

**THE ROLE THAT CAN BE PLAYED BY
ADULT EDUCATION IN RURAL AREAS,
WITH SPECIAL REFERENCE TO BAKENBERG
AREA IN THE NORTHERN PROVINCE**

by

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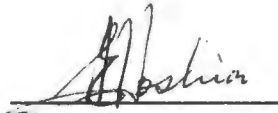
***A MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
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November 1998

DECLARATION

I, **MADIMETJA EZEKIEL MOSHIA**, declare that the dissertation for the degree of **MASTERS IN ADULT EDUCATION** at the University of North West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution, and that all material contained herein has been duly acknowledged.



Signature

1998. 11 28.
Date

DEDICATION

This research project is dedicated to my late father,

Diphama Malose Frans Moshia,

and to my mother,

Mafathekana Agnes Kgaugelo Moshia,

my brother,

Bolai Lesiba Piet Moshia,

and my sister,

Martina Ramsela Langa.

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ABSTRACT

This research paper examines the role of adult education in rural areas, particularly in the Bakenberg area of the Northern Province. The role of adult education in South Africa and other countries is carefully studied, as is the availability and potential impact of adult educational programmes in the Bakenberg area.

The study comprises five chapters. The first chapter provides an overall statement of the problem, along with the aim, scope and methods of research. Chapter two conducts a review of relevant literature, to define a number of key concepts. This chapter further examines adult education in certain developed and developing countries, to determine the pertinence of these cases to the South African context.

Chapter three examines the instruments used in the collection of data. This was achieved through the administering of questionnaires to principals, teachers and community nurses working in Bakenberg area, as well as through interviews with the chief of Bakenberg and his indunas.

Chapter four presents and analyses the data collected. Chapter five summarises the main points of the study and the findings of the research. The data indicates that adult education has not yet been implemented in Bakenberg area. Accordingly, chapter five offers, by way of conclusion, a number of recommendations for the provision and successful maintenance of adult education in this part of the Northern Province. As this study makes clear, adult education should be given high priority in Bakenberg area as in all of South Africa's rural communities, where illiteracy and lack of skills and knowledge are perpetuating a vicious cycle of poverty and dependence.

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CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND

In South Africa, there are millions of people who have been deprived of the opportunity to attend school. Many of those who were lucky enough to enjoy some access to education have gone only as far as primary school for one reason or another.

A high percentage of the country's population can thus be regarded as illiterate or semi-literate. Illiteracy is greatest amongst black South Africans due to socio-economic factors as well as the history of apartheid. Decades of popular resistance to apartheid and "Bantu" education have damaged, if not destroyed, the culture of learning in South Africa's schools. This has resulted in large numbers of illiterate, semi-literate and unskilled people, most of whom have dropped out of school.

Today, vast numbers of people cannot read and write. Such individuals cannot communicate through the written word. This cripples their employment prospects as well as their enjoyment of life. Many illiterate or semi-literate South Africans remain unemployed or underemployed. They tend to work in the informal or unskilled sectors of the country's economy. These people face a bleak future in the face of drastic trends occurring in the labour market, which has shed thousands upon thousands of jobs in recent years. Their contribution to society and the economy is minimal, if at all. Indeed, a vast proportion of South Africa's population remains "outside the mainstream of the country" (RDP paper, 1994: 59). This process of marginalisation is especially pronounced in rural areas where services and resources are most scarce.

Illiteracy has thus engendered a number of socio-economic imbalances in South Africa. To eradicate these inequalities, various support programmes need to be introduced. Adult education, in particular, offers a viable means for combating illiteracy and the social and economic imbalances it creates. Not surprisingly, many communities have welcomed adult education programmes as a vital source of empowerment. Given that "a person's education most often determines his ability to progress socio-economically" (Classen, 1991: 71), it is imperative to take a closer look at the role of adult education in rural communities.

The need to develop human resources is paramount if South Africa is to develop, grow and compete internationally. The total population's capabilities, skills, knowledge and life experiences need to be exploited and developed. This will not only contribute to socio-economic growth, but also improve the standard and quality of living of the population in general. To redress the inequalities of the past and present, skills development programmes must be implemented. The benefits derived from such programmes will benefit individuals, families, communities and the country as a whole.

The majority of illiterate and semi-literate South Africans are adults who are far beyond the normal age of schooling. They need a sort of practical remedy that will break the cycle of oppression and poverty. Adult education is one such remedy. Through adult education, people are given a second chance to grab lost opportunities and are encouraged to assume a more active role in society and the economy.

Atkinson (1983: 38) notes that studies conducted elsewhere demonstrate a negative correlation between education and crime. It is believed that

education reduces crime, primarily because it decreases unemployment. People who are employed are simply less likely to become involved in criminal activity. By way of illustration, Atkinson (1983: 38) argues that in America, juveniles not in schools show much higher delinquency rates than those enrolled in schools. In addition, higher education enhances law enforcement.

Such arguments reinforce the fact that a reduction in illiteracy rates will alleviate racial, social and economic tensions in South Africa. It is imperative that people who missed the opportunity of schooling should receive adult education, to compete fairly with their counterparts.

Molyneux (1988: 76) has argued on behalf of a drastic shift of resources from traditional, front-end patterns of education in favour of a system of lifelong education. This, he maintains, will provide opportunities for adults to participate in formal and non-formal education and/or training at any stage in their lives. Woodhall also notes that a more flexible pattern of education and training opportunities will result in a more highly skilled and adaptable workforce, who is thus better able to respond to changing economic conditions.

Moreover, it is widely argued that the current pace of technological advancement requires a system of continuing education that would allow workers to update and upgrade their skills. As Molyneux (1988: 77) notes, such a system would help to prevent certain situations that might threaten national economic growth. Recent trends towards technological innovations, for instance, have led to a corresponding demand for more highly skilled personnel. The continuing education of adults will counter shortages in new

skills and also ensure that jobs are not lost to an increasingly obsolete workforce.

1.2 STATEMENT OF THE PROBLEM

This study focuses on the role of adult education in the empowerment and socio-economic development of rural communities, through a case study of the Bakenberg area in the Northern Province. People in rural areas are often afraid to take part in educational matters, because they believe they cannot make any worthwhile contribution. They believe that innovations must come from educated people, or from the rich. However, one of the primary objectives of community development is to involve ordinary people in taking decisions and formulating solutions to problems that directly affect them (Scarle, 1988: 8).

Many such problems are directly or indirectly related to the high rate of illiteracy amongst South Africa's rural communities. Illiteracy appears to be a key problem in many rural areas, negatively affecting economic growth and development, political participation and socialisation. If, for instance, communities do not understand fully the nature and implications of certain health issues, ranging from basic nutrition to AIDS, they are unable to take the necessary preventative measures. Malnutrition, poor health and disease will thus persist and even increase, simply because communities are uninformed and, in turn, unaware of their own capacity to combat the adverse conditions in which they live.

Many rural communities are thus unaware of their skills. They expect the government to do things for them, and are often afraid to take initiatives to better their own lives. These tendencies perpetuate the cycle of poverty and

dependence. These apparent shortages of initiative and know-how are directly related to illiteracy.

Illiteracy must therefore be combated if rural development is to take place. Adult education is one of the primary weapons to be used in this campaign. The provision of adult education will raise political awareness, improve living conditions, create skills and allow rural communities to participate more fully in processes of socio-economic development and nation-building. Literacy leads to the formation of critical, creative and analytical abilities as well as the exploitation of existing talents. These, in turn, will allow individuals and communities to take a more active part in society, politics and the economy.

Literacy thus engenders personal as well as social empowerment and growth. It also opens avenues of communication that would otherwise remain closed. Illiterate people are unable to utilise certain institutions and facilities (e.g., signing of papers, entering into written transactions, reading newspapers). Literacy expands personal choice and control over one's environment, leading to the acquisition of the skills required to create the kind of society that is desired. Once a person is literate, he/she can acquire greater socio-economic status, for instance by assuming a position in informal community organisations like stokvels and burial societies. Literacy also replaces feelings of inferiority with self-confidence and self-assurance.

Moreover, adult education will expose individuals to such values as family planning and primary health care. These contribute to lower birth rates, higher life expectancy and decreased infant mortality rates. Provision of adult education equips people to participate more fully in community related projects for their overall development. Literacy in rural communities will promote economic growth. It will also create equality of opportunity for all

citizens of the country, and is thus regarded as a basis of social transformation.

1.3 HYPOTHESIS

- (1) The lack of adult education centres contributes to high rates of illiteracy in South Africa.
- (2) The lack of adult educational programmes contributes to poor rates of development amongst rural communities in South Africa.

1.4 THE PURPOSE OF THE STUDY

- To determine from literature the nature and scope of adult education;
- To determine from literature the role that can be played by adult education in rural communities;
- To determine empirically the problems that school principals, traditional leaders, teachers and health officials are experiencing concerning illiteracy and skills shortages in Bakenberg area.

1.5 THE SCOPE OF THE STUDY

Chapter one provides a statement of the problem, along with the purpose, scope and methods of research.

In chapter two, a literature review serves to define a number of key concepts. This survey also determines the nature and role of adult education in certain developed and developing countries, thereby raising a number of comparative questions and insights which can be applied to the South African setting.

Chapter three details the empirical research design, discussing the various methods used to collect data for this study. Relevant literature is consulted

to obtain a better understanding of the methods used to collect data, including their advantages and disadvantages.

Chapter four presents and analyses the data collected. This data speaks to the current state of adult education in the Bakenberg area, as well as to the

potential role that adult educational programmes can play in this and other rural parts of South Africa.

Chapter five summarises the main points of the study and the findings of the research. By way of conclusion, a number of recommendations concerning the implementation of adult education in the Bakenberg area are offered.

1.6 RESEARCH DESIGN

1.6.1 LITERATURE REVIEW

A thorough study of primary and secondary sources has been conducted, with particular attention to the role of adult education in rural areas. Literature from countries other than South Africa has been consulted in order to gain a comparative perspective. These cases have been examined in order to determine their possible relevance to the South African context, especially in the country's rural areas.

1.6.2 INSTRUMENTATION

1.6.2.1 QUESTIONNAIRES

Three questionnaire were developed and pre-tested. The final questionnaires were administered to: (1) school principals; (2)

teachers; and (3) community nurses. The primary objective of these questionnaires was to determine the problems associated with illiteracy and lack of other skills in the Bakenberg region.

1.6.2.2 INTERVIEWS

Semi-structured interviews were conducted with traditional leaders, including the chief of Bakenberg area and his indunas. The purpose of these interviews was to obtain opinions about the potential benefits that can be attained through the introduction and promotion of adult education in Bakenberg area.

1.6.2.3 POPULATION AND SAMPLING

1.6.2.3.1 TARGET POPULATION

The target population comprised sixteen (n=16) principals of lower primary, higher primary, combined primary and secondary schools. Fifty (n=50) teachers randomly selected from these schools formed the subjects of the study. Each principal wrote the names of his/her teachers on a paper, from which every second name was chosen to participate in the answering of questionnaires.

In addition, the ten (n=10) community nurses stationed at the Bakenberg Health Centre were included in the study. Finally, one (n=1) chief and his five (n=5) indunas were interviewed. Thus, a total of eighty-two (n=82) people participated in the study.

1.6.2.4 DATA ANALYSIS

Analysis of variance was conducted, to compare views of the various participants to the study.

1.7 DEFINITION OF TERMS

1.7.1 ADULT

An adult is defined as a person with responsibility for himself or herself and others, who has accepted a functionally productive role in the community (Woodhall, 1988: 20).

1.7.2 ADULT EDUCATION

Adult education is a process whereby persons no longer attending school on a regular and full-time basis consciously undertake sequential and organised activities designed to bring specified psychomotor, affective or cognitive changes, or to solve community problems (Liveright and Haygoed, 1968: 20).

1.7.3 COMMUNITY HEALTH NURSES

Any nurse who dispenses health care outside hospital, and who comes into direct contact with patients in his/her environment, including family clinics and schools (Swanepoel, 1992: 18).

1.7.4 COMMUNITY HEALTH

This can be defined as the health status of members of a community, related to problems affecting their health, and to the totality of health care provided for the community (Scarle, 1988: 8).

1.7.5 PRINCIPAL

An educator appointed or acting as the head of a school (South African Schools Act, No. 84 of 1996).

1.7.6 RURAL AREA

This may be defined as any area that offers primary functions. In this study, the term "rural" refers to all areas in the Northern Province which are not proclaimed as urban areas in terms of the Land Control Act, No. 39 of 1979.

Additional terms and concepts are discussed in detail in the next chapter which reviews relevant literature concerning the general role of adult education. This chapter further considers adult educational programmes in a number of developed and developing countries, to determine how the experiences of adult education elsewhere might pertain to the South African context.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

Literature consulted from various developed and developing countries indicates that education has throughout the world played an important part in socio-economic growth, political formation and human progress. However, there has been a general tendency to define education largely in terms of children's schooling. This is unfortunate because it underestimates the importance and possibilities of adult education. As the following discussion will demonstrate, education should rather be regarded as a lifelong process which recognises the diversity of experience, knowledge, skills and talents manifest at the local and national levels.

