer)</td> </tr> </table>	1 Afrikaans	<input type="checkbox"/>	2 Engels	<input type="checkbox"/>	Ander (spesifiseer)				V2	<input type="checkbox"/> <input type="checkbox"/>				
1 Afrikaans	<input type="checkbox"/>	2 Engels	<input type="checkbox"/>												
Ander (spesifiseer)															
3. Gemeenskap (Moenie vra nie, maar vul net die inligting in.)	<table border="1"> <tr> <td>1 Damonsville</td> <td><input type="checkbox"/></td> <td>2 Onverwacht</td> <td><input type="checkbox"/></td> </tr> </table>	1 Damonsville	<input type="checkbox"/>	2 Onverwacht	<input type="checkbox"/>	V3	<input type="checkbox"/>								
1 Damonsville	<input type="checkbox"/>	2 Onverwacht	<input type="checkbox"/>												
4. Geslag (Moenie vra nie, maar vul net die inligting in)	<table border="1"> <tr> <td>1 Manlik</td> <td><input type="checkbox"/></td> <td>2 Vroulike</td> <td><input type="checkbox"/></td> </tr> </table>	1 Manlik	<input type="checkbox"/>	2 Vroulike	<input type="checkbox"/>	V4	<input type="checkbox"/>								
1 Manlik	<input type="checkbox"/>	2 Vroulike	<input type="checkbox"/>												
5. In watter jaar is jy gebore? OF Hoe oud is jy? jare		V5	<input type="checkbox"/> <input type="checkbox"/>												
6. Wat is jou huwelikstatus?	<table border="1"> <tr> <td>1 Enkel</td> <td><input type="checkbox"/></td> </tr> <tr> <td>2 Getroud</td> <td><input type="checkbox"/></td> </tr> <tr> <td>3 Geskei</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4 Weduwee / Wewenaar</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5 Woon saam</td> <td><input type="checkbox"/></td> </tr> <tr> <td>6 Geskei</td> <td><input type="checkbox"/></td> </tr> </table>	1 Enkel	<input type="checkbox"/>	2 Getroud	<input type="checkbox"/>	3 Geskei	<input type="checkbox"/>	4 Weduwee / Wewenaar	<input type="checkbox"/>	5 Woon saam	<input type="checkbox"/>	6 Geskei	<input type="checkbox"/>	V6	<input type="checkbox"/>
1 Enkel	<input type="checkbox"/>														
2 Getroud	<input type="checkbox"/>														
3 Geskei	<input type="checkbox"/>														
4 Weduwee / Wewenaar	<input type="checkbox"/>														
5 Woon saam	<input type="checkbox"/>														
6 Geskei	<input type="checkbox"/>														



7. Wat is jou hoogste kwalifikasie?

Standard

8. Wat is jou werkstatus?

1 Werkloos	
2 Werk voltyds	
3 Werk deelyds	
4 Werk af en toe	
5 Selfgeëmplojeerd (Eie Besigheid)	
6 Selfgeëmplojeerd (e.g. Spaza winkels)	
Ander (spesifiseer)	

9. Het jy enige afhanklikes (met ander woorde kinders en / of volwassenes wat jy finansiëel ondersteun)?

1 Ja		2 Nee	
------	--	-------	--

As respondent ja sê **Ja**, lees uit 9.1. As **Nee** antwoord gaan voort met 10.

9.1 Wat is die ouderdom van elk van die afhanklikes?

Afhanklikes se verhouding met die respondent en geslag	Ouderdom

Vir kantoorgebruik

V7

--	--

V8

--

V9

--

V10.1				
V10.2				
V10.3				
V10.4				
V10.5				
V10.6				
V10.7				
V10.8				
V10.9				
V10.10				
V10.11				
V10.12				



10. Watter van die volgende tale kan jy praat? (Jy mag meer as een kies)

Afrikaans	
Engels	
Ndebele	
Noord-Sotho	
Suid-Sotho	
Swati	
Tsonga	
Tswana	
Venda	
Xhosa	
Zoeloe	
Ander (spesifiseer)	

Vir kantoorgebruik

V11.1	
V11.2	
V11.3	
V11.4	
V11.5	
V11.6	
V11.7	
V11.8	
V11.9	
V11.10	
V11.11	
V11.12	



B. Inligtingbehoefte

11. Ek gaan vir jou 'n lys omgewings wat die meeste van jou tyd gedurende die week kan opneem. Kan jy my sê watter hoeveelheid tyd jy in hierdie omgewings spandeer?. Begin met die omgewing waar jy die meeste van jou tyd spandeer. (Ek wys die respondent die bladsy met prente wat die omgewings voorstel).
- Voorbeeld: Ek is 'n dosent en ek spandeer die meeste van die week by die huis, die skool die werk en deur inkopies te doen.

