

Transformation and Empowerment of the Disadvantaged Township Women through Adult Basic Education and Training (ABET)

Joyce Phikisile Dhlamini

*School of Educational Leadership and Development, North-West University,
Private Bag X2046, Mmabatho, 2735 South Africa
E-mail: Joyce.Dhlamini@nwu.ac.za*

KEYWORDS ABET. Women Empowerment. Transformation. Literacy. Marginalisation. MDGs

ABSTRACT Practices in most African communities deprive women of their right to education. It has been a social and cultural prejudice in many African families that only boys are privileged to be educated. Although literacy is a basic human right according to the Constitution of the Republic of South Africa, there are still alarming numbers of illiterate women in the country. Feminist theory of bell hook and critical pedagogy of Paulo Freire on transformation and development of adults underpinned this study. The purpose of this study was to investigate which community development programmes that would assist in empowerment and transformation of disadvantaged women. Through qualitative research design data was collected engaging three focus groups with twelve participants in each group. Major findings of the study led to the development of self-help projects that led to poverty reduction and creation of employment.

INTRODUCTION

Disadvantaged Women in Need of Transformation and Empowerment

South Africa in the past twenty years of democracy has made admirable progress in transforming the state and society to ensure respect for fundamental rights including freedom of expression, an independent judiciary and free and fair elections (Human Rights Watch 2008: 9). Nevertheless, widespread poverty, unemployment, persistently high levels of violent crime against women and girls and gender inequality continue to inhibit the full enjoyment of human rights. Women empowerment is still striving to achieve the Millennium Development Goals (MDGs) (RSA 2013). The African Union (AU) has therefore found it necessary to declare 2010-2020 the African Women's Decade, with emphasis on gender equity and women empowerment.

Women are most severely hit by poverty and unemployment since they form the largest percentage of the populace. Their children depend on the school feeding scheme, which is a project offered by the government and DoE (DoE 1996). Children would only eat at school and that would be their meal for the day. Some women do not even own proper houses. They stay in informal settlements with no clean water and sanitation, let alone electricity. The few of them who are

working are domestic workers, earning very small wages.

Problem Statement

The Department of Basic Education through its Adult Education and Training (AET) Directorate engaged in a number of activities to ensure equity, redress, development, reconstruction, sustainable use of resources, a flexible curriculum, outcomes based standards of attainment, Recognition of Prior Learning (RPL) and cost effectiveness. Current ABET policy and the Constitution of South Africa (RSA 1996) emphasise gender equity and transformation and empowerment of women. The main question: Has the policy addressed the needs of these women? If so why are they still living in poverty? The research reported in this paper addressed the question whether women have been afforded gender equity and empowerment opportunities.

Theoretical Framework

Women empowerment is one of the key issues that ABET (Adult Basic Education and Training) programmes have to address. In 1946 the South African government passed legislation to organise what was known as night schools for adult learners who could not read and write. Unfortunately it was blocked in 1950

by the then ruling government (ANC 1995: 30). Thereafter quite a number of developments took place until in 1996 when the South African government published a National Multi-year Implementation Plan for Adult Education and Training Accreditation and Provision (NMIPAETAP). The plan led to the development of the ABET policy (DoE 1996). According to ABET policy as expressed in the South African Constitution, ABET is seen as both a right and as a functional economic necessity in a changing society which requires a citizenry engaged in a lifelong process of learning.

The policy focuses on Adult Education and Training (AET) in the broader, more generic sense. Its main purpose is to help practitioners and planners to promote, implement, monitor and evaluate robust ABET practice in order to ensure that ABET occupies a central place in the development of the education and training system. ABET policy is shaped by broader education policy represented in the White Paper of 1995, the National Education Policy Act of 1996 (NEPA) (DoE 1996) and South African Qualifications Act of 1995 (SAQA DoE 1996). It is through this policy that ABET needs to play a major role in empowering and developing the lives of the previously marginalised women. To empower such women with skills that will help them to start their own businesses will help live better lives.

Critical feminist and constructivist epistemology served as the theoretical framework for this study. The social constructivist epistemology and critical feminist theories served as theoretical base to answer questions regarding the role that ABET plays in empowering and transforming the lives of women. The two theories have been selected because of their profound commitment to transforming gender hierarchies among women. The constitution of SA and ABET policy seek to redress injustice and inequalities in its content and design by its open-access and continentally targeted distribution.

