

**THE EFFECTIVENESS OF COMMUNITY EDUCATION SERVICES IN  
INFLUENCING SOCIO-ECONOMIC ISSUES IN THE GRAVELOTTE COMMUNITY**

by

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## DECLARATION BY THE STUDENT

I declare that *The Effectiveness of Community Education services in influencing Socio-Economic issues in the Gravelotte Community* is my work, and that all the sources that I have used or quoted have been indicated and acknowledged using complete references. This work has not been submitted before for any other degree at any other institution.

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**MPHO VICTOR RABAPANE**

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**Date**

## ABSTRACT

Community education has driven change in societies for time immemorial. The successes of educational services in influencing socio-economic issues in societies across the globe are captured through empirical studies. There are community education services conducted in the Gravelotte community, but they seem not to address socio-economic needs. The level of illiteracy and joblessness is not abated. The purpose of the study was to investigate the extent to which community education services in the Gravelotte community influences socio-economic issues. Qualitative study approach was employed in the study to investigate the subject. The research paradigm engaged was Interpretive within a case study. I used three methods to collect data which were in-depth individual interviews, document analysis and participant observation. Ten participants were interviewed individually using open-ended interview guides. Minutes, journals and related documents were analysed for data triangulation. I participated and observed public meetings and stakeholders' gatherings within the area under study. The study was conducted in the small semi-urban area of Gravelotte community in Ba-Phalaborwa municipality with a population of about 500 residents of mixed races. The sampling was done purposively as the participants were requested to respond to a matter relative within the community. The generated data was thematically analysed. I interpreted the data generated from informants to make conclusions on answering the main research question. The study brought forth the following findings. There is no secondary school in the Gravelotte community which is detrimental for socio-economic development in the area. Community education programmes offered in Gravelotte have significant successes. Several graduates from the TVET college can find employment and some of them start their businesses. The ABET centre in Gravelotte Primary assists mine workers to earn better salaries. There is evidence of success in the education programmes provided in the Gravelotte community. However, the study discovered that the programmes were offered amidst challenges. Planning, participation and partnership were identified as obstacles to proper implementation of education programmes. The use of common planning to deal with educational goals is most required to enhance the success of educational programmes. There is an increased appreciation by the local community to participate in educational matters. Partnerships are being forged between the local community, the municipality and the mines to address the successful implementation of educational programmes. The study recommends that one primary school in the area be empowered to proceed to include a secondary school or provide education up to grade 9. Additionally, that more research is directed into the gap between provision and demand in the future such that the challenges can be extensively investigated. Likewise, that further researches be encouraged to investigate the ability of TVET colleges to collaborate with local communities with intent to find solutions on educational challenges. In conclusion, the study clearly outlines the

effects that education has on the socio-economic issues within the Gravelotte community. There are diverse opinions that support each other in areas that are very important for socio-economic development.

**Keywords:** Community education, effectiveness, socio-economic issues, participation, programmes

## **DEDICATION**

This study is dedicated with a lot of love, respect and appreciation to my wife and my children, my mother and the community of Senwamokgope Township for their loyal support and encouragement.

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All praise and honour be given to the highest God, my Heavenly Father for providing me with the courage, wisdom and patience to pursue this study. With Him all things are possible.

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## LIST OF ACRONYMS

ABET	- Adult Basic Education and Training
ACET	- African Centre for Economic Transformation
ALE	- Adult Learners Education
AONTAS	- The Irish National Adult Learning Organisation
CE	- Community Education
CDE	- Centre for Development and Enterprise
CIPSET	- Centre for Integrated Post School Education
DBE	- Department of Basic Education
DHET	- Department of Higher Education and Training
EPWP	- Extended Public Works Programme
FET	- Further Education and Training
HESA	- Higher Education South Africa
IDP	- Integrated Development Plan
LEGDP	- Limpopo Employment, Growth and Development Plan
NGO	- Non-Governmental Organisation
NSFAS	- National Student Financial Aid Scheme
NSDP	- National Skills Development Plan
NUMSA	- National Union of Mines
PALCs	- Public Adult Learning Centres
PIRLS	- Progress in International Reading Literacy
PSET	- Post School Education and Training
TVET	- Technical and Vocational Education and Training
USAID	- United States Agency for International Development
UN	- United Nations
UNESCO	- United Nations Educational, Scientific and Cultural Organisation

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## **CHAPTER 1**

### **1. INTRODUCTION AND ORIENTATION OF STUDY**

#### **1.1 INTRODUCTION**

The purpose of this qualitative case study is to investigate the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community. The literature review illustrates the relationship between community education and socio-economic issues in diverse forms. Education as a tool for socio-economic development cannot be overemphasised. Calvo (2017) discusses the state of development education in Spain and expresses the globalised use of the term "education" which is deemed a necessity for socio-economic expressions. Without entering a debate over international terminology, which has been widely discussed in other works (Bourn, 2014; Fricke, Gathercole & Skinner, 2015), it is important to note that South Africa has gone through a variety of attempts in applying education for societal reforms and development. The implementation of community education services happens for a variety of reasons hence the capital investments of the government in education services. In his words, Nelson Mandela said, "Education is the tool through which one can change his circumstances". Consequently, this research seeks to uncover the effectiveness of education services in influencing socio-economic issues in the Gravelotte community. In this chapter, discussions on the background as well as the related issues about this study are discussed. Education in any society holds the epitome of channelling the strength in guiding development. It is for that reason that this research study was done in the area of Gravelotte, which has potential for development.

#### **1.2 BACKGROUND AND MOTIVATION**

Education is a fundamental human right, a precious public good and an indispensable tool in building peaceful, sustainable and fairer societies (UNESCO, 2019). The growth, significance and innovation of the Community Education movement were highlighted in the Green Paper (1998). Several studies have found important social and community benefits of learning. The benefits are in the form of gains in social capital, improved social cohesion and integration, increased democratic participation and community involvement, or lowering the risk of crime, including reducing reoffending rates (Schuller, 2017). Furthermore, according to the World Values Survey, literate people tend to prioritize the environment over economic growth (Post, 2016).

Michael Fullan writes in the Foreword to an exciting book, *Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+*, “[...] there is a good deal of reform going on in the education world, but much of it misses the point, or approaches it superficially” (Sharratt & Harild, 2015: 8). Decennial American handbooks on community education, and historical reviews of the American experience with adult education, document major trends regarding diversity and decentralisation of American adult education (Kasworm *et al.*, 2010). Some publications focus on underrepresented categories of adults and innovative ways to attract and serve them (Kari & Skelton, 2007; Shorris, 2000).

Community Education has evolved in Ireland in recent years as an ideologically driven, highly innovative and large-scale Adult Education provision consisting mainly of self-directed women's groups. These groups have been central in the defining character of Community Education in Ireland and merit recognition for their contribution to date (Kenny, 2003). Community Education is education and learning which is rooted in a process of empowerment to foster social justice and change (Musselwhite, 2003, AONTAS, 2000). In its implementation, longitudinal studies have shown not only the impact of Adult Learning and Education (ALE) on a learner's own physical and mental health, but also the intergenerational health benefits for other family members (Schuller, 2017).

Focusing on educating girls and women is one of the most efficient ways to combat poverty and improve economic growth in developing countries (Ostby, Urdal & Rudolfson, 2016). Gender equality is also an important dimension and goal in the 2030 Agenda. Providing educational opportunities for women is therefore both a prerequisite and a driver for successful development (UIL, 2016). According to recent figures, the gap between girls and boys globally is down to 1% in primary and secondary education. However, the majority (57%) of illiterate youth globally are still female (UIS, 2017). Discrimination against girls and women in education is more due to the unwillingness of public authorities to act and less a consequence of capacity, for example, bureaucratic quality and financial resources (Ostby, Urdal & Rudolfson, 2016). Furthermore, the digital gender divide is small in developed countries, one disturbing fact is that women often have lower ICT skills. In some European countries, at most 25 women for every 100 men have programming skills and only about 75 women for every 100 men could use basic arithmetic formulas in a spreadsheet (UNESCO, 2017a).

Heick (2016) established that education begs for innovation and, arguments against it often turn to tempting straw man attacks. Furthermore, support for innovation as secondary in the face of

pressure, far-reaching programs, external standards ranging from Common Core to Literacy, Technology, and Career Readiness are deemed a matter of priority and job security. The empowerment of local people to solve their problems and meet their needs is vital. The pursuit of social justice and making initiatives to bring positive change in the community is equally important. Connolly (2003) cited in Kenny (2003) suggests that a central function of Community Education has been the provision of a forum for listening to the voices of otherwise silenced people.

Miley *et al.*, (2001) describe community education as a function of social work. One important feature of community education is that it operates outside the formal system of education. Community education is regarded in the Green Paper on Adult Education i.e. (Ireland) as the approach which integrates phenomenon and is not just the provision (AONTAS, 2003). Lolwana (2009) argues that the basic philosophy underlying community education is to enable and encourage the community to participate as fully as possible in education in its widest sense. Since people who have not completed primary education may never easily enter the formal economy, learning opportunities that could better their lives should be readily available and include those enabling them to improve their livelihoods and work in the informal economy according to Education, Training and Development Practices SETA (ETDP SETA, 2012). Furthermore, some literacy programmes are a means through which mothers influence their children's health (Post, 2016).

The South African community education planners intended three years ago to expand and improve programmes in the system, to ensure better articulation within the community education system, and more likelihood of meeting needs of employers and learners (DHET, 2013). Needs that relate to current issues in society include ensuring food security, environment awareness, urban agriculture, global and technological trends and issues relating to civil society (Boyte, 2004; Robert, 2002; Sibongile, 2016). Interestingly, recent research on the effects of training seems to suggest that as well as the economic benefits, participating in vocational training also tends to increase participation in civic, political and cultural activities (Ruhose, Thomsen & Weilage, 2018).

The emphasis in community education is on facilitative processes in the learning setting where participants are empowered to influence the type of learning that takes place (Kavanagh, 2007). It is the type of education that must influence positive change in people's lives. Many of the so-called lost generation of youth from the 1980s and early 1990s are now in their mid to late 30s and 40s. They need second-chance opportunities, having lost out due to the political situation during their school years and continued to be marginalised from the education and training system (DHET,

2012). Community education is essential in closing those gaps and the practice should be encouraged beyond cultural limits. Cultural traits, including traditions, result in practices that deny women not only access to education but also possibilities to participate in economic, social and political fields (Maity, 2016).

The fundamental governing principle for a community education system must be to enable access to educational and training opportunities, and further to the level of basic education achieved by any school-leaver irrespective of race, gender, or social and economic circumstances (HESA, 2011). Community education should be accessible to all. The National Policy on Community Colleges (DHET, 2015; 2014) states that Community Colleges as community education programmes must be flexible in the programmes they offer, which should cater for the wide range of needs of adult learners and be driven by priorities of the communities they serve. Boeren (2016) and Desjardins (2017) established that countries that have continually been found to have high participation rates in ALE, such as the Nordic countries and the Netherlands, have certain characteristics in common. Among these are a well-developed and flexible ALE system, active labour market policies and comparatively low general inequalities.

Community education builds respect, supports active citizenship and teaches democracy (AONTAS, 2003). Community education as a concept, and as an approach to service delivery, became widespread in Scotland with the adoption of the recommendations in the 1975 Alexander Report "The Challenge of Change". This international report on community education lays a foundation on which an argument for its replication in other environments (Alexander report, 2002). Three of the eight components are identified by Epstein (1980) which are humanisation, individualisation and community participation in planning and decision making agree with (Kari & Skelton, 2007).

According to Baatjes and Baatjes (2011), South Africa has a long history and tradition of adult and community education outside of formal schooling. From the 1920s socialist organisations taught reading, writing and arithmetic as well as political education. In the 1940s, there was a growth in 'Night Schools' for adults in South Africa. The National Party began to rule South Africa in 1948 and imposed apartheid education principles, where teaching black people in other than registered schools became a crime. By the early 1960s, nearly all-night schools had been closed (Baatjes & Baatjes, 2011). Community education presented outside of formal education sets out to increase access to a wider section of adult population enabling participants to combine the world of work with study without losing their jobs. The participants in community education are from different

backgrounds with varied experiences. Omolewa (2000) posits that continuing education is re-education, training and retraining opportunities that are made available to out-of-school youth and adults, employed and unemployed, to enable them to cope with new challenges of life.

South Africa adopted the National Development Plan (NDP) in December 2012 as a policy for restructuring and facilitating change in the country (Morris, 2013). However, South Africa has a high illiteracy level in communities most of which are in rural areas. Data on education indicates that 8.9% of people in Ba-Phalaborwa municipality where Gravelotte is found have no schooling at all (Community Survey, 2016). The Gravelotte community, from my observation, is a community unable to find a common culture on which to base their practice. The area has racial differences fuelled by the previous apartheid government, which separated whites from blacks. This was officially overturned in 1994 through the democratic elections. Community Education has been identified as key in the improvement of individual lives and society. The National Development Plan mentioned above identifies community education as a key to the improvement of individual lives and society. It is for this reason that I found a niche to conduct a study whose purpose was to ascertain the extent to which community education may impact this society.

### **1.3 STATEMENT OF THE PROBLEM**

The South African government has since the dawn of democracy in 1994 re-introduced ABET centres throughout the country as a way of bridging the skills gap. Those who did not get an opportunity to complete their studies through formal education are given an opportunity through community education as a non-formal means to education. Blaisdell (1996) opined that re-engineering education is a demonstration of the value which an educational promotion programme can add to a group of people or an area. Community education plays a vital role in promoting the welfare of individuals in a society. In the community, adult education is the most needed education for the fact that it helps communities to be mobilised for contributing towards their development for their survival and their future generation (Ogwo & Oranu, 2006).

In the Gravelotte community, there is a community library that is not adequately used. In the primary school outside of the town, there is an ABET centre which gives learning for levels 1 to 4 of South African Qualification Standards, but only a few people register in this centre. According to the centre manager, only a few level 4 adult learners enrol for studies each year since its inception in 2011. The community does not have a secondary school whereas government policies posit that education should be accessible by all. Learners travel by bus to do their secondary education

in nearby villages about 50km away. Some of the learners that pass grade 12 do not continue with their studies. In the years 2012 and 2013, learners passed grade 12 and most of them remained in the community without progressive movement towards achieving higher education qualifications. This contrasts with the report according to the community survey conducted in 2016 which established that across population groups, there was an increase of persons attending at an educational institution from 1996 to 2016. The number of black Africans attending an educational institution increased from 10, 5 million in 1996 to 14, 8 million in 2016. The Indian/Asian population had the lowest increase from 300 775 in 1996 to 323 986 in 2016. The number of white persons attending an education institution decreased from 980 474 in 2011 to 965 374 in 2016 (Community Survey, 2016). The socio-economic status of most people in the community is not sublime. There is a problem in this community with regards to education services and that impact negatively on socio-economic issues. People in the Gravelotte are not making enough effort to use the opportunities which are given to all communities in South Africa. There is a challenge within this community which required a study to be conducted to probe the effectiveness of community education in influencing socio-economic issues.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study was to investigate the extent to which community education in the Gravelotte community influences socio-economic development. It is thus acknowledged that community education is central to development and that it is one of the priority long-term solutions to provide the necessary capacity and conditions for sustainable social development (Gray, 2003; Weyers, 2001).

#### **1.5 RESEARCH QUESTIONS**

The main research question for this study was “to what extent does community education addresses the socio-economic issues in the Gravelotte community?”

The guiding sub-research questions were:

1. What are the community education programmes offered in Gravelotte?
2. How successful are community education programmes in Gravelotte?
3. What is the impact of community education as a tool for socio-economic development?

4. Which factors militate against the effective implementation of community education programmes in Gravelotte?
5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?

