Tutorial letter 501/3/2015

THE SOCIAL CONTEXT OF LITERACY AND ADULT BASIC EDUCATION

ABT2612

Department of Adult Basic Education and Youth Development

IMPORTANT INFORMATION:

This tutorial letter contains important information about your module.

BAR CODE

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INTRODUCTION TO THE MODULE

Introduction and welcome

Welcome to this module! You may be wondering why you – as an adult educator – need insight into the **social** context of literacy and adult basic education. A person's **social context** is that person's **social environment**, which includes the culture that s/he was educated and/or lives in, and the people with whom and institutions with which s/he interacts. (The term "institutions" in this case refers to the customs and patterns of behaviour found in a society.)

In this module we would like to help you gain a better understanding of the social factors which influence the nature of literacy practices in different contexts and communities and in particular the way in which these factors either encourage or inhibit the development of literacy and basic education among adults. The social factors we will examine are closely related to the teaching-learning situations ABET practitioners are likely to experience, and the examples we give will be fairly familiar to you.

Intended **outcomes for this module**

In line with outcomes-based education, this course is built on outcomes which specify the knowledge, skills and attitudes that you need to gain from studying this module. There are three kinds of outcomes:

- critical outcomes
- specific outcomes
- outcomes for each unit

Critical (cross-field) outcomes

By the end of this module, you should be better able to

- identify and solve problems and make decisions using critical and creative thinking
- organise and manage yourself and your activities responsibly and effectively
- collect, analyse, organise and critically evaluate information

Specific outcomes of the module

We hope that by the end of the module, you will be able to

- demonstrate an understanding of some of the social consequences of poverty and their impact on learning and education
- understand key features of the social influences on development and describe, analyse and discuss some common theories of development and the role of social forces in each of them and their impact on adult learning
- discuss the influence of literacy on development by analysing current theories and evidence on the influence of literacy on cognitive and social development
- discuss the concept of a literate environment and its importance in sustaining learning among adult literacy and adult basic education learners
- demonstrate a better understanding of the social dynamics of a collaborative learning group

Outcomes for each unit

The broad module outcomes have been broken down into more focused outcomes, which are stated at the beginning of each of the units that follow.

Structure of the module

This module is structured in the form of a tutorial letter 501, which has been divided into the following units:

Unit 1:   Poverty: at the heart of social dilemmas in adult learning

Unit 2:   The story of how a society develops

Unit 3:   Literacy and development go hand in hand

Unit 4:   Creating a literacy-supportive environment

Unit 5:   Learning collaboratively

Each unit begins with its outcomes and ends with a summary. The unit also contains certain activities that we strongly urge you to do. The activities will not also develop your thinking skills, but will also prepare you for answering questions in the assignments and the examinations. After most activities we supply answers, opinions, or guidance as to how you should evaluate your response to the activity.

We have tried to structure the module in a way that allows you to take responsibility for your own studies. As you work through the units and the various activities we have included, you should be able to see that you are making progress. This module has been designed to help you become an independent learner.

Planning your time

We suggest that you start by taking a quick look through this tutorial letter. Then plan your workload for each week using a calendar or diary. We expect that you will need about 40 hours to work through all the notes and activities in this tutorial letter, and you may find it easier to spread these 40 hours out over a period of time. Studying is not easy, and it is even harder while you are also teaching full time. However, good study habits can help you make the best use of the time that you have. We therefore recommend that you work consistently through the material by **reading** the information and by **doing** the activities.

Activities

We have included the activities to help you come to grips with the content, and acquire the skills you need. In some cases we will ask you to write down your answer in this tutorial letter or in a separate file. The purpose of these activities is to improve your writing skills and encourage you to make notes suitable for revision purposes. When you see the icon that appears in the margin here, you know that you have to complete an activity.

Not all the activities you will be doing involve writing down answers. This icon asks you to either simply think about and reflect on an issue or question, or to make notes in your work book.

This icon is often followed by:

Our response ...

This icon shows where we have offered our views on the issue or the answer to the question.

Study groups

You can gain more from your studies by getting together with fellow learners from your school or your area to form a study group. This will make your studies more interesting and productive.

In your study groups you can do a number of things together, such as discuss problems, ask questions and share ideas. On occasion we will invite you to discuss a topic in your study group or with family or friends. Wherever possible, these discussions should be held in English. The purpose of these discussions is to exchange views and generate debate.

We hope you will enjoy this module, and that you will be able to apply the information it contains in your work environment.

The ABET team

012 429 2157
ferrec@unisa.ac.za

UNIT 1   POVERTY: AT THE HEART OF SOCIAL DILEMMAS IN ADULT LEARNING

1.1 INTRODUCTION

As an adult educator, you will find it useful to understand how well people's basic needs are met in the communities in which you work. To do this, you will have to ask questions such as:

• Does the population I work with have adequate water, nutrition and health and education facilities?
• Is the infrastructure necessary for a healthy lifestyle in place?
• What kinds of work are available for adults in the community and what kinds of skills do adults need in order to sustain themselves and their families?

This means you will have to look at the **social context** or the **social environment** the adult learner finds himself/herself in.

1.2 OUTCOMES OF THE UNIT

At the end of this unit, you should be able to

• understand poverty better 1
• distinguish between urban and rural poverty
• describe how poverty and other problems of underdevelopment are linked
• demonstrate an understanding of the social consequences of poverty and their effect on adult learning and educator behaviour

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Let us begin by considering poverty. To gain a better understanding of poverty and how poverty and other problems of underdevelopment are linked, you need to know **who** the poor are, **how** poor they are and **where** they are located. It is this kind of understanding that will guide you, as an ABET educator, to help your community to improve their quality of life and level of education.

1.3 RURAL AND URBAN POVERTY

Let us turn our attention to a rural community and focus on members' access to resources. The photo below shows the homes of members of a rural community.

- What kind of daily activities do the people whose homes are illustrated here engage in? How do the people earn a living?
- What kinds of problems would you expect to see among people living in a rural community?

Our response ...

The problems you mentioned may have included the fact that certain basic needs are not met. People may not have:

- clean water
- enough food
- adequate housing
- adequate health care
- education
- adequate transport

This may be as a result of the poor social and economic conditions in rural areas, the lack of basic infrastructure such as electricity and transport, and also the lack of employment opportunities. Women occupy a disadvantaged position in the labour market, which makes them even poorer. The extent to which basic needs are met (or not met) gives an indication of the quality of life of these communities. But can poverty be measured? Let's see.

1.4 MEASURING POVERTY

Measuring poverty and thinking about poverty is quite a complex matter, and there are many conflicting views about what poverty actually is. Look at the photo of the rural community above

again, and think about whether and to what extent the picture depicts a level of quality of life. Do you think the people are poorer than some of those living in urban areas? One of the most common ways of measuring poverty is to focus on the total income of the members of a household. If a household earns an income below the stipulated poverty line, the household and its members are said to be living in income poverty. The poverty line is the minimum amount of money needed to obtain the necessities of life. This amount varies according to the size of the household and its age composition.

The weakness of these measures is that they only measure income and not any other state support or assets that families can use. For example in South Africa the poverty line in 2003 was about R1100 per average family per month in income. While a huge part of the population have less "income" than R1100 per month, the government also provided free or subsidised electricity, water, schooling, health care and housing to many poor people. These are things that they would otherwise have had to pay for out of their limited income. All the free or subsidised services also equals about R1100 per household per month.

Another way of measuring poverty is by measuring the poverty gap. The poverty gap shows how far a household falls below the poverty line, so in other words it shows the depth of, or degree of poverty. In some provinces many people may be below the poverty line but they may be just a little bit below it. In other provinces fewer people could be below the poverty line but they could be far below it. These two types of poverty distribution in your population obviously need a different response.

Try to find out how many of the learners at the centre where you teach live in income poverty, in other words, in households earning an income that is below the present poverty line. Our response in the next section should give you a good idea if the learners are below the poverty line or not.

Our response ...

According to Leibbrandt, M. Woolard, Finn A, Argent, J. (2010:61), income in South Africa changed between 1993 and 2008. The income inconsistency in all cases refers to household income per person and is provided in 2008 have trended upwards over fifteen years incomes rising from R539 in 1993 to R816 in 2008 compared to the comparative figures for whites which stand at R4 632 and R6 275. The income share divided by the population share for Africans increased slightly over the 15 years from 0.47 to 0.56. There were small increases in this ratio for the White and Coloured population as well, but a large increase for Asians/Indians.

1.4.1 Who are the people most affected by poverty?

Ask five of your friends whether their mothers and grandmothers were in paid employment.
Ask five of your friends whether their homes, cars or other household assets are owned by men or women.

Our response ...

How many of your respondents indicated that men owned most of their household's or family's assets? Did you find that a large number (if not all) of your respondents' mothers and grandmothers were in unpaid or poorly paid employment and that almost all of them earned less than their husbands, brothers or other male relatives? In most countries, men and women, rural and urban populations, and adults and children experience poverty to different degrees. In this section we will try to determine who the people most severely affected by poverty are.

One of the problems associated with using statistics such as total household income or the poverty gap is that these measures do not really tell us how women and children specifically are affected, although women and children usually suffer more severely as a result of poverty.

1.4.2 Women and poverty in South Africa

According to Ozoemena **(**2010:4-5) women have historically had less access to paid or well-paid employment. Most South African women still live in poor conditions with small salaries, with few skills, poor sanitation and inadequate basic necessities. According to official data from Statistics South Africa, more than 25 million of the country's 48, million citizens are women, but this fact has not improved their status in any way. Social development and social justice still lack efforts to improve the status of women.

Despite large-scale urban migration, most women live in rural areas where the incidence of poverty is much higher than in urban areas. About 59.3% of poor individuals are rural dwellers and the highest prevalence of poor rural dwellers is found in the female population between the ages of 25-49.

Several factors contribute to poverty amongst rural women, including gender disparities in economic power-sharing and changes in family structures caused by migration and/or ill-health. All of these factors have placed additional burdens on women, particularly those who provide for several dependants Manifestations of poverty include limited or no access to education, increasing mortality, chronic ill-health, homelessness and inadequate housing, and unsafe environment. Inadequate housing and homelessness significantly affects poor women, affects their dignity and undermines social justice and development. Adequate housing for women is imperative to sustainable development.

Do you think the government has done enough to improve the status of poverty amongst rural women?

Our response ...

1.4.3 Dignified living for women in South Africa

In 2009, the Jacob Zuma Government created the Department for Women, Children and People with Disability (DWCPD) with the mandate to "Emphasise the need for equity and access to development opportunities for vulnerable groups in our society." In other words, the Department of Women, Children and Persons with Disability was established to empower women, particularly the rural poor; to ensure that they have access to basic necessities in their communities regardless of class and status. This policy is supposed to ensure social justice and development for women, especially for the rural poor, who are most vulnerable.