The feminist perspective and feminist pedagogy look into how ABET learning programme and skills development could contribute towards the empowerment and transformation of women. Critical social theory stresses the reflective assessment and critique of society and culture by applying knowledge from the social sciences and humanities. This theory suggests that individual learning is shaped by the learner's soci-

ety, culture and history. The research reported below addressed the past marginalisation that existed against women in SA. Critical social theory has been built into several women's empowerment programmes in Africa, in community development, literacy and health projects designed and implemented to alleviate poverty amongst women (Sandhaas 2008:101). Therefore, through critical feminist theory one could determine the strategies of empowering women to improve their way of life and break up the gender differences that have been in existence for a long time. Liberal feminism advocates that men and women should have equal rights to the same learning opportunities in all societies. Since gender is socially rather than biologically constructed to the disadvantage of women, learning programmes for adult in Africa should address the needs of women. Programmes should not promote middle class and male dominated values about knowledge while women are being left out.

Kincheloe (2001, 2005, 2008), emphasises a version of constructivist epistemology that has exaggerated influence of political and cultural power in the construction of knowledge consciousness and views of reality. Marginalisation of women due to cultural beliefs prohibited them from acquiring knowledge and skills to lead productive and healthy lives. The constructivist pedagogy proposes that instruction must take students' prior ideas, experiences, and knowledge into account while providing opportunities for students to construct new understandings which will lead these women to better their future through RPL (McKay 2007: 23). The socio political practice that has existed within African communities with its marginalisation of women and cultural beliefs and its disparities that deprive woman from obtaining education has hindered education opportunities to women.

South Africa, as a developing country, needs to emancipate women through literacy programmes as enshrined in the Constitution of the Republic of South Africa (RSA 1996b) section 29 of the Bill of Rights. The Bill states that everybody has a right to basic education. The emergence of various legislative frameworks and government policies that inform and support adult basic education such as South African Qualification Authority Act of 1995 (DoE 1996) NEPA 1996 (RSA 1996), the 1998 National Multi-year Implementation Plan for ABET (DoE 1998) and the ABET Act of 2001 affirm the role of ABET

in the process of social change and development. The ABET policy document contains core values for ABET provision such as equality and redress, democracy, reconstruction and development, access, development and integration (DoE 1997).

One possible approach is to bring development to the community as suggested by Fasokun et al. (2005: 20). However, this approach is not always appealing to the targeted communities. It therefore took over development from the people and eventually most members of the community began to look to the government for almost everything. This is seen in the South African government where the community depends on government grants for a living. The development of communities is slowed down by the dependency of the community to the government grants. Through this approach, the government then introduced a system of substantial rewards to the communities that were most active in initiating and completing self-help projects. The results were that communities that had become interested in initiating the self-help projects woke up from their slumber and began taking action to participate in projects that will help them and bring development.

The following paragraph discusses various sub-sections including the Millennium Development Goals that were agreed upon in the year 2000. From the MDGs emerged the NDP in South Africa (RSA 2013) which also emphasises transformation of women. The critical feminist theory emphasised gender equity which could be achieved by empowerment of women and that would be addressing marginalisation and transformation of women. The following discussion outlines strategies of empowering women:

- ♦ Declaration and effort on women empowerment
- ♦ Empowerment of women with skills through literacy
- ♦ Functional literacy programmes for the development of women
- ♦ Millennium Development Goals and National Development Plan

Declarations and Efforts on Women Empowerment

Literacy and skills for women have been requested in the international conference “Pan Commonwealth Forum on Open Learning” at

Jomtein, Thailand and at the World Conference on Education for All (EFA) in 1990. It was felt that women all over need development and empowerment in order to emancipate them from poverty. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes on transformation and empowerment was emphasised. It was also agreed that achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults (UNESCO 2000).

Fosokun et al. (2005: 12) state that marginalisation of women can be seen in a situation where a particular section of the society in this case, women are not at the centre of their society’s decision making. They are discriminated against, oppressed, exploited both politically and economically and excluded from enjoying the benefits and the other opportunities that they deserve. Such women have limited engagement with programmes targeting social, economic, and political transformation. Marginalisation leads to discrimination against women which according to Nafuku et al. (2005) is any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women. Gender equality should receive priority in a country. It is a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives, including all Millennium Development Goals (MDGs).