2.2 THEORETICAL CONSIDERATIONS AND DEFINITION OF KEY TERMS

2.2.1. EDUCATION

According to Woodhall (1988), education is defined as the principal instrument for providing the skills required by the economy, and also for improving the levels of efficiency, productivity, technological and managerial performance of the labour force. Apps (1979: 64) notes that education is an organised and well planned activity designed to engender learning. This activity may be directed at individuals, groups or communities. As these definitions imply, education is something that is contributed or added to an already present entity, such as an individual, whose completeness can be enhanced through learning (Culler, 1983: 104).

Evans and Nation (1996: 24) define education as a major social institution with a fundamental role in socio-economic development

and transformation. They argue that education is simultaneously a cause, a consequence and a facilitator of change within society. Education is also a conservative institution to the extent that it is concerned with fostering and reinforcing established values and knowledge.

In this study, education is defined as the influence that guides or encourages the outcomes of learning.

2.2.2 AN ADULT

As noted in chapter one, an adult can be defined as someone who is responsible for himself or herself and for others, and a person with a productive role in his or her community (Woodhall, 1988: 22). In addition, Apps (1979: 67) defines an adult as anyone who is older than eighteen (18) years of age. Paterson (1979: 6) distinguishes the adult from the child through the former's enjoyment of various entitlements and prerogatives. An adult, for instance, has the right to participate in decisions that affect his or her well-being. As a full member of the community, an adult is also entitled and expected to become involved in issues that affect the group as a whole, even when his or her well-being is not directly involved.

An adult is entitled to pursue life, seek opinions, form associations and generally conduct his/her affairs as he/she sees fit. However, this must not interfere with the rights or interests of others, nor should a person's free initiatives and decisions obfuscate his/her obligations to others.

Davies (1995: 26) observes that the definition of adulthood varies from one country to another. The notion of what constitutes an adult depends upon the socio-cultural context. In the United Kingdom, for instance, a person who is twenty-one (21) years or more of age, or who has entered a first degree programme is considered to be a young adult, whereas anyone over the age of twenty-five is seen to be a mature adult. In Denmark, an adult is any citizen above the age of eighteen (18). In Belgium, an adult is broadly defined as someone who is older than a young person. Generally, however, an adult is considered to be someone who is at least twenty-five (25) old.

2.2.3 ADULT EDUCATION

Liveright and Haygoed (1968: 13) note that adult education is directed at persons who are no longer attending school on a regular and full-time bases. Kidd (1973: 198) further states that adult education is a developmental process designed to link various agents and client systems for the purpose of establishing directions and procedures for programmes of adult learning. Apps (1979: 67) provides further insight in suggesting that adult education is a social invention peculiarly appropriate to our times. In his view, adult education assists people in grasping and acting upon large scale social and economic changes. Through adult education, individuals are encouraged to examine, clarify and determine the roles that they, as adults, play in society and the economy.

Cropley (1980: 3) defines adult education as a means of facilitating lifelong learning. This engenders the systematic acquisition, renewal, upgrading and completion of knowledge, skills and attitudes. Adult education thus allows people to respond to the constantly changing

conditions of modern life, with the ultimate goal of promoting the self-fulfillment of each individual. Cropley further asserts that adult education helps to motivate the individual to improve his or her life. It also recognises and makes use of the various types of learning, including formal, informal and non-formal education.

Peters (1980: 13) argues that adult education is a field of operations that encompasses all the organised activities in which mature men and women engage, for the purpose of learning. This is usually, though not necessarily, achieved under the auspices of an institution. This definition implies that adult education includes self-directed inquiry, whereby individuals systematically learn from their daily experiences and other resources in their environment. Adult education can thus be viewed as a type of social movement that encompasses the whole spectrum of mature individuals learning in infinite ways, under innumerable auspices, in order to enrich their lives.



Darkenwald and Merriam (1982: 18) also view adult education as a process, which they understand to comprise individuals performing the social roles of adulthood. In living their lives, mature individuals contribute to the overall pool of knowledge, attitudes and values and skills. Similarly, Sehlare (1995: 10) notes that adult education plays more than a merely vocational role.

Finally, Woodcock (1996: 33) defines adult education as the provision which a society consciously makes, either through public institutions or approved voluntary organisations, of facilities for

learning by anyone, of whatever age, especially where the initial education and/or professional training has been terminated prematurely.

2.2.4 LIFELONG EDUCATION

The term "lifelong education" has been regarded by many critics as a concept designed to emphasise the ongoing nature of learning. This term is used to designate all the ideas and activities whose aim is to provide a coherent and systematic view of the educational process as a whole, in order to meet more adequately the needs of individuals and groups (Dave, 1978: 3).

Goad (1984: 20) argues that the notion of lifelong education is used in different ways by different writers and practitioners. For some, lifelong education is more or less a synonym for adult education. For others, however, it is a matter of further vocational training. For the purposes of the present study, lifelong education is defined as a process of change occurring within individuals as a result of life experience.

2.2.5 DISTANCE EDUCATION

According to Keegan (1991: 44), distance education is a form of education characterised by the following:

- The quasi-permanent separation of teacher and learner(s) throughout the length of the learning process;
- The influence of an educational institution;
- The use of technical media;
- The provision of two-way communication; and

- The quasi-permanent absence of the learning process.

In addition, George, et al. (1996: 21) note that distance education is committed to the needs of minorities and the underprivileged. This type of education is a leader in current moves towards equal opportunities. Distance education is committed to a multiplicity of principles as well as to democratic decision making. By its very nature, distance education is keenly conscious of the need to maintain equivalence of study and award for all its students, wherever they may study.

2.3 COMPARATIVE PERSPECTIVES ON ADULT EDUCATION

Having defined the key terms and concepts that inform this study, it will be useful to examine the origins and nature of adult educational programmes in various national contexts. These raise a number of comparative questions and insights which can be applied to the South African setting. For the purposes of exposition, the various cases discussed below can be divided into the following general categories: (1) the so-called developed countries; (2) non-African developing countries; and (3) African developing countries.

From a global perspective, the aims and objectives of adult education can be defined in the following manner (Lovett, 1988: 168):

- To promote work for peace, international understanding and cooperation;
- To develop a critical understanding of major contemporary problems and social changes, as well as the ability to play an active part in the progress of society;

- To create an understanding of, and giving effect to, various forms of community and solidarity at the family, local, regional and international levels;
- To promote adult literacy and learning for international understanding;
- To meet basic human needs, including primary health care and the alleviation of poverty and unemployment;
- To create the conditions for guaranteeing and enforcing basic human rights and freedoms in all countries; and
- To help in creating awareness of existing unjust economic relations in the world, and to support United Nations efforts for a new international economic order.

These general objectives suggest that adult education is pertinent to developed as well as developing countries. However, circumstances in the developing world render efforts to promote vocational training, social awareness and literacy all the more urgent. The realisation of such goals will benefit individuals, nations, regions and the world order as a whole.

2.3.1 ADULT EDUCATION IN THE SO-CALLED DEVELOPED WORLD

Adult education is closely associated with the formation of liberal democratic and socialist values and regimes. The origins and, in particular, the nature of adult education in Western Europe, Russia, the United States and Australia thus provide a number of useful lessons for South Africa, where general educational development is one of the major objectives of the newly established democratic order.

2.3.1.1 ADULT EDUCATION IN WESTERN EUROPE

2.3.1.1.1 GREAT BRITAIN

Adult education originated in Great Britain in order to develop individuals and engender their active involvement in the social and political life of the nation. University adult education departments have historically sought to establish a close relationship with local communities, as a practical manifestation of their sense of social responsibility. Courses, classes, seminars and workshops are organised for a wide range of individuals and groups.

2.3.1.1.2 THE NETHERLANDS

Adult education is an integral part of national, political, cultural and economic development in the Netherlands. Adult education in this country has attracted the attention of large numbers of learners interested in its positive potential (Marriot and Hake, 1992: 274).

Marriot and Hake (1992: 20) argue that during the Protestant Reformation, adult education played a vital role in the development of printing, the translation of the Bible into the vernacular and also the achievement of high levels of literacy. Adult education further contributed to the development of new library forms, including devotional books, booksellers, parish and circulating libraries, bible reading groups and other reading circles.

Adult education also contributed to the establishment of various societies, associations and clubs. These played an important role in socio-economic progress, through the diffusion of knowledge, the rational improvement of commerce, manufacturing and agriculture, the production of literature, poetry and drama as well as the organisation of public lectures and scientific demonstrations.

Shor (1986: 190) notes that adult education promotes basic literacy, for instance through the inculcation of such rudimentary skills as decoding a printed passage or encoding spoken words into the written language. He further argues that adult education contributes to functional literacy, which empowers learners to cope with the political, legal, commercial, occupational and social demands of daily life. Practical skills engendered by literacy include voting, preparing tax returns, applying for work, signing leases and contracts and following printed instructions.

Literacy-based projects thus lead to personal independence. They also enhance the individual's ability to be self-motivated and self-directed. Literacy programmes encourage participants to conduct unsupervised research, utilise indexes and catalogues and retrieve information from numerous sources. Participants also learn to speak, write and make

references according to prescribed standards of usage and pronunciation.

Adults thus learn to think and communicate critically as well as creatively. This allows them to evaluate dominant ideologies and lessens their dependence on bureaucracies and the so-called upper classes. Adult education awakens and fosters the development of national consciousness. It also provides opportunities for the meaningful use of leisure time.

2.3.1.1.3 DENMARK

Adult education has also played an important role in Denmark. Lovett (1988: 120) has identified five general areas where adult education has made an impact in Danish society:

(1) Community Organisation

Adult education has promoted the effective coordination and delivery of a wide variety of educational resources aimed at meeting local needs and interests. Outreach programmes, by definition, require the participation of the communities in which they operate. However, whereas this type of adult education can be very successful in encouraging working class adults to participate in education, they can leave the position of the general community unresolved (De Clereq, 1984: 15).

(2) Community Development

In Denmark, efforts have been made to educate the providers of adult education in working class communities. The emphasis has been on cooperation, coordination and improved understanding at the local level.

(3) Community Action

Through the provision of adult education, working class communities have been invited to participate in a process of discussion and dialogue about their culture and way of life. Adult education has emphasised the need to reflect on local values, roles and world views, with the objective of relating these to wider social, economic and political structures (Raggatt, 1977: 6).

(4) Social Action

This relates to more structured and systematic education. Underlying the notion of social action is the belief that communities cannot sustain the learning process on their own. Social action involves the identification of educators with local communities and their members, to promote a sense of solidarity in commitment in action (Bell and Roderick, 1982: 4).

2.3.1.1.4 IRELAND

O'Sullivan (1993: 127) argues that the role of adult education in Ireland relates to industry, commerce, agriculture, religion and society. Adult education

programmes comprise the topping up of basic education, day-release courses, vocational training, courses in trade union organisation and industrial relations, political education, education for leisure as well as for Christian values.

In Ireland, adult education was initially aimed at improving the situation of the poor in general, in light of their low status and incomes in the domestic economy. Subsequently, adult education programmes sought to improve the lives of individual poor people. Housewives, for instance, were encouraged to participate in adult education, which was seen as a means of ameliorating the hard routines associated with confinement to the home and budgetary constraints (Marriot and Hake, 1992: 36).

Adult education in Ireland seeks to promote personal and, in turn, social improvement. Through adult education, individuals become more knowledgeable about the world they live in, happier and more fulfilled. They are thus able to contribute to a better society due to their improved efficiency and sensitivity in the acting out of their social roles (Marriott and Hake, 1992: 42).

Another objective of adult education in Ireland has been to conscientise the poor and oppressed classes. In identifying and understanding the conditions that perpetuate exploitation, the poor are better able to

engage in collective action towards their liberation (O'Sullivan, 1993: 128).

2.3.1.2 ADULT EDUCATION IN RUSSIA

Adult education is an important aspect of education in contemporary Russia. Although there are no comprehensive statistics available, it is estimated that approximately one hundred (100) million people take part in adult education each year.

The first adult education centres in Russia were established by churches in the mid-eighteenth century, along with the rise of Christianity. These centres operated until the 1917 Revolution. The development of adult education was closely related to the desire to improve literacy and develop skills for employment. At the time of the Russian Revolution, about eighty percent (80%) of the adult population was illiterate. Efforts to improve literacy rates were extended during the decades following the revolution, and by 1939 the literacy level had been dramatically increased to eighty-eight percent (88%).

In the twentieth century, adult education in Russia took on a new dimension. It aimed more at improving the general level of education and upgrading knowledge and skills to meet the socio-economic changes that were taking place (Onushkin, 1994: 50).

Today, a wide variety of adult education centres and institutions seek to provide initial and continual vocational

education, upgrade social competencies, extend general education and deepen basic scientific knowledge. They also play an important role in health education and the physical development of the population.

These adult education centres are usually non-residential, offering full- and part-time courses through correspondence and distance learning via television and radio. Students have contact sessions a few times per year and when they write examinations.