## **1.6 RESEARCH METHODOLOGY**

According to Flyvbjerg (2011:302), case study research as a strategy for methodological exploration, "has been around as long as recorded history". The contemporary case study research is said to have its origins in qualitative approaches to research in the disciplines of anthropology, history, psychology, and sociology (Stewart, 2014). This study followed a set of methodological guidelines as stipulated in empirical studies. It is widely accepted that qualitative research should be ethical, important, intelligibly described, and use appropriate and rigorous methods (Cohen & Crabtree, 2008). Furthermore, qualitative methods intend to give a holistic, full representation of complex, dynamic social circumstances reality (Padgett, 2016; Kitson, Brook, Harvey, Jordan, Marshal, O'Shea & Wilson, 2017). The research methodology is discussed under subheadings below:

### **1.6.1. Research design**

A case study design was used for this study. The study of human behaviour was carried out descriptively using the qualitative design. This was a study of the experiences of people which required a more interactive approach. Case study as a qualitative design has been conceptualised by Shuttleworth (2008), Zucker (2009), and Anderson (2010). The behaviour of the participants was taken into consideration and a conclusion was made based on their information. Qualitative research is naturalistic; attempting to study the everyday life of different groups of people and communities in their natural settings (Denzin & Lincoln, 2003). This is the reason it was particularly useful to study educational settings and processes in the Gravelotte community.

According to (Creswell & Poth, 2018; Denzin & Lincoln, 2018; Merriam & Tisdale, 2016), qualitative research can also be viewed as an umbrella term that encompasses a family of approaches. It is based on inductive reasoning to achieve an in-depth understanding of participants' point of view, collecting data in natural settings, long-term immersion by researchers in the field, thick and rich description of the studied phenomenon and a concern with process. Furthermore, the use of non-random, purposeful sampling made me the primary data collection



instrument. The use of a qualitative approach with the interpretive paradigm was suitable for this study. Employing the Interpretive research paradigm is based on a belief that reality consists of people's subjective experiences of the external world. According to Willis (1995), interpretivists are anti-foundationalists, who believe there is no single correct route or method to knowledge. Walsham (1993) argues that in the interpretive tradition there are no correct or incorrect theories. Instead, they should be judged according to how interesting they are to the researcher as well as those involved in the same areas. Interpretive research does not predefine dependent and independent variables but focuses on the full complexity of human sense-making as the situation emerges (Kaplan & Maxwell, 1994, Butler, 1998, Klein & Myers, 1999). The sensitivity of community education to exclusion and economic differences required such an approach, which is user-friendly to both extremes in the study, where 10 participants from different backgrounds were interviewed.

Qualitative research places emphasis upon exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014; Helm, 2000). This stance is supported by Denzin and Lincoln (2003, 2005) who describe this approach as gaining a perspective of issues from investigating them in their specific context and the meaning that individuals bring to them. A qualitative interpretive case study design was used for this study (Merriam, 2009; Yin, 2003, Yin 2014). The case study has been used in anthropology, medicine and disciplines in the social sciences such as sociology, education and political science as a form of inquiry (Anthony & Jack, 2009; Brown, 2008; Creswell et al., 2007; George & Bennett, 2005; Gerring, 2004; Simons, 2009; Yin, 2014) which made it reasonable to choose the case study design.

The participants in this study were permitted to express their experiences as it related to education services in the Gravelotte community (Denzin & Lincoln, 2003). The study was interested in the experiences of the participants, which required a more interactive approach hence the use of qualitative data collection methods. Case study, as a qualitative design, has been conceptualised by Shuttleworth (2008), Zucker (2009) and Anderson (2010). The behaviours of the participants were observed during the interview sessions, recorded and taken into consideration such that conclusions were based on the generated data. This qualitative research is naturalistic (Denzin & Lincoln, 2003) and that is the reason why it is used to study the lives of different groups of people and the Gravelotte community in their natural settings. A Relativist or Interpretive perspective was adopted on the premises that multiple realities and meaning exist (Lincoln, Lynham & Guba, 2011; Yin, 2014). This paradigm created room for my voice in the report. The effectiveness of

community education in influencing socio-economic issues in the Gravelotte community was best understood through interpretation of the realities as presented by participants against the observed reality and the analysed documents

### **1.6.2 Sampling**

In this study, a purposive convenience sampling approach was undertaken, in which relevant people were chosen to participate in the study. Purposive sampling, also known as judgmental, selective or subjective sampling, reflects a group of sampling techniques that rely on the judgement of the researcher when it comes to selecting the units (e.g. people, case/organisations, events, pieces of data) that are to be studied (Sharma, 2017). A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study (Tongco, 2007). Purposive sampling made it possible to reach the targeted sample quickly within the Gravelotte community. The study had a duration under which it had to be concluded therefore purposive sampling created a clear delineate of the sample. In his recent articulation, Yin (2014), argues that the language of sampling implies a desire to achieve statistical generalisation of a community under a study. In this study, a purposive convenience sampling approach was undertaken in which relevant people were chosen to participate in the study. Amongst the population in the Gravelotte community, 10 participants were sampled. Patton (2015) supports the use of purposeful sampling. The logic and power of purposeful sampling depended on selecting information-rich participants for in-depth individual interviews. Information-rich participants were those from whom one could learn a great deal about the subject under study (Patton, 2015), which in this case is the effectiveness of community education in influencing socio-economic issues in the Gravelotte community. Merriam (2009) seems to exclude it by reasoning that purposeful sampling happens before data are gathered. However, in this study, a purposive sample as a non-probability sample was used to select participants in the process of study alongside observation and document analysis as data collection methods.

Purposive sampling made it possible to reach the targeted sample for this study. Consideration was made that it is not easy to find a ready-made sample. Furthermore, the sampled participants were representative of the stakeholders which have connections to community education. The study was concluded within the period prescribed due to the availability of the participants after procedural measures to conduct interviews were done. Therefore, purposive sampling was a suitable choice for this study. Despite its inherent bias, purposive sampling provided reliable and robust data in this study. The strength of the method actually lived to its intentional bias (Bernard,

2002; Lewis & Sheppard, 2006) considering that relevant participants gave information related to the study as they were interviewed. It is for this reason that I applied purposive sampling to draw participants for this study. In this research, the population of the study were stakeholders in the Gravelotte community who are relatively influential participants in community education. They were selected using subjective or selective sampling as supported by Etikan, Musa and Alkassim (2016). The 10 participants representing stakeholders identified for this study are as indicated in the table below:

**Table 1.1 Sampled participants N=10**

<b>Stakeholders represented</b>	<b>Number of sampled participants</b>
Ba- Phalaborwa Municipality	2
Namakgale Education Circuit Office	2
Business Forum	1
Phalaborwa TVET College	1
Adult learner	1
Gravelotte Primary School HOD	1
SGB Chairperson	1
Stibium Mine Manager	1

**Source: Own research**

### **1.6.3 Data collection**

McMillan and Schumacher (2010) state that in qualitative research, there are different major methods for gathering data, namely, interviews, questionnaires, observation, document review and audio-visual materials. Merriam (2009) and Denzin and Lincoln (2011), support that qualitative researchers can employ a broad scope of methods and interpretative practises in any one study, although they typically include observations, interviews, and analysis of participants' words. Three methods of data collection were used for this study, namely, in-depth individual interviews, participant observations and documental analysis. The 10 sampled participants were individually interviewed. Marguerite, Dean and Katherine (2006), present the characteristics of qualitative research as studies carried out in a naturalistic setting and researchers ask broad research questions designed to explore, interpret, or understand the social context. I arranged telephonically with the participants to secure appointments for the interviews. Those who had emails were sent emails to confirm availability for the interview sessions. The participants were interviewed in their workplaces. I incurred the costs of travelling and telephones. In a similar vein,

Cohen, Manion and Morrison (2007) add that interviewing is a valuable method for exploring the construction and negotiation of meanings in a natural setting. There were open-ended questions as a phenomenon of human experiences was an understudy and the same cannot be confined to closed-ended questions. There was voice recording for clarity and review of responses given during the in-depth individual interviews with the sampled participants. Notes were taken during the interview sessions with the participants. The interview sessions lasted between one and two hours based on the flow of interaction between me and participants. Some of the participants were so fully informed such that they needed more time, as some of the information given was found not to relate to the study. In such cases, I made sure that the participants were brought back to the sub-research questions.

In this case study, individuals, community education services, events, processes and the role of community education in influencing socio-economic issues were investigated within a specified timeframe using field notes generated through observation as supported by Creswell (2013). As a participant-observer, I took notes and video recordings of the proceedings at public meetings in the Gravelotte community. The records and notes were used to enhance the interview guide to get clarity on some observed phenomena. The observation of the socio-economic affairs in the community were done using the observation sheet and selected days' recording of the ABET centre operations. There was continuity in observation as a tool for data collection. Observation happened before, during and after other methods were used. Hence the observed data influenced most of the interaction during interviews and added to questions to validate some of the observed information. Documents were analysed in combination with observed data, and in-depth individual interviews as a means of triangulation (Bowen, 2009; Helm, 2000). The records I sourced from Ba-Phalaborwa municipality, Namakgale Circuit Office minutes, journals for education and the local business forum were analysed (Anderson, 2010) for authenticity, credibility, representativeness and meaning, in conjunction with an Integrated Development Plan (IDP) of the local community. A document analysis guide was followed and is included in the appendices (See **APPENDICES SET A, Appendix 2**, attached). Document analysis enabled me to access information that may not have been availed through interviews and allowed me to engage in triangulation to validate data.

#### **1.6.4 Data analysis**

The data gathered using in-depth individual interviews, document analysis and participant observation were analysed guided by themes. The five sub-research questions guided the questioning and led to a focused response to the main research question. Thematic analysis

provided rich, detailed and complex data, which is compatible with Braun and Clarke's (2006) vision of working with diverse data for valid and credible interpretation.

Further, Blacker (2009) argues that a rich thematic description of the entire data assists the readers to get a sense of the predominant and important themes from data (Blacker, 2009). The qualitative approach used to gather information through interviews, observation and document analysis had a huge impact on the chosen approach, as interpretation of data was carefully carried out. Qualitative research involves a huge collection of data which required a properly detailed process of data analysis. The generated data was arranged according to themes to make an informed analysis for proper findings. Since thematic analysis operates within a qualitative paradigm, it was at my discretion to judge the sample size and answer the research question (Braun & Clarke, 2016). The analysis of data is fully discussed in Chapter 4 of this report.

Braun and Clarke's (2006) six-phase approach to thematic analysis was followed. In the first instance, familiarisation with the data was done through reading field notes and listening to the recorded tapes (Braun & Clarke, 2006). Data were coded manually by writing notes on the texts. I was analysing and using highlighters to indicate potential patterns or themes. The generated data were analysed within the five identified themes considering all data generated using the three methods. In conclusion, the analysis was written with consideration of triangulation in analysis and verbatim responses of candidates are given in most instances in each theme. The making of meaning from a qualitative study is best understood in a descriptive report as it is presented in this report.

## **1.7 SIGNIFICANCE OF THE STUDY**

Creswell (2009) posits that the role of describing the significance of the study is to convey the importance of the problem to the relevant audiences that may profit from using the study. The study contributed by identifying the flaws in the education services in the Gravelotte community. There is inadequate delivery in terms of infrastructure which is detrimental to the local community. According to Lovitts and Wert, (2009) a study is significant if it satisfies certain criteria. The standards are that a study should offer nontrivial to a very important breakthrough at the empirical, conceptual, theoretical, or SA policy level, useful and have an impact, cause that inside, and possibly that outside, the community to see things differently, influence the conversation, research and teaching and have implications for and advances in the field, the discipline, other disciplines or society. As a study within the curriculum studies of education, a further contribution is on the alignment of local economic activities with education. The Gravelotte community is endowed with

wildlife and has mining activities nearby. It is therefore theoretically correct to suggest that the school curriculum within this region should have relative interest to the drivers of the economic activities.

Furthermore, Lovitts and Wert (2009), argue that the significance of a study can be categorized into various degrees. They view significance as a function of the field's long term interest in the problem, the difficulty involved in solving the problem, the influence of the results on further developments in the field, as well as the degree to which the results affect other fields, disciplines and even society. The findings of this study portray a need for collaboration between business structures, political leaders and community structures. Creswell (2009) is of the view that three reasons are important for conducting research which is that research should fulfil the role of adding to existing knowledge, improving practice and helping to improve policy. The contribution of the study further shows how interaction between stakeholders can create continued partnerships to address socio-economic issues in communities.

Firstly, this study investigated the effectiveness of community education services in addressing socio-economic issues in the Gravelotte community. The data generated and findings give insight into issues that pertains to the development of communities. The case study highlights report of the selected participants in their different roles as it pertains to community education services in the community against observed data and documents analysed. The community benefits positively from the community services as per the data generated. There is a profound understanding to issues of community education as it pertains to positive life change. Literature reviewed relates to the knowledge, and this study revealed knowledge that is useful in the field of community education. This study dared to fill the void in the knowledge base regarding the impact of community education services on socio-economic issues in the Gravelotte community.

Secondly, the study was conducted in the community where policy change for transformational development is necessary. The report of this research has a significant contribution to the educational practice. There are significant resources of information that can change the way things are done including, planning, partnerships and communication. The participants may not remember their inputs to the study, however their perspectives add value to practice in community education in the Gravelotte community. Participation in educational reform throughout communities should be shared by all stakeholders across the population spectrum.

Thirdly the study's findings and recommendations may influence policy direction in community education. This study emphasises amongst others, as attested by literature the significant roles that parents play in education, how educated parents assist their children with homework, how the level of education affects the reasoning capacity of individuals, and the evidence that education services have a positive impact on rural communities. It is proven through literature that a community of educated people has little or no incidences of crime as opposed to areas where education is not considered. The level of crime in communities will drop significantly if emphasis on educational services is fully highlighted.

In conclusion, this study contributes to the existing body of knowledge by creating a model through which community education can be enhanced to address the needs of communities effectively. Education should reflect more on addressing socio-economic issues by encouraging local communities to fully participate in the choice of learning based on immediate economic activities. There should be a commitment to use the different stakeholders and their positions to shape society. A model to address issues of community development based on empirical knowledge is suggested which can assist the community. The study may benefit policymakers, researchers and add to the existing body of language. The policymakers may align community education to positively affect social change.

## **1.8 LIMITATIONS OF THE STUDY**

The primary limitation of this study has been its purpose. The study was mainly concerned with the effectiveness of community education in influencing socio-economic issues. There are relative issues in community education which may need attention such as the structure of the curriculum, reforms in community education and many related aspects. However, the duration of the study made me to concentrate on the current state of community education, as it is implemented in the Gravelotte community. The cost of travelling to meet participants at their respective places of employment for in-depth individual interviews required a limitation. The location of Gravelotte community in Ba-Phalaborwa required a clear limitation to cover the most significant participants as they relate to community education as sampled for this study. The study had a limited number of participants as sampled using non-probability sampling. The driving of this qualitative study was influenced more by the readiness of the informants to extend information. It was therefore remarkably important to note saturation in research (Nixon & Wild, 2010). The 10 participants in this study were interviewed to collect data for this study. The information provided may be limited to their exposure or knowledge. In addressing such deficits in information, triangulation was used

to enhance and observe some of the incommunicable facts to strengthen the findings (Cohen, Manion & Morrison, 2011). The limitations in this study had no bad connotation on its findings.

## **1.9 QUALITY CRITERIA**

Hereunder is a discussion of the quality criteria for this study. Research work requires a level of quality for its authenticity and proper usefulness. Research work is a necessity in society and proper ethics should be adhered to for credibility, transferability, dependability and conformability.

### **1.9.1 Credibility**

Credibility is the criterion for evaluating the truth value or internal validity of qualitative research (Hammarberg, Kirkman & de Lacey, 2016). This research report is not confused with a pre-meditated subjective study aimed at proving my ideas. The findings were purely informed by the responses given during the interview session as reflected verbatim in the report. The idea was to understand the phenomena through the participant's eyes. Their voices in the report are legitimate judges of the credibility of the study. In the light of the above, the findings of this research met the quality criterion of credibility based on the assumption that every detailed interaction was reported as spoken without distortion.

### **1.9.2 Transferability**

As the study focused on education in a community or defined environment, it can also be transferable into another setting and produce the same findings as a quality criterion. The findings of this research report concur with other research reports conducted in other areas. The information and findings of this research can be transferred from one setting to another yielding almost the same results.

### **1.9.3 Dependability**

The outcomes and knowledge developed through this study are dependable as a quality criterion. The context within which the research was conducted was properly managed. The information generated was not based on assumptions or bias. The research report satisfied the quality criteria of dependability.



#### **1.9.4 Confirmability**

The confirmability structure gives the assurance that I have not put words in the mouths of the participants, and this can be verified in the information or data gathered. The participants through the member checks verified the information during the interview sessions and after the sessions.