Empowerment of Women with Skills Through Literacy

hooks (2003) advocates teaching as an opportunity to confront racial and sexual biases, and to heighten consciousness of students across race, ethnicity and sexual orientations. According to Sandhaas (2008:102), literacy combined with other skills such as income generating, has been found to be the most effective in poor communities. Programme should provide literacy education and livelihood skills training plus a package of economic support and related training to women in disadvantaged areas. These women are expected to benefit from increased self-reliance, self-confidence and their advanced status in the family and community. It is assumed

that through such programmes, the livelihoods and thus the poverty situation of these women and their households are improved. It is also expected that the capacity to plan, participate or undertake and manage development interventions at community level needs to be monitored.

Literacy is a vital component in development and transformation, as it is a common experience that illiterate adults are voiceless while those who are educated mostly participate actively in economic activities (Sandhaas 2008: 104). It becomes necessary that the role of ABET programmes to empower women through offering literacy and other skills so that they can participate in the socio-economic and the political arena of their countries. Women expect to receive education that will empower them to form part of the changing society. They need skills that will develop them and help them to start their own self-help projects. Hinzen (2006) argues that women expect to receive education, which will help them improve their quality of life. It is therefore very important that women are offered skills that will help them cope in this changing society. With technology advancing every day, it is a challenge to those adults who can't read, write and handle basic arithmetic. They usually become the poorest in society and will continually find themselves at a disadvantage.

Aspbae (2006) says adult literacy precedes the development and empowerment of an individual. It is the fertilizer needed for development and democracy to take root to grow. It is also an invisible ingredient in any successful strategy for eradicating poverty and achieving gender equity. Gender and inequalities sometimes arises from deeply entrenched attitudes among males that the female gender is inferior, an attitude some social institutions often reinforce. Such attitudes deprive women of the major role they need to take in the economy of this country.

Functional Literacy Programmes for the Development of Women

Functional literacy programmes, as applied by other countries, serve to provide functional literacy education and livelihood skills training. It also provides a package of economic support and related training to members of groups of women in poor areas (Sandhaas 2008: 104). Functional literacy is the acquisition of knowledge and skills that encompasses more than learning

number of technical skills (Venezky et al. 1990; Wagner 1999). Functional adult literacy is important to developing countries like South Africa where formal schooling did not reach the significant proportion of adult population due to various reasons, such as marginalisation gender imbalance and the demographical area. Most females stay in the rural areas where there is very little development if any, whilst the males migrate to the urban areas to look for jobs. According to Stats SA (2011) females form the large percentage of the population of 51.3 percent females as compared to 48.7 percent of the males. Statistics further show that the employment rate in rural areas is high than urban areas hence functional literacy becomes a need. From the perspective of the individual woman who has not had the opportunity of receiving basic education at school due to difficult life circumstances such as patriarchal family ideology, cultural belief that are preventing education for women for self enhancement (Sandhaas 2008: 110). It is an emancipatory practice that requires people to read, write, speak and understand a language. It is seen as an empowering process particularly for women who constitute a large number of the world's illiterates.

Millennium Development Goals (MDGs) and National Development Plan (NDP)

The eight Millennium Development Goals (MDGs) were agreed upon at the Millennium Development Summit held in September 2000 in Dakar. South Africa entered into discussions on what is going to happen in the country when the global Millennium Development Goals lapse in 2015 (RSA 2013). The discussions included senior UN officials, SA government, Pan-African Parliament, and other interested parties. There are two goals that are directly related to the programme which is debated almost around the world. Those are on what is going to happen with the eradication of extreme poverty and hunger as well as the promotion of gender equality and empowerment of women when the MDGs cease to exist (Witness Newspaper 2013).

Having the NDP plan in mind, we can look into the approaches that could be deployed to empower socially disadvantaged communities and groups, particularly women to play an active role in the economic and social development of South Africa. Societies cannot be devel-

oped and transformed according to the aims of the NDP without the empowerment of their different constituencies. In some of the communities, there are women who show noiselessness and powerlessness and are the major traits of poverty and underdevelopment. According to the World Bank, empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with influence, control and hold accountable institutions that affect their lives (World Bank 2002). It is important that nations and their government have to take a major responsibility of taking care of their citizens.