Adult education in Russia comprises formal, non-formal and informal settings. Formal adult education requires certain qualification levels, and there are set admission requirements for enrolment. This type of adult education is largely vocationally oriented, and results in a definite diploma or certificate. Non-formal adult education offers broad general education. There are no admission requirements, and courses are open to anyone who is able and willing to learn. It is estimated that approximately forty (40) million adults are involved in non-formal education in Russia. Finally, informal adult education refers mainly to ongoing learning that is generally self-directed, and which has no specific duration or curriculum (Onushkin, 1994: 92).

The relationship between education and economic needs is evident in the system of adult education in Russia, where economic development and growth are high priorities. Vocational and professional training are thus an important

aspect of adult education in the country as a whole. These types of training are provided by specialised institutions aimed at maintaining and upgrading the skills of the labour force. Training takes a variety of forms, including apprenticeships for individuals who are entering the labour force for the first time. Apprenticeship courses last from a few weeks to six months. In addition, evening vocational schools provide instruction for semi-skilled workers. These courses last from six months to a year, and students are examined on theoretical knowledge and practical skills.

In-service courses are conducted by professional tutors and specialists on a regular basis for all workers. However, skilled, semi-skilled and unskilled workers are taught separately. These courses are specialised and of short duration. At the end of the course, participants write an examination.

Finally, there are a number of evening and correspondence classes for professional education that are organised by colleges and universities. Courses run for one year, and students are required to write both an entrance examination and a final examination (Onushkin, 1994: 95).

2.3.1.3 ADULT EDUCATION IN THE UNITED STATES OF AMERICA

Adult education in America might be said to have begun when the early settlers learned from the Indians how to grow maize, conquer the elements and survive in the inhospitable New World. Adult education also played a vital role in promoting

and advancing the ideals of democracy during the colonial period of American history. This enormous task, which resulted in American independence in 1776, was accomplished through informal, unorganised and in many ways unconscious methods. These included town meetings, cracker-barrel discussions, correspondence, pamphlets, editorials, books, speeches, poems and plays, all of which explored the ideas and issues of democracy (Knowles, 1977: 25).

In contemporary America, adult education has sought to achieve the following objectives (Brookfield, 1988: 12):

- To promote and enhance effective communication skills;
- To develop individuals' abilities to adapt to change;
- To improve human relations;
- To nurture personal growth;
- To provide remedial education in order to ensure that all citizens possess the minimum skills required for social life (e.g. literacy and child care skills);
- To provide occupational training;
- To provide relational education, where the study of emotions, attitudes and psychological habits promotes self-understanding and interpersonal skills; and
- To provide political education, including the study of politics as a subject discipline and training for political action.

2.3.1.4 ADULT EDUCATION IN AUSTRALIA

Evans and Nation (1996: 46) argue that adult education in Australia has aimed to establish a new educational order which, coupled with efforts to promote socio-economic development, seeks to maintain national traditions relative to global trends in education.

However, the present system of adult education in Australia is not entirely suitable to the needs of the country and its citizens. This is because it is based on a Russian model which does not account for the particular needs, interests and talents of Australian adults. In addition, the existing system needs to adapt to the general educational, social, political and economic reforms that have been initiated in contemporary Australia.

Adult education in Australia should thus be restructured in order to meet the requirements of its population. To its credit, Australia has developed a flexible and continuous programme in the field of agriculture. Suitable formal and non-formal programmes are in place, to improve the conditions of nomadic cattle herders and seasonal farm workers. These seek to care for special groups of labourers and provide for the ongoing improvement of their skills (Cooms, 1985: 173).

Usher and Edwards (1994: 48) argue that adult education in Australia provides greater opportunities and access to resources for minorities and underprivileged sectors of the population. Adult education is generally equated with training,

which is seen as functional to the needs of the socio-economic order. This approach is justified by theorisations (knowledge) of socio-economic change that foreground the impact of new technologies, the changing conditions of employment and the need for competitiveness.

Adult education in Australia has thus been constructed as a supplement to more general education. This understanding, however, limits not only the types of programmes that are implemented, but also the potential benefits deriving from them. It is both possible and beneficial to envisage adult education as a substitute for conventional schooling as well as an arena where the knowledge inculcated by schools is unlearned (Edwards, 1994: 131).

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On the one hand, adult education in Australia involves social control, maintenance and reproduction of the social order, and the transmission and inculcation of the cultural and social norms of authority. On the other hand, it seeks to realise human agency and autonomy through developing the individual's capacity to reason and make decisions. These two sets of goals can be seen as somewhat contradictory, because they set personal choice in opposition to the national interest. However, in Australia as in any democracy, adult education has been allotted the task of sustaining social relations by creating psychologically adjusted, productive, rational, enterprising and patriotic citizens (Donald, 1992: 170).

2.3.2 ADULT EDUCATION IN THE NON-AFRICAN DEVELOPING WORLD

2.3.2.1 ADULT EDUCATION IN THE PHILIPPINES

Goad (1984: 58) notes that adult education in the Philippines seeks to achieve the following goals:

- To provide a broad, general education that will assist individuals to realise their human potential, enhance the range and quality of individual and group participation in the basic functions of society, and provide the foundations for a productive and versatile citizenry;
- To train the country's labour force in the basic and middle skills required for national development;
- To develop the high level professions, knowledge and research skills necessary for national leadership and socio-economic growth; and
- To respond effectively to the changing needs and conditions of the nation through a system of educational planning and evaluation (Tidmarsh, 1993: 124).

2.3.2.2 ADULT EDUCATION IN CUBA

As a small island country, Cuba exhibits a higher degree of cultural homogeneity and per capita income than other Latin American nations. Following the 1959 socialist revolution, the Cuban government set a number of objectives concerning adult education. These were as follows (Gillette, 1972: 3):

- To expand and utilise fully the country's productive capacities;
- To transform the Cuban economy;
- To eliminate economic, political and cultural dependency upon the United States;
- To replace the rigid class structure of pre-revolution Cuba with a classless and egalitarian society;
- To end the city's economic, cultural and political domination over the countryside; and
- To transform work into a challenging and creative activity for the new socialist man and woman.

By 1961, Cuba had achieved a massive expansion of educational provision for children and adults. A national literacy campaign produced drastic reductions in illiteracy rates, from twenty-five percent (25%) to merely four percent (4%) in the space of only one year.

The Cuban concept of adult education integrates work and study, or practice and knowledge/theory. To achieve this, Cuba has established the following (Paulston, 1973: 18):

- Democratic access to education through mass learning;
- An educational system geared towards the imperatives of economic development; and
- A national ethos geared towards the creation of a new socialist man/woman, as contrasted to the extreme individuality and collective alienation of capitalism.

2.3.3 ADULT EDUCATION IN AFRICA

Following decolonisation, many of the African states decided to devote considerable attention and resources to the provision of adult education. The following discussion will firstly examine adult education in East Africa, particularly Tanzania, followed by consideration of the experiences of certain Southern African states, especially Botswana. The role of adult education in South Africa is subsequently discussed in section 2.3.4.

2.3.3.1 Kenya and Tanzania

Following independence from Great Britain in 1963, the Kenyan government established literacy centres as well as a Literature Bureau. In addition, an Institute of Adult Studies and a Department of Extra-Mural Studies are attached to the University of Nairobi.

In Tanzania, the government helped to finance the Kivukoni College in Dar-es-Salaam. This institution provides courses for adults in sociology, economics, history, community development, domestic science and other subjects. It also holds seminars for agricultural officers and managers of farming co-operatives. In Tanzania, one also finds the Nyegezi Social Training Centre near Mwanza, the Community Development Training Center at Teneru as well as a Local Government Training Centre at Mzumbe.

Such efforts to promote adult education in Tanzania were motivated by the belief that learning occurs throughout the lifetime of the individual. Adult education, then, was seen as

the conscious and purposeful learning that constitutes and enriches each and every human life. It is thus natural and desirable when people beyond the conventional age of schooling engage in willful learning, as when a housewife borrows a book on plumbing from the local library and learns how to repair a toilet. Therefore, deliberate attempts should be made to educate not only children but also adults. As in Tanzania and elsewhere, this is the first general principle of adult education (Cropley, 1980: 5).

Another objective of adult education in Tanzania concerns community development. In the words of Tanzania's first president, Dr. Julius Nyerere (cited in Kinunda, 1975: 2):

People cannot be developed, they
can only develop themselves.
Man develops himself by what he
does, by making his own
decisions, by increasing his
knowledge and ability, and by his
full participation as an equal in the
life of the community he lives in.

According to Coles (1977), community development involves the systematic attempt to effect overall change based upon education through action, in the belief that the development of the local community rests largely upon the concerted efforts of its members.

In addition, Coles (1977: 169) argues that community involvement and action can be viewed as a movement to secure the active cooperation of local people in programmes designed to raise their standard of living and promote development in all its forms.

Another stated objective of adult education in post-colonial Tanzania was rural development. As Jones (1975, 20) observes, developing countries are predominantly rural, with about seventy to eighty percent (70%-80%) of their populations living in rural areas, compared to roughly thirty-three percent (33%) in the more developed countries. Rural development is therefore a pre-requisite for the overall development of any African country. In Tanzania, approximately ninety-six percent (96%) of the adult population is engaged in agricultural production. Similarly, eighty-five percent (85%) of the Ghanaian population is involved in commercial agricultural production.

In countries like Tanzania, then, agriculture must be a major priority of adult education programmes. According to Dodds (1972: 8), the low productivity of agricultural practices and the absence of relevant resources and technologies contribute to poverty amongst agricultural workers. Primitive tools, little or no fertilisers as well as lack of exposure to current techniques engender inefficient production and low income. Furthermore, given the importance of agricultural production to developing economies, stagnation in this sector of the economy limits socio-economic growth in general (Dodds, 1972: 8).

Agriculture is thus not only the single largest employer in the predominantly rural, developing countries, but also the basis of all growth. It provides food for the population, labour and raw materials for industry as well as the foreign exchange so urgently required by developing economies. By raising the productivity of its agricultural workers, a developing country widens its position in international markets and opens up new outlets for its nascent industries which can provide the tools, machinery and fertilisers used in agricultural production. Agriculture also creates markets for consumer goods, thereby improving the general living conditions of the population as a whole.

Community development in Tanzania has thus focused primarily on rural development schemes designed to alleviate poverty. In this case as throughout Africa, adult education plays a major role in the development of rural communities and, in turn, the economy as a whole.

Adult education, particularly in agriculture and its related fields, can thus increase national productivity (Kinunda, 1975: 10). In addition, it can be argued that the success of primary education is to some extent dependent upon adult education. Children living in a community with low levels of education are arguably more likely to drop out of school. Similarly, parents who are themselves involved in educational activities will see the value of educating their children. Therefore, money invested in primary education without adult education runs the

risk of being wasted or, at the very least, underutilised (Muller, 1975: 95).

A final objective of adult education in Tanzania has been the provision of leadership training. Leadership skills and roles are promoted through a wide range of human activity. Adult education should thus be closely associated with formal and informal leadership training which is badly needed in developing societies.

2.3.3.2 ADULT EDUCATION IN SOUTHERN AFRICA

Many countries in Southern Africa have sought to promote adult education over the past three decades. In Zambia, for instance, one fifth of the funds allocated in the first post-colonial development plan were directed towards adult education. In Zimbabwe, adult education programmes were established as a response to economic, political and social changes deriving from independence in 1980. Adult education in Zimbabwe aims to enhance problem solving at all levels, ranging from villages to government agencies and ministries. Today, this involves training for adults in a variety of settings, formal as well as non-formal, vocational and non-vocational (Russel, 1981: 21).

2.3.3.2.1 ADULT EDUCATION IN BOTSWANA

In Botswana, adult education programmes have been developed in agriculture, commerce and industry, health, education, resource management and local governance. According to Coles (1982: 84), adult

education in Botswana has sought primarily to meet the needs of the agricultural sector. The specific aims of adult education in agriculture have been:

- To help those involved in agriculture to enjoy adequate and secure livelihoods;
- To create more such livelihoods to meet the demands of a growing labour force within Botswana;
- To reduce Botswana's dependence upon imports, particularly food;
- To raise national income by increasing the value of agricultural production;
- To maintain agricultural land for future generations;
- To ensure sustained production through careful land use planning and the promotion of sound management techniques;
- To maintain the health of cattle and other livestock through stringent disease control measures;
- To increase production through improved marketing and management; and
- To contribute towards social justice by assisting small stock owners, and by accounting for the interests of rural dwellers without livestock.

In commerce and industry, adult education in Botswana has sought to achieve the following objectives (Cropley, 1980: 62):

- To increase the number of worthwhile employment opportunities for Botswana, particularly in rural areas;
- To increase Botswana's economic independence by promoting domestic production, and by diversifying sources of capital and skills;
- To diversify the economy as the basis of balanced, long-term economic growth;
- To protect the interests of consumers and workers;
- To help the Botswana Enterprises Development Unit in promoting the capacity of local road construction contractors; and
- To improve wildlife education by ensuring that national reserves are used fully for educational purposes (Coles, 1982: 91).