Omgewing	1 Meeste van die week	2 Helfte van die week	3 Seldre gedurende die week	4 Nooit
Huis (bv. Kook, skoonmaak, stryk)				
Familie (bv. besoek, omgee)				
Freunde (besoek, deel)				
Inkopies (bv vir kruideniersware)				
Werk				
Gemeenskap diens (bv. omgee)				
Sport/aktiwiteite				
Plek van aanbidding				
Kliniek				
Poskantoor				
Pensioen betaalpunt				
Bank/OTM				
Reis				
Ander (spesifiseer)				

Vir kantoorgebruik

V12.1

V12.2

V12.3

V12.4

V12.5

V12.6

V12.7

V12.8

V12.9

V12.10

V12.11

V12.12

V12.13

V12.14



12. Jy het 'n aantal omgewings gelys waar jy die meeste van jou tyd weekliks spandeer. Kan jy nou 'n paar spesifieke aktiwiteite lys soos van toepassing by hierdie omgewings? Byvoorbeeld: By die huis berei ek my seun Mohau vir skool, en myself ook by die skool laai ek Mohau af. By die werk gee ek klasse en doen navorsing
Wat doen jy by.....?

Omgewing	Aktiwiteite
Huis	
Familie	
Vriende	
Winkel (inkopies doen)	

Vir kantoorgebruik

V13.1

V13.2

V13.3

V13.4

V13.5

V13.6

V13.7

V13.8

V13.9

V13.10

V13.11

V13.12

V13.13

V13.14

V13.15

V13.16

V13.17

V13.18

V13.19

V13.20

V13.21

V13.22

V13.23

V13.24

V13.25

V13.26

V13.27



			Vir kantoorgebruik	
	Omgewing	Aktiwiteite		
	Werk		V13.28	
			V13.29	
			V13.30	
			V13.31	
			V13.32	
			V13.33	
			V13.34	
	Gemeenskap diens		V13.35	
			V13.36	
			V13.37	
			V13.38	
			V13.39	
			V13.40	
			V13.41	
	Sport/ aktiwiteite		V13.42	
			V13.43	
			V13.44	
			V13.45	
			V13.46	
			V13.47	
			V13.48	
	Plek van aanbidding		V13.49	
			V13.50	
			V13.51	
			V13.52	
			V13.53	
			V13.54	
	Kliniek		V13.55	
			V13.56	
			V13.57	
			V13.58	
			V13.59	
			V13.60	
			V13.61	



Omgewing	Aktiwiteite	Vir kantoorgebruik	
Poskantoor		V13.62	
		V13.63	
		V13.64	
		V13.65	
		V13.66	
		V13.67	
		V13.68	
		V13.69	
Pensioen betaalpunt		V13.70	
		V13.71	
		V13.72	
		V13.73	
		V13.74	
		V13.75	
		V13.76	
		V13.77	
Bank/OTM		V13.78	
		V13.79	
		V13.80	
		V13.81	
		V13.82	
		V13.83	
		V13.84	
		V13.85	
Reis		V13.86	
		V13.87	
		V13.88	
		V13.89	
		V13.90	
		V13.91	
		V13.92	
		V13.93	
Ander (spesifiseer)		V13.94	
		V13.95	
		V13.96	



C. ABET Afdeling

Ek gaan jou nou 'n paar vrae vra oor 'n Volwassene Basiese Onderwys- en Opleidingskursus (ABET)

13. Het jy al daarvan gehoor?

1 Ja		2 Nee	
------	--	-------	--

14. Weet jy wat dit is?

1 Ja		2 Nee	
------	--	-------	--

- 14.1 As die keuse **Nee** is, lees die volgende paragraaf

ABET verwys na "Adult Basic Education and Training" en verwys na onderwys tot en met die ekwivalent van graad 9 (standerd 7) ABET verwys na die vermoë om advertensies, kennisgewings en koerante te lees, briewe te skryf, vorms in te vul en te tel, geld in banke te deponeer of te onttrek. Die doel van ABET is om ongeletterdheid in S.A. te verminder

Gaan voort na vraag 15.