#### **1.10 ETHICAL CONSIDERATIONS**

Silverman (2001) reminds researchers that they should always remember that while they are doing their research, they are entering the private space of their participants. I applied to the Turfloop Research Ethics Committee (TREC) for clearance to conduct research. The clearance was granted and is included in the report in **APPENDICES SET C, Appendix 1**(see attached). The participants in this study were notified in writing before the interviews began. Consent for their role in the interview was required before proceeding with the sessions and the letters are included in the report. The names of the participants are kept anonymous as the participants were solely interviewed for their roles and not in their capacities. Confidentiality, as a personal entity to the participants, was emphasised and assured. The information gathered through the study was made available for them to peruse as a way of keeping the ethical code of research practice which is member checking. The information gathered has not been distorted for personal gain under the duress of an academic study.

#### **1.11 CONCLUSION**

The first chapter of this study presented the introduction and orientation of the report on the investigation of the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community. A background discussion of education as a tool for socio-economic development and motivation of the study was discussed. Although education services are rendered in this community, there is still a huge gap in social relations as it pertains to economic attainments. The research problem statement, aims of the study and the purpose of the study were discussed. The research questions and the research methodology were discussed in this chapter. The significance of this research project has been outlined as it adds to the body of knowledge, and as it relates to community education and its successful implementation. The quality criteria and the ethical considerations have been fully detailed in this chapter. The following chapter discusses the literature review in the study as it pertains to the identified relevant subheadings.

## CHAPTER 2

### 2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### 2.1 INTRODUCTION

The previous chapter gave the introduction, orientation and motivation of the study. In this chapter a detailed discussion of the theoretical framework is made first followed by the review of literature on community education and how it influences socio-economic issues. The theoretical framework is discussed in this chapter to outline how the theory influenced the study. Community education services play a pivotal role in the influence of socio-economic issues. Several research findings are discussed below within the scope of community education and how it influences socio-economic issues. There is a discussion about the right to education, its relevance to community social needs and how participation influences the outcomes. The economic influences of education on communities are also discussed. The chapter concludes with a discussion on the concept of education as it relates to socio-economic issues within communities.

#### 2.2 THEORETICAL FRAMEWORK

According to Marshall (1920:18), knowledge serves as the most powerful engine of production since it “enables us to subdue nature and forces her to satisfy our wants”. The understanding is that knowledge assists in the socio-economic development of any nation, which is based on human capital. For example, in Malaysia, the education system has been geared towards promoting the working skills required by employers in this 21st-century era. Referring to the Sustainable Development Goals (SDG), the fourth aim is to provide a quality education for all. Malaysian education system aims to provide quality education with five system aspirations and six student aspirations as stated in the Malaysian Education Blueprint (MEB), which includes the type of education that Malaysia aspires to achieve by 2025 (Malaysian Education Blueprint, 2015).

Human Capital Theory (HCT) is one of the most commonly used economic frameworks in educational research and policymaking (Netcoh, 2016). This study is anchored on the Human Capital Theory. This theory explains that investment in education increases one’s efficiency and access to the labour market. Furthermore, it enhances increases in better wage employment (Becker, 1964). The increase in access to the labour market, and wage increase in employment will mean better economic development for individuals. This is supported by Tachibanaki (1994),

when he asserts that educational opportunities had led to higher occupational achievement. The Human Capital Theory further sustained that community education should not be viewed simply as consumption, but rather, as a productive investment. The product of which must be visible in the lives of the individuals involved in Adult and Community Education and Training (ACET) programmes.

According to Reynolds and Weagley (2003) cited by Tawiah (2017), Human Capital is defined as an individual's knowledge, skills, and productive abilities. Studies done by Psacharopoulos (1985) and Tawiah (2017) reveal that investment in education has led to increased productivity and this has brought about economic growth. The Human Capital Theory, therefore, focused on skills acquisition through education as a means of empowering community members for economic gains. Also, this will lead to self-development and involvement in the economic activities of the society. The theory also focused on capacity building premised on the perception that there is always an economic return on investment in education. In this case, there is a skill or capacity building for individual learners. Such an investment seemed to provide returns in the form of individual skills acquisition, benefits of literacy programmes and its application for economic success and accomplishment (Akintayo & Oghenekohwo, 2004) as cited by (Tawiah, 2017). Indeed, community members are to be provided with relevant skills to improve their economic lives.

The Human Capital Theory is relevant to this study as it lays importance on the investment of people especially community members involved in ACET programmes through educational activities for skills training. This will ultimately lead to capacity building in economic development and eventually the empowerment of those community members through skills training for better living conditions. Olomukoro (2012) emphasises that without investment in human capital, skills will not be acquired and there cannot be self-development and improved socio-economic status. Arguably, it is through the acquisition of formal knowledge and skills that community members can take control of their lives, and economically develop themselves as well as take full advantage of the economy.

The Human Capital Theory assumes that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human Capital Theory emphasises how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in

human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Modern economists concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker, 1993). Noted economist, Adam Smith, in *The Wealth of Nations* (1776) formulated the basis of what was later to become the science of human capital. Over the next two centuries, two schools of thought were distinguished. The first school of thought distinguished between acquired capacities that were classified as capital and human beings themselves, who were not. The second school of thought claimed that human beings themselves were capital. In modern Human Capital Theory, all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets.

### **2.2.1 Human Capital Theory**

Human Capital Theory is the most influential economic theory of Western education, setting the framework of government policies since the early 1960s. It is seen increasingly as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as “technological change,” “research,” “innovation,” “productivity,” “education,” and “competitiveness” (Fitzsimons, 2015:1). The Human Capital Theory is important currently, as the world is changing rapidly. The advancement of technology demands more skills and human capital is a significant contributor to economic growth (Mutia, Doris & Roziana, 2018). Thus, many new skills are required to be a well-developed industry in this competitive world, which can be enhanced with the aid of various organisations (Mutia *et al.*, 2018; Yusof, 2018).

Human Capital Theory is defined historically as an economic terminology. Economists and historians commonly recognize British Economists Sir William Petty (1623-1687) and Adam Smith (1723-1790) as the primary cultivators of Human Capital Theory. Petty contributed by writing a book “Treatise of Taxes and Contributions” in 1662. In the book, he examined the role of the state in the economy and touched on the value of labour. Adam Smith is routinely credited with establishing the basis of the economics of human capital (Becker, 1992). In his series of books entitled “*The Wealth of Nations*” (1776), Smith discussed his theories with the prosperity or “wealth” of a nation. “The main cause of prosperity”, argued Smith “was increasing division of

labour." Smith is widely regarded as the first to make a connection between the skill of the worker and higher wage levels (Becker, 1992).

Rosen (1986) posits that economists call Smith's insight on the theory of compensating wage differentials. Compensating differential is a term used in economics to explain the relationship between the wage rate and undesirable attributes of a job. A compensating wage differential is an equalising force. The additional amount of pay that a worker must be offered to encourage them to accept an undesirable job is a compensating factor (Rosen 1986). English philosophers John Locke (1632-1704) and John Stuart Mill (1806-1873), and German social theorist Karl Marx (1818-1883) all argued that training, not natural ability was key to understanding wage differentials (Becker, 1993).

Human Capital Theory resurged in the 1960s primarily through the work of American economists Theodore Schultz (1902-1998) and Gary Becker (1930-2014). During this time, economists began making tangible connections between education and its impact on the ability of humans to earn higher wages. Schultz, a Nobel prize-winning economist is credited with establishing the term human capital (Fitz-enz, 2000). Becker (2006) posits that Schultz was the first to write about the connections between education and productivity in his 1958 paper, "*The Emerging Economic Scene and Its Relation to High School Education*". Schultz identified people as the source of the economic growth when other economists were attributing national growth to improvements in technology (Fitz-enz, 2000). Schultz argued that traditional economics did not correctly calculate or consider the value of human knowledge. Jac Fitz-enz in his book, *The ROI of Human Capital* (2000) describes all human abilities to be either innate or acquired and that every person is born with a set of genes, which determines his innate ability.

Bowles and Becker (2009) posit that in modern Human Capital Theory, it is commonly regarded that all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets, but this assumption makes the two to disagree. Bowles contends that all human behaviour is not based on the economic self-interests of individuals operating within freely competitive markets. Becker generally supports and promotes the notion that humans are motivated by self-interest and operate freely within markets. I agree to some level that the two extremes remain in contentions which are the interests of self and the combined interest of the society. However, Becker also writes extensively about discrimination in the marketplace, which seems to indicate that there are factors that preclude the individual from operating within markets. He concludes that discrimination reduces the real incomes of those that discriminate as well as

those of the minority (Becker, 1992). Ironically, Becker never seems to make the connection that individuals might not be operating freely in the market if discrimination is present. Bowles challenges traditional Human Capital Theory and postulates that Human Capital Theory formally excludes the relevance of class and class conflict, which thereby imposes restrictions on an individual's ability to operate within the market (Bowles & Gintis, 1975).

Samuel Bowles was influenced by Karl Marx (1818-883). Bowles wrote an influential paper in 1975 entitled, "*The Problem with Human Capital Theory - A Marxian Critique*." In this paper, Bowles exuded insight into Human Capital Theory that was not considered by early economists. His first idea was that "Human Capital Theory extends the tradition of Ricardian and Marxist ideologies in treating labour as a produced means of production, whose characteristics depend on the total configuration of economic forces" (Bowles, 1975). Secondly, Bowles figured that "human capital development theory rejected the simplistic assumption of homogenous labour and centred attention of the differentiation of the labour force and thirdly, Bowles believed that "modern Human Capital Theory brought basic social institutions (such as schooling and family), previously relegated to the purely cultural and superstructural spheres, into the realm of economic analysis"(Bowles, 1975).

Becker was most likely the influence on Bowles with regards to the latter of the three, having already published significant material on the subject by 1975. Bowles' radical argument was that Human Capital Theory provided a good ideology for the defence of the status quo (Bowles 1975). The argument of Bowles was predominantly an attempt to devalue capital investment as opposed to the cost of labour. Bowles asserted that the repressive nature of schooling was not a contribution to human welfare but merely a reproduction of social relations necessary to promote a disciplined and obedient workforce (Bowles, 1975) which benefitted the oppressor.

In 1957 Becker published "*A Statistical Illusion in Judging Keynesian Models*", with Friedman. Friedman was a major influence on Becker along with T.W. Schultz's and his groundbreaking theories on human capital. In the book, Becker and Friedman began to use economic theory to analyse the effects of prejudice on the earnings, employment and occupations of minorities. It was this experience with Friedman that started Becker down the path of applying economics to social issues. Both Becker and Bowles are well published and mathematically sound economists. Both are credited with developing complex formulas and equations which might leave the average intellectual feeling a bit inadequate. Both have a large body of papers and books that could take years to read and digest. On many topics such as human capital and education they

seem to agree but with deeper research into their work one begins to see fundamental differences. What is remarkable, is that a great deal of younger economists, sociologists and intellectuals have embraced Becker's and Bowles work and are using it to make an argument for fundamental changes in education.

Interestingly, and of importance to workforce education, academia has already begun questioning the future of schooling, specifically compulsory schooling. Sidorkin (2007) claims human capital development theory does not explain the practice of compulsory schooling and that education is not an investment, but rather a form of labour that should be subsidised. There are different views on the application of human capital. However, in the interest of this study, Human Capital Theory is viewed as the investment in human skills to benefit in better skills for socio-economic development of whole societies.

### **2.2.1.1 The two levels to Human Capital Theory**

The theories in education are constructed at two levels. The first level is aimed at a smaller group of individuals and the other one focuses on the whole society. The two levels are classified as micro-level theories and the macro-level theories (Rafiq *et al.*, 2019).

#### **2.2.1.1.1 Micro level of Human Capital Theory**

The micro-level theory is a smaller view of education, whereby education is aimed at fulfilling the needs of the local community (Bricout, Pollio, Edmond & McBride, 2008) as in the Gravelotte community. This theory does not investigate the society, but it is aimed at solving the problems in the local community before looking at the bigger picture. The investment of government in local schools aims at resolving the local community's challenges through education. Learners are given food through National School Nutrition Programmes (NSNP) to alleviate poverty in local communities. Usually, the micro-level in the education system lies in the district and school level, which is much more focused on by policymakers (Johnson, 2013). The sub-theory related to this micro theory is the interactionism theory (Carter & Fuller, 2016; Springer *et al.*, 2018). The involvement of stakeholders in education is measured within the Interactionism theory.

To satisfy the Interactionism theory local structures in the community must interact meaningfully amongst themselves (Carter & Fuller, 2016). The educators, learners, education department officials and parents should have a healthy interaction to achieve the goal of Human Capital

Theory. It is necessary to communicate and address issues in the local community in this theory. Hence I observed the interactions between members of the society in meetings and their everyday life. The needs of the local community were identified through interaction and reality, to ensure that an attempt to meet the needs can be further enhanced with the help of education (Carter & Fuller, 2016; Handberg, Thorne, Midtgaard, Nielsen, & Lomborg, 2014). Education is the platform for individuals to gain insight into the issues faced by local communities (Carter & Fuller, 2016). Hence the theory is relevant to the study which focuses on Gravelotte community

#### **2.2.1.1.2 Macro level of Human Capital Theory**

According to Bricout, Pollio, Edmond and McBride (2008), the term macro refers to a bigger proportion of a social system, whereby education aims to make positive changes to the larger systems or communities. The Gravelotte community is in Ba-Phalaborwa Municipality in Limpopo Province of South Africa. The local community's contribution to society can have a positive impact on the socio-economic issues of the country. There are two sub-theories in the macro theory which are the Functionalism and the Conflict Theories (Speringer *et al.*, 2018). First, the Functionalism Theory is a theory which shows how education can produce individuals to contribute to a better society. Local community members positively influenced by education services offered in Gravelotte community have a huge positive impact on society. The study reveals that some of the workers were promoted in the mine after completing their level 4 ABET studies at Gravelotte Primary School. In this theory, the education system aims to create productive individuals, who can change their status in the society with education by returning what they have learnt for the betterment of the society (Speringer *et al.*, 2018).

In the Functionalist theory, the importance of having an abundance of specialisations is deemed important because there are various occupational demands to suit the current changes in society (Collins, 1971). According to Hashim (2018), all industries are paving their way to cater to the 21st-century demand concerning the Industrial Revolution (IR). It is undeniable that all professional working industries demand employees who can contribute back to their organisations and society. With that, the educational industry comes into view as every individual needs to receive adequate and proper education before moving to the working field. Education is viewed as a stepping stone for all industries. Most of the professional job demands employees with a good educational background (Mohammad, Ghazali & Hashim, 2018).



The local Ba-Phalaborwa municipality requires good engineering schools to produce good engineers, boilermakers and surveyors who can use their skills for the good of the society. Springer *et al.*, (2018) posit that a failed education system causes inconvenience to society. The study discovered that the local TVET college impacts positively on society by producing educated personnel required at the local mines and the business community. On the other hand, Conflict Theory is a theory whereby education brings conflicts to society. This means that with education, more systems are changing, and the structures invoke a rise in injustice, which could result in violence among society (Psaltis, Carretero & Čehajić-Clancy, 2017). This is because, educated individuals will gain a better socio-economic status, which causes the uneducated to be shunned away. There is an element of conflict in cases where the local community feel left out in decision making. The problem of injustice may happen due to the structure in the system as most parents in the local community are not educated (Curl & Lesnick, 2017). This theory looks at the other perspective of education, which is to see education as the main cause of arising conflicts of inequality in society. Regardless of the two contradicting theories, both theories are similar in a way that education is a contributor to a better society, economically and politically (Springer *et al.*, 2018). The Functionalist theory sees the inequality as a need, to classify society based on their educational status, while the Conflict Theory sees inequality as an issue which comes from different educational statuses (Springer *et al.*, 2018). Thus, both theories view education as a part of creating a better society.

Human Capital Theory stresses the significance of education and training as the key to participation in the new global economy. In one of its recent reports, the Organization of Economic Cooperation and Development (OECD), for example, claims that the radical changes to the public and private sectors of the economy introduced over recent years in response to globalisation will be severe and disturbing to many established values and procedures. In another report, it explains internationalism in higher education as a component of globalisation. The OECD believes that internationalism should be an imperative in 21st Century capitalism. This form of capitalism is based on investment in financial markets rather than in the manufacturing of commodities, thus requiring dependence on electronic technology.