These disadvantaged women need support so that they could become self-supportive and self-reliant income generating does not mean that they will get money immediately. They need provision of skills that will lead them to be productive in order to provide for their families. This will transform their lives. Gardening skills will help where they are given a piece of land to plant a crop and sell the products at the market. From the perspective of the individual woman who has not had the opportunity for basic literacy, due to early difficult life circumstances such as poverty and patriarchal family ideology preventing women's education, participation in a community intervention programme is a self-enhancing activity which could transform her life.

Purpose of the Study

The purpose of this study was to investigate the community development programmes that could transform the disadvantaged township women in the East Rand with skills that would empower them to be engaged in self-help projects through Adult Basic Education and Training programme.

RESEARCH DESIGN

Qualitative research design using interpretative phenomenological analysis (IPA) was used in this study as it is considered as one of the several approaches to qualitative, phenomenological and ideographic components. It provides a close examination of the experiences of the participants and allows the researcher to make meaning of the activities of the individual participant in the focus group interview (Smith 2011). IPA encourages dialogue between the researcher and the participants. The researcher

gathered qualitative data from the participants by using focus group interviews, taking field notes and used the voice recorder to allow the researcher to opportunity to work on verbatim transcript. This approach is flexible and open-ended inquiry whereby the researcher adopted a stance which is curious to get information. IPA was used because the interest of the researcher was on investigating the role of ABET in transforming and empowering the disadvantaged women. Three focus groups with twelve participants in each group were used to collect data.

Population

East Rand is one of the metropolitan areas which falls under Ekurhuleni metropolitan Municipality. There is Far East Rand and the East Rand community areas. The population for this study consisted of women from the disadvantaged community in one residential Area in the East Rand. The area has approximately a population of 270 (N=270) women 160 (N=160) men and 300 (N=300) children, some children were attending school and others were still small and staying with their parents. The total population was 730 (N=730) of various age groups.

Sampling

A purposeful sampling approach was used for the selection of the respondents as the focus of the study was on women. Some of them belong to complete families and some have broken families, which is quite familiar with poor women. Thirty-six (N=36) women were selected. Their age grouping ranged from 20 years up to 60 years. Three (N=3) focus groups of twelve (N=12) participants in each were sampled to participate in the research. The rationale behind using three focus groups was the different ages of the population. Women between the ages 20 and 35 years were grouped separately as they belong to the youth category. The other groups comprised of older women from age 36 and above.

Data Collection Procedures

An interview schedule containing questions that are relevant to the research on the role played by ABET in the empowerment and transforma-

tion of disadvantaged township women was used to guide the researcher to collect data. Through interviews and observations the researcher was able to construct the new methods, skills and opportunities for the previously marginalised women to redirect their future. Through qualitative research design, each respondent described what was meaningful and important to her using her own words rather than being restricted to predetermined categories, thus they felt more relaxed (Mason 2011). All participants were women from the same area in the East Rand and all were unemployed.

Three focus groups interviews were conducted in the shade under the tree in the informal settlement. All focus group sessions lasted for an hour each. An interview guide was used to ensure the same questions were asked to all groups. Open-ended questions were asked to allow the researcher to probe into more depth and to clear up misunderstandings. Discussions were open to conversation and the respondents were free to participate actively. Notes were taken during the course of each interview, rephrased, and probed for clarifications when each interview proceeded. Notes formed part of memos and reflections on the research experience.

If one attempts to write down everything the participant is saying during interview, one might not be able to capture the important nuances (Smith and Eatough 2006). Therefore, a voice recorder was used to record the whole process of data collection. Respondents were prior notified about the use of the tape recorder during interviews

Data Analysis

Interpretative data analysis (IDA) was considered appropriate for the analysis because it offers an interaction between participants' accounts and academic interpretation whereby the phenomenology of the participant was the central focus (Smith et al. 2009). Therefore, interview transcripts were analysed using IPA as a systematic qualitative analysis which aims to offer insights into how a person, in a certain context, makes sense of a given experience. Each transcript was read repeatedly in order to get a thorough understanding of the individual participant. This was followed by making summary notes on various categories and making connections between these various aspects of in-

formation. These notes were then used to formulate themes. Lastly, the identified themes were analysed for possible connections.