In addition, according to Ozoemena **(**2010) Government presented the Ministry of Human Settlements with a new mandate to include sanitation as a necessary condition for human settlement. Government emphasised the fact that housing is not just about physical structures, but that it should encompass other aspects aimed at ensuring the over-all wellbeing of individuals. The Ministry still has backlog of about 2.1 million housing units which accounts for 12 million South Africans still in need of shelter. The absence of basic shelter for women exposes them to other vulnerabilities like violence and disease. The fact that women are not provided with access to the necessities guaranteed by socio-economic rights and justice is therefore at the root of many of the issues they face. The need to harness the rights of women with appropriate developmental policies to promote social justice is certainly urgent and deserves more attention and resources. Do you agree?

1.4.4 Children and poverty

The effects of poverty on children are particularly severe. Where there is poverty, malnutrition is likely to occur, with particularly far-reaching consequences in children between the ages of six months and two years. Malnourished children are more susceptible to diseases such as gastro-enteritis, pneumonia and tuberculosis. A child living in conditions of poverty runs the risk of impaired **physical and mental** development.

Poverty limits the access children have to educational opportunities, especially early childhood development. Many poor children also leave school before completing matric. In South Africa the provinces with the largest numbers of poor children are the Eastern Cape, where more than 70% of children live in poverty. Limpopo has less people, but 74% of children there live in poverty.

1.4.5 Disabled

About 5% of all people in South Africa suffer from some form of disability. In developed countries there are usually grants, support, special institutions and special jobs to help people live full lives in spite of their disability. Poor disabled people live under the double burden of poverty and disability. Without support from the state it is very difficult for them to access education, special care and jobs. Public transport is often not accessible to people with certain disabilities and those with hearing or sight impediments are restricted from accessing information and communicating with others.

1.4.6 The elderly

Older people are usually not working anymore and have to be taken care of by the rest of society. In South Africa most poor older people survive on the monthly pensions paid by the state. They also have access to free health care. Because of high unemployment many families share the pensions meant for the elderly and it ends up being insufficient for their needs. Older people also often look after grandchildren and continue to perform unpaid domestic work for their families. This especially applies to older women.

1.4.7 Families living with AIDS

People who carry the heaviest burden as a result of HIV and AIDS are the poor. AIDS increases poverty and families are the first to feel the economic effects of HIV and AIDS. Families lose income if an earner is sick. Often another one of the family members stays at home to look after the sick person and further income is lost. Families also have increased costs as they have to spend on caring for the sick or paying for funerals. In most cases orphans are cared for by older female relatives who are already living in poverty - the additional burden they carry will deepen their poverty. At the moment South Africa has an overall HIV prevalence rate of 22% among pregnant women. This means that about 11% of the overall population is HIV positive.

1.4.8 A STORY ABOUT POVERTY

The following story of Nosizi Shabangu's illustrates the extent of poverty and how it affects so many women and children in our country.

> Nosizi Shabangu's four children sometimes lie awake at night crying from hunger. She has often resisted the temptation to feed them poison to take them out of their misery. She believes they will be better off dead. "When your children cry from hunger, your heart wants to break. It would be better if they were dead. When I think of things like that I feel worse.""I'm so sick ... I can't take my children to the doctor when they're sick because there's no money. What can one do? You must start looking. You can also pray to God that he will keep you from killing your children," she said.
>
> *Adapted from a case study in Exploring Adult Learning (ABT1513)*

Nosizi Shabangu's story is just one of many heart-rending tales that show that poverty in South Africa is linked to high unemployment, malnutrition, inability to pay for – and lack of access to – health care and basic services.

Not much has changed in the intervening years. Problems such as these continue to make it extremely difficult for the poor to improve their economic positions and escape the vicious cycle of poverty. All of these issues are important areas of focus for ABET educators and practitioners, as you will see below.

This brings us to the question:

1.5   HOW DOES POVERTY AFFECT ADULT LEARNING?

Do you remember that in Exploring Adult Learning (ABT1513) you learnt about certain barriers to adult participation and learning? On page 34 you read about the problems at the Masisisani Adult Learning Centre **three weeks after the start of the course.** These were

- a high level of absenteeism
- late coming
- the arrival of new learners each week
- learners were disappointed that they were not learning as quickly as they thought they would
- learner dropout
- learners were fearful

Can you identify a link between poverty, adult participation and learning, and educator behaviour?

Our response ...

Let's revisit what you learnt in Exploring Adult Learning (ABT1513) again: *Factors that affect adult learning.* Keep in mind that you need to think more critically at this point of your studies, so try to analyse the following information and think about how it applies to the South African context.

1.6   BARRIERS TO PARTICIPATION

Cross (1981) identifies three categories of barriers to participation, namely situational barriers, institutional barriers and dispositional barriers

1.6.1   Situational barriers

These arise from factors in an individual's life circumstances at a given time. The most common are lack of time and money, and home and job responsibilities. For example, after attending classes, most ABET learners find that their situation has not changed.

1.6.2   Institutional barriers

An example is course scheduling. Some adult learners have to commute from home to class. If classes start at 14:00 and continue until 17:00, people who have to be at work during this time will not be able to attend. Adults may be prevented from attending class by personal problems, the cost of classes, lack of interest in organised education, and the absence of classes.

1.6.3   Dispositional barriers

These relate to people's attitudes and self-perception about themselves as learners, for example, low confidence, negative past experiences, lack of energy and fear of being too old to learn. These are also called psychosocial factors. Psychosocial factors are a combination of **social** and **psychological** factors. The social context therefore plays a role in determining the psychological well-being of an individual.

Whether or not adults have access to learning opportunities is also shaped by the **economic structure** of their society as well as features of the education itself.

1.6.4   Geographic conditions

Learning opportunities are determined by where people live. Rural life is more distant from services and education, whereas urban life is more industrialised and densely populated. The urban population has better access to services, and thus more opportunities to access education.

1.6.5   Demographic factors

In most industrialised nations, more men than women take advantage of educational opportunities.

- **Age** – A number of age-related concerns tend to limit access. Examples include poor health, fear of being out at night, lack of transportation, and where the programme is offered. Adult learners prefer settings that are accessible and familiar.
- **Sex** – In most countries, women's rates of participation at all levels of education are lower than men's. Discrimination against and stereotyping of women means that they have less access to education and training, and earn less than men.
- **Socio-economic conditions** – Studies have shown that rich countries are becoming richer, and rich people in rich countries are becoming richer. On the other hand, poor countries and the poor people in them are becoming poorer. The gap between rich and poor is reflected in studies of participation in adult education, in which a link has been found between participation and socio-economic status.

1.6.6   Cultural determinants

In society, people are grouped in terms of race, religion, language and ethnicity, and sub-groups usually share values, beliefs and practices. Being a member of a social group that does not

value education, lack of experience of the education system, or previous experiences that reduced self-esteem or self-confidence may lead to a lack of confidence or interest. If an adult doubts that participating in an educational programme will lead to improvements in his/her life situation, s/he will probably be less motivated to participate.

ACTIVITY 1

Considering all the above issues, why was Masisisani Adult Learning Centre experiencing the problems listed above three weeks after the start of the course?

To answer this question, you will need to analyse (break down, examine) the above-mentioned factors and try to link or relate them to adult learning in the South African context. Also indicate how these social forces can influence educator behaviour.

1.6.7 Let's end this unit on a positive note!

Adult basic education can make dreams come true for thousands of adult South Africans who struggle daily for food and security. A good South African adult basic education programme can offer education and training to help people make money, improve family health, share in community life, participate more in our democracy, exercise their own human rights and extend these rights to others. It can help to build social justice and equity. Read about Nomsa's story on the next page.

NOMSA'S STORY

Here is the story of a courageous rural literacy learner called Nomsa. She was the new wife in a polygamous family dominated by the first wife. In literacy lessons Nomsa discovered that she had human rights, and she questioned her role and status as a *makoti* (new bride, a newcomer to the family and a source of labour). She worried about HIV as well, following a literacy discussion about how people get infected. Nomsa decided to free herself from the marriage and from the danger of HIV infection by her town-dwelling husband. To do this, she needed to leave her husband's homestead and make a living for herself. Her own family would not accept her return, for fear they would have to pay her *lobola* back to her husband. Nomsa needed somewhere to live. She puzzled for weeks about finding a solution to her situation. During discussion in her literacy class about a nearby low-cost rural housing scheme, Nomsa said, "I am going to get a house!" She did. She and her little daughter now live in a simple, two-roomed house where she can lock the door at night, grow her own vegetables and keep her own livestock. She does not have to cook and wash clothes for two other women and their families any more. She had problems getting the house – completing the application form in English (with the help of her literacy educator), being threatened by her husband's other wives and the *induna*, and being beaten by her husband were just some of the hurdles she had to overcome – but she managed in the end. She makes traditional Zulu wear to sell. "I have freedom!" she says.

Nomsa's story is inspiring, and echoes others commonly encountered in adult basic education work. An adult literacy programme should cover human rights, HIV and AIDS, and solve social and economic problems relevant to the learners. It should include family health, gender issues, workplace issues and a host of other topics. More important, it should empower the learner to

make good choices, choices that will change his/her life situation and encourage him/her to want to break the vicious cycle of poverty.

1.7   SUMMARY

In this unit you looked at poverty through a different lens, as you examined the social consequences of poverty on adult learning. To do this you gained a better understanding of poverty by finding out **who** the poor are, **how** poor they are and **where** they are located. This kind of understanding helps you to see how poverty is connected with other problems of underdevelopment such as unemployment, malnutrition, and the inability to pay for and lack of access to health care, basic services and education opportunities. All these factors play a role in adult participation. This will have shown you that poverty is the most important socio-economic barrier that affects adult learning and participation on many fronts. Our main aim therefore was to get you to think more critically about certain categories of barriers to participation and how you relate these barriers to adult participation and learning in the South African context. In the next

UNIT 2 THE STORY OF HOW A SOCIETY DEVELOPS

2.1 INTRODUCTION

Welcome to unit 2. In the previous unit, we discussed the fact that poverty is at the heart of social dilemmas in adult learning.

Do you remember that you learnt about certain development theories in Contextual Studies (ABT1512)? In this unit we would like you to think a bit deeper and more critically about development issues. Always remember that an adult educator is also a community developer, and that you will be doing more than just bringing basic education and training to people who have had little or no education. You will be helping to empower your learners to develop their communities. That is why it is so important to have a good understanding of development issues.