### **2.2.2 Application of Human Capital Theory in Education**

To enhance human development in the general society, it is necessary to apply the theory of Human Capital to educational systems. This means that productivity is enhanced and sustained based on an increased and diversified labour force. Babalola (2003) asserts that the contribution

of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in numerous ways. The Ministry of Education and Science in the Republic of Kazakhstan realised that in every society there were certain problems in getting an education which were either financial or social inequality (Kazakhstan, 2018). In their case, Kazakhstan had a grant system of training, where the state allocated annually more than 15 thousand places for students in various specialities in the direction of bachelor, master and doctoral studies. In Kazakhstan, the necessary initial conditions for self-realisation and self-development of youth were created. The youth were a carrier of new and innovative knowledge which was brought on production and to other spheres of public life. And the volume and quality of knowledge, the new ideas grew in society first at the expense of young people (Kazakhstan, 2018).

The South African system of education's approach to skills development is vast. Some students pursue training for work-related skills in technical colleges, colleges of education and Universities. Most recently the Department of Higher Education and Training has continued to encourage students to register at TVET colleges. The courses they register for are NCV courses which require a learner who must have passed grade 9 to enrol for these courses or at least have an AET level 4 certificate. The majority of these learners are granted funding through the National Student Financial Aid Scheme (NSFAS) which caters for books and food.

These are the efforts to apply the theory of investing in the youth to create jobs. However, the unemployment rate does not drop with all the efforts taken. The unemployment crisis is increasing globally, with South Africa having the third highest youth unemployment (Fin24, 2014; World Economic Forum, 2014). The tax relief for youth employment mostly targeting the graduates from TVET colleges has not drawn a significant number of young people from the ranks of unemployment. According to Psacharopoulos and Woodhall (1997), direct economic returns to investment in terms of the balance between the opportunity costs of resources, and the expected future benefits can be realised through Human Capital Theory. Furthermore, the indirect economic returns, in terms of external benefits affecting other members of society, the private demand for education and other factors determining individual demand for education, the geographical and social distribution of educational opportunities are beneficial to a larger extent in addressing socio-economic issues. Since education plays a great and significant role in the economy of every nation there is a need to view educational expenditures as a form of investment. Hereunder is a budget outline of South Africa's expenditure on education in the years 2017 and 2018.

**Table 2.1: Summary of nominal National and Provincial Basic Education Department budgets, 2017/18 (ZAR'000)**

Department	National	Provincial	% of Total
<b>National Basic Education</b>	23,408,700		2,7 %
<b>National Basic Education transfer to Provinces</b>	-17,154,300		
<b>Combined Provincial Education budgets</b>	223,892,357		
<b>Eastern Cape</b>		32,989,054	14.3%
<b>Free State</b>		12,739,378	5.5%
<b>Gauteng</b>		40,843,869	17.7%
<b>KwaZulu-Natal</b>		47,444,706	20.6%
<b>Limpopo</b>		28,783,149	12.5%
<b>Mpumalanga</b>		19,322,742	8.4%
<b>Northern Cape</b>		5,857,848	2.5%
<b>North West</b>		15,281,697	6.6%
<b>Western Cape</b>		20,629,914	9.0%
<b>Consolidated Basic Education Budget</b>	230,146,757		100.0%

**Source: Estimates of National Expenditure 2017 and Estimates of Provincial Revenue and Expenditure 2017**

According to **Table 2.1** above, the national Department of Basic Education and the nine provincial education budgets were projected to spend more than R230 billion on basic education in the year 2017. When transfers to provincial education budgets were removed from the budget of the national Department of Basic Education, the national department consumed less than 3 per cent of these overall resources for school education. In addition to the conditional grant transfers to provincial education departments, the Department of Basic Education invests in spending that goes directly to schools in provinces through supply of the national workbooks, although the magnitude of this spending is substantially smaller than the conditional grants (UNICEF South Africa, 2017).

According to UNICEF South Africa (2017), there was growing evidence that the government was making progress to tackle financial barriers to poor children's education. Nonetheless, the government was encouraged to investigate two main areas. Firstly, whether the present allocation, especially for poor learners and schools, was 'adequate' to improve the quality of education; and secondly support more in-depth research to better understand variable academic outcomes among similarly poor schools. The whole debate is on return in investments which is a Human Capital Theory.

Investment in education augments individual's human capital and leads to greater output for society and enhanced earnings for the individuals. Learners who go through public education increase their chances of employment in the labour market and allow them to reap financial and non-financial returns and give them opportunities for job mobility. Community education as provided by the national and provincial departments is a source of economic growth and development for local communities. A major strength of Human Capital Theory (HCT) is that it helps policymakers and researchers evaluate the relationships between education and training as inputs and economic and social benefits as outputs (Netcoh, 2016). Furthermore, extensive empirical research within the HCT framework suggests that increased amounts of schooling are associated with higher individual wages, GDP growth, higher rates of civic participation, lower crime rates, and better health outcomes.

Several studies conducted prove some significance in Human Capital Theory. Ali (2002), using secondary data from the United Nations' Education Scientific and Cultural Organisation (UNESCO), on building human capital for economic development in Arab countries, established that the prioritisation of education generally improved the literacy levels of the population. Djistera (2006) conducted a study using panel data analysis for the periods 1971 to 2000 on the role of human capital in the Asian high economic growth and found that improvements in human capital played a primary role in taking and using advanced technology from developed countries. Djistera (2006) concluded that for a country to have sustained economic growth in the long run, it needs to invest in human capital.

Criticisms of the Human Capital Model have been made by advocates of screening models (Maglen, 1990, 1993) and by public choice theorists (Institute of Public Affairs, 1990). Human Capital itself is a composite of an individual or workforce's knowledge, skills, and life experiences, and higher levels of human capital are expected to yield increased wages and GDP, benefitting

individuals and society. The success of Human Capital Theory is seen in the outcomes which are measured through socio-economic issues.

Another strength of HCT is that it provides a useful lens for understanding how policy can be developed to incentivise individuals' investment in their education (Netcoh, 2016). Furthermore, pursuing education involves costs such as forgoing potential earnings in the present and benefits like higher wages in the future for the individual. By using HCT to understand what these costs and benefits are, policymakers can more effectively develop policies such as student loan and dual enrolment programs to change individuals' cost/benefit calculations by reducing short-term costs associated with educational investments and increase their likelihood of pursuing education.

Todaro and Smith (2013) state that human capital is the term used by economists for education, health and other human capacities that can enhance productivity when their usefulness capacity is increased. The development of human capacities is referred to as human capital which should be exchanged for notable socio-economic development. Furthermore, investment in human capital creates a productive workforce that is equipped with knowledge and skills, necessary for sustained national development (World Bank, 1995). Human development is seen as the enlargement of human capabilities, where the strategy is to promote investment in the development of people through education, skills, work productivity, and creativity. The resulting development of human, along with physical and natural capital, serves to promote economic development. The issue is determining the most effective ways to use the least resources to create human capital through human development strategies.

### **2.2.3 The limitations of Human Capital Theory**

Comparatively, one limitation of HCT is that it assumes education increases productivity in the workplace, resulting in higher individual wages, but it provides little insight into the processes through which education and training are translated into higher wages (Kern, 2009). In statistical models, education and training account for about 30 % of the variance in individual wages, which suggests HCT leaves a significant percentage of wage variability unexplained. A variety of "middle-range" theories attempt to explain the other 70 % of individual wage variability and some of these theories examine the relationship between educational credentials and earnings.

Furthermore, the second assumption exposed by Block (1990) which is of primary importance to Human Capital Theory is also open to criticism on a variety of grounds. In modern Human Capital

Theory, all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets. A criticism of the rational utility maximiser (Block, 1990:25) suggests that the elevation of self-interest to a position of dominance on which much economic analysis rests is itself a consequence of social arrangements. What constitutes rational action depends to some degree on the context which Human Capital Theory denies with its individualistic methodology. The rise of individuals in society does not always influence positively on the greater community.

Further criticism of Human Capital Theory concerns a more technical problem with criticisms about the employment of the theory as a means of accounting for national economic growth. Arguments about economic growth accounting such as Becker's (1994) show at best that education contributes to differences in earnings between people and then only in certain circumstances. This criticism comes from Blaug (1987a: 233), who contends, "it has to be said that the models so far examined in the growth accounting literature fail utterly to explain the mechanism by which this effect is produced." The contention that economic growth emanates from education is a no sequitur because, while it may be granted that education contributes to growth, and so do many other activities. Blaug (1987:231) says that what must be illustrated is "not that education contributes to growth, but that more education would contribute more to growth at the margin than more health, more housing, more roads, etc.". The argument is that education is not the only source of development and such, not all credit should be given to it at the expense of other factors.

Bowles and Gintis (2011), affirm the weaknesses of this theory, in that an important component of human capital formation which is education cannot be a locomotive of state development. They posit that educated individuals require the necessary support to be fully realised. Therefore, we can safely say that, despite numerous studies of human capital, the theory is still relative to modern requirements of the principles of economic, political, social institutions of developed and developing countries. Accordingly, the theory of Human Capital needs to modernise, following the innovative tendencies of the present in the sphere of politics, economics, sociality, culture and media.

Human capital must be trained, educated, and developed within the system of an organisation to enhance the productivity of the organisation through the expertise of its workforce (Zidan, 2001). The use of more than one theory is supported in triangulation where there is relative influence on the progression of more than one theory. Instead of opting for one theory, I decided to use relative

theories, and this is called triangulation of theory (Neuman, 2003). Human Capital Theory is embedded in the development of community through combined efforts to socio-economic development.

#### **2.2.4 Community Development and Human Capital Theory**

Community development is defined as the employment of community structures to address social needs and empower groups of people and relates to Human Capital Theory (Mendes, 2008). It is for this reason that the participants identified for this study are targeted for the creation of partnerships among stakeholders. The combination of individual efforts in the community positively influences socio-economic issues. Different stakeholders converge within the embrace of common grounds, which at times are a desire to address basic human needs.

An article focused on community development theory does not offer, for example, a definition of the theory yet argues that "theories can provide a framework to community developers to help them comprehend and explain events (Hustedde & Ganowicz, 2002). There are several macro-level theories with implications for direct practice: these are the systems theories; Behaviourism and Social Learning theory; Psycho-Social Developmental Theory and others. It is, however, my belief that the theory of community development was the most practical framework relevant for investigating the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community. The influences were investigated for individuals and the community at large.

There are several approaches to community development that have proven to work, such as the people-centred approach, bottom-up not top-down approach, empowerment approach, ecological system theories approach and social capital approach (Johnson & Christensen, 2007). Purcell (2005) identified three areas of intervention through practice as firstly the communities, secondly the organisations and thirdly small groups. All these three entities require capital investment for effectiveness. When efforts are combined towards a cause, there is a reason to be hopeful that the ideas will be manifested, and some problems will be resolved. Many of the founders of community models like those of community development strongly believe that they too often deal with the symptoms and outcomes of problems in society instead of working to fix the foundation (Perkins, 2008). This implies that at times the contributors or those assigned with the role to contribute positively may fail due to personal constraints. In Kenya, Community based

organisations have been affected by various factors while implementing their projects (Obisi, 2012).

I am of the view that intervention strategies can be developed to resolve problems in society. The civil rights movement is perhaps the greatest example of the power solidarity can have to empower individual people and to change society at large. Such collective action is important because joining together in solidarity facilitates community members' understanding that their problems have social causes and collective solutions (Checkoway, 2001b).

There is no single form that characterises all approaches to social practices (Keeter *et al.*, 2002). Whenever people are joining together and addressing issues of public concern, it is civic engagement; this approach has more positive energy to bring required change (Checkoway, 2001; Shorris, 2000). With this theory on good partnership between stakeholders as a way for collective contribution, the research found its stance in this approach to development. Kenny (2003) summarises the work of community development as collective problem solving, self-help, and empowerment. Community education services are conducted in the Gravelotte community in pursuit of resolving the community's socio-economic issues. Purcell (2005) refers to social issues with social capital, social inclusion and exclusion and capacity building. The authors above have views on which the development theory is based and in agreement to their statements is the perceived change, which is possibly based on the interventions of individuals in society. The purpose envisaged for this study was to investigate the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community. Lovitts (2005) empirically defines criteria for applying or developing theories to the dissertation that must be appropriate, logically interpreted, well understood, and align with the question at hand. Hence the use of this theory for this study was relevant and suitable.

Anderson, Day and McLaughlin (2006) capture the necessity of including a sound theoretical underpinning in a dissertation study with a quote from a dissertation supervisor who stated, "I don't see how you can do a good piece of work that's a theoretical" (p. 154). Similarly, Sarter (2005:494) addresses the "limited usefulness of findings and conclusions" when a study is not justified by a theoretical framework. Hence there is evidence across disciplines that the explicit identification and inclusion of a theoretical framework is a necessity of sound research as the development theory laid the foundation for continued debate in this research report. Theories come from a multitude of sources in each discipline, and there are always more being created and applied across fields. For example, there is a plethora of options within the realm of educational leadership



for selecting a theoretical framework (Grant & Osanloo, 2014). I selected the appropriate theory of how the research problem is reviewed in the process of resolving the problem. Among others transformational/relational theories, transactional/management theories and others do apply in research studies (Grant & Osanloo, 2014).

#### **2.2.4.1 Community Development and Human Capital theories in practice**

The Human Capital Theory shows how education can provide for a better working environment which has a bearing on community development. This theory emphasises on investing in community education for better output of individuals in society (Olaniyan & Okemakinde, 2008; Psacharopoulos & Patrinos, 2018). The Human Capital Theory, which is investing in education for the greater good of an organisation, has been estimated to be in application since the 1950s (Psacharopoulos & Patrinos, 2018).

Using a good investment, employees gain more skills and return the benefits to the organisation by providing a better service, which could bring up the organisation as mentioned by the mine manager in the study about safety and improved work conditions. An organisation which is well-managed gains more profit. In return, profitable organisations benefit the employees in terms of increasing salaries or giving incentives. Both parties are said to be able to gain benefits based on this Human Capital Theory. Additionally, as an individual, the human capital provides educational benefits and skills attainment at the same time, which are both beneficial (Mellander & Florida, 2012). The Human Capital Theory is important nowadays, as the world is changing rapidly. The advancement of technology demands more skills and human capital is a significant contributor to economic growth (Mutia, Doris, & Roziana, 2018). Thus, many new skills are required to be a well-developed industry in this competitive world, which can be enhanced with the aid of various organizations (Mutia *et al.*, 2018; Yusof, 2018).

Becker (2008) posits that entrepreneurial knowledge of an individual gained from education adds economic value to a firm. The acquisition of educational knowledge on entrepreneurship has a positive effect on individuals and subsequently on the whole organisation as mentioned by Becker. Skills and knowledge gained through education is important to employees when they are performing their tasks as it improves their performance (Muthaura & Omwenga, 2017).

Walt Rostow (1960) took a historical approach in suggesting that developed countries have tended to pass through five stages to reach their current degree of economic development (Potter, Binns, Elliott & Smith, 1999: 51). The five stages are discussed below;

**1. Traditional society.** This is an agricultural economy of mainly subsistence farming, little of which is traded. The size of the capital stock is limited and of low quality resulting in very low labour productivity and little surplus output left to sell in domestic and overseas markets.

**2. Pre-conditions for take-off.** Agriculture becomes more mechanised and more output is traded. Savings and investment grow although they are still a small percentage of national income (GDP). Some external funding is required - for example in the form of overseas aid or perhaps remittance incomes from migrant workers living overseas

**3. Take-off.** Manufacturing industry assumes greater importance, although the number of industries remains small. Political and social institutions start to develop - external finance may still be required. Savings and investment grow, perhaps to 15% of GDP. Agriculture assumes lesser importance in relative terms although most people may remain employed in the farming sector. There is often a dual economy apparent with rising productivity and wealth in manufacturing and other industries contrasted with stubbornly low productivity and real incomes in rural agriculture.

**4. Drive to maturity.** Industry becomes more diverse. Growth should spread to different parts of the country as the state of technology improves - the economy moves from being dependent on factor inputs for growth towards making better use of innovation to bring about increases in real per capita incomes

**5. Age of mass consumption.** Output levels grow, enabling increased consumer expenditure. There is a shift towards tertiary sector activity and the growth is sustained by the expansion of a middle class of consumers.