Concerning the field of education, adult educational programmes in Botswana have attempted the following (Coles, 1982: 97):

- To increase educational opportunities, and to reduce inequalities of educational opportunities so far as resources permit;

- To contribute to the balanced economic development of Botswana by seeking to satisfy manpower requirements for all sectors, especially rural sectors;
- To promote personal equalities such as respect for national ideals, self-reliance and concern for other people, and to encourage the full development of individual talents; and
- To help the "Ditiro tsa Ditlhabololo" scheme to promote women's education, and to support and provide leadership training for women.

As Cropley (1980: 68) notes, people are seen to be Botswana's most important national resource. Healthy people, in turn, are the most productive. The major health problems in Botswana are caused by poverty and the climate. In addition, lack of knowledge about nutrition, personal hygiene and sanitation contribute to poor health and disease. To overcome these problems, the Ministry of Health relies to a large extent on adult education programmes designed to promote a healthy population as well as a clean and safe environment.

Adult education in Botswana has also aimed to promote local governance and effective resource management. Townsend (1980: 101) argues that these programmes have been involved primarily in the upgrading of local services and the cultivation of local leadership skills. In addition, adult education has sought to overcome urban

bias and integrate relations between rural and urban settlements through a balanced national investment strategy.

Additional concerns of adult education in Botswana include the promotion of Setswana literature and language as well as local crafts and traditions. Programmes conducted under the auspices of the National Cultural Council and the National Museum and Art Gallery aim to stimulate cultural and historical awareness (Coles, 1982: 105). Such programmes further contribute to tourism which is an important source of socio-economic growth.



2.3.4 ADULT EDUCATION IN SOUTH AFRICA

The successes of adult education in the cases discussed above underscore the need for creative attention to the question of adult education in South Africa. The massive literacy campaigns of Russia and Cuba, for instance, indicate that it is indeed possible to eradicate illiteracy in our lifetime, provided that the necessary resources and vision are in place. However, the case of adult education in Australia suggests that foreign models cannot simply be applied to South Africa. In Australia as in South Africa, adult educational programmes need to be retooled to meet the changing needs of a highly diverse population. Finally, the apparent emphasis on agricultural training and development in post-colonial Africa should not be overlooked in South Africa, especially in the rural areas where agricultural production and small-scale industries represent important motors of socio-economic growth.

In the following discussion of adult education in South Africa, it will be necessary to distinguish between apartheid and post-apartheid society, and to account for the legacies of oppression and inequality.

2.3.4.1 ADULT EDUCATION IN PRE-DEMOCRATIC SOUTH AFRICA

Following the Nationalist Party's victory in 1948, numerous and exacting regulations concerning "Bantu" education were promulgated. Subsidies for African adult education were progressively reduced until 1964, when they were no longer paid. As a result, adult literacy organisations and the many, predominantly white individuals who had given their time and resources to the furtherance of education amongst adult blacks were forced to cease their activities (Horrell, 1968: 12).

Subsequently, adult literacy and training courses could only be conducted in urban African townships, mining or other industrial compounds and the rural African reserves. Accordingly, many sectors of the black population (e.g. urban domestic workers) were unable to attend these classes.

In 1949, the council of the Institute of Race Relations argued that adult education was an important means of correcting deficiencies in the youth, closing the dangerous sociological gap between the generations as well as creating a fuller and more useful life for the individual.

Similarly, the 1955 Tornlinson Commission stressed that education in the widest sense was to be the driving force

behind its national development plan. The Commission recommended the establishment of a Bureau for Literacy and for effective film, radio and other informational services (Horrell, 1963: 15).

The apartheid state thus recognised the functional role of adult education. However, adult education, like conventional schooling, was fitted into a framework of racial inequality, whereby the types of education provided for black South Africans ensured their inferior status in society and the economy. Black adults were educated up to a point, facilitating their integration into the labour force rather than their personal and collective fulfillment.

2.3.4.2 ADULT EDUCATION DURING THE 1990'S

In 1992, South Africa began a difficult period of transition to democracy. Adult education played an important role in this process, for instance through raising political awareness in rural communities. According to Swanepoel (1992: 7), adult education has assisted local groups and communities to cope with political change in the following ways:

- By rendering community organisations more appropriate, effective and efficient;
- By creating and improving linkages between institutions and individuals;
- By promoting and enabling leadership;
- By inculcating the skills required to organise, negotiate, plan and take action; and

- By improving the overall quality of life, including health care, education, child care and housing.

Community development works towards concrete objectives. According to Tattum (1992: 10) adult education creates an awareness of local issues and the various ways in which these can be addressed. One of the most important benefits deriving from adult education is that people become more conscious of themselves and their environment. They also become aware of their needs and resources. Such awareness is one of the greatest strengths a community can enjoy, because it engenders a sense of responsibility through the promotion of the community as an active, doing entity.

In the run-up to the 1994 democratic elections, adult educational programmes promoted voter education as well as a sense of collective hope and responsibility. Such programmes further educated adults in local governance and provided training for community leaders.

2.3.4.3 ADULT EDUCATION IN POST-DEMOCRATIC SOUTH AFRICA

According to the Policy Framework of the Reconstruction and Development Program (RDP, 1994: 58), the fragmented, unequal and undemocratic nature of the education and training system practised by the old apartheid regime has had a profound impact on the economy and society. This document further suggests that apartheid education has resulted in the destruction, distortion and neglect of the country's human

potential, with devastating consequences for the future socio-economic development of the nation.

People's resistance to apartheid education led to the destructure of the culture of learning within South Africa's schools. This resulted in high rates of illiterate, semi-literate and unskilled pupils, most of whom dropped out of school. To redress the legacies of apartheid, skills development and literacy programmes are needed. The benefits derived from such programmes will assist not only individuals, but the country as a whole.

The RDP further argues that:

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The South African economy is characterised by excessive concentration of economic power in the hands of a tiny minority of the population (RDP paper, 1994: 76).

Adult education can help to redress these imbalances and inequalities, thereby reducing racial, social and economic tensions within South Africa. Education morally and materially empowers individuals and communities, who are thus better able to make decisions and take action. Vocational and managerial training, for instance, will help communities to establish self-help activities and other methods of income generation.

Advocates of continuing education or adult education, including Woodhall (1988: 76), argue in favour of a drastic shift of resources, from traditional forms and patterns of education towards a system of lifelong education that will provide opportunities for adults to participate in formal and non-formal education and/or training at any time in their lives. A more flexible pattern of education and training opportunities will result in a more skilled and adaptable work force, who will be better able to respond to changes in the domestic and international economies.

2.4 CONCLUSION

The importance of adult education as a form investment for society has been emphasised across cultures, and the concept of human capital has been underlined in most economic rationales for investment in education. As early as the 18th century, the Scotsman Adam Smith ([1776] 1937) stressed the importance of entrepreneurial skills for economic development. These and other skills can be promoted through the provision of adult education and training.

More recent studies have stressed the importance of improvements in education in relation to manpower planning. This notion has increasingly found favour with western governments, including Norway and the United Kingdom. Current policies on adult education have been heavily influenced by this thinking, which has resulted in a related emphasis on vocational education and training. Direct results are now anticipated in the labour market. Enterprise education has also been emphasised, along with the argument that schools should teach practical and vocational skills in order

to encourage young people to seek particular types of formal employment, and also to foster self-employment as a viable option for job-seekers.

In developing countries, where vast numbers of people have not participated in or finished conventional schooling, adult education is seen as an extension of, rather than a mere complement to, the learning process. In many newly independent countries, for instance Cuba and Tanzania, adult education has played an important role not only in economic development, but also in nation-building. The benefits derived from adult education in these and other countries thus provide a number of important lessons for educational planners and practitioners in South Africa.

As Withnall (1994: 54) has argued, older or mature people are an integral part of any society. Such people need to be accommodated in education. Adult education allows individuals to develop their talents, cope with changing social roles and responsibilities and play an active role in community and national life.

Older people should therefore be able to participate in education on an equal basis with their juniors. Throughout the world, adult educational programmes place value on the experiences that mature individuals bring to learning. In this manner, adults become agents for change, rather than its victims, thereby improving their own situations and society as a whole.

The role of adult education in South Africa will be explored empirically through a case study of interventions in the Bakenberg area. The next chapter focuses on the design and methods of this study.

CHAPTER THREE

3. EMPIRICAL RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter addresses the specific methods used in this research, the rationale underlying their use as well as the steps taken to ensure the validity of the data obtained.

3.2 RESEARCH TOOLS

3.2.1 QUESTIONNAIRE

According to Cohen and Manion (1985: 292), a questionnaire is a data collecting method whereby the respondent is required to record in some way his/her replies to a set of questions. A questionnaire was utilised in this study to collect general and biographic data about each respondent, and about the role of adult education in the community where he/she resides.

3.2.1.1 QUESTIONNAIRE CONSTRUCTION

The questionnaire is a measuring instrument used to collect data, with considerable positive influence on the reliability of the data collected (Legotlo, 1994). It is important that great care be taken when designing a questionnaire, because improperly laid out questions and formats can lead to confusion on the part of the respondent, who may then be unable to complete the questionnaire. At the extreme, a poorly designed questionnaire may lead to its having to be thrown away (Babbie, 1983: 145).

Legotlo (1994) argues that a well designed questionnaire boosts the reliability and validity of the data to acceptable

levels of tolerance. The key word in questionnaire construction is "relevance." As Bailey (1978) notes, this term applies to:

- The relevance of the study's goals;
- The relevance of questions to the goals of the study; and
- The relevance of the questions to the individual respondent.

Prior to constructing the questionnaire, the researcher should ensure that the operational definitions correlate with the theoretical concepts, and that the sample matches the population from which it was drawn. It is the task of the researcher to make sure that the questions measure theoretical concepts adequately, and that the sample of respondents answers the questions sufficiently.

Borg and Gall (1989: 430-431) cite a number of useful tips for the researcher who is constructing a questionnaire:

- Clarity is essential, ambiguity must be avoided;
- Short items are preferred to long ones;
- Negative items should be avoided as they are often misread by respondents;
- Double-barreled items which require the subjects to respond to two separate ideas with a single answer should be avoided; and

- Simple language which can easily be understood by respondents is preferred.

3.2.1.2 DEVELOPMENT OF THE QUESTIONNAIRE

In the present study, a questionnaire was used to gather information about the experiences of teachers, principals and community nurses who are working with adults in the Bakenberg area.

3.2.1.3 FORMAT AND CONTENT OF THE QUESTIONNAIRES

Three separate questionnaires were developed, for principals, teachers and community nurses, respectively. Examples of the questionnaires used in the research are attached in the appendices.

3.2.1.4 PRE-TESTING THE QUESTIONNAIRE

Pre-testing is the final stage of questionnaire construction and one of the most important. The preliminary questionnaire is merely a rough draft which is administered to a few respondents so that its flaws can be identified and corrected (Bailey, 1982: 149-150; Legotlo, 1994).

To determine any ambiguities and/or structural problems, the questionnaire was pre-tested using a sample of five ($n=5$) teachers, two ($n=2$) nurses and three ($n=3$) principals. The ten ($n=10$) people were asked to complete the questions and indicate which, if any, were unclear to them. These ten individuals were further asked to comment more generally on

the format of the questionnaire, and to provide any suggestions that might improve the instrument (Borg and Gall, 1989: 435).

The pre-test results were examined, and a number of suggestions were applied to the construction of the final questionnaires. Not all of the suggestions were taken into consideration, as some were irrelevant to the study. The population of the pre-test was not included in the final study.

3.2.1.5 ADVANTAGES OF MAILED QUESTIONNAIRES

The mail questionnaire has both advantages and disadvantages. The reasons for employing the questionnaire can be summarised as follows (Bailey, 1982: 156-57; Legotlo, 1994):

- **Savings of time and money**

Questionnaires can be sent to all respondents simultaneously, and most of the replies will be returned within a week or so. Questionnaires administered by mail do not require large expenditures for travel.

In addition, the questionnaire may be completed at the respondent's convenience. The respondent may spend more total time on the questionnaire than he/she would in an interview. The respondent is not forced to complete all the questions at once and can, for instance, leave the difficult ones for last.

- **Greater assurance of anonymity**

Since there is no interviewer present, the respondent may be more willing to participate, especially where the questionnaire requires socially undesirable answers or answers that violate norms.

- **Standardised wording**

Comparison of respondents' answers is facilitated by the fact that each respondent is exposed to exactly the same wording.

- **No interviewer bias**

There is no opportunity for the respondent to be biased in any way by an interviewer. An interviewer can bias answers in a variety of ways, for instance through voice inflection or by telling the respondent his/her personal opinion.



- **Security of information**

The mailed questionnaire allows the respondent to consult his/her records, confer with colleagues and/or conduct research before answering. This is generally not permitted during interviews.

- **Accessibility**

Respondents who are widely separated geographically can all be reached for the price of a postage stamp, as compared to the travel and other costs incurred by interviews.