2.2 OUTCOMES OF THE UNIT

At the end of this unit, you should be able to

- explain why ABET practitioners and educators should know about theories of
- development
- discuss some theories of development
- examine some social practices that encourage development, and evaluate their effectiveness

2.3 MODELS AND THEORIES OF DEVELOPMENT

A model of development is a way of seeing and understanding how a society develops. It is usually a description of the changes that typically take place as a society develops. The word "typically" is important here because when we speak about a model, we are not describing any society in particular. Instead, we are providing a general picture of what happens in most developing societies. A model of development is based on ideas about development in general, not about development in a specific society or country.

We could think of a theory of development as a story that describes how a society develops. This "story" tells us not only how societies develop, but also why a particular society has not developed. In other words, it also gives us an idea of what can go wrong in the development process. A theory of development must therefore be able to explain to us why some societies are so poor and others so rich.

2.3.1 Why do ABET educators need to know about development theories?

So why do you need to know about all this? Adult education is about the **practical** side of development, so why do you need to know anything about development theories? Do you think an understanding of theories of how societies develop is important to you as an ABET practitioner?

Imagine that you were among a group of ABET practitioners who were talking about development programmes. What type of questions do you think the members of the group would ask?

Our response ...

Possible questions are:

*   How is our work related to development?
*   What are some of the social factors responsible for underdevelopment?
*   As educators, what role do we play in enabling the communities we work with to overcome obstacles to their own development?

An understanding of theories of development can give you an idea of how the work that you do fits into the broader picture of development. This will also give you an idea of some of the different constraints on development. By this we mean **social forces** that limit how much a society can develop at a specific time and what constraints need to be removed before development can be achieved.

2.3.2 Modernisation theory

We will start off with a discussion of modernisation theory. Modernisation theory tells us how a society changes from being underdeveloped to being a developed, modern one. It tells us that there are a number of limitations within a society that prevent development from happening. The story told by modernisation theory is a relatively optimistic one. It suggests that developing countries can reach the same levels of economic welfare that the developed countries enjoy. In order to do this they need to copy the way of life of an industrialised society.

Modernisation is the process by which a traditional, developing country changes to become like the industrialised, developed countries. Modernisation theorists believe that the only way to achieve development is to get a society to resemble an industrialised or modern society.

Look at the following picture;

What type of society does it sketch?

Our response ...

2.3.3 Views about traditional and modern societies

Modernisation theorists would probably say the following about traditional societies:

- Traditional societies do not like changing their social institutions in response to changing circumstances. (If you need to refresh your memory about the meaning of the word "institution", turn back to the definition at the beginning of unit 1.) They prefer to stick with traditional ideas. This means that people in these societies are more conservative and prefer to keep things as they are.
- Traditional societies expect everybody to conform or to be the same. They do not encourage people to break from their customs. If we combine these first two characteristics we arrive at a situation where innovation and change is not encouraged.
- People in traditional societies are less scientific than people in modern societies. As a result they are more likely to be superstitious.
- Because there are so many restrictions in traditional societies, economic activity is limited. Considerations such as family connections, age, gender, race and royal birth determine who gets the top positions in a traditional society. This leads to a situation where the jobs that can make a difference are not necessarily held by the best people.

Now look at this picture;

What type of society does it sketch?

Our response ...

2.3.4 What are modern societies?

Modernisation theorists would probably say the following about modern societies:

- Modern societies have a progressive attitude that emphasises improvement and development.
- People in a modern society have more freedom to act in terms of their own beliefs, since these societies place a greater stress on individualism (rather than on conforming). This means that individuals are given more space to behave and live according to their own beliefs.
- In a modern society, economic activity is freed from traditional restrictions and people are encouraged to participate in entrepreneurial activities.

If we combine all of the above characteristics of a modern society we see that in the view of modernisation theorists, modern societies encourage economic growth and the general development of the society. Modern societies are very innovative, because new ideas are encouraged. Because of this and because of their encouragement of individualism, modern societies support entrepreneurship, and encourage people to build new industries through their drive and foresight. One thinks here of somebody like Bill Gates, the richest man in America, who built up the company called Microsoft, which manufactures the operating system used by most personal computers in the world.

Modernisation theorists say that if people adopt the scientific and rational approach to the world, and lift traditional restrictions on economic activity, efficiency and productivity will increase. Resources such as labour and capital are used where they are most productive. This is because the decision about how to use them is a purely economic one, based on economic principles, and not on other considerations such as family connections, gender or religious taboos.

Modernisation theorists are of the view that contact with developed (Western) societies has many advantages for traditional societies because it leads to the spread of modern values and institutions. Modernisation theorists refer to this as the diffusion or flow of innovations, and believe that it makes it possible for developing countries to develop faster than the developed countries did at a similar stage of development. This is because developing countries can learn from the developed countries about the most effective values, policies and institutions and then adapt themselves accordingly.

However, modernisation theories have been harshly criticised and are now generally considered outdated. In the face of this criticism, many modernisation theorists have adapted their theories, and now believe that traditional culture is not necessarily an obstacle to development, but can in fact enhance it.

Here is an example of this changed thinking. Some modernisation theorists say that the successful industrialisation of countries such as South Korea is a result of the positive impact of Confucianism on those societies. Confucianism is an ancient religious system that places a strong emphasis on collectiveness (which we in South Africa would call a form of ubuntu) and discipline. These attitudes are believed to have led to the hard work, co-operation and social harmony.

What do you think about this? Is something similar happening in South Africa?

Modernisation is one explanation for or theory about how societies develop. We will now look at another view that says that developed countries in fact **prevent** the development of developing countries, or the "Third World".

ACTIVITY 1

At this point we would like you to see whether you have understood what you have just read. In your own words summarise what modernisation theory tells us about how societies develop. Write down at least ten facts. (You will be asked similar questions in the assignments and/or examinations. Use this as an opportunity to get used to answering questions like this.)

2.3.5 Dependency theory

We are now going to discuss a theory that contradicts the modernisation story in many ways. It is known as dependency theory. This theory is another way of seeing development, and it offers a different view of why some societies are developed and some are underdeveloped.

Dependency theorists say that it is unlikely that developing countries will follow the same path of development as the already developed countries. They say that modernisation theory, which states that development has a happy ending for developing countries, is far too optimistic. Instead, dependency theorists tell a much more pessimistic story. They say that developing

countries will never reach the same state of "independent development" as the developed countries. Instead, the best they can hope for is a form of "dependent" development. This means that they will always be, in some ways, dependent on the economically strong Western countries with whom they are in contact.

The story of dependent development begins with the first meeting between Western countries and the traditional societies in what we now call the developing countries. This occurred from about the end of the 15th century, when the people in European countries first became aware of the existence of these societies during the voyages of exploration they undertook. At the time of this first meeting developing societies were not totally undeveloped, as modernisation theorists often assume. They were in varying stages of development: for example they produced textiles, clothes, jewellery and weapons, among other things.

Because the European countries possessed a more sophisticated military technology, they from the start occupied a dominant position compared with the developing countries. They did not colonise these countries at first (with the exception of the acquisition of trading posts), but nevertheless caused a lot of damage to these countries in this period. Extensive looting and plundering took place, especially in Southern and Central America. Many of the indigenous people in the Americas in particular died as a result of exposure to European diseases they were not resistant to.

According to dependency theory

- developing countries are also known as peripheral countries
- the developed Western countries are also known as core countries

The slave trade also had a very negative impact on the traditional societies in developing countries, especially in Africa, and these countries were weakened through their initial contact with the Western countries. The Western countries also had a negative impact on the traditional industries in developing countries because these countries gradually stopped being self-sufficient with regard to products such as textiles and came to depend on imports from the Western countries. Dependency theorists explain that during this stage the developing countries did not experience development as a result of their contact with Western countries. Instead they were "underdeveloped", which means that things actually became worse. Later on, the Western countries started to colonise the developing countries. They took over the state administration, took land from the indigenous population and sent "settlers" to occupy these areas.

Think about the colonisation of South Africa. In what way did our various colonisers improve or worsen conditions in South Africa?

Generally, during the colonial period, the colonising Western country made a large investment in the country it colonised by providing it with infrastructure such as railway lines, roads and telecommunications. Most of its investment, however, was focused on the export of raw materials to the European countries. As a result, the developing country was limited to being just a raw materials producer in the world economy. Zambia is a good example of this.

Zambia has a long history of reliance on copper and has thus gained a strong sense of national identity from the copper sector. Copper production in Zambia accounts for 10% of its current gross domestic product (GDP) and 80% of its foreign exchange earnings. The area around the mines is referred to as the Copperbelt and the mining sector has been called both the "mother of Zambia" and its "economic lifeblood" because it has generated three-quarters of the country's foreign exchange earnings.

Since the privatisation of the copper mines in April 2000, the downward trend in copper production and exports has reversed as a result of investment in plant rehabilitation, expansion, increased exploration, and high copper prices on the international market

The majority of investments in the copper mining sector originate from the Chinese-owned CNMC.

However, since the privatisation of the mining sector, Zambia has reaped some rewards with international mining companies' involvement. However, while the privatised (and mostly internationally-owned) mines have recorded large profits, the Government of Zambia has acknowledged that revenue from copper as a proportion of Government income has been very low. Again can you see that as a developing country, Zambia is limited to being just a raw materials producer in the world economy

Study the diagramme on the next page. Why do you think China will have such a vested interest in Zambia's copper?