*As **Ja** gaan aan met 14.2*

- 14.2 Is jy besig om ABET klasse by te woon?

1 Ja		2 Nee	
------	--	-------	--

- 14.3 (As **Nee**, vir myself) Hoekom nie?

Vir kantoorgebruik

V13

☐

V14

☐

V15

☐



15. (As **Nee** na 14 vir myself) Wil jy ABET klasse bywoon?

1 Ja		2 Nee	
------	--	-------	--

15.1 (As **Nee** vir myself) Hoekom nie?

15.2 (As **Ja** vir myself) Hoekom?

16. Dink jy dat ABET klasse jou in jou daaglikse lewe kan help?

1 Ja		2 Nee	
------	--	-------	--

16.1 (As **Ja** vir myself) Hoekom?

16.2 (As **Nee** vir myself) Hoekom nie?

ABET klasse kos min of meer R50 per maand. Jy moet ook klasse een maal per week vir omtrent 'n uur bywoon.

17. Sal jy die ABET klasse kan bywoon?

1 Ja		2 Nee		3 Miskien	
------	--	-------	--	-----------	--

Vir kantoorgebruik

V16 ☐

V17 ☐

V18 ☐



Vir kantoorgebruik

17.1 (As **Ja** vir myself) Hoekom?

17.2 (As **Nee** vir myself) Hoekom nie?

17.3 (As **Miskien** vir myself) Hoekom?

As **Ja** vir 17, gaan na 18.

As **Nee** vir 17, gaan voort met 19.

18.1 As jy ABET Klasse gedurende die week kan bywoon, hoeveel dae kan jy bywoon?

_____ dae

OF

Kan nie gedurende die week bywoon nie

☐

V19

☐

18.2 (As jy die ABET klasse gedurende die week kan bywoon vir myself)

Watter tyd kan jou gedurende die week pas? Jy kan meer as een opsies kies

1 Een oggend per week	<input type="checkbox"/>
2 Een middag per week	<input type="checkbox"/>
3 Een aand per week	<input type="checkbox"/>
4 Een volledag	<input type="checkbox"/>

V20.1

☐

V20.2

☐

V20.3

☐

V20.4

☐



		Vir kantoorgebruik																																								
18.3	As jy ABET klasse een volle dag per week kan bywoon sal dit gedurende die week wees of op 'n Saterdag?																																									
	<table border="1"><tr><td>1 Weeksdag</td><td></td><td>2 Saterdag</td><td></td></tr></table>	1 Weeksdag		2 Saterdag		V21	<input type="checkbox"/>																																			
1 Weeksdag		2 Saterdag																																								
19	MaaK 'n lys van drie (3) dinge wat jy in so 'n kursus wil leer wat jou kan help om jou daaglikse aktiwiteite by die werk te verbeter																																									
	1 _____ _____ _____																																									
	2 _____ _____ _____																																									
	3 _____ _____ _____																																									
20.	Wat is die beste manier om nuwe vaardighede / kennis te leer?																																									
	<table border="1"><thead><tr><th></th><th>Nee</th><th>Ja</th></tr></thead><tbody><tr><td>Om iets fisies te doen?</td><td></td><td></td></tr><tr><td>As iemand iets verduidelik hoe om dit te doen</td><td></td><td></td></tr><tr><td>By waarneming van hoe ander mense aktiwiteite doen? (bv. Kyk hoe iemand gras sny)</td><td></td><td></td></tr><tr><td>Deur vrae te vra? (bv hoe bak 'n mens koek?)</td><td></td><td></td></tr><tr><td>Deur met mense te gesels?</td><td></td><td></td></tr><tr><td>Deur saam ander mense te werk / spanpoging?</td><td></td><td></td></tr><tr><td>Deur te speel? (bv speel skaak)</td><td></td><td></td></tr><tr><td>Deur deel te neem in sportaktiwiteite (bv speel in 'n sokker span?</td><td></td><td></td></tr><tr><td>Ander (spesifiseer)</td><td></td><td></td></tr></tbody></table>		Nee	Ja	Om iets fisies te doen?			As iemand iets verduidelik hoe om dit te doen			By waarneming van hoe ander mense aktiwiteite doen? (bv. Kyk hoe iemand gras sny)			Deur vrae te vra? (bv hoe bak 'n mens koek?)			Deur met mense te gesels?			Deur saam ander mense te werk / spanpoging?			Deur te speel? (bv speel skaak)			Deur deel te neem in sportaktiwiteite (bv speel in 'n sokker span?			Ander (spesifiseer)			V22.1 V22.2 V22.3 V22.4 V22.5 V22.6 V22.7 V22.8 V22.9	<table border="1"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>									
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Interview schedule for determining the information needs