3.2.1.6 DISADVANTAGES OF MAILED QUESTIONNAIRES

Despite the above noted advantages, mailed questionnaires do have certain disadvantages (Bailey, 1978; Legotlo, 1994; Borg and Gall, 1989). These include:

- **Lack of flexibility**
With no interviewer present, there can be no variation of the questions asked, and no probing for a more specific answer if the respondent's reply is too vague or general to be useful.
- **Low response rate**
Low rates of response can derive from respondents being unable to read or write, and other factors. Some respondents may feel that they can better express themselves through speaking. Others may not have the time or the desire to write responses.
- **Verbal behaviour only**
The absence of an interviewer means that non-verbal behaviour cannot be observed. Face-to-face contact allows the interviewer to make a personal assessment of the respondent's ethnicity, age, social class and other pertinent characteristics.
- **No control over environment**
With mailed questionnaires, there is no assurance that the respondent will be able to answer the questions privately.

- **No control over question order**

The question order, which has been carefully devised by the researcher to eliminate response bias, may be ruined by a respondent who reads the entire questionnaire before answering, skips some questions or does not answer the questions in the order in which they are presented.

- **Many questions remained unanswered**

With no interviewer or facilitator present to supervise the completion of the mailed questionnaire, the respondent may leave certain questions unanswered.

- **No record of spontaneous answers**

It is difficult to gather spontaneous first opinions, as the respondent has the opportunity to erase answers that he/she later decides are undiplomatic or socially unacceptable.

- **Difficult to separate bad addresses from non-responses**

Whereas some of the questionnaires that fail to reach the respondents are returned to the researcher, many fall into the hands of new tenants or neighbours who are likely to throw them away. Others might be forwarded to a second back address rather than being returned to the sender. This makes it difficult to determine the percentage of respondents who choose not to participate in the study.

Despite these disadvantages, the mailed questionnaire is commonly used in the collection of data. According to Legotlo (1994, 163), if great care is taken in the construction and administration of the questionnaire, the likelihood of obtaining favourable responses will be increased. For the purposes of the present study, the advantages of the questionnaire far outweighed any possible disadvantages associated with this method of conducting research.

3.2.2 DEFINITION OF AN INTERVIEW

An interview is one of the most vital instruments of research, used to secure information and impressions about the subject under investigation. Interviews provide certain data that other instruments of research might not. Furthermore, the interview context allows the researcher to secure sufficient and appropriate information from the respondent or interviewee (Legotlo, 1994: 16).

3.2.2.1 THE PERSONAL INTERVIEW: A SUPPLEMENT TO THE ADMINISTERING OF QUESTIONNAIRES

The personal interview is regarded as a face-to-face interpersonal role situation, in which the interviewer asks the respondent questions designed to obtain information relevant to the study. The questions, their wording as well as their sequence define the extent to which the interview is structured.

3.2.2.2 ADVANTAGES OF PERSONAL INTERVIEWS

The advantages of the interview as a means of gathering information include the following (Ramjan, 1994: 12):

- The respondent talks while the interviewer listens and observes;
- Interviews tend to be less time-consuming for the respondent, in contrast to the questionnaire;
- Interviews provide quantifiable data;
- The interview can be used to supplement other methods of data collection like questionnaires;
- The interview context provides an opportunity to deal in depth with a wide range of issues;
- The interview allows for the broadest possible spectrum of expression on the part of the interviewee; and
- An interview can bring to the fore a respondent's frame of reference, prejudices and/or stereotypes (Guy, et al., 1987: 246; Ramjan, 1994: 12).

3.2.2.3 PRINCIPLES OF EFFECTIVE INTERVIEWING

The following principles should be observed by any researcher when conducting personal interviews (Nachmias and Nachmias, 1981: 196):

- Respondents need to feel that their interaction with the interviewer is pleasant and satisfying;
- Respondents need to understand the objectives of the research, and to view these as being worthwhile; and
- Potential barriers to communication need to be overcome.

3.2.2.4 DISADVANTAGES OF PERSONAL INTERVIEWS

The interview is relatively costly and time-consuming for the researcher. Extensive interviewing engenders travel

expenses, training, supervision of personnel, interviewer wages and possibly lodging and meals. Interviews also require advance work for the researchers who must often call several times before they find the respondent at home. The nature of the research must then be explained, and a mutually acceptable time and place for the interview be negotiated. Only after these preliminary issues have been dealt with can the interview finally take place.

Many respondents may be afraid of talking to strangers or concerned to protect their privacy. Staff supervision presents additional difficulties for the primary researcher who is concerned to ensure consistency and the reliability of the data collected. Some interviewers may become dishonest and either fabricate data or interview people outside the required population and sample (Singleton, et al., 1993: 262; Guy, et al., 1987: 245).

Interviews are also prone to interruptions, especially when conducted in busy working areas or homes. Interruptions may disturb the flow of information, thus affecting the outcomes of the research. In addition, persuasiveness and persistence on the part of the interviewer may be misunderstood by the respondent (Guy, 1987: 245). It is thus essential that the researcher develop a good rapport with his/her interviewees. Interpersonal skills influence, positively as well as negatively, the behaviour and responses of the interviewee. The respondent may become hostile and uncooperative if he/she perceives the researcher in an unkind light, thereby making it impossible to generate the in-depth data required (Guy, 1990: 203).

In addition to his/her interpersonal skills, the appearance of the interviewer will affect the outcomes of the research. A sloppy looking interviewer may be dismissed or rejected, whereas a neatly attired researcher stands a better chance of securing an interview (Baker, 1988: 178).

If, however, the researcher is aware of the factors that may negatively affect an interview, these can be used to his/her advantage. Suggestively, good interviewing techniques are developed largely through experience. Thus, whereas certain interviewing skills may be beyond the reach of beginning researchers, a sensitive and self-aware novice should be able to improve his/her proficiency from one interview to the next.

3.3 DATA COLLECTION

In this study, data was collected personally by the researcher who conducted the necessary interviews and administered the questionnaires. These were delivered to sixteen (n=16) schools and one Health Centre in the Bakenberg region of the Northern Province. At the schools, questionnaires were given to the principals who distributed these to teachers previously selected at random from the roll of teachers. Respondents returned their completed questionnaires to their respective principals who held them in a secure place until these were collected by the researcher according to a pre-arranged schedule.

At the Bakenberg Health Centre, questionnaires were given personally to the matron who helped to administer these to all ten (n=10) members of her staff. Respondents returned their completed questionnaires to the matron who kept them in a safe place until collection by the researcher.

3.4 FOLLOW-UPS

According to Babbie (1983: 241) and Legotlo (1994), follow-ups can be conducted in a number of ways. Non-respondents can simply be sent a letter of additional encouragement to participate. A better method, however, is to send a second questionnaire along with a follow-up letter. If a potential respondent has not returned his/her questionnaire after two or three weeks, it is likely that the questionnaire has been lost or misplaced.

In terms of the present study, eighty percent (80%) of the questionnaires were returned within one week. Follow-ups were made telephonically with the principals and the matron. A week later, additional questionnaires were sent to non-respondents in an attempt to increase the rate of response (cf. Borg and Gall, 1989: 440)

3.5 PERMISSION LETTER

A letter of introduction was obtained from the research supervisor, Mr. L. M. E. M. SEHLARE of the University of North West. This letter was directed to the Area Manager of Bakenberg region, to request permission for the researcher to conduct his study in that area of the Northern Province.

3.6 POPULATION AND SAMPLING

The survey population was drawn from one educational district of Bakenberg. A sample of sixteen ($n=16$) principals, fifty ($n=50$) teachers and ten ($n=10$) community nurses was selected, to gather information on the role of adult education in rural areas. In addition, one ($n=1$) chief and five ($n=5$) indunas around the village of Bakenberg were interviewed. A total of eighty-two ($n=82$) people thus took part in this research.

3.7 RESPONSE RATE

The response rate of the selected respondents was one hundred percent

(100%). This excellent rate of response suggests that the questionnaires were well designed, and that the method of administering the instruments and collecting completed questionnaires was effective. This included the use of principals and the matron of Bakenberg Health Centre as contact persons who helped to encourage subjects to complete the questionnaires. The researcher communicated telephonically with the principals and the matron on a weekly basis, which allowed for the sending of follow-up letters where necessary.

3.8 QUALITATIVE DATA

The chief and the indunas were interviewed to obtain information about the necessity of adult education in their area, as well as the role of adult educational programmes in the daily lives of their community members.

3.9 SUMMARY

Questionnaires and interviews were employed as the main instruments of the research because of their various advantages. The extremely high rate of response attests to carefully constructed questionnaires, the important role of contact persons within the target population as well as diligent follow-up by the researcher. The next chapter tabulates the data provided by the respondents, and interprets their responses in relation to the question of the role played by adult education in the Bakenberg area.

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CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter reports on the results of the quantitative and qualitative data gathered through the questionnaires described in chapter three. The data reveals respondents' views about the role of adult education in rural areas, especially the Bakenberg region of the Northern Province.

4.2 REVIEW OF SUBJECTS

4.2.1 RESPONSES OF PRINCIPALS

Sixteen (n=16) principals of primary and secondary schools participated in this study. A sample of the questionnaire directed at school principals is attached in Appendix A.

1. Concerning the question of whether there is an adult education centre in their area, the response was as follows:

TABLE 1: PRESENCE OF AN ADULT EDUCATION CENTRE

A = YES	0	0%
B = NO	16	100%
TOTAL	16	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The response indicates that there are no adult education centres in Bakenberg area. This suggests that adults are

being deprived of their rights to education and a better quality of life. The establishment of a adult education centre in Bakenberg area should thus be a major priority.

2. To the question of whether the respondent thinks it is necessary to have adult education in his/her area, the response was as follows:

TABLE 2: NECESSITY OF ADULT EDUCATION

A = YES	15	94%
B = NO	1	6%
TOTAL	16	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

Most of the principals supported the establishment of adult education. This suggests that there may be problems associated with high rates of illiteracy and skills shortages in their communities. Discipline in schools will suffer if parents are unable or unwilling to work with principals and teachers. Increased literacy can encourage parents to participate more actively in their children's schooling. The principals surveyed indicated that adult education should be introduced as soon as possible.

3. Regarding the question of whether the community would appreciate the establishment of adult education, the response was as follows:

TABLE 3: COMMUNITY ADDITUDES TOWARDS ADULT EDUCATION

A = YES	16	100%
B = NO	0	0%
TOTAL	16	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The principals believe that the communities in which they live will appreciate the introduction of adult education. The overwhelming majority of the Bakenberg population is partially illiterate. Many people lack basic skills as well as the training necessary to obtain satisfactory employment. Adult education in this area would thus help to alleviate poverty and improve living standards.

4. To the question of whether the community will benefit educationally from the establishment of an adult education centre, the responses were as follows:

**TABLE 4: BENEFITS OF ADULT EDUCATION
TO LOCAL COMMUNITY**

A = YES	16	100%
B = NO	0	0%
TOTAL	16	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

Through adult education and, in particular, increased levels of literacy, members of the community will be able to use educational resources like books, magazines, newspapers and libraries. They will also be able to contribute more fully to educational decision-making. Adults who are involved in education are also more likely to encourage their children to stay in school, work hard and learn to be future leaders.

5. Concerning the question of whether trained adult education tutors are available, the principals responded as follows:

TABLE 5: AVAILABILITY OF TRAINED ADULT EDUCATION TUTORS

A = YES	3	19%
B = NO	13	81%
TOTAL	16	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

This response indicates there are few trained tutors. Many teachers are prepared to be trained in adult education. However, of the teachers who participated in this study, only three out of fifty have received in-service training to help adult learners. Efforts should thus be made to train and qualify teachers in adult education.

6. Regarding the question of who should initiate the establishment of adult education, the response was as follows:

TABLE 6: WHO SHOULD INITIATE ADULT EDUCATION

	RESPONSE	%
A. INSPECTOR	1	6%
B. PRINCIPAL	2	13%
C. THE COMMUNITY	0	0%
D. THE LEARNERS	0	0%
E. ALL OF THE ABOVE	13	81%
TOTAL	16	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

The principals surveyed thus had different opinions about who should take responsibility for the promotion of adult education. Some thought that the inspectors should take the initiative, while others thought that principals are better positioned to mediate between the community and the Department of Education. The majority of principals believed that all stakeholders should come together to determine how adult educational programmes are to be implemented.

7. As to who should provide the reading materials required for adult education, the response was as follows:

TABLE 7: WHO SHOULD PROVIDE LEARNING MATERIALS

	RESPONSE	%
A. THE LEARNERS	0	0%
B. THE PRINCIPALS	0	0%
C. THE GOVERNMENT	15	94%
D. BOTH A AND C	1	6%
E. ALL OF THE ABOVE	0	0%
TOTAL	16	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

The majority of the respondents felt that it is proper and fair for the government to provide reading materials for adult educational programmes. Only a small percentage thought that learners should also contribute towards the provision of educational materials, suggesting that people should not rely wholly on the government to do things on their behalf.

Currently, there are no reading materials for adult education in Bakenberg area. It is advisable that all parties join hands to secure reading materials and other necessary resources. Learners, for instance, could acquire their own texts while the government provides tutors and classrooms.