As the Singapore case shows, Rostow's model still sheds light on a successful path to economic development for some countries. However, there are many criticisms of his model (Binns & Tonny, 2008). While Rostow illustrates faith in a capitalist system, scholars have criticised his bias towards a western model as the only path towards development. Rostow lays out five succinct steps towards development and critics have cited that all countries do not develop in such a linear fashion; some skip steps or take different paths (Jacobs, 2018).

Rostow's theory can be classified as "top-down" or one that emphasises a trickle-down modernisation effect from urban industry and western influence to develop a country. Later theorists have challenged this approach, emphasising a "bottom-up" development paradigm, in which countries become self-sufficient through local efforts, and urban industry is not necessary. Rostow also assumes that all countries have a desire to develop in the same way, with the end goal of high mass consumption, disregarding the diversity of priorities that each society holds and different measures of development (Jacobs, 2018).

The use of a developmental theory in education stems from the understanding that education plays a pivotal role in development. In the earlier neoclassical models, education was not considered a major input for production and hence was not included in growth models (Harberger, 1998). In the 1960s mounting empirical evidence stimulated the “human investment revolution in economic thought” (Bowman, 1960). The seminal works of Schultz (1961) and Denison (1962) led to a series of growth accounting studies pointing to education’s contribution to the unexplained residuals in the economic growth of western economies.

The field of development education has its historical roots in both European academic institutions and NGOs (Reagan, 2006; Rasaren, 2009). Recent theory and practice in the field draws on a range of work by academics and thinkers from a variety of contexts around the world, and there is growing evidence of a diverse range of perspectives on development education deriving from a plethora of organisations (e.g. NGOs, government initiatives) anchored in particular national contexts (Ishii, 2003; Reagan, 2006; Dudková, 2008; Helin, 2009; Rasaren, 2009; Knutsson, 2011).

Ajay Kumar (2008), Associate Professor of Development Education at Jawaharlal Nehru University in India, has taken Freire’s thinking forward through the assertion that development education must be concerned with “how learning, knowledge and education can be used to assist individuals and groups to overcome educational disadvantage, combat social exclusion and discrimination, and challenge economic and political inequalities securing their emancipation and promote progressive social change” (Kumar, 2008: 41).

The socio-economic status of communities can be influenced through community education services. Kumar (2008) goes on to suggest that development education is a form of emancipatory and dialogical learning based on “critical humanist pedagogy”. Such dialogical education, he suggests, is where learners collaboratively pose problems, enquire and seek solutions. This approach builds on Freire (2003)’s notions of teachers and students being co-investigators in an open and ongoing enquiry and is combined with Gandhian notions of education aimed at liberating people from servitude and instilling mutual respect and trust.

Another key strand of thinking comes from Catherine Odora Hoppers, Professor of Development Education at the University of South Africa, who raises the important question of the privileging of certain bits of knowledge at the expense of others (Hoppers, 2008). In particular, she emphasises the importance of valuing a variety of knowledge, particularly indigenous knowledge systems and,

in doing so, explicitly engaging with the multiplicity of worlds and forms of life (Hoppers, 2008 & 2010). She further argues that the focus of development education should be not on learners' competency to adapt to the current state of globalisation, but the destabilisation of the homogenisation of diverse forms of knowledge. Development education practices have consistently emphasised the importance of promoting the voices of the oppressed and ensuring that those most directly affected by international development policies are heard and understood (Andreotti, 2008). Central to this approach is a recognition of the role that power and ideology plays in determining what and how education is delivered, how knowledge is constructed and interpreted, the importance of understanding dominant and subordinate cultures and of looking at the root causes of issues as well as the broader social context (Giroux, 2005; McLaren, 2009; Andreotti, 2008).

According to Birdsall (1993), in Agriculture, evidence suggests positive effects of education on productivity among farmers using modern technologies, but less impact, as might be expected, among those using traditional methods. In Thailand, farmers with four or more years of schooling were three times more likely to adopt fertiliser and other modern inputs than less-educated farmers (Birdsall, 1993). Similarly, in Nepal, the completion of at least seven years of schooling increased productivity in wheat by over a quarter, and in rice by 13% (Jamison & Moock, 1994).

I am of the view that intervention strategies can be developed to resolve problems in society. The civil rights movements are perhaps the greatest example of the power solidarity can have to empower individual people and to change society at large. Such collective action is important because joining together in solidarity facilitates community members' understanding that their problems have social causes and collective solutions (Checkoway, 2001b).

#### **2.2.4.2 Ethical values and Human Capital Theory**

According to Chowdhury (2016); Schooley (2017); and Taneri *et al.*, (2016) many employees lack the moral and ethical values in working. Basic working ethics such as being punctual and discipline are uncommon anymore in the current working environment. In a local meeting at Mopani South East TVET College, the representative of the Phalaborwa mine mentioned the significance of ethics in education. Emphasis on ethical values such as respect of self and others should be part of the schooling system.

One of the reasons, which contribute to the lack of 21<sup>st</sup> century skills among graduates, is because education is more focused on academic achievement, rather than the development of skills (Hirsch, 2017). The 21<sup>st</sup> century skills involve empathy, solidarity and patriotism without which the gains of human capital cannot be fully shared in society. Other than the basic ethical values, moral values such as respect and love are not practised anymore in the workplace and schools (Taneri *et al.*, 2016). One participant in this study lamented about discipline in schools. Most employees do not have any respect for their employers and other employees. The society has become individualistic, whereby everyone is looking after their problems without thinking of others' feelings, especially in this globalised era (Taneri *et al.*, 2016).

The absence of ethical values impacts negatively on the prospects of community development. Egharevba and Aghedo (2016) posit that from the bigger picture of a study in Malaysia the lack of love, threatened the unity among Malaysians. Furthermore, the value of being respectful was not commonly practised anymore (Bandu, Ahmad & Awang, 2015). They emphasised the need to have ethical and moral values so that Malaysia could produce a better workforce with the aid of various skilful individuals.

### **2.3 PHILOSOPHY OF EDUCATION AND PRACTICE**

Philosophy of education is set between 'philosophy' on the one side and 'education' on the other. Education practice refers to the application of scientific knowledge to address socio-economic issues. Philosophy can always contribute to thinking about education because, as stated by Gadamer (1983: 25):

[...] The need for philosophical grounding is an endless process. In it, it takes place not only the conversation in which we are all caught up together and never cease to be caught up, whether one says that philosophy is dead or not.

Aristotle sets out the idea of inclusive education as necessary to deal with physicality, spirit and intelligence. This way of thinking addresses the person in totality. It is the kind of philosophy in education that seeks to address socio-economic issues. He expresses the role of pedagogue when he suggests four subjects for teaching programme: reading and writing, physical education, music and drawing. The customary branches in education according to Aristotle are four in number, 1. Reading and writing, 2. Gymnastic exercises 3. Music 4. Drawing (Aristotle, 1999). Of

all the four, reading and writing, and drawing are regarded as useful for life in a variety of ways and gymnastics exercises are thought to infuse courage (Aristotle, 1999).

Modern learning theory emphasises the situated and social nature of meaning-making, by which “mind, behaviour, perception and action are wholly integrated” (Jonassen & Land, 2012:4). Accordingly, children are natural learners and inherently seek to learn things that matter in their immediate everyday world. Furthermore, to support children’s learning, adults make connections between new situations and familiar ones, focus children’s attention, structure experiences, and organise the information children receive, while helping them develop strategies for intentional learning and problem solving (Bransford, Brown & Cocking, 2004).

In his understanding of Aristotle’s distinction between theory and practice in the topics, Blondel (2000) explains an action as understandable in three terms, which are production, theory and practice. Hence in his argument, every action supposedly stems from theory, which is the contemplation in a strong and technical sense on ways to act, then follows the practice, which is the demonstration of the premeditated way, and lastly production, which is the expressive output of the demonstration. This understanding, even though, merely descriptive but not explanatory enough of the tripartite nature of action, clearly establishes philosophy as a foundation for practice and consequently for production. The various philosophical thoughts that influence curriculum are Idealism, Realism, Existentialism, Pragmatism, Essentialism and Deconstructionism (Ekenam & Ekefre, 2014).

### **2.3.1 Idealism**

The idealistic philosophy of Socrates (469-399 BC) and Plato (427-347 BC) has had many social implications, mainly on the idea of the model state government as well as education (Brickhouse & Nicholas, 2000). This philosophical doctrine of idealism holds that matter is an illusion and that reality is that which exists mentally. It champions the notion that moral and spiritual reality as the basic explanation of the world and as a result, regards moral values as being absolute, timeless and universal. The implication of this view to issues of education becomes crucial as this is bound to influence curriculum experts who share in the ideals championed by idealism. The proponents of idealism believe that human behaviour is rational, as far as it is in conformity with the laws of nature and is accordingly guided by social laws. When this is applied to education, there will be a manifestation of those ideas as the second possible philosophy of education.

The educational philosophy of idealism is holistic in which self-realisation and character growth is vigorously supported. The idealist feels that with the growth of a fine moral character as well as personal reflection, wisdom is gained. According to Maheshwari and Bansal (2010:1), the holistic approach is supported instead of a specialised concentration on a specific targeted area. ... Idealism is the conclusion that the universe is an expression of intelligence and will, that the enduring substance of the world is the nature of the mind, that the material is explained by the mental.

One criticism of Idealism is that it promotes intellectual elitism where only a gifted minority of intellectuals are valued in society (Ornstein & Levine, 2003). This, in turn, may lead to a neglect of the students' emotional and social needs (Ozmon & Craver, 2003). About the Socratic Method, it is especially suitable for stimulating the learner's awareness of ideas with the teacher asking leading questions (Ornstein & Levine, 2003). The world is analysed as in essence 'nonmaterial' in its definitive scenery (Benson, 2000). As an educational philosophy, on the other hand, Idealism views learning as just recollection; meaning, people collect what would prove that their souls had existed somewhere before entering the human shape.

### **2.3.2 Realism**

The realists opine education as a matter of reality rather than speculation. When this is applied to education, the basic responsibility of the teacher then implies the impartation of knowledge of the world to learners. In this case, what scholars of various disciplines discovered about the world becomes this knowledge. Also, just like the idealists, the realists equally emphasise that education should show permanent and enduring values that have been transmitted from one generation to the other, without necessarily interfering with the study of other disciplines. The realists see the subject expert as a veritable source and authority for the determination of the curriculum, unlike the idealists that view classics as ideal subject matter that should be studied (Ekenam & Ekefre, 2014). The function of schools according to realists is to train and prepare professionals and technicians in a society where professionalism and technical skills are highly prized (Ozmon & Craver, 2003).

The curriculum is systematic, organised and classified under different subject-matter disciplines such as languages, mathematics, and science. While Realism has been credited with promoting a down-to-earth form of education that prepares students for a knowledge-based economy, it has been criticised for valuing cognitive development at the expense of other forms of development in

students. For example, the feelings and emotions of students are often ignored and undeveloped under the realist model, leading to students being subservient to the curriculum or too narrowly defined standards of excellence (Ozmon & Craver, 2003).

### **2.3.3 Pragmatism**

Pragmatism is distinctly different from the traditional philosophies such as idealism and realism. As a philosophy, pragmatism anchors on the importance and value of change, process and relativity since it nudged on the fact that the value of an idea is dependent on its actual consequences. To Nash (1995), the actual consequences are crucial aspects of teaching and learning. To the pragmatists, therefore, learning takes place as the person engages in transacting with the environments. The basis of this interaction is the nature of change. The implication of this is that whatever values and ideals are upheld presently would be regarded as tentative because further social development will alter or change them. As can be drawn as an example, at a point in time, it was a general belief that the earth was flat, but this was later discredited through scientific research. This can also be seen in the "Geocentric" view of the universe which was later replaced by the "Heliocentric" view through Copernicus and other scientists (Ekenam & Ekefre, 2014).

### **2.3.4 Existentialism**

Existentialism as a doctrine holds that there are no values outside human beings, and as such submits that human beings should have the freedom to make choices and then be responsible for the consequences of such choices. As a philosophy, existentialism suggests that the learners should be put into a number of choice-making situations; this implies that learners should have and be given the freedom to choose what they want to study. This is since education must anchor on the perceptions and feelings of the individual to facilitate understanding of personal reactions or responses to life situations. The major concern of this process is the individual. Since life is dependent or based on personal meanings, the nature of education, the existentialists maintain should be determined by the learner. Individual learner should not in any way be compelled to go into pre-determined programmes of study (Ekenam & Ekefre, 2014).

Whatever the learner desires to learn must be respected and accordingly facilitated by the system (Ekenam & Ekefre, 2014). Furthermore, they argue that curriculum that is inspired by existentialism should, therefore, be made up of experiences and subjects that lend themselves to philosophical dialogue and acts of making choices and emphasis self-expressive activities and



media illustrate emotions and insights. In their view, this will prompt the teacher to adhere to a non-directive role. Hence the teacher is seen as a partner in the process of learning. Being a professional the teacher functions as a resource person facilitating the individual's search for personal meaning instead of the imposition of some predetermined values or interests on learners.

Considering all the approaches or philosophies as listed above, society requires an adopted view of what the curriculum should be in pursuit of identified goals. Ideally speaking, philosophy guides education. It is the guide and the inspiration of education. It clarifies and sets goals, trains the mind to think and to be critical, opens the mind to major concerns, thus vindicating the desire to know (Ekenam & Ekefre, 2014). Education too does a great deal to philosophy. Education is the verification, that is, the pragmatic justification of philosophy. Furthermore, another intrinsic relation that is exhibited by philosophy is the concern with social action.

Nyerere (2004: 5) on "Education; A Commentary" while emphasising Education for Self-Reliance asserts that: *the education given to the young must be geared to making them an integral and more useful part of the society in which they live and which they must serve.... education is to be made an instrument of liberation, and for it to have that quality it must strive to integrate the school system* (Nyerere, 2004). In the same breath, there is continued argument that education, especially of girls, lays the foundation for better family health. Education is a human right that enables access to other rights and personal fulfilment (Education Above All, 2012). Hence it must be presented in line with an agenda that is positive and guided by a clear philosophy. According to Conti (2007), there is no accurate or inaccurate philosophy because everyone stands for a various belief system regarding the learning method of nature. Existentialists reject universal and absolute ideas and hold that reality is constructed by the individual. The knowledge that one needs to pursue is the knowledge about the human condition and the personal choices one makes (Ornstein & Levine, 2003). By focusing on the individual experiences, however, Existentialism has been criticised for neglecting the needs of community and society, leading to selfishness and egoism (Ozmon & Craver, 2003).

The philosophy of education should be in line with what society seeks to achieve in its citizens. According to Education Above All (2012), education can play a powerful role in helping develop young people's capacity to contribute positively to their societies. Furthermore, it can improve individual livelihoods and strengthen the economic and social life of the wider society. Literacy, numeracy and higher studies help young people to access productive employment in difficult economic times and contribute to resilience in the face of climate change (Education Above All,

2012). The practice of education lies within the influences of the above-mentioned philosophies. The South African education system has within it the influences of the four mentioned philosophies. In its current state of transformation post-apartheid, the South African education system seeks to change the ideologies of white supremacy as was advocated by Bantu Education.

## **2.4 FACTORS AFFECTING SUCCESSFUL IMPLEMENTATION OF COMMUNITY EDUCATION**

Community education and its successes are not detached from the theory of its practice. According to Freire's conviction that education should be for the community and respond to the needs of the community connects its success to factors beyond where it happens (Freire, 2003). There are four major developmental needs as identified in a study, *Implications for educational practice of the science of learning and development* by Hammond, Flook, Channa, Harvey, Barron and Osher (2020).

The four developmental needs are system supports, social and emotional development, productive instructional strategies and supportive environment. According to Hammond *et al* (2020), the learner or recipient of education is at the centre of these four major factors of development. The provision of community education as in its definition has a lot of bearing on external factors for its success. The study adopted these factors as they relate to the theory of community development as adopted in this study (Hustedde & Ganowicz, 2002). Without a comparison of their importance as they relate to the success of community education, these factors are discussed in detail below.