QUESTIONNAIRE TO RESPONDENTS OF DAMONSVILLE AND ONVERWACHT		For Office Use Only													
<p><i>My name is Suzan Thembekwayo. I am a lecturer at the University of Pretoria and at the same time a registered PhD student. I am here to gather information that I need for my studies. Specifically I am gathering information that is needed for a literacy course which will then be used to prepare a project that addresses your needs for the programme. Thank you very much for allowing me to ask you questions in this regard. Please feel free to talk to me.</i></p>															
1.	<p>Respondent number</p> <p><i>Note for myself: Make a cross (X) in the appropriate box to indicate the respondent's choice.</i></p> <p>A. Biographical Section</p> <p><i>Now I am going to ask you a few questions about yourself.</i></p>	V1	<input type="checkbox"/>												
2.	<p>What is your home-language?</p> <table border="1"> <tr> <td>1 Afrikaans</td> <td><input type="checkbox"/></td> <td>2 English</td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="4">Other (specify)</td> </tr> </table>	1 Afrikaans	<input type="checkbox"/>	2 English	<input type="checkbox"/>	Other (specify)				V2	<input type="checkbox"/>				
1 Afrikaans	<input type="checkbox"/>	2 English	<input type="checkbox"/>												
Other (specify)															
3.	<p>Community (<i>Do not ask, but I fill in the information.</i>)</p> <table border="1"> <tr> <td>1 Damonsville</td> <td><input type="checkbox"/></td> <td>2 Onverwacht</td> <td><input type="checkbox"/></td> </tr> </table>	1 Damonsville	<input type="checkbox"/>	2 Onverwacht	<input type="checkbox"/>	V3	<input type="checkbox"/>								
1 Damonsville	<input type="checkbox"/>	2 Onverwacht	<input type="checkbox"/>												
4.	<p>Gender (<i>Do not ask, but I fill in the information</i>)</p> <table border="1"> <tr> <td>1 Male</td> <td><input type="checkbox"/></td> <td>2 Female</td> <td><input type="checkbox"/></td> </tr> </table>	1 Male	<input type="checkbox"/>	2 Female	<input type="checkbox"/>	V4	<input type="checkbox"/>								
1 Male	<input type="checkbox"/>	2 Female	<input type="checkbox"/>												
5.	<p>How old are you? years</p>	V5	<input type="checkbox"/>												
6.	<p>What is your marital status? Are you</p> <table border="1"> <tr> <td>1 Single</td> <td><input type="checkbox"/></td> </tr> <tr> <td>2 Married</td> <td><input type="checkbox"/></td> </tr> <tr> <td>3 Divorced</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4 Widowed</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5 Living together</td> <td><input type="checkbox"/></td> </tr> <tr> <td>6 Separated</td> <td><input type="checkbox"/></td> </tr> </table>	1 Single	<input type="checkbox"/>	2 Married	<input type="checkbox"/>	3 Divorced	<input type="checkbox"/>	4 Widowed	<input type="checkbox"/>	5 Living together	<input type="checkbox"/>	6 Separated	<input type="checkbox"/>	V6	<input type="checkbox"/>
1 Single	<input type="checkbox"/>														
2 Married	<input type="checkbox"/>														
3 Divorced	<input type="checkbox"/>														
4 Widowed	<input type="checkbox"/>														
5 Living together	<input type="checkbox"/>														
6 Separated	<input type="checkbox"/>														