PRODUCTION CHAIN

Copper ore is extracted

This is refined to produce copper

The copper is rolled into various forms and combined with other metals to make materials such as copper wire

Copper wire is used in making telephone wires and electrical motors

Electrical motors are used to make starters for cars, washing machines etc
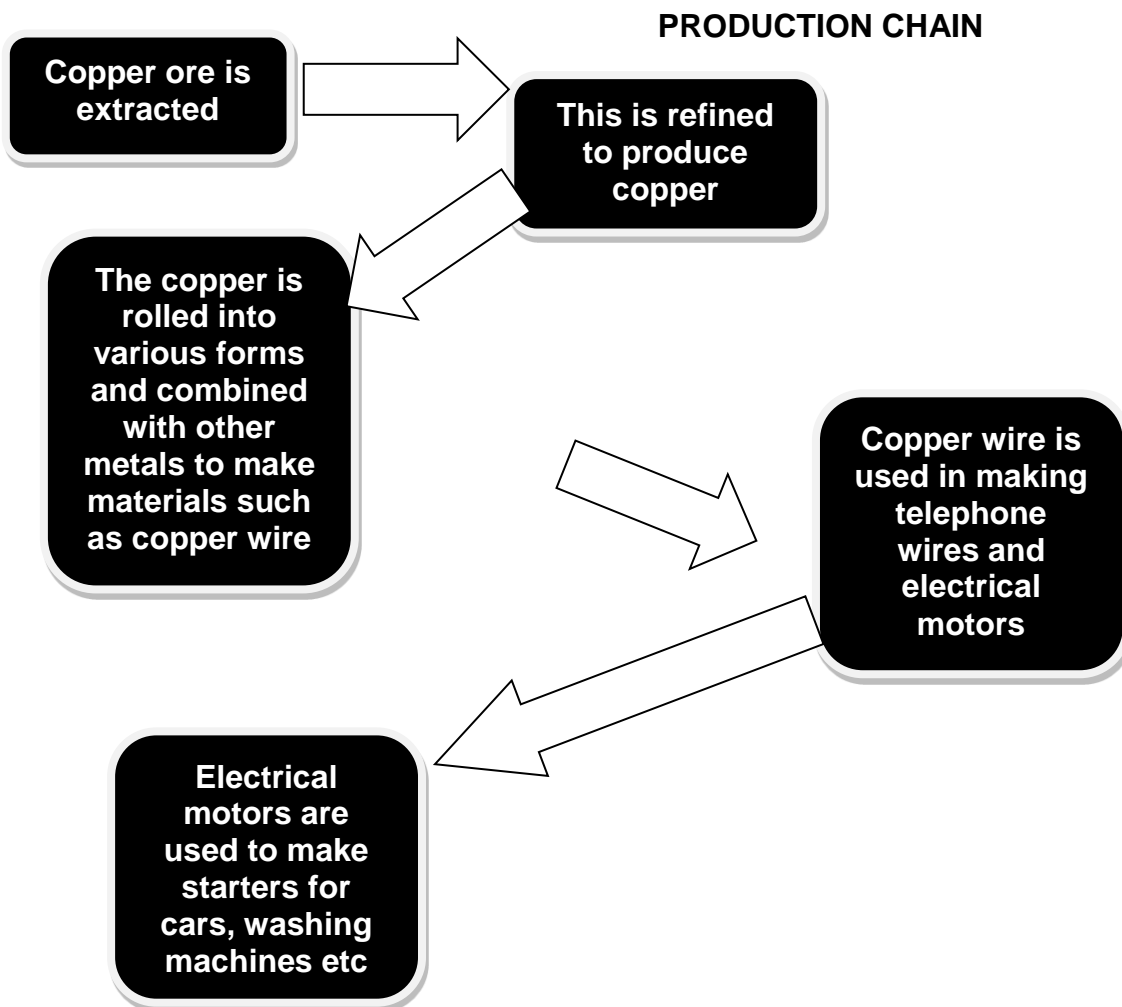
Think about the disadvantages if the process stopped at the second level of the production chain. What benefits could a country experience by obtaining the raw material and working with it up to the fifth level of the production chain?

Our response ...

Because developing countries do not have the facilities or skills to move beyond the first level in the production chain, the only way they can contribute to the chain is by being raw material producers. In the production chain illustrated above, an industry such as copper mining needs the input of many other industries and cannot function independently, which puts it at a disadvantage.

The inability to move beyond the second level of production limits the potential of the developing country to participate fully in development. Therefore, the country's development can only be dependent. Developed (industrial) countries, by contrast, are much more in control of their own destinies because they are able to produce at all five levels of the chain.

You have now read about two different theories or models of development. Both approaches focus on the economy. Let's look at the main points again.

- Modernisation theory says that less developed countries would develop only if they "copied" the developed countries and industrialised to boost their economy.

- Dependency theory says that it was the already developed world that obstructed the development of the less developed countries and that only through a breaking away from the developed world and its economy would development be possible.

ACTIVITY 2

Dependency theory tells a different story, doesn't it? Imagine you are part of a study group and you are asked to share your notes on dependency theory. How will you tell the story?

At this point you may be wondering what kind of development model would be best for South Africa. As a developing country with many social and economic problems, South Africa needs a strategy for development.

In the next section we will introduce you to an approach to development that places people at the centre of their own development.

2.3.6 People-centred approaches

South Africa's first democratically elected government embraced people-centred development through its 1994 socio-economic policy framework, the Reconstruction and Development Programme (RDP). People-centred development was seen as a starting point in correcting the injustices of apartheid, and as a result the principles of people-centred development have become an integral part of policymaking in post-apartheid South Africa. These principles are public **participation, social learning, empowerment** and **sustainability.**

This approach says that the people themselves have to decide on what action plan is best for them, and that is why this approach is also called a people model. It starts with getting people to define their needs and empowering them to say how they think they can best remedy or improve their situation.

Once people have analysed their needs, they are then in a position to decide on a strategy for development. For supporters of this approach, the issue of whether people take on the idea that they want to develop – through increased industrialisation or through any other means – is not the important thing. The important thing for supporters of people-centred approaches is that the people are **empowered** to **take control of their own destinies** and therefore also to **decide on a development strategy**.

People-driven development puts people at the heart of the process and empowers them to take control of their own situations. It says that the people who are actually affected by a situation are the best people to speak about their needs. The poor know how their situation affects their lives, and they will therefore be able to say what route their development process should take. The people-centred approach recognises that rural people, for instance, are knowledgeable about many issues that affect them. People need to be developed though the actual process of defining their own situation.

This approach is aimed at getting maximum participation from all stakeholders. Because the people-centred approach tends to empower the community to become a development partner, the community members are able to take ownership of the strategy. This is a crucial step in ensuring that the process is sustainable.

2.4   SOME SOCIAL PRACTICES THAT ENCOURAGE DEVELOPMENT

Developers often say that disadvantaged communities do not have the necessary knowledge or the skills to participate – particularly if most of the people in the community are illiterate.

However, this is not true. While the members of the community may lack reading and writing skills, they possess skills and understanding which will benefit and complement the skills of the developers. It is likely that the members of the community may need to be encouraged to participate or that the methods used for their participation may need to be adjusted to suit their circumstances, however. So how can developers enable members of the community to participate in the development process?

2.5   PARTICIPATORY RURAL APPRAISAL (PRA)

There are various strategies that are suitable for getting communities to participate, even in cases where these communities have little or no education. The approach that we would like to discuss with you is known as participatory rural appraisal, or PRA.

Let us take the rural poor as an example. The first step in achieving genuine participation is a process in which poor rural communities themselves become more aware of their own situation, of the socio-economic reality around them, of the real problems, of the causes of these problems, and of what measures they themselves can take to begin changing their situation.

From this we see that participation is the main component of social development. It helps people to redefine, redirect and change their position in life for the better. PRA involves groups of local people in analysing their own conditions and choosing their own means of improving them. It is often referred as a community self-survey.

The community or group of local people may use a variety of social practices to encourage participation and to empower community members with skills. Let's take a closer look at some of these social practices.

2.5.1   Transect walks

In a rural setting, this involves the developer (you as an ABET facilitator or any other development agent) and interested community members taking a walk through a village. The walk should be systematic, and should cover most of the village.

During the walk your role as a development facilitator will be to identify issues relating to resources and facilities such as the state of the roads, the kinds of agriculture that can be practised there, the types of irrigation used by the community, sanitation, and water points for domestic use.

The walk through the village is also useful for identifying facilities such as the local clinic, the shops, and the points for transport, the types of soil and vegetation, and backyard trades people such as mechanics, dressmakers and hairdressers.

In addition to identifying resources and facilities, the walks will be useful for finding out about aspects of the community that the community members do not tell you about. During the walk, you will probably also find out a lot about the different groupings in the community, the different customs, forms of power, where the elderly live, who is disabled, which households are female headed, and possibilities for income generation.

This information will be valuable in planning any development project that you may want to initiate with your learners.

2.5.2   Drawing maps

One of the important outcomes of this activity is a map or maps of the area. Back in the classroom or back in the meeting, you would ask the community members to spend some time drawing a map or maps on large sheets of paper. You may find it useful to let the participants divide themselves into groups and draw different kinds of maps.

One map could show the geographical features of the area. This map would show rivers, mountains, arable soil, green areas and so on.

Another map could show the infrastructure of the area, such as water points, social services such as schools and clinics, bus routes or telephones.

Yet another map could show present points for income generation, for example where the shoemaker, the mechanic, building contractor or spaza shops are.

2.5.3   Social mapping

A social map is another possibility. In smaller communities, a social map will normally show each individual household. It could give an indication of

- who lives in each household
- the number of children and elderly people
- the number of households that are headed by women or children
- who in the community are unemployed
- who the leaders are
- what facilities are available, such as the clinics, schools and transport
- the various resources available in the community such as schools, churches, points for income generation, and water points
- where people catch buses or fetch water
- the route children walk to school

Documenting this information on a map is vital if the community is to participate in planning for their own development. The maps also provide a record for the community to measure what progress has been made.

2.5.4   New planning maps

Once these maps have been drawn, new planning maps could be drawn. These could show what the area would look like in the future. The advantages of this for the community will be immense. With this kind of forward planning, the community will be able to do an assessment of its needs and facilitate planning for developments in the area.

It will also give the community a role in monitoring the development and anticipating possible problems. Planning maps could show the future locations of new structures, new points for transport and new points for selling goods. The community will also have had the opportunity to participate in the decisions about building new structures, such as the ideal position for clinics or a new school.

Look at the photo on the next page, which shows traditional houses in a village area, and then read the scenario that follows.

Read the following case study:

Company X was given the task by government to develop 2233 housing units (each 28 square meters in size) in this village area. Eleven months later, the houses were completed. But one year after the houses had been completed at a cost of R37 million, fewer than 740 of the 2233 houses were occupied.

Why do you think this happened?

Our response ...

Although the planners consulted the officials at various levels, they did not really consult the community – more particularly, they failed to consult the women in the community to find out whether the new houses were actually needed.

If they had consulted the community, there would have been a two-way form of education. The planners would have found out that the people in the village were living in well-constructed and very suitable homesteads consisting of four to five traditional houses. They were not living in shacks. If they had been living in shacks, the new houses would have been a great improvement for them. But the traditional houses they were living in were very functional. By clustering four to five houses together, the people in fact had four or five separate "rooms", each serving a different function and with provision for privacy.

ACTIVITY 3

Why would the PRA approach have worked well in this kind of project? Write down and discuss at least ten good reasons.

2.6   SUMMARY

In this unit you explored three different theories that explain how societies develop. You also had the opportunity to think about some of the explanations for why some societies develop and why some remain underdeveloped. You also considered some social practices that encourage development. We hope that you will find the PRA technique to be a useful method for your ABET learners. In the next unit you will be investigating theories about the influence of literacy on cognitive and social development.