8. To the question of what qualifications one should have to teach in adult education centres, the responses was as follows:

TABLE 8: WHO SHOULD TEACH ADULT EDUCATION

	RESPONSE	%
A. STANDARD 10	0	0%
B. TEACHERS DIPLOMA	2	13%
C. BA. Ed OR JR. DEGREE	1	6%
D. B.Ed / HONOURS	0	0%
E. OTHER (SPECIFY)	13	81%
TOTAL	16	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

There was a difference in opinion regarding the qualifications of tutors. Some principals felt that a teacher's diploma would be sufficient, while a high percentage stressed that other qualifications like ABET (Adult Basic Education and Training) should be given first priority. According to the response, ABET is the most relevant qualification for adult education.

The responses to this question suggest that a qualification, *per se*, does not mean that a teacher or tutor is able to teach adults. Working with adult learners requires special skills and training which can be obtained through in-service or vocational courses.

9. Respondents were subsequently asked to offer general comments concerning the role of adult education in their areas. Their views are summarised as follows:

- Principals noted that the provision of adult education in rural areas will reduce the high rate of illiteracy. This response was rated highest by fourteen (14) principals. The respondents believed that illiterate people will benefit most from adult education, because they will be empowered with appropriate methods and ideas and, in turn, gain self-respect, self-assurance and confidence. Adult education can assist rural people to participate fruitfully in courses, seminars and workshops on such issues as agricultural production and primary health care.
- Principals also mentioned numerous problems that they encounter at school, and suggested that many were related to illiteracy. The general consensus was that if parents are educated, problems in schools will decrease. Principals noted such difficulties as lack of parental cooperation, truancy and absenteeism. They argued that adult education, especially improved literacy, can empower parents to deal effectively with their children, and to cooperate better with principals and teachers.
- Principals also suggested that adult education will benefit the community as a whole. Literacy and other training programmes will assist community members in fighting poverty, for instance through the creation of self-help activities. Adult education will further enable individuals to live their lives in a more informed and contented way, as integrated members of the community.

- In addition, principals mentioned that adult education will help communities to be aware of their human rights. Many people in rural communities are not fully aware of their rights. Apart from their basic human rights, community members need to know how labour, employment and other laws can protect their interests. They also need to understand their duties as citizens in a democracy. Suggestively, principals stressed that individuals must not do away with their morals and discipline in the name of "human rights." Most respondents included human rights education as one of the priorities of any adult educational programme.
- Seventy five percent (75%) of principals stated that adult education will improve parents' understanding of school meetings and governing bodies. This will enhance the overall provision of education in rural communities.
- Most principals also stated that adult education will decrease rural people's dependence on the government.
- Principals further suggested that the content of adult education should include technical training as well as programmes to promote income generation, small business management, rural development and nation-building. They also noted that adult education should also cater specifically for unemployed or retrenched workers as well as for women.

4.2.2 RESPONSES OF TEACHERS

Fifty (n=50) teachers from lower primary, higher primary and secondary schools around Bakenberg area participated in this study. At each of the sixteen (n=16) schools involved in the

study, teachers were chosen randomly by the principal who selected every second name from the roll of teachers. The number of teachers selected from each of the sixteen school varied one from one school to the next, depending upon the size of the school. Thus, the schools with the larger staffs had proportionately more teachers participating in the study than those with fewer staff.

Principals were requested to assist in administering the questionnaires at their schools. The overall response to the survey was extremely positive, and all the questionnaires were completed satisfactorily and returned to the researcher. A sample of the questionnaire directed at teachers is attached in Appendix B.

1. Concerning the question of whether adult education can reduce illiteracy in the community, the response was as follows:

TABLE 9: ADULT EDUCATION WILL REDUCE ILLITERACY

	RESPONSE	%
A. STRONGLY AGREE	44	88%
B. AGREE	5	10%
C. DISAGREE	1	2%
D. STRONGLY DISAGREE	0	0%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Most of the teachers strongly agreed with the notion that adult education decreases illiteracy rates. This suggests an awareness of the socio-economic problems associated with illiteracy, as well as an understanding of the benefits deriving from adult educational programmes.

2. Regarding the question of whether adult education helps community members to know how to read and write, the response by teachers was as follows:

TABLE 10: COMMUNITIES WILL BETTER BE BETTER ABLE TO READ AND WRITE

	RESPONSE	%
A. STRONGLY AGREE	40	80%
B. AGREE	9	18%
C. DISAGREE	1	2%
D. STRONGLY DISAGREE	0	0%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

This response suggests that adult education can provide community members with an important "tool" in life. This tool will enable individuals to live their lives in a more informed and contented way.

- 3 & 5. Concerning the question of whether adult education can help people to know how to sign documents, the response was as follows:

**TABLE 11: COMMUNITY MEMBERS WILL BETTER
KNOW HOW TO SIGN DOCUMENTS**

	RESPONSE	%
A. STRONGLY AGREE	39	78%
B. AGREE	10	20%
C. DISAGREE	1	2%
D. STRONGLY DISAGREE	0	0%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters.
Responses are represented by figures and percentages.

On the whole, teachers responded positively, with seventy-eight percent (78%) in strong agreement and a further twenty percent (20%) in agreement. This suggests that adult education will assist community members in utilising institutions and facilities once closed to them.

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4. Regarding the question of whether adult education can help people to use automated machines with confidence, the response was as follows:

**TABLE 12: COMMUNITY MEMBERS WILL BETTER
KNOW HOW TO USE AUTOMATED MACHINES**

	RESPONSE	%
A. STRONGLY AGREE	26	52%
B. AGREE	18	36%
C. DISAGREE	4	8%
D. STRONGLY DISAGREE	2	4%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters.
Responses are represented by figures and percentages.

There was some difference in opinion concerning this statement. The majority of teachers believe that adult education can empower workers who are employed or who were formerly employed in factories. Their response suggests that workers need to be trained and retrained to cope with changes in the workplace. Adult education can play a vital role in educating and training workers. This education can take the form of shift schools, extramural or correspondence schools, evening elementary and secondary schools, and on-site training as is commonly practiced in countries like the Soviet Union.

6. To the question of whether adult education can help people to maintain agricultural land for future generations, the response was as follows:

TABLE 13: COMMUNITY MEMBERS WILL BE BETTER ABLE TO MAINTAIN AGRICULTURAL LAND

	RESPONSE	%
A. STRONGLY AGREE	25	50%
B. AGREE	23	46%
C. DISAGREE	2	4%
D. STRONGLY DISAGREE	0	0%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Most of the teachers concurred with this statement. Adult education can help to raise agricultural productivity through

the introduction of more efficient methods as well as through the improvement or conservation of existing agricultural land.

Community members, for instance, should be taught how to prevent soil erosion. The planting of trees which is highlighted on Arbor Day should be more widely encouraged. Trees play an important role in preventing soil erosion, and also serve as windbreakers. In addition, fruit trees as well as vegetables cultivated at home are an important source of a well balanced and nutritious diet.

7. Regarding the question of whether adult education can enable people to inventory their livestock, the response was as follows:

TABLE 14: COMMUNITY MEMBERS WILL BE BETTER ABLE TO INVENTORY THEIR LIVESTOCK

	RESPONSE	%
A. STRONGLY AGREE	24	48%
B. AGREE	25	50%
C. DISAGREE	1	2%
D. STRONGLY DISAGREE	0	0%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

The positive response of the teachers indicates that they are familiar with the lives and needs of rural people. Stock

farmers need to know how many goats, sheep, donkeys and cattle they own. Stock farmers will also benefit by bringing their animals to agriculturalists on a regular basis. This will ensure the maintenance of the stock through stringent disease control measures. Adult education should not only target small-scale cattle and other stock farmers, but also account for the interests of rural people without livestock, as in Botswana.

8. To the question of whether adult education increases chances of marketability, the response was as follows:

TABLE 15: ADULT EDUCATION WILL INCREASE CHANCES OF MARKETABILITY

	RESPONSE	%
A. STRONGLY AGREE	19	38%
B. AGREE	27	54%
C. DISAGREE	3	6%
D. STRONGLY DISAGREE	1	2%
TOTAL	50	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Whereas most of the respondents agreed with this statement, a small number disagreed. It may be that this question was not entirely clear to the respondents. In any event, it appears that even those whom we regard as literate require some training concerning the methods and ideas of marketing. Adult education can assist consumers in making informed choices, and in knowing their rights. Adult education can further help

rural producers to market their products more effectively, thereby generating increased income. Through adult education and training, rural communities will gain the knowledge and skills needed to make agriculture, stock farming and small-scale industries like basketry and brick-making more cost effective and thus more competitive in the domestic and even international markets.

9. Teachers were further asked to offer their comments and suggestions concerning the role of adult education in their communities. Their ideas are summarised as follows:
 - Most of the teachers suggested that an adult education centre should be established in Bakenberg area. Thirty-six (36) teachers, or seventy-two percent (72%) of respondents, indicated that adult education should be given immediate attention. The teachers noted that rural communities are disadvantaged and, educationally speaking, analogous to disaster areas. There is an unacceptable level of poverty in rural areas like Bakenberg. It was suggested that adult education will provide a way of meeting the specific needs of rural people and, in turn, improving their quality of life.
 - Teachers also indicated that adult education will help to reduce poverty. Twenty (20) teachers, or forty percent (40%) of respondents, agreed that adult education can alleviate poverty through income generation, vocational training and improved resource management. Women, for instance, might learn cookery, sewing, knitting and other income generating skills. Men can also learn such skills as woodcarving, skin curing and iron work. These types of skills will help people to

gain employment, including self-employment, and establish self-help activities in the area.

- Another suggestion by teachers was that adult education will improve the management and conservation of land. Community members need to be encouraged to plant trees and not just destroy them for firewood. The availability of wood will ensure the viability of income generating projects like carving. Adult education will help communities to replace damaged trees and use natural resources more wisely. People should also be informed that trees provide protection from the elements, including wind and sun, and that fruit trees can be an important source of food (i.e. fruit trees). The planting of trees should be seen as an investment for both the individual and the community as a whole.
- Teachers also suggested that community members lack encouragement and motivation from teachers and other educational stakeholders. It was felt that parents do want to take part in their children's education, but are often discouraged by the behaviour of teachers and principals. The promotion of adult education is an important way in which teachers can motivate members of the community to become involved in education. Parents should thus be encouraged to participate in adult education for the benefit of themselves, their families, their community and the nation as a whole.
- Finally, teachers emphasised that adult education will help to reduce the high rates of child abuse in rural areas. Parents, for instance, need to be taught about the dangers of alcohol abuse. People who drink excessively may develop serious

personal, domestic and social problems. Adults as well as children should be familiar with the symptoms and consequences of alcoholism. Rural people further need to be informed how and where to obtain assistance in dealing with alcohol-related problems, child and domestic abuse, mental illnesses and the like.

4.2.3 RESPONSES OF COMMUNITY NURSES

Ten (n=10) community nurses employed by the Department of Health in the Bakenberg Health Centre participated in this research. An example of the questionnaire which they completed is attached in Appendix C.

1. Concerning the question of whether adult education can help community members to realise the importance of home visits by nurses, the response was as follows:

TABLE 16: ADULT EDUCATION WILL INCREASE COMMUNITY AWARENESS ABOUT HOME VISITS

A = YES	10	100%
B = NO	0	0%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

All ten (n=10) nurses responded positively to this statement. Adult education can help to facilitate a partnership between rural people and community nurses. If people are informed about the nature and necessity of home visits, they will make any necessary preparations and thus render the nurses' work

more easy and interesting. Adult education can help rural community members to be more actively involved in the prevention and treatment of ill-health and disease.

2. Concerning the question of whether adult education can encourage people to learn better habits of health, the response was as follows:

TABLE 17: COMMUNITY MEMBERS WILL LEARN BETTER HEALTH HABITS

A = YES	10	100%
B = NO	0	0%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The strong support of this statement suggests that adult education will assist nurses and other health care providers by familiarising community members with issues like family planning, immunisations and nutrition. Adult education will also help community members to cope better with various diseases and teenage pregnancies.

- 3 & 12. Regarding the question of whether adult education can teach people how to treat simple ailments like stomach problems, headaches and small pains, the response was as follows:

TABLE 18: COMMUNITY MEMBERS WILL BE BETTER ABLE TO TREAT SIMPLE HEALTH AILMENTS

A = YES	8	80%
B = NO	2	20%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

Eighty percent (80%) of the nurses stated that adult education can help people to treat minor illnesses. They further indicated that community members need to be aware that any ailment is potentially dangerous. People, especially rural people, tend to wait a long time before they visit a clinic. Adult education can thus encourage community members to visit the nearest clinic as soon as possible, even for minor ailments. Adult education can further discourage people from self-medicating and from using prescriptions and other medicines whose date of expiration has passed.

- 4 & 8. Concerning the question of whether adult education can improve standards of family health by reducing malnutrition, the response was as follows:

TABLE 19: FAMILY HEALTH STANDARDS WILL IMPROVE WITH INTRODUCTION OF ADULT EDUCATION

A = YES	9	90%
B = NO	1	10%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The positive response to this statement underscores the fact that people should be taught to improvise in ensuring a healthy and well balanced diet. Adult education can not only inform people about good nutrition, but also provide them with the practical skills to plant vegetable gardens and practise small-scale farming. Where water is scarce, people can be taught about irrigation and, in particular, water conservation. Even community water schemes can be established.