7. What is your highest level of schooling?		For Office Use Only	
1 No schooling		V7	<input type="checkbox"/>
2 ABET Level 1			
3 ABET Level 2			
4 ABET Level 3			
5 Other (Specify)			
8. What is your employment status?		V8	<input type="checkbox"/>
1 Unemployed			
2 Employed Full-time			
3 Employed Part-time			
4 Self-employed (Own company)			
5 Self-employed (e.g. Spaza shop)			
Other (specify)			
9. Do you have any dependents (in other words children and/or adults for whom you care financially and/or physically)?		V9	<input type="checkbox"/>
1 Yes	2 No		
If respondent said Yes , read out 9.1. If No proceed to 10.			
9.1 Please tell me the ages of each of your dependents?			
Dependent Relation to the Respondent and sex	Age		
		V10.1	<input type="checkbox"/>
		V10.2	<input type="checkbox"/>
		V10.3	<input type="checkbox"/>
		V10.4	<input type="checkbox"/>
		V10.5	<input type="checkbox"/>
		V10.6	<input type="checkbox"/>
		V10.7	<input type="checkbox"/>
		V10.8	<input type="checkbox"/>
		V10.9	<input type="checkbox"/>
		V10.10	<input type="checkbox"/>



10. Please tell me which of the following languages you are fluent in. You may choose more than one option.

Afrikaans	<input type="checkbox"/>
English	<input type="checkbox"/>
Ndebele	<input type="checkbox"/>
Northern-Sotho	<input type="checkbox"/>
Southern-Sotho	<input type="checkbox"/>
Swati	<input type="checkbox"/>
Tsonga	<input type="checkbox"/>
Tswana	<input type="checkbox"/>
Venda	<input type="checkbox"/>
Xhosa	<input type="checkbox"/>
Zulu	<input type="checkbox"/>
Other (Specify)	

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V11.1	<input type="checkbox"/>
V11.2	<input type="checkbox"/>
V11.3	<input type="checkbox"/>
V11.4	<input type="checkbox"/>
V11.5	<input type="checkbox"/>
V11.6	<input type="checkbox"/>
V11.7	<input type="checkbox"/>
V11.8	<input type="checkbox"/>
V11.9	<input type="checkbox"/>
V11.10	<input type="checkbox"/>
V11.11	<input type="checkbox"/>
V11.12	<input type="checkbox"/>



B. Information needs

11. I am going to give you a list of environments that may occupy most of your week. Can you tell me about the amount of time per week you spend in these environments? Start with the environment you spend most of your time.

(I show the respondent the page with icons representing the listed environments.)

Example: I am a lecturer and I spend most of the week at home, at school, at work and doing shopping.

Environment	1 Most of the week	2 Half the week	3 Seldom during the week
Home(e.g. cooking, cleaning, ironing)			
Family (e.g. visiting, caring)			
Friends (visiting, sharing)			
Shopping (e.g. for groceries)			
Work			
Community service (e.g. caring for the aged or disabled, controlling school children at cross-roads at the end of a school day)			
Sport/recreational activities			
Place of worship			
Clinic			
Post office			
Pension pay point			
Bank/ATM			
Travelling			
Other (specify)			

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V12.1

V12.2

V12.3

V12.4

V12.5

V12.6

V12.7

V12.8

V12.9

V12.10

V12.11

V12.12

V12.13

V12.15

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12. You have listed a number of environments where most of your time is being occupied on a weekly basis. Can you now list for me some specific activities within each of these environments? For example: At *home* I prepare my son, Mohau, for school and myself too. At *school* I drop Mohau at his school. For *work* I give lectures and do research

What do you do at.....?