UNIT 3   LITERACY AND DEVELOPMENT GO HAND IN HAND

3.1   INTRODUCTION

Welcome to unit 3. In the previous unit you explored a number of different theories which explain how societies develop. The purpose of this unit is to explain the important relationship between literacy and development. Literacy transforms minds and thought, and can change the daily lifestyle and socio-economic conditions of adult learners. How does it do this? Is there a specific theory and/or methods that show how literacy influences cognitive and social development? This is what you will be considering in this unit.

3.2   OUTCOMES OF THE UNIT

At the end of this unit, you should be able to

- discuss the way literacy influences development
- discuss and analyse Paulo Freire's dialogue method and the pedagogy of the oppressed
- describe the literacy teaching method proposed by Paulo Freire
- evaluate Paulo Freire's contribution to adult learning
- evaluate the popular education approach to teaching literacy to adult learners

Read the following thoughts on literacy...

- *Literacy is not just reading words or a set of associated symbols and sounds, but an act of critically understanding the situation in the world.*
- *Literacy is not an end in itself, but a means of extending individual efforts towards education, involving interdisciplinary responses to problems.*
- *Literacy leads to education and results in empowerment as people acquire the knowledge and skills they need in order to function effectively in their group and community and to use these skills towards their own and their community's development.*

Do you have any other thoughts about the influence of literacy on development?

3.3   LITERACY, EDUCATION AND DEVELOPMENT

Your own experience may have shown you that development is much more than just an improvement in the economic well-being or condition of community members. Development includes the fulfilment of each person's material, spiritual and societal needs and is a dynamic process. Development empowers people and promotes important changes in their lives. However, development cannot take place by itself. It requires people to be educated, skilled and competent. **Literacy and education therefore become the most important factors for development as well as for empowering people.**

Education provides people with knowledge and information, which in turn bring about desirable changes in the way they think, feel and act. Education also builds a strong sense of self-esteem and self-confidence in people. It contributes very effectively to the realisation of a person's potential. Therefore, education is considered as a social instrument for developing human resources and for human capital formation. People who have reasonable literacy and numeracy skills tend to produce more farm crops, limit the number of children they have and enjoy a relatively better quality of life compared with uneducated families.

Educated people earn more and are respected by the society. It is because of the way that literacy and education contribute to changing the lives of the people that they have become an important part of the development policy in every country.

However, the relationship between education and development is not as simple as it appears to be. In fact, the impact of education on development depends on **what** we as educators teach and **how much** the learners learn. In other words, it is the educational content and the teaching methods that make the difference. Equally important is the interaction of education with other social and economic factors.

Education is useful and meaningful when it...

• brings about positive changes in people's lives and empowers people to face day-to-day challenges
• provides knowledge of and skills in reading, writing, simple arithmetic, and problemsolving
• improves people's quality of life

Education organised and oriented on these lines is certainly going to have a lasting impact on income, agricultural productivity, fertility rate, birth spacing, pre- and postnatal health, nutrition, knowledge, attitudes and values.

HERE IS AN EXERCISE FOR YOU TO DO.

Objective: To demonstrate the relationship between education and human development.

Find out the following indicators for your area:

• average life expectancy
• infant and under-five mortality rates
• schooling of children (pass rate)
• nutrition and health standards
• adult literacy
• gross per capita income

Do you think your community is doing better or worse than the national average? Why do you think this is the case?

To summarise…

Educated families

• are more empowered and confident
• have fewer children
• have fewer of their children die in infancy
• have healthier and better educated children
• are better equipped to enter the paid labour force, which is particularly important to   the survival of female-headed households
• enjoy higher levels of economic productivity
• experience a longer and healthier life

This exercise showed you that literacy and education are crucial to every aspect of social and economic development. You may also have noticed that literacy and education are also important for influencing social behaviour. For example, literacy and education widen people's choices, expand their perceptions and increase their potential to lead a better quality of life.

This relates to core aspects such as adequate and good quality food (nutrition), access to safe drinking water, better health care services, and relevant and quality education for children and youth.

In **unit 1** we examined the social consequences of poverty on adult learning, and you saw the link between poverty and other problems of underdevelopment such as unemployment, malnutrition, and the inability to pay for and lack of access to health care and basic services and education opportunities.

In South Africa the political, social and economic dispensation of the past left a legacy of poverty and oppression. Paulo Freire said that "the oppressed, in a special way, is a victim of the circumstances of oppression".

People are discriminated against for many reasons, such as

- they are poor
- the colour of their skin
- their sexual orientation
- their religion
- they have no home and no food
- they do not have good clothes

As a result, they suffer persecution and cultural invasion. In short, they are oppressed!

In Exploring Adult Learning (ABT 1513) we discussed certain learning theories, such as cognitive theories, of which constructivism, conceived by Jean Piaget, is one of the best known. You also learnt about social theories, including Lev Vygotsky's theory of instruction. In this unit we are going to discuss the work of **Paulo Freire** in the field of transformational learning.

Freire worked to achieve social change. He encouraged people to rediscover their power, because the more critically aware learners become, the more they are able to transform society and their own reality.

PAULO FREIRE AND THE PEDAGOGY OF THE OPPRESSED
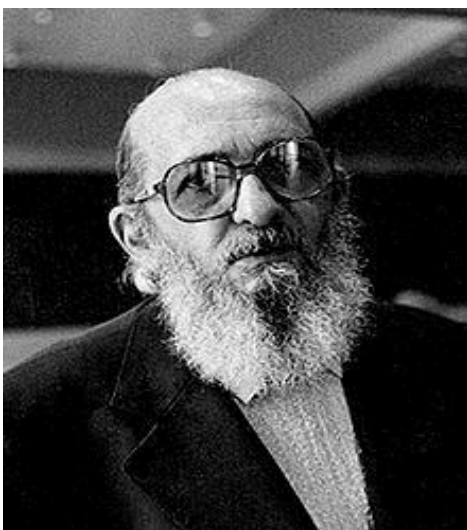
Paulo Freire is known for his "dialogue" method and the use of "generative words", and for his engaged and politicised approach to education. Paulo Freire had an enormous influence on the work of adult educators in South Africa during the 1970s and 1980s.

Freire was born in 1921 to a middle-class family in Recife in Brazil. *He trained as a teacher and was sent to teach in a rural community in north-east Brazil. He was shocked by the poverty of the peasants* and the fatalistic *way they accepted* their wretched *living conditions and suffering*.

Freire set about creating a literacy/education method that could help them free themselves from this state of powerlessness. He noticed that although the peasants did not protest against their exploitation and had been swallowed up by a "culture of silence", they had a language rich in images from nature and a strong musical and cultural tradition.

Freire believed that an essential first step was for these exploited people to "learn" to use their voices again. A consciousness-raising educational method would have to begin by building self-confidence. *Only then could people discover that they were capable of gaining some control over the environment* in which they were living.

Freire hoped that the people would then see that misery was not a matter of fate, but instead a result of man-made historical factors and the way their society was organised – in other words, something they could set about changing through action.

Freire believed that education allows the oppressed to regain their humanity and overcome their condition; however, he acknowledged that for this to happen, the oppressed have to *play a role in their own liberation*.

In the education group, the learners would learn from one another, with the *educator acting as a facilitator* or coordinator. In other words, the usual teacher–learner relationship would no longer exist. Through participation in the group, the members would gain a wider understanding of the world and the way human beings see the world.

Every new discussion (prompted initially by a discussion on **generative words** related to the peasants' everyday experiences) *helped the participants to stand back from their own situation until they could see it more clearly and critically*. This helped them to see that many parts of their way of life were not inevitable and something they could not change, but rather as problems to be studied and transformed.

This reflection or deep thinking is the "reading" of reality. *Freire spoke of reading not just the word, but the world. This will enable learners to develop the will to "write" not just texts, but their own reality*.

Initially this may be a matter of applying human power to change that reality. But then other aspects of life – social, cultural, political – are also seen to be capable of change. To Freire, real education was **conscientisation** – this is a process of making people aware, through which they learn to **read** (ie to understand) true reality, and to **write** it (ie to take it under their own control). In this sense, many highly schooled people may be "illiterate" (unable to "read" their world).

In Freire's approach, there is no "expert" who has all the right answers and who is therefore "entitled" to teach people. Instead, people come together to try and gain a better understanding of common problems.

Every person in the group has valuable experiences and ideas to contribute to the group discussion. ***Each person's views have equal value. Everyone participates in the discussion and the search for solutions***.

Usually there will be a facilitator or leader of the group. This person's task is not to lecture or to dominate the discussion. In fact, the leader should avoid giving his or her opinion unless asked. At the start of the discussion, the ***role of the group leader*** is to:

- ***encourage*** everyone to ***participate***
- ***make everyone*** feel ***comfortable*** and at ease
- make everyone ***feel free to express their thoughts***
- advise people to ***listen carefully to one another*** and ***avoid interrupting*** one another
- advise people to not simply accept what another person says, but to ***think carefully and critically about what that person is saying***

It is important for the facilitator to believe that s/he is learning from the learners and to encourage the learners to believe that they all have something to teach one another.

The facilitator's role is mainly to ask questions. These questions should encourage people to

- ***understand their situation***
- ***recognise that some things can be changed***
- ***realise that they have the power to improve their situation***

ACTIVITY1

*Read the whole section on **Paulo Freire and the pedagogy of the oppressed** again. Did you notice that certain phrases and sections are in **bold and italics?** These are what we call the key (main) ideas.*

NOW: Write down these main ideas in full sentences. Where possible, try to use you own words to show that you understand Freire's literacy/education . This will serve as a summary of this section.

*Remember to write a heading. Your heading could be something like **"The Freire literacy/education method".***

TIP: We could ask you a question like this in the examination. A question like this would usually be marked out of 25.

3.4 THE LITERACY TEACHING METHOD

The literacy teaching method proposed by Paulo Freire comprises three stages.

Stage one is the study of the context.

During this stage, a team studies the context in which the people live in order to determine the vocabulary that the people in that area use and the problems that they face. To do this, the team has informal conversations with the people and then faithfully records the words and the language that the people used during those conversations.

Stage two is the selection of words from the discovered vocabulary.

During this stage, from all the words that the people used during the informal conversations, the team chooses the words that have the most meaning for the people. The team is not only interested in the typical expressions that the people use, but also in words that have important emotional content for them.

These words, which Freire called **generative words**, have the power to generate other words for the learners. When deciding which words to choose, the team must choose words that have the capacity to confront the social, cultural, and political reality in which the people live. The words must suggest and mean something important for the people. They must provide both mental and emotional stimulation for the learners. For example, violence, anger, unfair, justice.

Stage three is the actual process of literacy training.

This stage comprises three sub-stages:

- motivational sessions
- the development of teaching materials
- literacy training (decodification)

During the **motivational sessions**, the coordinator shows pictures without words. The purpose of this is to provoke, among the learners, some sort of debate and discussion about the situation(s) in which the people live. Through this, the illiterate learners see themselves engaging in the process of learning and reflecting, which helps to promote group consciousness.