5. Regarding the question of whether adult education about family planning can reduce poverty and over-population, the response was as follows:

TABLE 20: ADULT EDUCATION SHOULD INCLUDE FAMILY PLANNING EDUCATION

A = YES	9	90%
B = NO	1	10%
TOTAL	10	100%

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KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The respondents felt that it is imperative that health care providers bring knowledge about family planning to community members. It was noted that seminars and workshops could be organised in conjunction with adult education tutors, to instruct men as well as women about family planning. The relationship between fertility rates and poverty should also be explained, so that rural people can make informed choices about family size.

6. Concerning the question of whether adult education can help people to understand the value of cleanliness in their surroundings, the response was as follows:

TABLE 21: ADULT EDUCATION WILL ENGENDER CLEANER SURROUNDINGS

A = YES	8	80%
B = NO	2	20%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

The nurses noted that some people do not keep their surroundings clean. There is, for instance, a lot of littering in Bakenberg area. In the clinics, people do not always use the available dustbins. Adult education can help people to keep their surroundings clean and thus reduce the spread of disease.

7. Concerning the question of whether adult education can empower people economically, the response was as follows:

TABLE 22: ADULT EDUCATION WILL EMPOWER PEOPLE ECONOMICALLY

A = YES	7	70%
B = NO	3	30%
TOTAL	10	100%

KEY: Answers are represented by alphabetical characters. Responses are indicated by figures and percentages.

Here, the response was mixed. However, seventy percent (70%) of the nurses felt that education is an instrument to empower people economically. Adult education will equip and help people to gain a better understanding of their common problems and take action accordingly. Adult education will also provide community members with the skills required for income generation and employment.

8. On the question of which types of adult education or training should be established in order to reduce hunger in families, the response was as follows:

TABLE 23: THE TYPES OF ADULT EDUCATION THAT WILL REDUCE HUNGER IN FAMILIES

A. GARDENING	6	60%
B. FARMING	1	10%
C. SEWING	3	30%
D. ARTS	0	0%
TOTAL	10	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Most of the respondents chose gardening, indicating that this activity can reduce malnutrition and provide food and occupation for the unemployed. The fact that sewing was the second most popular response suggests that income generated by women (e.g. sewing circles) will most likely be spent on food and other domestic expenses.

9. Regarding the question of which types of programmes should be arranged to inform people about available health services, the response was as follows:

TABLE 24: THE TYPES OF ADULT EDUCATION THAT WILL IMPROVE KNOWLEDGE ABOUT HEALTH SERVICES

A. WORKSHOPS	7	70%
B. SEMINARS	0	0%
C. HEALTH CAMPAIGNS	3	30%
D. SYMPOSIUMS	0	0%
TOTAL	10	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

The majority of community nurses chose workshops as the most potent weapon in the effort to educate community members about the role of health services in their lives. Adult education will help people to participate freely and with confidence in workshops or similar forums.

10. Concerning the question of the size of the communities in which the nurses provide health services, the response was as follows:

TABLE 25: SIZE OF COMMUNITIES IN BAKENBERG DISTRICT

A. BELOW 100	0	0%
B. BETWEEN 100 AND 200	2	20%
C. BETWEEN 200 AND 400	0	0%
D. BETWEEN 500 AND 600	0	0%
E. 700 AND OVER	8	80%
TOTAL	10	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Two (2) of the nurses are working in relatively small communities of between 100 and 200 residents, while the others are working in communities with populations in excess of 700 people. It should be noted that whatever the size of the community, problems like illiteracy and chronic unemployment are apparent. All the nurses felt that new ways of meeting the needs of people living in areas of high socio-economic deprivation should be established. Adult education can play an important role in this process.

11. Regarding the question of which factors most hinder the progress of health care, the response was as follows:

TABLE 26: FACTORS THAT HINDER HEALTH CARE DELIVERY

A. ILLITERACY	6	60%
B. LACK OF COMMUNICATION	1	10%
C. LACK OF UNDERSTANDING	3	30%
D. LACK OF ACCOMMODATION	0	0%
E. OTHER (SPECIFY)	0	0%
TOTAL	10	100%

KEY: Questions are represented by alphabetical characters.
Responses are represented by figures and percentages.

The nurses reacted differently to this question. However, illiteracy was identified as the number one obstacle to the effective provision of health care services. The nurses noted that illiteracy contributes to a lack of understanding and communication between health care providers and their clients. Adult education can reduce these barriers, especially through the promotion of literacy skills.

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11. Regarding the question of who should be contacted when someone is experiencing family problems, the response was as follows:

TABLE 27: PROFESSIONALS WHO SHOULD BE CONTACTED ABOUT FAMILY PROBLEMS

A. NURSES	1	10%
B. SOCIAL WORKERS	7	70%
C. TEACHERS	0	0%
D. ALL OF THE ABOVE	2	20%
TOTAL	10	100%

KEY: Questions are represented by alphabetical characters. Responses are represented by figures and percentages.

Most of the respondents felt that social workers are the relevant and appropriate people to be consulted. The nurses noted that many people are unable or unwilling to participate in educational programmes because of domestic tensions and responsibilities. Social workers can intervene, to ease these difficulties and also to motivate people to seek compensatory or remedial education. Adult education can play an important role in integrating the diverse interests of different groups in society.

13. The nurses were asked to offer their comments and opinions concerning the role of adult education in the Bakenberg area. There responses are summarised as follows:
 - The respondents indicated that family planning, sex education and counselling should form a part of any adult education programme. They noted that these subjects should be taught in schools as well as outside of the school. Adult education

can empower people, especially women, with methods and skills of family planning.

- The respondents also suggested that regular meetings, workshops, seminars and meetings should be held, to promote health education within the community. People must be motivated and encouraged to participate in such programmes. If, for instance, community members are aware of the relationship between poverty, disease and poor health, they will be more willing to be advised about personal hygiene and other practices like refuse and water collection and storage. These and other issues can be addressed through adult educational programmes.

4.2.4 INTERVIEWS

Interviews were conducted with the chief of Bakenberg area and five (5) of his indunas. The interviews sought to elicit the respondents' views on adult education and the overall levels of progress of their communities.

4.2.4.1 THE CHIEF OF BAKENBERG AREA

The traditional leader of Bakenberg area is Chief Dennis Matlhaba, II. He started the interview by giving a brief background of his life. Chief Matlhaba mentioned that he is a chief by birth, and that he has a total of thirty-eight (38) indunas working under him. He schooled up to standard six, and subsequently trained as a policeman and as a soldier. He was once elected as the Minister of Law and Order in the former Lebowa government.

Chief Matlhaba stated that he has encouraged each of his indunas to establish a primary and secondary school in their respective areas. At his place, the chief has built a creche, a pre-school and lower primary, higher primary, junior secondary and senior secondary schools. All these projects were achieved with the assistance of the communities who contributed a certain amount of money from their pockets.

When asked about adult education, the chief responded that this project is still in the pipeline. He noted that changes brought about by the 1994 elections had disturbed the progress of this and other plans to develop the area. At this stage, discussions are being held with indunas, communities, principals, teachers, inspectors and government officials, to determine how and where adult education will be implemented. The chief complained about the slow pace of execution, particularly on the part of the government.

Chief Matlhaba voiced a number of comments and suggestions concerning the role that adult education can play in the Bakenberg region. These are summarised as follows:

- Adult education will provide opportunities for people to come together to discuss the problems associated with illiteracy in their communities.
- It will further provide opportunities to discuss certain problems created by the rapid changes engendered by the transition to democracy.

- Adult education will help to create conditions under which people can be encouraged to study and discuss a wide range of subjects, in particular those connected to immediate social problems.
- Adult education will open up opportunities for local residents who wish to participate in more formal education leading to qualifications, thus providing a wider range of choices for a section of the community whose options would otherwise remain limited.
- Adult education will play a vital role in helping people to examine the conditions in which they live, their history and culture, the reasons for the problems and changes now confronting them as well as the alternative courses of action open to them.

The chief concluded by saying that adult education should be established as soon as possible. He is prepared and willing to assist in implementing and promoting adult education in the Bakenberg area. The chief stated that, even at his age, he will

be the first to register for adult education, in order to encourage his counsellors and residents to become involved.

4.2.4.2 THE INTERVIEWS WITH INDUNAS

The five (5) indunas interviewed all schooled up to standard three. Their ages range from fifty-five (55) years old and up, indicating that they have considerable knowledge of the Bakenberg area and the changes that have occurred in recent years. The views of the indunas concerning adult education are summarised as follows:

- Adult education will help the educationally backward masses to improve their socio-economic status and standards of living.
- Adult education will transform people's outlook and engender new mental abilities, in order to change man's relationship with himself and his fellow men, with a view towards enabling him to conquer and master his own world.
- Adult education will help individuals to free themselves from a "beggar mentality."
- Adult education will help to eradicate illiteracy, which the indunas recognise as a major obstacle to development.
- Adult education will motivate community members to improve their skills and develop their talents.
- Adult education should include initial and continual vocational education.

- Adult education should also upgrade social competencies, extend general education, deepen basic scientific knowledge, and promote physical development and health education.

The indunas concluded by saying that the community must not wait for a future adult population to bring the necessary skills and knowledge to Bakenberg area. They stressed that efforts must be made now to foster community development, and that these must take into account the needs as well as the abilities of the current adult population.

4.3 SUMMARY

According to the various people who participated in this research, adult education has not yet been implemented in the Bakenberg area. People living there are thus being denied opportunities to learn and acquire skills. Illiteracy remains a major problem, thereby perpetuating a cycle of poverty. Lack of knowledge about family planning also contributes to low living standards, which derive in part from unchecked population growth.

Many women, especially in rural areas, have never been to school or did not remain in school long enough to equip them adequately for their roles as mothers, educators and advisors of their children. Not only women but also men stand to benefit from the establishment of adult education in this region. An institution like an adult education centre will provide rural people with a second chance to further their education and, in turn, improve their lives.

Significantly, there is little if any resistance from community leaders and educators towards the concept of adult education. However, while all the respondents agreed that adult education is desirable and beneficial,

concrete measures towards realising this goal have yet to be undertaken. The next chapter offers a number of recommendations as to how this important process of educating adults can be kick-started and sustained.

CHAPTER FIVE

5. SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the study, followed by reflections on the major findings of the research. Finally, recommendations concerning the implementation of adult education in rural areas, especially Bakenberg in the Northern Province, are offered.

5.2 SUMMARY

In chapter one, the statement of the problem as well as the aim, scope and methods of research were presented. The study was justified in relation to problems concerning illiteracy and unemployment currently being experienced by rural communities. The empirical research on the role of adult education in the Bakenberg area was delineated, as was the relevance of this case study to the more general issue of adult education in South Africa.

Chapter two provided a review of literature. This survey defined a number of key terms, and also determined the nature and objectives of adult education in a number of developed and developing countries. Throughout this discussion, emphasis was placed on the social, economic, political and cultural benefits deriving from adult educational programmes. This chapter concluded by considering the role of adult education in apartheid and post-apartheid South Africa, and its possibilities for socio-economic development and nation-building in the current democratic era.

Chapter three discussed the methodology of the empirical research. A detailed outline of the various methods used to collect data for this study was presented. Literature was also consulted, to obtain a better understanding of the advantages and disadvantages of the methods that were used

in this research. The complementary relationship between interviews and questionnaires was noted, as was the rationale for their use in this study.

Chapter four presented and analysed the data collected, to determine the role that adult education plays in the Bakenberg area, as in rural areas more generally. From the data analysis, it emerged that adult education has yet to be implemented in the Bakenberg area, despite the fact that all of the respondents viewed this as a desirable and beneficial intervention. The data indicated a definite need for adult education, which the respondents felt will empower individuals, families and communities. It was noted that adult education will enhance, *inter alia*, communication between individuals and groups, income generation, agricultural production, health care delivery and resource management.

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5.3 RESEARCH FINDINGS

5.3.1 THERE IS NO ADULT EDUCATION TAKING PLACE IN BAKENBERG AREA

All of the respondents indicated that adult education has not yet been implemented in the Bakenberg area. This means that community members are being denied their rights to education, basic literacy and job training. This situation is particularly urgent in rural areas like Bakenberg area, where the cycle of poverty cannot be broken unless individuals and communities are empowered through income generation, employment opportunities (including self-employment) and decision-making and leadership skills. Rural people need to assisted in developing their talents, skills, experience and knowledge, in order to cope with changing roles and responsibilities. Adult

education should thus be provided to help community members to become agents of change, rather than its victims.

5.3.2 THE MAJORITY OF RESIDENTS IN BAKENBERG AREA ARE ILLITERATE OR SEMI-LITERATE

The data collected suggests that most of the people living in Bakenberg area are illiterate or semi-literate, primarily because they were unable to complete their schooling. The ongoing absence of adult educational programmes contributes to this high rate of illiteracy. Literacy provides a foundation for socio-economic development, increased political participation and effective communication between individuals and groups. When people are assisted to improve their literacy skills, they are empowered to participate in the struggle of creating the kind of society that is desired. The introduction of adult education will help to reduce illiteracy and, in turn, open up avenues of communication and growth that would otherwise remain closed.