Environment	Activities
Home	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Family	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Friends	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Shopping	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

V13.1

V13.2

V13.3

V13.4

V13.5

V13.6

V13.7

V13.8

V13.9

V13.10

V13.11

V13.12

V13.13

V13.14

V13.15

V13.16

V13.17

V13.18

V13.19

V13.20

V13.21

V13.22

V13.23

V13.24

V13.25

V13.26

V13.27



Environment	Activities	For Office Use Only	
Work		V13.28	<input type="checkbox"/>
		V13.29	<input type="checkbox"/>
		V13.30	<input type="checkbox"/>
		V13.31	<input type="checkbox"/>
		V13.32	<input type="checkbox"/>
		V13.33	<input type="checkbox"/>
		V13.34	<input type="checkbox"/>
		V13.35	<input type="checkbox"/>
Community Service		V13.36	<input type="checkbox"/>
		V13.37	<input type="checkbox"/>
		V13.38	<input type="checkbox"/>
		V13.39	<input type="checkbox"/>
		V13.40	<input type="checkbox"/>
		V13.41	<input type="checkbox"/>
		V13.42	<input type="checkbox"/>
		V13.43	<input type="checkbox"/>
Sporting / recreational activities		V13.44	<input type="checkbox"/>
		V13.45	<input type="checkbox"/>
		V13.46	<input type="checkbox"/>
		V13.47	<input type="checkbox"/>
		V13.48	<input type="checkbox"/>
		V13.49	<input type="checkbox"/>
		V13.50	<input type="checkbox"/>
		V13.51	<input type="checkbox"/>
Place of Worship		V13.52	<input type="checkbox"/>
		V13.53	<input type="checkbox"/>
		V13.54	<input type="checkbox"/>
		V13.55	<input type="checkbox"/>
		V13.56	<input type="checkbox"/>
		V13.57	<input type="checkbox"/>
		V13.58	<input type="checkbox"/>
		V13.59	<input type="checkbox"/>
Clinic		V13.60	<input type="checkbox"/>
		V13.61	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>



Environment	Activities	For Office Use Only	
Post office		V13.62	<input type="checkbox"/>
		V13.63	<input type="checkbox"/>
		V13.64	<input type="checkbox"/>
		V13.65	<input type="checkbox"/>
		V13.66	<input type="checkbox"/>
		V13.67	<input type="checkbox"/>
		V13.68	<input type="checkbox"/>
		V13.69	<input type="checkbox"/>
Pension pay point		V13.70	<input type="checkbox"/>
		V13.71	<input type="checkbox"/>
		V13.72	<input type="checkbox"/>
		V13.73	<input type="checkbox"/>
		V13.74	<input type="checkbox"/>
		V13.75	<input type="checkbox"/>
		V13.76	<input type="checkbox"/>
		V13.77	<input type="checkbox"/>
Bank/ATM		V13.78	<input type="checkbox"/>
		V13.79	<input type="checkbox"/>
		V13.80	<input type="checkbox"/>
		V13.81	<input type="checkbox"/>
		V13.82	<input type="checkbox"/>
		V13.83	<input type="checkbox"/>
		V13.84	<input type="checkbox"/>
		V13.85	<input type="checkbox"/>
Travelling		V13.86	<input type="checkbox"/>
		V13.87	<input type="checkbox"/>
		V13.88	<input type="checkbox"/>
		V13.89	<input type="checkbox"/>
		V13.90	<input type="checkbox"/>
		V13.91	<input type="checkbox"/>
		V13.92	<input type="checkbox"/>
		V13.93	<input type="checkbox"/>
Other (specify)		V13.94	<input type="checkbox"/>
		V13.95	<input type="checkbox"/>
		V13.96	<input type="checkbox"/>



C. ABET Section

For Office Use Only

I am now going to ask you some questions on Adult Basic Education And Training Course

13. Have you heard about it?

1 Yes		2 No	
-------	--	------	--

V13 ☐

14. Do you know what it is?

1 Yes		2 No	
-------	--	------	--

V14 ☐

- 14.1 If "No", I read the following paragraph:

ABET refers to Adult Basic Education and Training and refers to education up to the equivalent of Grade 9 (standard 7).

ABET refers to both the ability to read advertisements, notices and newspapers, to write letters, fill in forms and count, deposit or withdraw monies from banks. The aim of ABET is to reduce illiteracy in South Africa.

Then proceed to question 15.

If "Yes" continue to 14.2

- 14.2 Are you currently attending ABET classes?

1 Yes		2 No	
-------	--	------	--

V15 ☐

- 14.3 (If No, for myself) Why not?