During the **development of teaching materials**, the team develops materials appropriate to each situation. The materials to be developed are of two types: 1) a set of **cards or slides** showing the **breakdown of words into their parts**, and 2) a set of **cards** which depict **situations related to the words** and designed to impress various images upon the learners. These pictures are designed to stimulate the learners to think about the situations which the words imply.

Freire called this process of developing images of concrete realities **codification.** Through various pictures, situations in the lives of the people are **codified** or **represented in pictorial form**. This codification process is the unique aspect of the Freirean literacy method. The cards not only serve as aids in the teaching process, but also help to initiate and stimulate the process of critical thinking among the learners.

In the **literacy training (decodification)** sub-stage, each session is built around words and pictures. Here, the generative words are printed with a picture of what the word represents. The literacy class begins to break down both the word and the picture. The learners discuss the existential situation of the word and the relationship between the word and the reality it signifies. After this, a slide is projected showing how the word is separated into its syllables. For example, the word "poverty" can be broken down into three syllables. Then the family of the first syllable is shown. In the example of the word "poverty", the family of the first syllable, **po**, is then shown as: pu, pe, pa, pi, and so on. A similar process is applied for the remaining syllables.

The learners are then led to create other words using these syllables and their families. At the same time, they continue to discuss and analyse critically the real context represented in the

codifications. In essence the literacy education is closely connected with the cultural and political life of the learners.

The Freirean literacy approach can be classified as a **philosophy** and as a **method for bringing oppressed people to both literacy and political and social consciousness**.

ACTIVITY 2

In this activity we want to help you to make your own summaries. We are going to ask you to underline certain sentences that will not only be the answers to the following questions, but also provide you with a summary of the literacy teaching method proposed by Paulo Freire.

1   *Why does the team study the context in which the people live in stage one?*

     Underline the section that answers the question. Then write the information down in your own words.

2   *How does the team do this?*

     Underline the sections that answer the question. Then write the information down in your own words.

3   *What happens in stage two?*

     Underline the sections that answer the question. Then write the information down in your own words.

4   *What are generative words?*

     Underline three ideas that explain the meaning of generative words and the role they play in this stage. Then write them down in your own words.

5   *Write down the purpose of the three sub-stages in stage three.*

     Underline the purpose of each sub-stage. Then write down the sub-stages and write down the purpose of each in your own words.

*TAKE NOTE: If you answered all of the above questions you should have no problem in **writing a summary of Paulo Freire's literacy teaching method***.

How does the Freirean literacy approach influence adult learning?

Freire took education out of the classroom and created "the culture circle", where adult learners used their own ways of speaking to articulate their shared understanding of how their world came to be like it was and how to act to change their future.

From being a monologic process, education became a process of dialogue in which learners and educators engaged in mutually respectful learning. Through the culture circles process,

people progressed very quickly: in Brazil illiterate adults learnt to read and write in 30 hours; and in Nicaragua illiteracy was reduced from 40% to 13% in two months.

Freire pointed out that the astounding results achieved by the culture circles were a consequence of offering literacy as a tool through which groups, rather than individuals, could be empowered.

3.5   THE POPULAR EDUCATION APPROACH

The popular education approach has been shown to be very effective. If the facilitator uses cultural artefacts and motivations, s/he can then introduce new material (ie a new tool) with which people can express their knowledge.

Successful implementation of this approach results in phenomenal achievements of empowerment, gained shared knowledge by all participants (community and outsider), and genuine steps towards social change.

3.6   LET'S GET PRACTICAL!

Read the case study below that was taken Land & Fothringham (1999)*.*

CASE STUDY

The teacher greets the learners and asks them how they are. She enquires about their week and what they have been doing. One of the learners reports on a problem he had at work where he tried to speak English to his supervisor, whom he usually spoke to in Zulu or Fanakalo. The supervisor ignored his attempts at English and continued to speak in Fanakalo. The teacher asks other members of the class if they have any suggestions about how to deal with this situation.

After some discussion, the class agrees that it may be best for the learner to approach the supervisor and explain in Zulu that he really wants to practise his English at work and needs the supervisor's support in doing this. The class suggests that if this approach is not successful, the learner could ask his trade union representative for help.

The teacher then begins with what she has planned for today's lesson. She tells the class that they will be dealing with a real-life situation that they may encounter. The problem relates to a situation that several learners discussed with the teacher when she first started teaching them. She holds up a large picture of a situation in a shop where a customer was not given the correct change by the shop assistant. The assistant was clearly taking advantage of the customer because he could not count his change correctly.

The teacher begins by asking the class what they think is happening in the picture. Most learners respond in English, but those who find this difficult answer in their home language.

They offer various suggestions and discuss whether the shop assistant was deliberately cheating the customer or whether he had made a mistake. In the end the class agree that the customer was deliberately cheated. The teacher then asks the learners what they could do in a similar situation. The learners make the following suggestions, mostly in English:

- Ask the shop assistant how much change was given and suggest that a mistake had been made.
- Ask to see the manager of the shop.
- Contact an organisation such as the Consumer Council which helps customers with problems they experience with shops.

The teacher says she will give the learners the address and telephone number of this organisation at the end of the lesson. The teacher asks the learners what they would say in English if they were speaking to the shop assistant or manager about the situation.

Together they construct the following dialogue:

Customer: Excuse me. Please tell me how much change you gave me.

Shop assistant: I gave you R2,30.

Customer: I don't think that's right. These things cost R7,70 and I gave you R20.

Shop assistant: No, you gave me R10.

Customer: I'm sure I gave you R20. Please check for me.

Shop assistant: Oh, I'm sorry. You're right.

The learners propose an alternative ending to the scenario in case the shop assistant persisted in the misunderstanding:

Shop assistant: No, you gave me R10.

Customer: I'm sure I gave you R20. Please check for me.

Shop assistant: There was no mistake. You're wasting my time and there are other customers waiting. Please just leave!

Customer: I'm not happy with this. I want to see the manager, please.

If there was no manager the teacher suggests that the learners say:

Customer: I'm not happy with this. I'm going to report you to the Consumer Council.

The teacher and the learners discuss consumer rights and the fact that their rights are protected through organisations such as the Consumer Council. She suggests that if consumers believe their rights have been violated, they should contact the Consumer Council to complain by phoning or writing to the organisation.

Once the two dialogues have been written on the board, learners copy them into their books. The teacher then divides the learners into pairs and asks the pairs of learners to role-play both dialogues. This takes about 15 minutes, with learners using their books to help them when necessary. She then asks which learners would like to role-play their dialogues for the class.

Two pairs volunteer. One learner has a problem with the sentence "There was no mistake! You're wasting my time and there are other customers waiting. Please just leave!" The teacher quickly helps so that the role-play is not interrupted for long.

By now it is the end of the lesson. For homework the teacher gives the learners a simplified newspaper article about consumer issues to read.

ACTIVITY 2

Read the case study again and then answer the following questions.

1   What does the teacher do? What is the role of the teacher in the lesson?
2   What does the learner do? What is the role of the learner in the lesson?
3   How is English taught? What kinds of activities are used?
4   What is the type of language learnt?
5   What is the role of grammar in the approach?
6   What is the role of correcting errors in this approach?
7   What is the role of the first language in this approach?
8   What do you think the goals of this approach are?

Why is this approach suited to teaching literacy to adult learners?

Our response ...

Do you agree that the popular education approach is well suited to teaching literacy to adult learners? People learn best when their needs are met and concerns and issues which are important to them are dealt with, as learning then becomes meaningful and relevant.

3.7   SUMMARY

In this unit we discussed the important relationship between literacy and development. We selected Paulo Freire's literacy approach as well as the popular education approach to demonstrate their influence on cognitive and social development and showed its impact, particularly on adult learners. In the next unit we turn our attention to the concept of a literate environment and its importance in sustaining learning in adult literacy and adult basic education.

UNIT 4   CREATING A LITERACY-SUPPORTIVE ENVIRONMENT

4.1   INTRODUCTION

Welcome to unit 4. In the previous unit you learnt that there is a clear link between literacy and development, and in particular you explored the influence of literacy on cognitive and social development and its impact on adult learners. The question to be asked at this point is how to create a literacy-supportive environment in order to sustain literacy learning among adult learners. In this unit we are going to discuss how print material promotes active learning and encourages and fosters a literacy-supportive environment that contributes to adult learning.

4.2   OUTCOMES OF THE UNIT

At the end of this unit, you should be able to

- discuss the concept of a literate environment
- use print material to promote active learning and adult literacy

4.3   WHAT IS A LITERATE ENVIRONMENT?

What do the following items have in common?

- newspapers
- books
- posters
- radios and TVs
- mobile phones
- computers and the internet

If you said that all these items are examples of written media (newspapers, books and posters), electronic and broadcast media (radios and TVs) and information and communications technology which encourage:

- literacy acquisition,
- a reading culture,
- improved literacy retention and
- access to information

You would be right!

Many studies have shown that a **rich literate environment** (an environment that contains the materials and media listed in the Think and reflect activity above) is essential for encouraging individuals to become literate and sustain and integrate their newly acquired skills in their everyday lives. The social and cultural environments in which people live and work support the acquisition and practice of literacy to varying degrees. In certain developing countries, the lack of written material in any form seriously limits the practice of literacy. This means that in an adult education setting we as adult educators will have to find ways to create our own print material so that we can create a literate environment for adult learners.

Using materials such as posters invites people to participate actively in a discussion. A skilful teacher will ensure that during the discussion:

- The approach is positive
- Learners can see the poster clearly
- The members of the group sit fairly close to one another
- Discussions take place in an informal, friendly setting
- The group is small enough so that learners with low self-confidence are not intimidated.

FOR EXAMPLE:

ACTIVITY 1

Plan and make a poster on a theme of your choice. Think about where, when and how you will use the poster. Show the poster to your peers. Ask them feedback. Improve your poster and then use it!

4.5.2 Worksheets

A worksheet is a sheet of paper on which learners complete written activities to practise what they have learnt. Worksheets help learners and their teacher to see how well they have learnt. They are also a good tool for assessment.

You can develop your own worksheet based on whatever material you are using at the time. Another option is to use worksheets printed in workbooks.

There are three kinds of worksheets:

1 worksheets that ask a learner to remember information, for example spelling
2 worksheets that ask a learner to apply his/her understanding, for example comprehension exercises
3 worksheets that ask a learner to complete a task or practise a skill, for example letter writing or filling in a form.