OBSERVATIONS AND DISCUSSION

The following three themes were formed from the analysis and categorising of data. The need for functional literacy programme, life skills development programme and functional literacy and socio-economic conditions of women.

The Need for Literacy Programmes

Reading and writing are the fundamental skills that are part of the fundamental right of all human beings. Hutton (2002) advocates that literacy is a vital component for development and transformation process of individuals. Once people discover that they lack these skills, they start looking for other opportunities to address the skills needed. Women in the East Rand mentioned that they need functional literacy programme because they have heard people talking about it and seen it on television in other areas. They feel that they are being neglected and marginalised, but, given the light, they can alleviate poverty that they are experiencing. Through discussions, it was mentioned that women felt that they were deprived of education due to past imbalances and marginalisation against women. During discussions, one respondent mentioned:

"I was born in Kwa-Zulu Natal Province, where African cultural norms were still observed. My father would not think of taking a girl child to school. He would even say it that according to his ancestors' beliefs, no girl child will go to school otherwise they will punish him as the head of the family. The problem started when I moved to the cities with my husband. He lost his job, we did not have a place to stay with the children and that is when we started leaving in poverty. My mind came to the realisation that if I was literate I would do something to support my family. If I can be able to read, write and count my life could change."

The drive towards attaining literacy and numeracy skills has a more practical purpose to these women than just laying a foundation for further learning. They say that literacy and numeracy skills will empower them and transform their lives for the better.

From the observations, women in this area were living with no hope of better future. It was

indicated that the aim of providing literacy classes was to reduce the illiteracy rate among community members especially women. This programme would empower and women to take their rightful places in the development of their communities and families. One respondent said:

“We have tried to consult with our community leaders in the area for support of any programme that might help in the development of skills for self-reliance.”

This was a people centred approach to development whereby the community is put at the centre of development. Knowles advocates that education for adults should recognise the experience as a resource for teaching and learning. Adult learners have to be self-directed and motivated volunteers of learning. It is important to equip learners with motivation and skills for life-long learning (Knowles et al. 2001). Results of these findings showed that these women needed reading, writing, numeracy and life skills development programmes.

It was discovered during discussions that women are interested in skills that will help them open their businesses. They mentioned that they want to learn how to read, write and count so as not to be robbed by their children when they send them to the shops. They want to compile their own budget so that they are able to do shopping with understanding. Freire (2007) affirms that the essence of education is the practice of freedom and dialogue which are the awakening of critical consciousness in the lives of the adults.

Life Skills Development and Functional Literacy Programme

The Recognition of Prior Learning (RPL) recognizes the prior learning of the adult learner. Women in the East Rand wanted to know how this skills development programme can be in line with their daily needs. This drive made these women to be self-directing and to take control of their lives and of their families. This need was emphasized by all the respondents, which proved that skills development programme was a necessity in the area. Respondents were able to determine their interests in relation to the RPL which encourages ownership of the programme. It is stated in UNESCO (2000) that education should cast the whole life of the individual as its ultimate goal, promotion of self-fulfilment of each

individual and acknowledge the contribution of all available educational influences.

Furthermore, the study revealed that the provision of life-skills through functional literacy could make these women feel competent, gain confidence in different situations, and make them reach self-actualisation because their need to learn would be met. It stood out from the discussions that training of various skills would assist to face growing in alarming rate of technology. They also wanted entrepreneurship skills in order to be able to manage their businesses the business. In agreement with the EFA report (2006), literacy and skills are key to enhancing human capabilities with wide ranging benefits, including critical thinking, health care awareness, and poverty alleviation. This is becoming relevant as many commonwealth countries struggle to achieve the Millennium Development Goals and EFA targets by 2015. Amongst the MDG, transformation and empowerment of women is included.

Most respondents stated that they were unemployed, so they rely on temporal employment during certain seasons of the year. Sometimes the temporal employment lasts for three to six months depending on the availability of the job. They work in the neighbouring farms. During the planting season they would go to do crop plantation for the farm owner. They would stay at home when the job is finished then start again for harvesting. Respondents mentioned that they were tired of working for somebody else that they now wanted develop themselves. They even mentioned that if they were given hectares of land for crop plantation, support and skills, they could be able to stand on their own for their families as women.