### **2.4.1 Supportive environment**

Successful implementation of community education requires supportive environmental conditions that foster strong relationships and community (Hammond *et al*, 2020). Furthermore, these include positive sustained relationships that foster attachment and emotional connections which are physical, emotional, and identity safety and a sense of belonging and purpose. The investigation of the effectiveness of community education in addressing socio-economic issues has bearing on a supportive environment hence the study interviewed participants who are social interacts in education. Structures for effective caring, classroom learning communities, trust and connections amongst staff are among the basic factors to create a supportive environment in the successful implementation of community education. Warm, caring, supportive student-teacher relationships, as well as other child-adult relationships, are linked to better school performance and

engagement, greater emotional regulation, social competence, and willingness to take on challenges (Osher *et al.*, 2018). The school safety forum and the School Governing Body (SGB) committees are essential for a supportive environment in the Gravelotte community.

#### **2.4.2 Productive instructional strategies**

Educators are in the forefront of community education implementation. Creating an identity safe classroom by engaging in culturally responsive pedagogy relies on teachers understanding, the views and experiences children bring to school, including, for example, how students communicate in their communities (Lee, 2017). Productive instructional strategies that support motivation, competence, and self-directed learning are essential in the successful implementation of community education (Hammond *et al.*, 2020). Moreover, these curricula, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks. Recent research shows that relational trust among teachers, parents, and school leaders is a key resource for schools that predicts the likelihood of gains in achievement and other student outcomes where instructional expertise is also present.

Bryk and Schneider (2002:144) postulate that “relational trust constitutes the connective tissue that binds...individuals together around advancing the education and welfare of children. Likewise, they identify five features that foster relational trust, which are: small school size that fosters interpersonal relationships; stable school communities; voluntary associations where there is at least some choice for staff and students; skilful school leaders, who actively listen to concerns of all parties and avoid arbitrary actions; and authentic parent engagement, grounded in partnerships with families to promote successful implementation of community education. Teachers can offer explicit opportunities to learn executive functions by providing tools and modelling to help students learn to organise themselves, think, feel respected and affirmed, and giving them challenging work on which they are enabled to improve (Yeager & Walton, 2011; Dweck, 2017). Educators play a vital role in the successful implementation of community education.

#### **2.4.3 Social and emotional development**

The integration of social and emotional skills is vital in the successful implementation of community education. The role of education is to develop mindsets, and it is vitally important for

the community to have a readiness to adopt new ideas. Educative and restorative behavioural supports are essential for the successful implementation of community education (Hammond *et al*, 2020). Furthermore, social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behaviour. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action towards success.

Social, emotional, and other conditions of cognitive engagement influence the affective salience of instruction, how safe students feel, and how they focus their attention and make decisions (Osher & Kendziora, 2010). The educative and restorative practices teach students responsibility and allow them to exercise it in contributing to the school and local community (Hamedani, Zheng, Darling-Hammond, Andree and Quinn, 2015; Noguera, Darling Hammond, & Friedlaender, 2017).

Key insights from the science of learning and development are that the brain and the development of intelligence and capacities are malleable, and the “development of the brain is an experience-dependent process” (Cantor, Osher, Berg, Steyer, & Rose, 2018: 5), which activates neural pathways that permit new kinds of thinking. To become productive citizens within and beyond the school, students also need positive mindsets about self and school, along with social awareness and responsibility (Stafford-Brizard, 2016).

A recent meta-analysis of 54 classroom management programs found that while all of the approaches had modest positive effects (overall ES=.22) the interventions focused on the social-emotional development of students were the most effective (Korpershoek, Harms, de Boer, van Kuijk & Doolaard, 2016). This is indicative of the success of social and emotional development towards the successful implementation of community education.

#### **2.4.4 System of supports**

The successful implementation of education requires a system of supports that enable healthy development, respond to student needs, and address learning barriers (Hammond *et al.*, 2020). Furthermore, these include a multi-tiered system of academic, health, and social supports that provide personalised resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity. It is vitally important for community education to be supported through access to integrated services such as libraries, clinics to enable children’s healthy development. Furthermore, extended learning opportunities

that nurture positive relationships, support enrichment and mastery learning, and close achievement gaps, multi-tiered systems of support to address learning barriers both in and out of the classroom based on a shared developmental framework uniting a capable and stable staff with families and support providers (Hammond *et al.*, 2020). Depersonalised contexts are most damaging when students are also experiencing the effects of poverty, trauma, and discrimination without supports to enable them to cope and become resilient. Unless mediated by strong relationships and support systems, these conditions interfere with learning, undermine relationships and impede opportunities for youth to develop skills to succeed (Osher & Kendziora, 2010).

## **2.5 THE DEFINITION OF COMMUNITY EDUCATION**

The term *community education* has a variety of meanings. Lending credence to this assertion, Ezimah (2004) opines that defining community education is not an easy exercise because it has many configurations. This misconception is largely attributable to the fact that the two terms community and education mean many things to many societies and assume different meanings under different situations (Findsen, 2006). Anyanwu (2002) asserts that the word “community”, is still considered among scholars as a slippery and contestable concept. The problem of defining education is no less significant. The White Paper (2000) offers two distinct definitions of community education. The first sees it as education that takes place in the community but is not necessarily of the community. This ‘service’ model sees community education as a system of provision within the community by a range of institutions including schools, training agencies, universities, churches and others who make premises and resources available locally. The second ideologically based definition describes Community Education as a process of communal education towards empowerment, both at an individual and a collective level (White Paper, 2000). This definition relates to this study on all fronts.

The provision of a wide range of educational courses caters for pre-primary education, primary education, secondary school, post-school education and adult learning. Furthermore, community education is defined as the provision of a wide range of educational and special interest courses and activities by a local authority. There is cohesion in the two definitions as it relates to community education. There are other definitions which are not similar however, relates to the same concept about community education.

Community education is a form of non-formal education. In this sense, educational activities are carried on outside the framework of the formal school system to provide selected types of learning to sub-groups in the community (Community survey, 2016). Furthermore, community education is geared towards encouraging and assisting the community members to think about their problems, formulate and embark upon action projects to solve their problems. Anyanwu (2002) corroborated by Ezimah (2004) holds that the non-formal nature of its operational strategies determines the objective of community education. The primary objective of non-formal and informal community education is to return education to the people in their communities (DHET, 2015).

In a study on Reforming Public Schools through Community Education, Jack, Minzey and Dubuque (1994), define community education as a philosophical concept which serves the entire community by providing for all the educational needs of all its community members. It uses the local school to catalyse bringing community resources to bear on community problems to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualisation. The crux of this philosophy lies in the recognition of the fact that community education emphasises the immediacy of coping with the problems inhibiting community progress. This is done through citizen participation, sharing of decision making and utilisation of community problems to meet the needs of community members. Based on this premise, community education remains a catalyst to development processes and creativity (Kasworm *et al.*, 2010; Knox, 2011).

Community education is education for life in society rather than education merely for livelihood (Connolly, 2003). It is education for people's empowerment to take control over their own lives. In this vein, community education is education geared towards the articulation of community needs and problems (Kasworm, Rose & Ross-Gordon, 2010; Kari & Skelton, 2007; Shorris, 2000). As a pre-requisite for community development and progress, community education is an educational process whereby people, individually and collectively, learn to help themselves and improve their lives (Lolwana, 2009; Musselwhite, 2003). Considering all the definitions given above, community education in this study refers to the education provided in Early Childhood Development Centres (ECD), primary schools, secondary schools, TVET colleges and Universities. Community education includes education provided for adults at schools and churches. This study focussed on primary education, secondary school education, the TVET college and the ABET centre.

## 2.6 THE HISTORY OF COMMUNITY EDUCATION

In the history of South Africa and line with the international history of adult education, organised adult education became significant only in the 20<sup>th</sup> century (Aitchison, 2003). Before the beginning of the 20<sup>th</sup> century, adult education in South Africa was very limited, directed primarily towards the westernisation of black (African origin) adult learners and closely related to Christian religious education. There are, however, factors in the more recent history which derive directly from the pre-20<sup>th</sup> century situation (Aitchison, 2003). In the context of this study, all learning as associated with community development is regarded as community education and adult education will still be referred to as community education. The broader historical understanding of education is mostly discussed about the famous Freire (1973) concept of education for freedom.

The more immediate 20<sup>th</sup>-century origins of adult education in South Africa begin with the development of night schools providing literacy and basic school education for adults. Community education during the time of oppression in South Africa was not attractive since it was inferior, and the resources were racially distributed (Aitchison, 2003). State provision of community education has remained conspicuously weak even under the new democratic government. The number of Public Adult Learning Centres (PALCs) declined from 1 440 to 998 during the period 1995 to 2002 (Baatjes, 2003a), and the enrolment was estimated to be 250 000 learners by 2002 – far less than was anticipated. There are no reliable statistics on the level of provision by the private and NGO sectors. However, it is safe to say that, given the much-documented decline in the NGO sector (Aitchison, 2003; Baatjes, 2003a) and the increase in unemployment which affects unskilled and semi-skilled workers, enrolment in both these sectors combined is considerably low.

The depression of the thirties further reduced the economic need for the education and training of black people. It was the Second World War which first created a bigger demand for skilled labour as well as for adult education which took seriously the democratic concerns (Wynne & Lewis, 2018). Funding for ABET through PALCs has remained meagre while the NSDS is channelling more funds to ABET programmes in mainly big business and industry, such as in the mining and manufacturing sectors (Baatjes, Aitchison & John, 2002; Baatjes, 2002b). In 1946, the government-appointed Eybers Committee recommended the establishment of a National Council for Adult Education and the subsidisation of local and voluntary adult education bodies. However, with the triumph of the *apartheid* forces this brief false spring soon withered when, in 1948, the racist National Party won a majority of seats (though not a majority of votes) in the South African

elections (from which all blacks were excluded) and began to implement a series of laws to segregate the country (Aitchison, 2003).

In 1953 the Bantu Education Act had made it an imprisonable offence to provide any education to black people unless it was in a government registered school. The Act had been passed to bring black education under tight central government control and to exclude church influence on the system. In Pietermaritzburg, a local municipal official had agreed to ignore this night school's illegal status. In 1963 it became impossible to continue in the township and the night school was conducted underground on the university campus where it survived illegally for several years. It was one of the lucky ones. Elsewhere the government had systematically closed every night school for black adults, even those which had managed to gain some form of registration (South African Education Act No. 47 of 1953).

The history of community education has always been about defining the personality of human beings as equals and competitive. The idea of separate rule and separate provision of educational activities was motivated by greed and self-enrichment. In 1958, the Government imposed strict segregation on the universities (which had by custom if not by law in most cases been *de facto* segregated) and took direct control of the one black university, the University of Fort Hare, and from it expelled staff and students considered to be politically suspect. A year later a committee was set up to enable the expelled students to study by correspondence for United Kingdom O- and A-level examinations and then to take University of London external degrees (South African Education Act No. 47 Of 1953). The South African Committee for Higher Education (SACHED), particularly in the seventies and early eighties is important because of its espousal of alternative education that is different, and indeed consciously in opposition to that run by the state. In the light of the statements mentioned above, there is a good view of the understanding that community education has had its struggles.

## **2.7 CURRENT POLICIES ON COMMUNITY EDUCATION**

The key role of the public education policy is to reduce the structural and individual obstacles for participation in community education (Rubenson & Desjardins, 2009). It is a guide indicating the aspirations of the country and its commitment towards the people's development. Policies provide guidelines on how basic rights in community education are satisfied. The Department of Basic Education has established a delivery unit to work with schools in underperforming districts throughout the country. The current level of consensus among stakeholders and the will to work



together constitute an important moment in South African society and an opportunity that we need to build on (NDP, 2030). This led to the conclusion which is mostly known as education as a societal issue. The South African State declared several policies to realise the right of adults to a basic education as enshrined in our constitution, such as the ABET Policy of 1997 and the Adult Basic Education and Training Act of 2000 (now repealed).

These have been operationalised through the Multi-Year Implementation Plan (1997), a national Adult Basic Education and Training (ABET) programme through the Public Adult Learning Centres (PALCs), and various projects and campaigns, such as the South African National Literacy Initiative (SANLI) and KhaRiGude. ABET provision and delivery has been legislated via the Skills Development Act of 1998 and the Skills Development Levies Act of 1999. ABET programmes were implemented in business and industry as part of the National Skills Development Strategy I, II and III.

The former president of South Africa, Mr Jacob Gedleyihlekisa Zuma under his administration in 2009 separated the National Department of Education into two new departments the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) (DoE, 2011). The DHET came into existence in May 2009 by proclamation and as part of the restructuring of government in the domain of education (Kgobe & Baatjes, 2014). This division became fully implemented in April 2010. The idea was mainly to strengthen focus on basic education and separate skills development in the country through the Higher Education Department.

This situation mandated the DHET to cater for skills development and training a function which was previously located within the Department of Labour. South Africa currently operates on the two separate departments, since administrative reallocation of duties in education was done. The success of the two sectors is still not evident considering the latest PIRLS report, which is an international study conducted to assess reading competencies of learners in grades 4-7 in the country against other countries of the world (PIRLS, 2016).

Curriculum reform in South Africa has been “of a scale arguably unparalleled in the history of curriculum change” (Harley & Wedekind, 2004: 195). Overturning the curriculum of the Apartheid government and replacing it with one that supported a human rights-based education was an immediate systemic challenge for the post-Apartheid government. This policy change should also be understood within the dominant global ideology of post-school education which emphasises the

"ceaseless work of training and retraining, skilling and reskilling, enhancement of credentials and preparation for a life of incessant job seeking in which life is to become a continuous economic capitalisation of the self" (Rizvi & Lingard,2010).

The South African White Paper for Post School Education and Training on education has as its main goal coordinated and integrated conceptualisation of the provision and delivery of Post School Education and Training (PSET) towards the improvement of the social, economic and cultural life of citizens. This policy document makes several important proposals on how to transform the PSET system and will form the basis of a development plan up to 2030 (White Paper, 2013).

The key proposals of the White Paper are as follows:

Firstly, increasing access to PSET is at the heart of the proposals of the White Paper. This will include a dramatic increase in enrolments in Further Education and Training Colleges (renamed Technical and Vocational Education and Training Colleges (White Paper, 2013). The White Paper proposes increased enrolments in these colleges to 2.5 million students by 2030, a massive increase from the current enrolment figures of roughly 400,000 in 2012 (DHET, 2013).

Secondly, the White Paper signals the intention to introduce a new type of institution in the post-schooling terrain the Community Colleges. Current Public Adult Learning Centres (PALCs) will be converted into Community Colleges which will provide formal and non-formal education and training opportunities for youth and adults. These Community Colleges will also play a role in increasing access to PSET. It is envisaged that they will collectively absorb the millions of youths and adults who have never attended school or dropped out of formal schooling. By 2030, one million adults and youth will be enrolled in adult and community education. An important aspect of the work of the Community Colleges is their direct connection with community needs and issues and with other government programmes such as the Expanded Public Works and the Community Works Programmes (White Paper, 2013).

Thirdly, improving access without corresponding improvements in quality is viewed as unacceptable (White Paper, 2013). Furthermore, these problems require a new structure to support quality improvements in colleges. The responsibilities of the structure include providing support to TVET Colleges and Community Colleges, developing innovative and improved curricula for the College sector, upgrading the technical knowledge and pedagogical skills of staff in

colleges in collaboration with universities, employers and experts, initiating ongoing research and scrutinising issues related to college management and student support (White Paper, 2013).

Fourthly, other important measures to address quality improvements in the College sector included the introduction of regulations for minimum qualifications for both educator groups in technical and vocational education and adult and community education; improving student support services (including academic support) and finding work opportunities for students for which ring-fenced funding will be made available (White Paper, 2013).

The fifth one is to focus on qualifications and programmes which may include the introduction of new learning programmes that reflect differentiation between TVET Colleges so that these institutions are more responsive to the socio-economic contexts in which they are located. This refers to catering to the needs of the local community. This policy objective provides for curriculum innovation linked to a localisation agenda concerned with the values of empowerment, self-sufficiency, self-reliance and democracy (White Paper, 2013). It further offers the possibility for newly established institutions to be more directly relevant to community needs through offering programmes that address such needs.