A FEW PRACTICAL POINTS ABOUT WORKSHEETS

- **If you don't have access to a photocopy machine, you have to write exercises on the blackboard for your learners to copy. Don't give learners exercises that are difficult to copy, like crossword puzzles. Make sure your handwriting is readable!**
- **The challenge for learners must be to DO the worksheet, not to UNDERSTAND the worksheet. Your instructions must be clear and easy to understand and carry out.**
- **If you use exercises from school books to develop your worksheets, adapt them so that your class will enjoy doing them. A class of middle-aged miners will not enjoy the same things as a class of schoolchildren!**
- **An advertisement could provide you with the basis for several worksheets. For example, you could use an advertisement to develop both a numeracy worksheet and a worksheet to test comprehension.**

HOW TO USE WORKSHEETS

1. Before you start making a worksheet, decide on *one thing you want your learners to achieve by completing an exercise or activity.* Focus your exercise. *Don't confuse learners* by making them practise spelling and numeracy in the same exercise, for example.
2. Make sure your *learners understand the exercise* and what they have to do.
3. *Go through part of the worksheet* with your learners *before they do it themselves* so that they can see exactly what they are supposed to do.
4. *After* all the *learners have completed* their worksheets, either at home or in class, you can *check them*. You can also ask learners to compare answers and check their own worksheets.
5. Design *follow-up exercises* to check whether your learners really understood, to help them reflect on their worksheet, and to reinforce what they have learnt.
6. Remember to *prepare your handout on an A4 sheet of paper* (the same size as the pages in this study guide).

4.5.3 Handouts

Handouts are the printed or copied notes that teachers usually give out to learners before, during or after a class. These handouts are usually used as:

- a set of guidelines about work that learners have to do
- an information sheet about a topic
- a reminder of the main points of a lesson or other learning experience

Learners can use handouts both in class and afterwards to revise their learning. If you give the class handouts on what you are going to teach before a lesson, this has the added benefit of arousing learners' interest.

It is important to structure your handouts logically. If you don't, they will only confuse learners, especially if they want to use them for self-study purposes afterwards.

When you give a handout to summarise a lesson by listing the main points, for example, you could number the points. Also use layout features, or the way things are organised on the page, to help learners get the most from the information. For example, if you want to draw learners' attention to important points, draw a box around them or print them in bold or italics.

Do you think the information we gave you above about how to use worksheets could serve as a handout?

Our response ...

Yes it could, because it

- is an information sheet about a topic √
- is a reminder of the main points about using worksheets √
- is logically structured √
- summarises the main points √
- emphasises important points in bold and italics √

4.5.4 Easy readers for adults

Newly literate adults also want to read things they are interested in and enjoy. If they don't have good reading material they might not develop into mature readers. What makes easy readers different from everyday readers is that they make allowances for:

- inexperienced readers' reading skills
- difficulties that readers might have with the language the reader is written in

If you look at an easy reader, you will probably notice the following:

1 *There are lots of pictures.* The pictures are there to support the written text and to make it easier for learners to see what the text is about.
2 *The letters in the text are quite big compared with those used in newspapers, for example.* This is because inexperienced readers find bigger text easier to read.
3 *The sentences are short.*

Features like these are there to support inexperienced readers. As readers progress, these features become less and less necessary, until readers can finally read everyday things like newspapers and magazines without this kind of assistance?

If your learners need easy-to-read material and you struggle to find appropriate books, it is a good idea to produce your own. You can also get your learners themselves to produce their own stories.

The story can be anything they really want to tell – a funny incident or something that happened in the community a long time ago or even a folk tale that has been passed down from generation to generation.

HOW TO PRODUCE A READER FROM PEOPLE'S STORIES

- **You can get a learner or someone in the community to tell you their story while you record what they say. Alternatively, you can take notes while they tell you the story.**
- **Afterwards you can listen to the recording or read your notes, and write the story down. Take out all the unnecessary words and sentences, and rewrite sentences if they don't sound right – this is called "editing" the story.**
- **Go to the storyteller again and read them what you've written down to check whether they agree with your version. Discuss and decide on a possible title.**
- **To illustrate the story, find someone who can draw, or use photos or pictures from magazines or newspapers.**
- **On each page, arrange the sentences and matching illustrations so that they look pleasing to the eye. Put in headings if you feel they are necessary.**
- **Make an attractive cover with the title, the storyteller's name and your own name, for example: My brother's long search by Sophie Tlou as told to [your name].**
- **Make copies and staple or sew the pages together.**
- **Distribute your reader to you learners.**

ENJOY!

ACTIVITY 2

In all cultures there are stories and folklore that have been passed down from generation to generation, sometimes to teach lessons about life. These lessons convey moral values that are important to that particular culture. Read the above section again, and try to follow the steps in order to write one of these stories (that contain a moral lesson) that could be used as a reader.

4.5.5 ABET newspapers, magazines and newsletters

Other materials that you can draw on for exercises and which you can also use to help learners consolidate their skills include

- ABET supplements in daily newspapers (eg *Learn with Echo*, which appears weekly in the *Natal Witness*, and *Learning Press*, a supplement in *City Press*)
- ABET supplements in magazines (eg *Look and Learn*, a supplement in *Bona*)
- ABET magazines (eg *Literacy Link, Operation Upgrade News*)

+Reading newspapers and magazines is one of the important goals adult learners strive towards. However, it is not enough simply to drop a pile of newspapers and magazines in front of your learners. It is very important to **plan** the process of reading newspapers.

4.5.6 Advantages of newspapers and magazines

Some of the advantages of newspapers and magazines is that they are relatively up to date and are easy to obtain. They also play a supportive role in that they give information about ABET classes and about relevant radio and TV programmes aimed at adult learners.

How to use articles in newspapers and magazines

- **As a way of getting learners interested, you can start off by telling them about the different articles that they will find in a newspaper or a magazine.**
- **You could also have a regular weekly session during which learners show and tell one another what they have read in newspapers and magazines.**
- **Help learners to select reading materials that are suited to their language levels.**

4.6   THE DESIGN OF ABET PRINT MATERIALS

When it comes to print materials, what the material looks like is very important. The terms "**layout**" and "**design**" are often used to refer to the way print material is put together so that it will look good to the reader and help her/him to read easily. A good design facilitates smooth reading. It helps the reader to concentrate on the real business of reading, which is to understand and make meaning from what appears on the page. Let's look at some terms used in creating print materials and how they apply to ABET texts.

4.6.1   Some terms used in creating print materials and how they apply to ABET texts

Page size

There are standard sizes for pages. The pages in this guide are A4 size. When designing ABET print materials, a fairly large page size, such as A4, is best.

White space and illustrations

It is important, especially for ABET learners, that there is enough empty space on a page. We call this "white space", and it includes things like the margins, and the space between paragraphs. If there is not enough white space on the page, the page may seem crowded and overwhelming, particularly to an inexperienced reader. White space gives learners a breathing space. Learners can also use the white space for writing their own notes. Beginner readers or learners may find that realistic pictures (illustrations) help them to make sense of a text. As learners progress, they will come to rely more on words and less on illustrations to understand a text, and print materials designed for them can contain fewer pictures.

Fonts

The style of the letters printed on a page is called a font. When a layout specialist is designing print materials, s/he can choose from among a large number of fonts, which all have specific names. Times Roman, Arial and Calibri are commonly used fonts. In this study guide we used Calibri, and Comic Sans for most of the headings. Fonts also come in different sizes. Font sizes are measured in points. The larger the point size, the larger the letters printed on the page will be

This is what 12 point **Arial** looks like.
This is what 12 point **Times Roman** looks like.
This is what 12 point **Calibri** looks like.
This is what 12 point **Comic Sans** looks like.
This is what 12 point Bachaus looks like.

Can you see that the first three fonts in the box above are particularly clear, and that a reader would find it quite easy to read a text printed in any one of these three? If there are headings in a text, a different font can be used to make them stand out.

But remember:

- Books for ABET learners must be printed in a clear font in 12 point or larger.
- Leave enough space between lines and between paragraphs.
- New readers find short lines easier to read.

Emphasis

In a printed text, having a word or phrase in *italics* or **bold** is one way of emphasising it (as we have done in this guide). It is a good idea to use **bold** for headings.

You have now reached the end of the section on the design and layout of ABET print materials. Read through the section again, and decide whether the design and layout of this tutorial letter invites you to read and engage with the material. Think about the font, the size of the font, techniques we used to emphasise certain sections and even the icons we used. Please feel free to write your comment in the space below. Be honest! Are there are any ways that we can improve on the layout and design?

_____
_____
_____
_____
_____
_____

4.7   SUMMARY

In this unit we examined the concept of a literate environment and demonstrated how various print materials can be used to support the development of literacy in adult learning. We took a closer look at a few different types of print material: posters, worksheets, handouts, easy readers and ABET newspapers, magazines and newsletters. We ended this unit by discussing the design and layout of materials. In the next unit you will learn about the key features and social dynamics of a learning group, and you will investigate collaborative learning as a way of teaching that develops social integration.

UNIT 5   LEARNING COLLABORATIVELY

5.1   INTRODUCTION

Welcome to unit 5, the last unit in this module. In the previous unit we examined the concept of a literate environment and demonstrated how various print materials can be used to support the development of literacy in adult learning. In this unit we are going to look at key features of a learning group and its social dynamics. This means we will explore **collaborative learning** as a successful teaching strategy in which small groups of learners, each made up of learners with different levels of ability, use a variety of learning activities to improve their understanding of a subject or topic.

5.2   OUTCOMES OF THE UNIT

At the end of this unit, you should be able to

* discuss collaborative learning and how it develops learners' social skills
* distinguish between types of collaborative learning and the skills learners will need in a collaborative learning group
* determine what teachers need to know in order to get the most out of collaborative learning
* plan and implement collaborative learning with adult learners

5.3   THIS IS A MESS!

Lets' start off by meeting Sibusiso who appears to be having problems in getting his groups to work collaboratively.

Read the case study below.

Case study

Sibusiso Dlamini is teaching at an adult education centre in Dobsonville in Soweto. He has discovered that for learning to be meaningful for learners, they have to be actively involved in the lesson by participating at a practical level. Sibusiso has therefore started presenting lessons by getting his learners to work in learning groups. However, as he looks at the class, he thinks, "This is a mess!"

* *In the **Blue group** he hears Timu saying loudly, "I'm **not** going to do the writing again. I **always** have to do all the work!"*
* *In the **Red group**, the learners are still talking about how Bafana Bafana beat the Congo team.*
* *In the **Yellow group**, two or three learners are doing other work for another class, while others in the group look puzzled about what they have to do.*
* *Two learners in the **Purple group** are busy doing all the work while the others look as if they want to sleep.*
* *The **Brown group** seems to be working well – except for Sophia, who is new in the class and seems too shy to say anything.*
* *The learners in the **Green group** also seem to be busy. But there is one lady with a very loud voice who is doing all the talking. Yes, she knows it all, and she doesn't let anyone get a word in edgeways!*

Sibusiso feels quite desperate. "My learners don't know how to work collaboratively," he sighs. "Simply dividing learners into groups and telling them to work together does not produce collaborative learning."