5.3.3 ADULT EDUCATION IS NEEDED TO IMPROVE THE HEALTH OF THE COMMUNITIES

A strong, positive relationship between adult education and community health has been demonstrated. Poor health, poor nutrition, high birth rates and high infant mortality are characteristics of high rates of illiteracy. Health education is regarded as an essential component of adult education, and one needed urgently in rural areas.

5.3.4 ADULT EDUCATION IS NEEDED TO DEVELOP THE COMMUNITY

The data collected suggests that adult education will promote community development. The general consensus of the respondents was that people cannot be developed, but can only develop themselves. Man develops himself by what he does, by making his own decisions, by increasing his knowledge and ability, and by his full participation as an equal in the life of the community in which he lives.

Community development is an example of a comprehensive intervention, which aims at overall change based upon education through action, with the belief that the development of the local community rests largely on the concerted efforts of its members. Adult education needs to be established in South Africa's rural communities, to provide and improve community development through community involvement and action. This process must secure the active cooperation of the community as a whole, including women and the elderly, if it is to ensure higher standards of living and a better quality of life for all.

5.4 RECOMMENDATIONS

5.4.1 THE DOORS OF EDUCATION SHOULD BE OPEN TO ALL

MOTIVATION: The doors of learning have been opened to everyone in the New South Africa. In the past, the right to education was denied to many citizens of this country. Today, however, new laws have been promulgated to allow everyone, including those beyond the conventional age of schooling, to receive a "meaningful education that will help them in all aspects of their lives" (City Press, 1995: 74).

Despite the hardships, humiliations and criticisms suffered by adults, particularly black adults, they remain determined to succeed and make something of their lives. People who are illiterate need to feel the joy of reading and writing their own letters, signing their names to documents and transacting their own business in banks and shops. These ostensibly simple practices remain beyond the reach of millions of South Africans who lack the skills, confidence and self-assurance to participate fully in society and the economy.

Simon Bolivar, quoted in the City Press (1995: 74), argues that:

The making of the new world (and the New South Africa) will come out of the lives of people of vision, bravery and passion.

Not only our country's leaders, but also ordinary people possess these qualities. Such individuals need to be motivated and assisted in reaching their personal dreams and, in turn, the goals of the New South Africa.

5.4.2 CLEAR VISION FOR THE SUCCESS OF ADULT EDUCATION MUST BE ESTABLISHED

MOTIVATION: If adult education is to be successful, not only in rural areas but in the country as a whole, its promulgators, practitioners and participants need to have a clear vision of its purpose and possibilities. Adult educational programmes require people who are brave and determined, and who have a passion for a more meaningful life. One such vision is the desire to eradicate illiteracy,

which affects nearly one-half of the black population (Cooper, 1994: 24). Illiteracy is particularly prevalent amongst rural communities, where adult education is still visibly lacking.

5.4.3 RESTRUCTURING OF ADULT EDUCATION NEEDS TO BE TAKEN INTO CONSIDERATION

MOTIVATION: Much restructuring has occurred in the field of education in general, and this process is to be encouraged in adult education as well. An independent examination board for adult examination has, for instance, been established in order to:

. . . implement a system that will help adult learners to get meaningful education certificates (City Press, 1995: 74).

These certificates are to be recognised by all sectors of society, which will assist adult learners in securing employment and, not least of all, a sense of accomplishment and worth.

The data collected in this study suggests that although the majority of people in Bakenberg are illiterate, they are hungry for knowledge and education. Illiterate people are more prone to unemployment or unskilled labour; many can find employment only in the informal sector of the economy. Illiterate parents are often unable to help their children with schoolwork, and are also reluctant to participate in educational planning and decision-making (Shindler, 1997: 147). The needs of such individuals need to be taken into consideration, as do the situations of adult learners with work and family responsibilities.

Creative solutions and strategies are thus needed to cater for adult learners and their educational and training requirements. The curriculum, for instance, needs to be restructured to address current changes in the economy and to keep abreast of the issues that are most pressing in the lives of ordinary people.

5.4.4 MUCH WORK STILL NEEDS TO BE DONE TO REDUCE ILLITERACY

MOTIVATION: Bakenberg area, like any other rural area in South Africa, is threatened by a serious development crisis, namely illiteracy. To address this problem, adults in rural areas need to be motivated to participate in literacy programmes, as well as in programmes for health education, environmental education, agriculture, home economics, arts and craft, and so forth. Literacy can be regarded as one of the strongest mechanisms for combating poverty, unemployment and resource mismanagement in South Africa.

5.4.5 ADULT EDUCATION CENTRES SHOULD BE ESTABLISHED

MOTIVATION: It is recommended that an adult education centre be established in Bakenberg area, as in other rural areas where such an institution is lacking. A centre will bring together educational stakeholders and serve as a forum for workshops, courses, seminars and meetings. In addition, people need to know where to go to inquire about adult education, and adult learners need a place where they can feel at home. The creation of a centre will achieve these and other objectives.

The establishment of a centre will also attune the community to the importance of adult education. Programmes should include the topping up of basic education, including literacy skills, day release courses, vocational training, courses in trade union organisation and industrial relations, political education, health education and education for Christian values. A centre will help to bring these and other programmes under one roof, where they can be coordinated, administered and, where applicable, evaluated.

5.4.6 ADULT EDUCATION MUST BE GIVEN FIRST PRIORITY

MOTIVATION: Adult education must be made a priority of any community development process. Adult education helps individuals to become more productive and fulfilled, thereby enabling them to contribute to a better society through their improved efficiency, consideration and sensitivity in the acting out of their social roles.

Through adult education, community members will have greater ability to cope with political, legal, commercial, occupational and social demands. People will be empowered to vote, make tax returns, apply for work, sign leases and contracts and follow printed instructions. They will be able to consult books, magazines, newspapers and library catalogues and retrieval systems. Such skills contribute to personal growth and awareness, as well as a more self-directed, self-assured community which is more able to grasp and act upon its problems and, in particular, its hopes and aspirations.

5.4.7 ALL EDUCATIONAL STAKEHOLDERS MUST BE ACTIVELY INVOLVED IN ADULT EDUCATION

MOTIVATION: It is further suggested that community organisations, the private sector, the government, inspectors, principals, teachers, teacher-trainers and all others interested in the welfare of the community become actively involved in the provision of adult education. This should comprise the provision of basic skills and literacy education as well as vocational training, directed towards those who need and want it most.

5.5 CONCLUSION

In conclusion, this study has revealed that adult education has a major role to play in the economic, social, political and cultural development of rural communities. The shortcomings of existing adult educational programmes and the constraints noted in the foregoing discussion should not be allowed to hinder the development and implementation of adult education where it is most desperately needed. In Bakenberg area as throughout rural South Africa, the majority of people are illiterate. They are entitled to opportunities for improving their lives through a learning process which goes beyond the limits of conventional schooling.

The Deputy Minister of education in South Africa has confirmed that at least nine million South Africans are illiterate (City Press, 1995: 74). Such individuals are draining the economy of our country. The Deputy Minister further noted that illiteracy is an enemy to economic growth and development. The gravity of this problem cannot be understated.

The government's commitment to wiping out illiteracy is evidenced by increased budgetary allocations for Adult Basic Education and Training (ABET), from R200 million to R300 million in the current financial year (City Press, 1998: 19). Special attention is being directed to adults over the age of thirty (30) who were unable to attend or complete primary school. Such efforts are designed to close the gap created by past inequalities in access to education.

Specialists in long distance education and correspondence colleges like Lycium, Damelin, Success and Mentor are working hard to bridge this gap. These institutions serve both long distance and in-house students, in order to educate the masses. The successes of these colleges suggest that partnerships should be formed between government and the corporate world.

Private colleges and courses, however, cost money, and many rural people simply cannot afford to enroll in correspondence courses. It is thus proper and fair that the people of Bakenberg area be provided with an adult education centre. This will promote educational empowerment, educational improvement, vocational training, community development, community enlightenment and, finally, learning throughout the individual's lifetime.

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APPENDIX A:
SAMPLE OF QUESTIONNAIRE
COMPLETED BY PRINCIPALS IN THE
BAKENBERG AREA

RESEARCH QUESTIONNAIRE. (PRINCIPALS).

THE ROLE PLAYED BY ADULT EDUCATION.

KINDLY RESPOND TO QUESTIONS BELOW BY CROSSING APPROPRIATE BLOCK.

1. Do you have Adult education in your area? Yes ☐ No ☐
2. Do you think that it's necessary to have
Adult education in your area? Yes ☐ No ☐
3. Do you think the community will appreciate
the establishment of adult education? Yes ☐ No ☐
4. Does the community you live with seem to be
partially illiterate? Yes ☐ No ☐
5. Do you experience any problems at work that
seem to be caused by high rate of illiteracy. Yes ☐ No ☐
6. Do you think the community will benefit
educationally if adult education centre could
be established? Yes ☐ No ☐
7. Do you think community members will register
if adult education can be made available? Yes ☐ No ☐
8. Are there tutors who have been trained before
to teach in Adult education centres? Yes ☐ No ☐
9. Is there any premises where adult learners
can be accomodated? Yes ☐ No ☐
10. Who must initiate the establishment of adult
education?

- A. Inspector.
- B. Principal.
- C. The community.
- D. The learners.
- E. All of the above.

11. Are there any reading materials that can be used? Yes ☐ No ☐

12. Who is to provide learning materials e.g. books?

- A. The learners.

D. Both A and C

E. None of the above.

13. What qualifications one should have to teach in adult education centres, especially the most illiterate people?

A. Standard 10

B. Teachers Diploma.

C. BA.ED. JNR degree in education.

D. B.ED /Honours.

E. Others /Specify.

14. Do you think tutors should have teaching experience?

Yes ☐No ☐

15. Any comments that you consider to be of value in the establishment of Adult education.

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APPENDIX B:

**SAMPLE OF QUESTIONNAIRE
COMPLETED BY TEACHERS IN THE
BAKENBERG AREA**

RESEARCH QUESTIONNAIRE. (TO HEALTH PERSONNEL).

THE ROLE PLAYED BY ADULT EDUCATION .

KINDLY RESPOND TO QUESTIONS BELOW BY CROSSING APPROPRIATE BLOCK.

1. Adult education can help communities to realise the importance of home visits by nurses. Yes ☐ No ☐

2. Adult education can encourage people to learn better habits of health. e.g. exercises. Yes ☐ No ☐

3. Adult education can highlight people on how to treat simple ailments like stomach, headache etc.

Yes ☐ No ☐

4. Adult education can impart knowledge that deals with health of the people. Yes ☐ No ☐

5. Do you think adult education can improve the standard of health of families by reducing malnutrition?

Yes ☐ No ☐

6. Which one of the following should be taught in order to reduce hunger in families?

A. Gardening

B. Farming

C. Sewing

D. Arts

7. Which one of the following should be arranged in order to teach people better understanding of health services?

A. Workshops

B. Seminars

C. Health campaigns

D. Symposiums

8. Adult education can highlight community members to read health papers distributed to their families.

Yes ☐ No ☐

9. What is the size of the community where you provide health services?

- | | |
|----------------------|--------------------------|
| A. Below 100 | ☐ |
| B. Between 100 - 200 | ☐ |
| C. Between 200 - 400 | ☐ |
| D. Between 500 - 600 | ☐ |
| E. 700 and over | ☐ |

10. Does the people understand the value of cleanliness to their surroundings? Yes ☐ No ☐

11. Which one of the following hinders the progress of your health work?

- | | |
|---------------------------|--------------------------|
| A. Illiteracy. | ☐ |
| B. Lack of communication. | ☐ |
| C. Lack of understanding. | ☐ |
| D. Lack of accommodation. | ☐ |
| E. Any other (Specify). | ☐ |

12. Do the people visit clinics for minor illness?

Yes ☐ No ☐

If No, what must be done? - - - - -

13. Do people understand that overpopulation causes problems to health services? Yes ☐ No ☐

14. Do you think by teaching communities family planning can reduce poverty? Yes ☐ No ☐

15. Do you think poverty can be reduced by empowering people economically? Yes ☐ No ☐

16. Which one of the following should be consulted when having family problems?

- | | |
|----------------------|--------------------------|
| A. Nurses. | ☐ |
| B. Social workers. | ☐ |
| C. Teachers. | ☐ |
| D. All of the above. | ☐ |

17. Please suggest what can be done to improve conditions at your area as far as health services is concerned.

APPENDIX C:

SAMPLE OF QUESTIONNAIRE COMPLETED BY COMMUNITY NURSES IN THE BAKENBERG AREA

16. Adult education increases chances of marketability.
17. Adult education can ensure one's job security.
18. People could be taught how to use scarce resources at their disposal.
19. People could be able to cope with technological innovations.
20. Adult education can help people use automated machines with confidence.
21. Adult education can help people on how to add and subtract figures through the use of scientific calculators.
22. Any comments or suggestions on what should be done to reduce the level of illiteracy in your area.

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

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