In conclusion of the policy framework concerning Post School Education and Training as outlined in the White Paper (2013), the research work considers the first five indicators as outlined above. The sixth, seventh and eighth have a more bearing on universities whereas the study is limited to community education up to TVET colleges. In summary, increasing access to community education, addressing community needs, upgrading technical knowledge of staff at education centres, access to funding and job opportunities and values of empowerment, self-sufficiency, self-reliance and democracy (White Paper, 2013) are further discussed hereunder.

### **2.7.1 Increasing access to community education**

One key emphasis in the South African literature has been the role of social networks in assisting young people to get jobs through increased access to education (Cosser, McGrath, Badroodien, Maja, 2003; Gewer, 2010). The increase in access to community education may have a significant role in addressing social ills as the more time the youth spend at educational centres as mentioned above, reduces their involvement in idle activities and notorious acts.

Moore (2004) argues that literature provides important empirical knowledge about the movements of young people from education to work. However, it offers limited contributions to our ability to theorise the relationships between education and work. Hence there seems to be a general view that success can be possible without education. Balwanz (2014) shows that today, more South Africans than ever before, over 1.3 million, are enrolled in post-school education. This expansion in equity and access has been characterised as an important step toward the goal of social justice. However, despite record enrolment, there is a great sense of frustration with post-school education. Arguably there is little evidence to attest to the positive role of education especially towards job creation and social justice.

In parallel with the surge in enrolments, there has also been an increase in the youth (over three million) who are not in education, employment or training. Among youth in poor and historically marginalised communities, unemployment borders on 50%. South Africa is twenty years into the new dispensation and mass poverty and inequality persist (DHET, 2018). The Gravelotte community is no exception in these conditions as most young people, according to community survey (2016), are struggling to access basic education and further education training due to lower opportunities to provide training since the community does not have a high school and the TVET college is about 60km away in Phalaborwa.

Community issues and implementation frustrations cannot be ignored. Post-school institutions cannot separate themselves from the economic and social issues which be-devil poor and working-class communities (DHET, 2018). Bursaries alone will not address the issues facing youth from poor families (Balwanz, 2014). Hence the educational institutions need to ask if it is important for the educational institutions to seek guidance in relating the services they offer to community members to attract their involvement in educational activities. Access to education should be made available for all through outreach activities and door to door campaigns. One FET college lecturer sees his first role as that of a psychologist and counsellor offering life guidance as youth navigate their uncertain and fraught transition to adulthood. Institutions too, struggle to ensure they have adequate resources to support their programmes and have spoken openly of the difficulties they have in partnering with government and in ensuring that local employers provide work opportunities for youth (Balwanz, 2014). With this said, it is an indication that access to education remains a struggle which only the tough ones endure to the end. Access to education and the levelling of the playing field in its provision may encourage full involvement in education and accessibility.

According to Mgwanzi (2014), the socio-economic circumstances of students are also linked to increasing enrolments but low throughputs. There is an increase in the number of students enrolling at TVET Colleges, but fewer students complete their studies. As pointed out by student leaders themselves, this funding model, although it encourages the entrance of students, does little by way of student support to ensure success. TVET Colleges need to provide a variety of mechanisms that support students who progress into these institutions and to assist them to adjust to such institutions by identifying potential barriers to success (Mgwanzi, 2014). An argument arises that even though access may be made, but there is no guarantee of good use of the opportunities.

Due to the current economic climate, the number of people engaged in adult education has increased dramatically over the past two years. Recent figures from the Department of Education show an increase of approximately 36,000 learners participating in adult, community and further education initiatives bringing the numbers to more than 130,000 adults (DoE, 2016). Furthermore, education acts as a progression route to higher-level education and one in every five applicants to the CAO in 2010 was a mature student yet participation is still low in comparison to many other OECD countries (AONTAS, 2011). Even though many young people have access to education as compared to the generation before them, they have been unable to access the economy to benefit them. Over 60% of South Africans under the age of 25 are unemployed and many have lost hope in their search for jobs (Mayer *et al.*, 2011).

### **2.7.2 Addressing community needs**

Ba-Phalaborwa Municipality presents a good model of population densification, with 94% of the municipal population staying in or around the Phalaborwa urban complex. The remaining 6% comprises the populations of the Gravelotte and Selwane areas. The 94% lives within 15km from Phalaborwa town. Namakgale and Lulekani, together, account for 49% of the population within the Complex; whereas Phalaborwa town accounts for 20% and the remainder (31%) is made up of rural population (Community Survey, 2016).

According to the community survey (2016), most of the population in Ba-Phalaborwa Municipality are young people, they constitute 63% (94 617). This has a serious implication for the future development of the Municipality. There are emerging issues which include issues of environment, gender and HIV/Aids. The municipality should pay special attention to the needs of the young

people when it develops its plans and future provision of services and allocation of resources and issues of local economic development (IDP, 2017-2018).

The needs of this community can be met through structural educational programmes. The dominant perspective guiding investment in post-school education for meeting community needs is that expanding access to post-school education and implementing reforms which enhance the relevance of post-schooling qualifications for the labour market will promote economic and employment growth. Echoing this perspective, the White Paper for Post School Education and Training states that the main purpose of FET Colleges is “to train young school leavers, providing them with the skills, knowledge and attitudes necessary for employment in the labour market” (DHET, 2013). The community needs are the first issues for which training should be related to. The social needs, economic needs and political needs as provided in pragmatic education theory.

Balwanz (2014) argues that informal learning and informal learning spaces point to new possibilities for post-school education and speak to the potential of re-contextualising the relationship between formal post-school institutions and the community. Also, visits to a local youth development organisation have identified promising examples of positive youth spaces which attract youth with learning opportunities that support human and community development in ways not always evident informal institutions (Balwanz, 2014). One wonders if the Gravelotte community has such centres where creative and formative activities are carried out. In their initial contact with formal post-school institutions, participants acknowledge that the academic and occupational offerings of post-school institutions are decontextualized from the developmental interests and needs of the surrounding community (Balwanz, 2014). There is a sense that these institutions are in, but not of, the community. This is indicative of the isolation that community education can cater for people’s primary needs. Community education should be relevant to the needs of the community.

According to Balwanz (2014), youth are agents, but also need guidance. Like all of us: youth exist in the social space between structure and agency. At present, it seems that post-schooling programmes have had difficulty in upsetting the “qualifications for formal jobs” mindset which blinds youth to alternative understandings of human and community development. Many youths are looking for positive ways to engage in the community, others are beginning to explore ways in which education can improve self-knowledge, expose youth to new ideas and offer alternative ways of conceptualising livelihoods. A re-imagined post-school sector can support these educative

goals (Balwanz, 2014). A well-designed education programme should extend the interests of the community.

Blue lilies Bushes is a semi-rural community in the Cacadu District of the Eastern Cape, and it is the largest of the six district municipalities of the province (IDP, 2012-2017: Cacadu District Municipality, 2012). It is located on the breath-taking Tsitsikama route where economic activity focuses predominantly on timber, hospitality and tourism. According to local educators, there are nine primary schools in the area none of which extend beyond Grade Nine. There are no high schools or Technical and Vocational Education and Training (TVET) colleges in the area. The issue then is that no formal training exists to foster skill development in related economic activities. It may be the role of companies in the area to train their employees with the skills necessary for employment activities. The closest TVET Colleges and high schools would be in Plettenberg Bay or Uitenhage, approximately 40km and 120km away respectively. Blue lilies Bushes is one example of a semi-rural community with limited access to both formal and non-formal forms of post-school education and training (PSET) programmes. Even though there is an economic community programme happening in the area there is no enforcement to its development through formal training in the identified fields in the place (Cacadu District Municipality, 2012).

This situation is like the one of the Gravelotte community in Ba-Phalaborwa municipality which has two primary schools which offer learning activities for grades R-7 and the nearest Secondary schools are over 50km away in Tzaneen and Phalaborwa and both towns have TVET colleges. There are mines within the area under the Stibium Mopani mine practising mining activities in the area. Community involvement in the activities of the mine could be reinforced by providing relevant training to meet the required needs in mining in the area.

### **2.7.3 Upgrading technical knowledge of staff at education centres**

I am of the view that leaders of the pack must be able to increase their pace if the flock is to increase its pace as supported by John Maxwell's lid principle on leadership (Maxwell, 2014). The rhetoric about an ostensible lack of skills causing unemployment is in a global context in which workers in all countries have unprecedented levels of formal knowledge and qualifications (Livingstone & Guile, 2012). According to Lauder and Brown (2009) many so-called 'knowledge workers' operate in a global labour market for work that is high-skilled but low-waged even though much work requires very little skill. Furthermore, credential inflation has many negative consequences as people are obliged to stay in education longer than they want to and often

incurring debt. The people at lower levels are increasingly disaffected from education as class sizes increase as ever-higher levels of education are mystified and the qualifications that people obtain have ever weaker relationships with the actual work they will be doing if they do get jobs; and education institutions are ever-more criticized (Kennedy, 2012). It is as such necessary to acquire a more relevant improvement exercise in ensuring that those entrusted with the delivery of education improve their qualifications.

There are several problems with human capital and productivity perspectives. If jobs are a policy goal, education is not a silver bullet. Supply of side skills development does not in and of itself create jobs (Collins, 2013). Furthermore, he argues that the development of more productive workers may lead to fewer jobs and a hollowing out of the middle class. Hence, he emphasises that the development of workers with advanced knowledge and skills may be a desired goal, but such investment may exacerbate, rather than reduce mass unemployment and economic inequality. According to Balwanz (2014), another critique of human capital and productivity thinking is that a focus on "jobs" and "economic growth" is silent about the complex social and environmental issues faced by South Africa and by other countries globally. A third, but by no means final critique of the dominant perspective is that an "education for employment" lens offers an unnecessarily narrow conceptualisation of the role of education in human development (Balwanz, 2014). The argument is that even though the focus is put on productivity there should still be an emphasis on personal development and social cohesion.

Closer to social work's traditional area of operation in linking human, social and economic development is the development of productive human resources, given that improved human productivity is regarded as a key to economic growth (Van Rooyen, 2005). In a modern economy, knowledge and skills development, attained through social development and education, is pivotal to productivity. Social workers devote a great deal of their time to conveying information and providing social education to community members (Patel, 2005). The staff's desire to gain an increased understanding of the subject matter will increase their efficiency, as the two go hand in hand which is preparation and presentation.

#### **2.7.4 Access to funding and job opportunities**

In the report by Steyn (2014), it was revealed that students expressed their despondency about the post-schooling sector due to a lack of information regarding what is available to them in terms of further education, learning and training. For instance, youth do not have any information about



where to apply, how to apply, what courses are available and how to access financial support. Educators at the local school were equally unfamiliar with education and training opportunities available to their students and the unemployed youth and adults in that community (Steyn, 2014). It becomes a matter of concern as to what the community structures do to address such a lack of information. Community development workers and the ward councillors should make this sort of information available for the community through community forums and political imbizos.

According to Steyn (2014), students in the Eastern Cape expressed their frustrations at the lack of educational institutions and organisations established within their community and explained how the distances between their community and neighbouring communities in which these organisations are established, for instance, are a significant barrier. The closest formal institutions are in George, Uitenhage and Port Elizabeth. Safety concerns and a lack of income further exacerbate their inability to access further education and training. Other community-based forms of education and training for youth are largely non-existent (Steyn, 2014). Even if the community wants to engage in community education activities it is of utmost importance for them to have access to funding and employment opportunities.

According to Steyn (2014) educators, students and community members alike spoke emphatically about the high levels of unemployment in the area. Educators estimate that as much as 90% of the community are recipients of social grants according to statistic, we were unable to verify officially, but one which is not wholly inconceivable when walking through the community as witnessed by the large number of adults who have given up looking for employment (Steyn, 2014). Community members expressed their fears and concerns for the youth of the area who wander the streets with nothing to do and nowhere to go and explain how some youth end up participating in criminal activity as a result (Steyn, 2014).

According to Belanger and Federighi (2002:198), “there is not literacy but rather some literacies”. They further argue that the statement stems from the fact that literacy has traditionally been considered as the ability to read, write and calculate. But “also all the necessary skills and knowledge to improve the conditions of life and work, as well as the situation and the collective needs of the local community” (Belanger & Federighi, 2002:197).

Furthermore, there are different uses of communication, written and oral in different situations, such as linguistic, cultural, geographical etc. that are specific to a particular social environment and determine the nature of social literacies. They also emphasise that pedagogy must be suitable

to local environments, to the policies on educational environments, to the policies of publishing and the policies concerning access to written materials, including newspapers, books, journals, databases, etc. (Belanger & Federighi, 2002).

Community education is often regarded as a vehicle that can address several general and specific issues affecting communities (Baatjes & Baatjes, 2013; Baatjes & Chaka, 2011). Education which speaks to the immediate issues affecting communities such as this would help build and develop self-sustaining communities able to respond to the social issues with which they are faced. More research must be conducted that provides a detailed understanding of the profiles of TVET students and to design appropriate funding mechanisms that meet their needs (Mgwanzu, 2014). The expression that after funding has been accessed students still need to wait before accessing employment opportunities has to be addressed.

### **2.7.5 Empowerment, self-sufficiency, self-reliance and democracy in education**

Skills and technology are integral to the neo-liberal offensive which results in workplace restructuring and ultimately retrenchments. Hlatshwayo (2013) portrays that National Union of Mineworkers of South Africa (NUMSA) has been weak in developing proactive responses to technological changes at the workplace, and that the focus has been more on bargaining and wages rather than comprehensively responding to technological changes. Education focused on empowerment should be encouraged to save jobs.

Borha, Goga, Stanwix (2013) examines the changing nature of occupational labour market trends in South Africa and the resulting impact on wages. Their findings were that the high levels of demand for skilled labour have intensified a trend that was already established before 1994. As a result, the gap between the wages of higher-skilled workers and less-skilled workers has increased especially in jobs that are affected by global competition and technological change.

According to Foley (1999), the most interesting and significant learning occurs informally and incidentally, in people's everyday lives. Furthermore, some of the most powerful learning occurs as people struggle against oppression, as they struggle to make sense of what is happening to them and to work out ways of doing something about it (Foley, 1999). Empowerment is a necessity in dealing with challenges faced in life and the workplace. Education for empowerment responds to the urgency of opposing or handling situations especially when oppression is eminent. It is important to remember that community education is not just about the personal, social and

economic needs of a community, but also about political issues which help develop more critical and active citizens (Steyn, 2014).

The World Bank Education Strategy (2020) conveniently transfers the responsibility for unemployment to individual deficiencies, implying that lack of employment reflects a person's skills level and abilities instead of an intrinsic weakness of the economic structure and how employment is distributed. In this sense, it remains an ideological hoax that ends up blaming the victims (Vally & Spreen, 2012). This statement suggests that self-sufficiency and confidence is necessary for individuals to access employment. The issue of the unemployable masses is brought to the fore.

The Task Team appointed by the Department of Higher Education (DHET) to research Community Education and Training Centres (CETCs) noted in its 2012 report some of South Africa's achievements in the field of adult and community education since 1994 is:

“the rapid integration of the racially segregated education and training institutions, ensuring near-universal access to primary, and increasingly, secondary education, the introduction and expansion of early childhood development, expanding access to higher and further education and putting in place a skills regime that seeks to provide access to ongoing training to those in the workforce”(DHET, 2012:15).

According to Baatjes and Chaka (2011); Baatjes and Baatjes (2013), it has become strikingly clear what the value of community education in Blue Lilies Bushes and communities such as those studied could be, as community education is often regarded as a vehicle that can address several of general and specific issues affecting communities. Education which speaks to the immediate issues affecting communities such as this would help build and develop self-sustaining communities able to respond to the social issues with which they face.

According to Centre for Integrated Post-School Education and Training (CIPSET) Collective (2014:104) the strategic purpose of the community education programme is:

- To establish a model for a progressive community education college.
- To develop educational programmes which play a role in youth and adults organising themselves to work and learn collectively.
- To provide mutual support and build unity.

- To claim their rights, and to develop their community and transform society.