It is clear from the case study that collaborative learning is more than just rearranging the desks and seating learners in groups. Sibusiso will have to learn a variety of other techniques to avoid the kinds of problems that he encountered in his class. We are sure that most teachers or facilitators of adult classes have at some stage experienced some of the problems that Sibusiso encountered in the case study.

5.4 TYPES OF COLLABORATIVE LEARNING

Collaborative learning can be used in various ways. In this unit we are going to discuss

- formal collaborative learning and
- informal collaborative learning

5.4.1 Formal collaborative learning

In the case of formal collaborative learning, learners may work in different groups during a particular lesson, or they may formally belong to a single, fixed learning group. Formal collaborative learning occurs when learners work together for one or more lessons or until the group has successfully completed the learning task given. In formal collaborative learning groups, the following are important:

- The outcomes and the social skills for the lesson must be defined.
- Pre-teaching arrangements should be made according to the size of the class; whether or not the groups are mixed in terms of ability; the best way of arranging the room to facilitate learning; the materials selected and the roles allocated to the group members.
- Explain the task so that learners are clear about the work they ought to cover and the outcomes they should achieve. You should also specify the behaviour you want from the learners, such as how long they should stay with the groups, that learners must take turns to speak and not interrupt one another, and so on.
- Monitor the effectiveness of collaborative learning groups and assist when required. You have to assess their learning as well as their interpersonal and small group skills. Through observing and listening you will be able assess members' level of participation.
- Don't try to solve group problems. It may be necessary to teach conflict management, listening skills, the importance of eye contact and body language, and how to cooperate and reach consensus.
- Assess the learning and get learners to reflect on their work. They should be able to summarise the content, recall ideas and ask questions for clarification. Learners should be assessed continuously.

5.4.2 Informal collaborative learning

In informal collaborative learning, the facilitator stops the group work for a short while from time to time and gives small bits of information, either by presenting it or by involving the whole class in a discussion. This way the facilitator can help learners to resolve any misunderstandings or any uncertainties they might have about what was taught. In informal collaborative learning members work together in temporary groups to achieve a shared learning outcome. The groups could come together for just a few minutes, or for the duration of a class or session.

The table below sets out a useful procedure that you as a facilitator can follow. It's called **slicing up your teaching.**

STEP	WHAT TO DO?	REASON	MINUTES
Focused discussion	Introduce the topic. Establish what the learners already know about the topic.	Learners are able to recognise what they know about the topic and have an idea of what to expect.	4-5
First lesson slice	Now teach the first slice.	To give information about the topic. This provides a basis for further discussions.	8
First group discussion	Divide learners into groups and give learners a task for discussion.	Learners will listen to other answers and build on one another's thoughts.	3-5
Third lesson slice	Now deliver the next part of your lesson.	Provides additional information and stimulates interest.	8
Second group discussion	Follow the same procedure as the previous one.	Consolidate what the learners have learnt and add new knowledge.	3-5
REFLECTION TIME: Create opportunities for learners to reflect (8 minutes).			

5.5 COLLABORATIVE LEARNING SKILLS

Four levels of collaborative learning skills should be taught.

5.5.1 Forming skills

These are the foundation skills needed for effective learning groups, such as not distracting others and not talking too loudly.

5.5.2 Functional skills

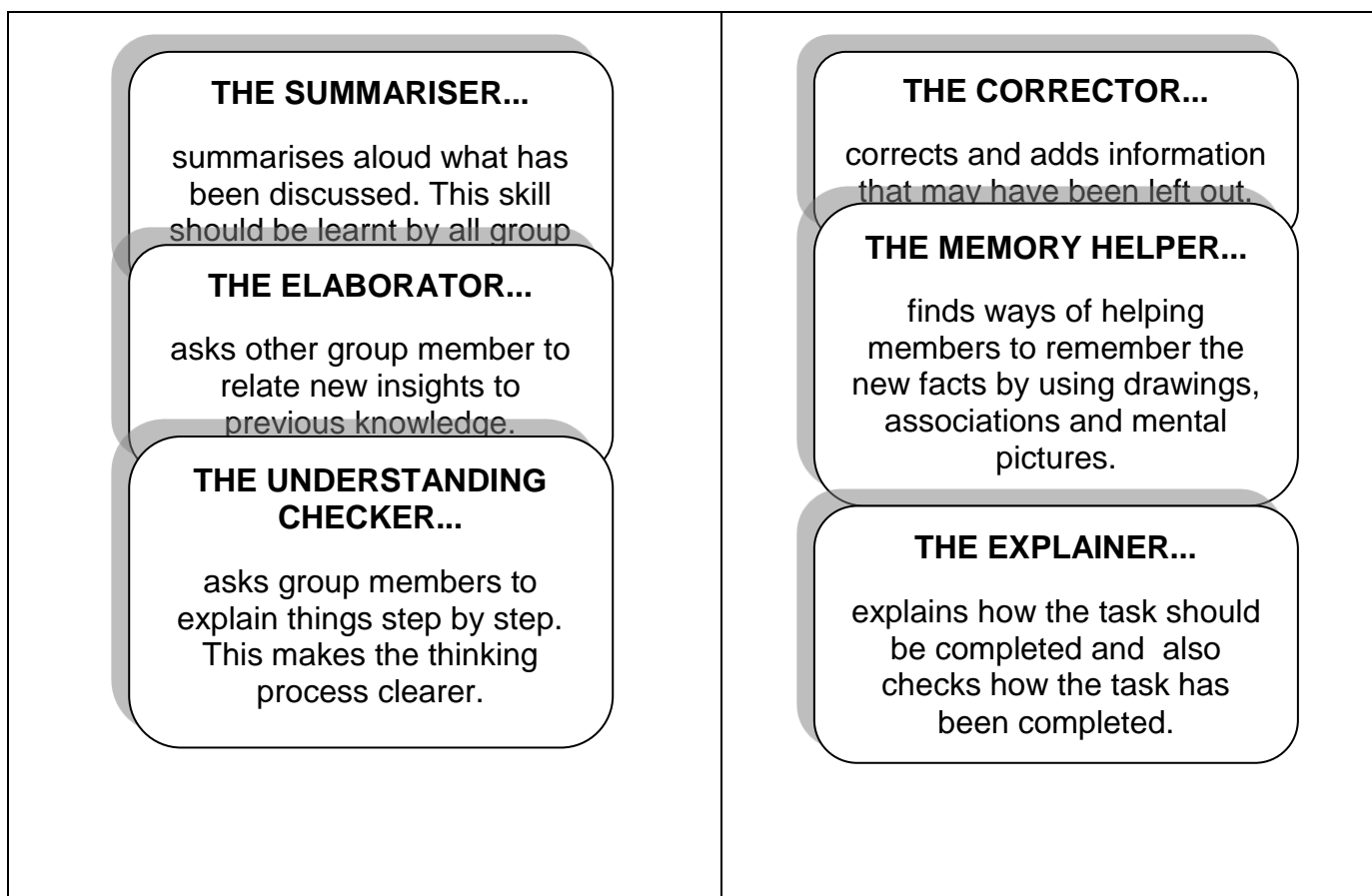These skills include

- making sure group members stay focused
- creating a pleasant working environment
- managing time
- supporting learners through praise
- energising the group by offering new ideas

5.5.3 Formulating skills

These skills relate to thinking processes that learners need to develop. In the process of learning the learners can play different roles in developing formulating skills.

Here are some of the roles group members can play.

THE SUMMARISER...	THE CORRECTOR...
summarises aloud what has been discussed. This skill should be learnt by all group	corrects and adds information that may have been left out.
THE ELABORATOR...	**THE MEMORY HELPER...**
asks other group member to relate new insights to previous knowledge.	finds ways of helping members to remember the new facts by using drawings, associations and mental pictures.
THE UNDERSTANDING CHECKER...	**THE EXPLAINER...**
asks group members to explain things step by step. This makes the thinking process clearer.	explains how the task should be completed and also checks how the task has been completed.

5.5.4 *Critical skills*

These skills enable a learner to critically engage with the ideas suggested by the group. Developing critical thinking skills includes

- criticising the idea, not the person who has the idea
- asking members to justify an answer or a conclusion
- probing by asking questions that would lead to deeper understanding
- brainstorming to come up with new ideas

5.6 WHAT TEACHERS NEED TO KNOW

We have presented the information in this section in table format. Remember that if we ask you to present your answer in table format in an assignment or the examination, you would structure your answer something like this.

TEACHERS MUST KNOW THE FOLLOWING:

Who are my learners?	What are the levels of their academic and social skills?
	How much time will learners have to do the work?
	What kinds of tasks or activities will I set?
	Will each learner have an opportunity to share ideas?
How will I organise the group?	What are the strengths and weaknesses of my learners?
	Will I have mixed groups in terms of language background,

	level, and so on, or will they be similar?
What type of venue should I use?	Will learners be able to sit close enough to one another to share materials and ideas? Will there be enough space between the groups to minimise distractions? Will the venue be comfortable?
How will I distribute learning materials to help the group members to work together?	Will I supply one set of materials per group? Will I supply each member with a different part of the set of materials? Will I supply one set of materials per learner?

5.7   LET'S GET PRACTICAL!

COMPLETE THE FOLLOWING LESSON SCHEDULE AND TASK WORKSHEET

Lesson topic:_____

The outcomes to be achieved:

_____
_____
_____
_____

Group size:

✓ **Tick**

Two learners   Three learners   Four learners   More than four learners

Composition of groups:

✓ **Tick**

Different by: Ability   Language   Gender

Other_____

Seating arrangement:

✓ **Tick**

Groups seated: Around tables   In a semi-circle   at fixed desks or benches

Materials:

Tasks:

Write down the different tasks you want your learners to complete.

_____

_____

_____

_____

_____

Social behaviours:

Discuss the social behaviours you want the learners to demonstrate.

_____

_____

_____

_____

_____

5.8   SUMMARY

You have completed the last unit! Well done! We hope you have a better idea of what we mean by collaborative learning and how collaborative learning groups function. As you will have seen in this unit, group work does not automatically mean that learners participate and contribute to the groups in which they work. There are a variety of group dynamics that come into play. There are many things that you as a facilitator can do to ensure that learning groups function optimally, and we hope that this unit will have drawn your attention to some of the most common techniques.

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