15. (If No to 14 for myself) Would you like to attend ABET classes?

1 Yes		2 No	
-------	--	------	--

15.1 (If No for myself) Why not?

15.2 (If Yes for myself) Why?

16. Do you think ABET classes would help you in your daily life?

1 Yes		2 No	
-------	--	------	--

16.1 (If Yes for myself) Why?

16.2 (If No for myself) Why not?

ABET classes cost more or less R50 per month. You also have to attend class once a week for an hour.

17. Would you be able to attend ABET classes?

1 Yes		2 No		3 Maybe	
-------	--	------	--	---------	--

For Office Use Only

V16

☐

V17

☐

V18

☐



For Office Use Only

17.1 (If Yes for yourself) Why?

17.2 (If No for myself) Why not?

17.3 (If "Maybe" for myself) Why?

If "Yes" to 17, continue with 18.

If "No" to 17, proceed to 19.

18.1 If you can attend ABET classes during the **week**, how many days could you attend?

_____ days

OR

Can't attend during the week ☐

V19

18.2 (If you can attend ABET classes during the **week** for myself)

What time would suit you during the week? You can choose more than one option

1 One morning per week	<input type="checkbox"/>
2 One afternoon per week	<input type="checkbox"/>
3 One evening per week	<input type="checkbox"/>
4 One full day	<input type="checkbox"/>

V20.1

V20.2

V20.3

V20.4



For Office Use Only

- 18.3 If you can attend ABET classes one full day per week, would it be on a week day or a Saturday?

1 Week day		2 Saturday	
------------	--	------------	--

V21 ☐

- 19 List three (3) things that you would like to learn to learn on such a course that would help you improve your daily activities or work.

1 _____

2 _____

3 _____

20. What is the best way for you to learn new skills/knowledge?

	No	Yes
By physically doing something?		
When someone explains what is to be done?		
By observing activities done by others? (E.g. watching someone mowing the lawn)		
By asking questions? (E.g. How do you bake a cake?)		
By speaking to others, having a conversation?		
By working together in a team/group?		
By playing games? (E.g. playing chess)		
By participating in sports (E.g. playing in a soccer team?)		
Other (Specify)		

V22.1	<input type="checkbox"/>
V22.2	<input type="checkbox"/>
V22.3	<input type="checkbox"/>
V22.4	<input type="checkbox"/>
V22.5	<input type="checkbox"/>
V22.6	<input type="checkbox"/>
V22.7	<input type="checkbox"/>
V22.8	<input type="checkbox"/>
V22.9	<input type="checkbox"/>

11.3 Field notes taken at Damonsville and Onverwacht

Damonsville

On entering Damonsville, the researcher noticed the following:

- There is a general shortage of proper houses,
- An old bus is used as nursery school; there was no secured fencing around the school
- There was a caravan next the the bus which had less that hundred books which served as a library
- There were no recreational areas.
- There was no clinic available, people use either Mothotlung location clinic (a township which is 10 km East of Damonsville)
- Along the street, telephone containers have been vandalised.
- There is a need for proper roads.
- There is a high rate of unemployment because there were lots of people walking at the streets.
- General absence of proper shops and no ATM/bank in the area
- A house where beer was sold was full of people drinking beer.

Onverwacht

On entering Onverwacht, the researcher noticed the following:

- There is a general shortage of proper houses,
- There was only one school in the area (a Primary school)
- There was a small building which served as a library (fewer books were found in the library)
- There was a soccer play ground in the areas.
- There was a vandalised unused clinic, people use either Refiloe location clinic (a township which is 12 km South of Onverwacht)
- Street lights were vandalised,
- Telephone containers have been vandalised.
- There is an urgent need for proper roads.

11.4 Environment/Omgewing

E NVIRONMENT/OMGEWING

Home (cooking, cleaning, ironing)



Place of Worship



ENVIRONMENT/OMGEWING

Family (visiting and caring)



Community Service





ENVIRONMENT/OMGEWING

Sport/recreational activities



Clinic



ENVIRONMENT/OMGEWING

Shopping for groceries



Traveling



ENVIRONMENT/OMGEWING

Post Office



Bank/ATM





ENVIRONMENT/OMGEWING

Pension



Work

WORK
PAY\$