The problem they have experienced previously was provision of the project that would not-lead to Income Generating Project (IGP). This means that they needed a project that would enable them to earn income. Respondents mentioned farming project as there were women who were working in the neighbouring farm on part time bases they thought it will be beneficially to them. Women mentioned that it must be a project which is culturally acceptable to their community, meaning that it must be a project whereby they will benefit from. In this project they will be able work, plant vegetables, sell at the markets in town, open their own market as well and be able to get fresh vegetables from the garden to

eat. When other women were working in the garden, others could do sewing. They thought sewing project could grow from sewing for the individuals to supplying schools and churches.

Socio-economic Conditions of Women

It has been discovered that poverty and illiteracy as forms of social injustice have been perpetuated by socio-economic inequalities, gender imbalances, some cultural beliefs and adverse power relations at household level. Previous research by (Okunuga 2011; Jennings 2010; Petterson 2008; UNESCO 2011; Kagitcibasi 2005) has shown that the empowerment of socially and economically disadvantaged people critically reflects their own lives. It takes progressive actions and acquisition of literacy skills, functional literacy as a strategic tool to access and make use of information. The economic conditions of women and their households could be improved through development of IGP.

This IGP programme aims to strengthen women's capacity, to maintain economic activities and to participate in development interventions in order to improve the economic situation of their households. Women need to form and organise self-help groups, small cooperatives as the basis of accessing grants from the government, loans from the banks, and credits in order to do certain economic activities. They could start small vegetable gardens, poultry farming, sewing and knitting clubs and bead work to sell in the market. Some of the problems identified were: poverty and poverty related diseases, lack of sanitation, no electricity, large number of children in some families, low or no income, and poor health care leading to diseases like HIV and AIDS and related diseases.

CONCLUSION

This paper has investigated the problems that are experienced by the disadvantaged women in the East Rand in Gauteng Province. It has engaged the feminist critical social theory in determining the ways to empower women so that they could improve themselves and break up the gender differences that have been in existence for a long period. The influence of adult education, with emphasis on engaging adult learners in dialogue so that their learning should lead to emancipation, empowerment and freedom to partici-

pate in the development programmes could change their lives. Focus has been made on the declarations, policies, discussions and views on supporting women and equipping them to contribute towards the economy of South Africa. Highlights have been made to the handling of previous disparities and inequalities that were caused by the different cultural beliefs. ABET policy describes how adult education programmes can be linked to the poverty reduction strategy. The NDP, which outlines interventions that can put the economy on a better footing and the target for job creation, is set at 11 million by 2030 and the economy needs to grow three-fold to create the desired jobs. All this proves that if women in the East Rand could be afforded such opportunities, their lives could be changed for the better.

RECOMMENDATIONS

This research study investigated the community development programmes that could assist in the empowerment and transformation of the disadvantaged women in the East Rand which is an activity that strives to achieve the MDGs. Therefore the following recommendations were made with an aim of assisting these marginalised women.

Women in the East Rand need to acquire skills and knowledge that will empower them to lead productive lives. The society cannot be transformed without the empowerment of their different constituencies. It becomes relevant and important as many Commonwealth countries struggle to achieve the MDGs and EFA targets by 2015. As women form the larger percentage of the community they also deserve empowerment that will help them to fight against poverty, unemployment, marginalisation and illiteracy.

Income Generating Project could be used to assist for these women. The introduction of sustained programme is the capacity of labour, materials, people and the amount of money that is contributed towards it. Self-sustained and self-reliant will never be achieved through giving people donations and grants, because they will rely solely on them and never think of creating opportunities for themselves. However, for such a project to be implemented, money should not be given but should be a loan with conditions of repayment. This will encourage the women to work very hard for their project to be a success.

Through IGP, women will be able to acquire entrepreneurship skills that create jobs and thus alleviate poverty and unemployment. Similarly, those who already own businesses should also acquire skills so that they are able to expand their businesses. The local municipality could also assist by providing with land that will be utilised. Land should also have the necessary infrastructure so that it could be used effectively. As there is no running water and electricity, the constructor could be appointed to provide relevant services needed in the area. They will also need funding to assist in buying of the working garden tools, and a water tank which they will use for irrigation purposes.

Women need to have better knowledge about health care education. They will be able to assist their families with health matters. If there is a family member who is infected with HIV/AIDS, they will know how to care for that person. That impact will contribute to the development of the country and reduce the high rate of people who are infected with the diseases.

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