Furthermore, CIPSET Collective (2014) suggests that it must offer non-formal and formal community education as a progressive alternative to education informed by the needs of the labour market; develop a theory and practice of education that is participatory and humanising; work in a way that is flexible and tolerant of a different view; but at the same time is open and clear about our own beliefs about the relationship between education, society and work and develop; and support new and existing forms of community organisation that bring hope. The objectives of the community education programme should be to mobilise adult educators, learners and community members to advocate for progressive adult and community education and alternative livelihoods; to offer non-formal community education programmes; to develop infrastructure and an administrative and governance system that supports learning; to develop progressive adult and community educators; to develop participatory curricula and educational materials; to establish progressive community projects and co-operatives; to develop mutually supportive relationships around shared objectives with community organisations; and social movements and to conduct research (CIPSET Collective, 2014: 29).

To achieve all the above-mentioned objectives there is a need for cooperative interaction amongst all community stakeholders. Community involvement is required to see the above-mentioned aspirations fulfilled. It was argued by Mgwanzzi (2014) that social change must be encouraged through new forms of curricula that will help students and young people to develop a deeper understanding of the world they live in. Education should not focus on producing workers only, but should also relate to democratic and participatory citizenship. Youth and students need to play an active role in giving shape, form and content to curricula that encourages 'reading the world' (Mgwanzzi, 2014).

Connolly emphasises the fact that a person-centred approach is vital especially when it enables participants to create their knowledge and value systems (Connolly, 2003). Self-actualisation, which is central to person-centred education, emanating from Maslow's (1999) hierarchy of needs, is not just about reaching one's potential at the expense of others in the learning group but requires dialogue and interaction within the group. August (2009), argues that apartheid was designed to systematically impoverish the indigenous people and keep the masses in a state of dependency, whilst the European's baasskap (racial and economic supremacy) was entrenched. There can be no doubt, Terreblanche (2005) also argues, that the apartheid system was deliberately constructed and maintained on behalf of white business and through close and

continuous collaboration between almost all white corporations and business organisations on the one hand and the white political bureaucratic establishments on the other (Terreblance, 2005; Solomons, 2012).

I am of the view that systematic segregation and objective pursuit of retention of the status quo happened at the expense of the indigenous masses. There has been a continued subjection of the local communities to harsh living conditions whilst their counterparts continue to live in luxury. Community education should be able to bring this much-needed intervention. The anger with which communities react to the government for service delivery, as we see with continued protests should rather be a pursuit for a reversal of the imbalances than a continued destruction of the little that already exists.

## **2.8 THE STATE OF COMMUNITY EDUCATION AND ITS PROVISION**

Community education is a very important element in combating poverty, empowering women, promoting human rights and democracy, protecting the environment and controlling population growth (Hall & Midgley, 2004). It is a necessity that must be provided as a human right. According to (Baatjes & Baatjes, 2008) there are rights adapted from A Bill of Rights for the Adult Learner from coalition of Adult Education Organisations, which entails that every person should have the right to learn irrespective of age, sex, race and financial circumstances. Emphasis is further placed on access to relevant learning opportunities throughout life and the right to financial aid and if needed, the right to a learning environment suitable for adults 'which includes appropriate instructional materials, media and facilities, the right to have relevant prior learning evaluated and, when appropriate, recognised for academic credit.

The Education 2030 Framework for Action signed by the Member States and other education stakeholders in Incheon in May 2015 committed to "promoting quality lifelong learning opportunities for all, in all settings and at all levels of education" (UNESCO, 2016). It also recognises that "the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important." South Africa is a member state in this agreement.

Ba-Phalaborwa municipality has been divided into two (2) educational circuits, namely: Lulekani with twenty-three Primary Schools, ten High schools and one Special School, and Namakgale circuit with eighteen Primary Schools, seven High Schools and one Special School. The two

circuits are managed by Circuit Managers, with full staff support component. Namakgale circuit offices are in Namakgale next to Namakgale Police Station and Lulekani circuit offices are in Phalaborwa town at the Old Mutual Building.

Ba-Phalaborwa Municipality has one institution for further education, that is, Mopani South East TVET College. The college comprises of two campuses and a hotel school. The Sir Val Duncan campus is in Namakgale and the Phalaborwa campus in Phalaborwa and the Mosate Hotel School are in Phalaborwa. The college offers a variety of skills and learnership programmes in partnership with the Sector Education Training Authority (SETA). In this way, the college aims to fill the economic demands of the community of Ba-Phalaborwa. Mopani South East offers critical skills in engineering programmes that supply the mining and construction sectors, tourism – which include cookery and hospitality sectors – financial training that supplies banks, and business studies. According to the Public Adult Learning Centres (PALC's) (2016) report community education seeks to facilitate a cycle of lifelong learning in communities and offers routes to enable the development of skills which include, literacy, numeracy and vocational to enhance personal, social, family and employment opportunities. It further seeks to assist community organisations and institutions, local government, individuals and local business to work together to develop and enhance their communities, by building on existing knowledge and skills (South African Government Gazette,36344: 4 April 2013).

The 2014 Aichi-Nagoya Declaration on Education for Sustainable Development (ESD) reinforced, before Incheon, the intersection of lifelong learning and sustainable development by “the integration of ESD into education, training and sustainable development policies”(ESD, 2014). It states that “education, including formal education, public awareness and training, should be recognised as a process by which human beings and societies can reach the fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues” (UNESCO, 2016). Generally, learning is classified into three types: formal, non-formal learning and informal. The notions of formal, non-formal and informal learning not only demonstrate the vertical dimension of learning (learning throughout life) but also its horizontal dimension (life-wide learning). Life-wide learning helps to facilitate learners to acquire and integrate various sets of knowledge and skills to apprehend, advance or even invent new knowledge and skills (Quane, 2009).

The United Nations, Coalition of Adult Education Organisations, *Adult Learning*, 3(4) 1991:106 outlines that a democratic nation is made possible through the efforts of a knowledgeable

populace actively committed to the general welfare and alert to the opportunities for personal growth and development (AONTAS, 1991). Essential for realising this commitment is the availability of a wide variety of adult and continuing education opportunities. The institutions and agencies of a democratic society will strive to assure that the following rights are possible by all who have adult responsibilities and who seek to learn in any setting. The right to learn regardless of age, gender, colour, ethnic or linguistic background, marital status the presence of dependants, disability or financial circumstances should be protected. Furthermore, the other rights refer to the right of equal opportunity for access to relevant learning opportunities throughout life, the right to encouragement and support in learning subject matter that the learner believes will lead to growth and self-actualisation and the right to dependent care and related structures of social support (AONTAS, 1991).

The Hamburg Declaration on Adult Learning (Germany, 1997: 142) outlines that:

“community education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities”.

The Report of the Ministerial Committee on community education (DOE, 2008) noted that very little has been written about the possible identities of South Africa's adult learners. Lieb (2005) in his study of what motivate adult learner identified among other things social relationship, external expectations and social welfare. He went further to report that barriers to motivation include lack of time, money, confidence or interest, information about opportunities to learn, scheduling problems and problems with childcare and transportation. However, there is an indication that such concerns remain unattended.

Lynch and Baker's (2005) work provides a convincing case for a more holistic education system that is not just about enabling greater access and participation to an unequal education system but

is about restructuring the system, so that it becomes more inclusive for all groups. Reay (2012), within the United Kingdom context, refers to this as creating a 'socially just education system. She stresses that tinkering with an unjust educational system is not going to transform it into a just system. What we need are different ways of envisioning education, ones that enable a move beyond narrow secular self-interests and economic ends (Reay, 2012)

## **2.9 THE RELEVANCE OF COMMUNITY EDUCATION TO SOCIAL NEEDS**

Building on the convictions of Freire the Brazilian educator on his philosophy that education should address needs in the society. Tett (2010) concurs that the primary purpose of community education is education within and for communities. Community education should therefore encourage and engage people based on community interests, issues and problems. Education is developed as a tool to address the inadequacies within a community.

So, if community learning and development is truly concerned with education for empowerment, participation, inclusion and equality, self-determination, and partnership (Scottish Executive, 2004), then in the future it must reach beyond the narrow and limiting agenda. Learning set in current practices must engage with community educators identify with power inequalities which are concretely embedded in class, ability, race and gendered social worlds. One would argue that the community learning and development paradigm that truly promotes these priorities must be explicitly connected therefore to a social purpose.

The National Education Policy Investigation (DOE, 2008) during the early 1990s identified several goals with regards to adult educational needs. The goals were that there should be a provision of high-quality education, which would enable adults to obtain a broad general education and provide vocational training of high quality. Furthermore, the education should address the needs of industry, as well as other sectors of the economy and support non-governmental organisations such as community-based organisations that offer flexible needs-based programmes as well as skills programmes. The goal was to create a supportive environment for recognising other forms of learning including short skills courses, which serve a variety of learner needs in their immediate environment (DOE, 2008).

Community education should, therefore, be of competitive level and able to bring the much-desired intervention in the improvement and development of society, the academic disciplines appear to be less significant than the immediacy and relevance of problems and experiences,



although there is a need for considerably more research into effective adult learning of academic disciplines, which occur as adults are gaining more opportunities to study for academic and professional qualifications on a part-time basis (Kgobe, Baatjes & Sotuku, 2012). Furthermore, they argue that communities are not homogeneous, but rather heterogeneous and multifaceted and do not easily fit the pre-determined descriptions or the values and other spiritual, territorial, economic or 'national' attributes by which communities might be defined.

It recognises that education is about more than the acquisition of knowledge and is also about growing confidence, sharing experiences, generating ideas and challenging systems (O'Reilly, 2008). Its flexibility means the sector can cater for learners at more advanced stages of education, and partnerships between third-level colleges and community groups have developed as higher-level courses increase in popularity (CSO, 2006b; CSO, 2009a; Skilbeck & Connell, 2000; Skilbeck, 2001). Increasing the numbers progressing to third level enhances the diversity of the student body making it more reflective of the widening demographic of Irish society (CSO, 2006b; CSO, 2009a; Skilbeck & Connell, 2000; Skilbeck, 2001). Finger and Asún (2001:34) differentiates among three different perspectives of education.

### **2.9.1 Pragmatism**

It is based on Dewey and Lindeman's works, and the more recent developments by Mezirow and Jarvis. The most interesting matters here are the right to education for all and the importance of experience. Accordingly, for Dewey, education must guarantee that all members of the community can have experiences, give meaning to their experiences, and ultimately learn from them (Finger & Asún, 2001).

### **2.9.2 Humanism**

It is represented by authors such as Rogers, Knowles or Brookfield. The most important thing here is how people are growing in a certain environment, but this blossoming is, in a certain way, independent of that environment. According to Finger and Asún (2001:73), "it is above all a therapeutic and individualistic approach to personal development, with a risk for adult education of further promoting individualism".

### 2.9.3 Marxist adult education

In talking about Marxist adult education Finger and Asun (2001), included the critical theory, Participatory Action Research and Paulo Freire. The most important things here are the collective approach to learning, the goal for transforming the surrounding reality and the edifying of knowledge. In fact, according to Finger and Asun (2001), learning also appears to strengthen people's support networks. Furthermore, a survey of over 600 literacy and numeracy learners in Scotland over time showed significant increases among females and older people in the proportion going out regularly; greater clarity about future intentions on community involvement; and a rise in the number who could identify someone they could turn to for help. The learners were particularly likely to have extended their 'bridging' networks, through contacts with tutors, other staff and fellow students (Tett & Maclachlan, 2007). This is consistent with the AONTAS study, where one very clear finding was a self-reported tendency among learners to be willing to talk to new people (Bailey, Breen & Ward, 2010).

The study of people nominated for Adult Learners' Awards a sample that is likely to be biased towards comparatively successful learners found that, while there were many benefits, most of their participants also experienced 'disbenefits' such as stress, broken relationships and a new dissatisfaction with one's present way of life (Aldridge & Lavender, 2000). When education was supposed to provide strength to deal with stress it further increased stress levels even ruining relationships. A study of adult basic education participants established that anxieties were particularly acute if elements of the learning environment recalled people's previous negative experiences of education or authority, or other traumatic or painful events from their histories" (Barton *et al.*, 2007). Furthermore, although learning can help extend some social networks, it can also disrupt existing ones. This is inseparable from the processes of social mobility and change that learning produces. While it tends to extend those wider and more heterogeneous networks that some social capital analysts call 'bridging ties', it can also disrupt 'bonding ties', such as close kinship and neighbourhood connections. And while bonding ties can often form a barrier to social and geographical mobility, they can also provide access to types of social support that can be extremely important in times of trouble (Field, 2008). This can, in turn, increase vulnerability to ill-health, including poor mental health, and undermine resilience.

## 2.9 PARTICIPATION IN COMMUNITY EDUCATION

According to Tett (2010), the primary purpose of community education is education within and for communities. He further argues that community education is a response to people's concerns which works to create a shared, active and political space where wider solidarities that encompass a multiplicity of perspectives can be developed. Nwizu (2001) established that some of the major factors that motivate men and women to participate in non-formal programmes include, certification, effective communication, societal recognition, getting a better job, income generation and the performance of developmental task. The emphasis in community education is on facilitative processes in the learning setting where participants are empowered to influence the type of learning that takes place (Kavanagh, 2007). Applying Einstein's idea of participation to community education and development activities is outlined by the Community Workers Co-operatives documents (Purcell, 2005). They outline what participation is and is not basing the argument on success stories in a comparative manner. In the table below comparison of what participation ought to be and what it ought not to be according to Purcell (2005) is shown:

**Table 2.2 Comparison of views on participation**

Participation is	Participation is not
A process which empowers people Active involvement of people Process which enables people to develop skills, confidence and knowledge Process which is deliberately chosen and resourced Process which requires effort and time Process which targets those who are marginalized and excluded Promotes active involvement of end beneficiaries and users Power-sharing and negotiation between stakeholders	Giving information and assuming it is enough Asking people what they think and then disregarding it Deciding what is good for people A cheaper and quicker alternative to centralized planning Involving people in planning but excluding them from implementation and monitoring Involving people in activities without prior involvement in planning Just contact the visible mainstream groups without targeting the marginalised and excluded

(Purcell, 2005:194)

According to Akinola, Sarumi and Majoyinola (2001), low motivation hinders adult learners and it is a major cause of non-participation and high drop-out in community education programmes. Furthermore, they defined motivation as any condition, which initiates, guide and maintains a response. It remains to be empirically proven through this study if the local community lacks

motivation and how that can be resolved. Where motivation is lacking there is fewer achievements which may be made. Community education is about encouraging and engaging people throughout life into learning that is based on what they are interested in, and that emerges concerning problems and issues experienced daily. The motivation or generative themes and purpose for learning by the participants will change over time, but if education is rooted in communities it allows genuinely alternative and democratic agendas to emerge at the local level (Tett, 2010).

Eversole's (2015) articulation of knowledge partnering as an approach to community development is exactly simple. The text opens with notions of "poverty and disadvantage," making the key purpose of development clear (Eversole, 2015). She positions her discussion within development policy and differentiates between economic, social and integrated development policy to argue new approaches and methods for doing development that integrate knowledge about local context. Furthermore, Eversole states that focus is on articulating and justifying such an approach in its simplest form. She also articulates that the approach is argued through reference to the anthropology and sociology of development.

The increase in unemployment amongst graduates both TVET and University in South Africa is disturbing, including the introduction of a one-year community service (Mgwanzu, 2014). The constant call by employers for more skills improvement coupled with years of experience is a barrier to employment for many. Furthermore, he states that unemployment, and youth unemployment specifically, is a significant challenge faced by young people. Hence most students are losing hope in securing employment even before they complete their studies. Moreover, many students now refer to being 'warehoused' at TVET colleges, through internships or the Extended Public Works Programmes (EPWP). Many of these programmes have become a mechanism "just to keep us from roaming the streets or causing problems" (Mgwanzu, 2014). The graduates see very little value in their achievements due to lack of fulfilling social standings which could provide them with a more meaningful participation in society.

Participation or self-help spirit is inspired by awareness among individuals and the communities they belong to and the recognition that individuals become who they are as agents of change through relationship with others (Nyamnjoh, 2002). In Ghana, the government and non-governmental organisations have always facilitated communities to participate in local governance, natural resources management and other social project management either through the community representatives or the entire community members (Kendie & Guri, 2006).

It has been observed in previous researches that there are substantial numbers of people who despite the availability of ABET centres remain outside the world of ABET. For Asmal (2000: 4), it is worrying that the ABET system only caters for six per cent of those who most need it: "...only 387 000 people were enrolled for adult basic education and training (ABET) in South Africa while six million people older than 16 years had never attended school and could not read and write". Pandor (2004), stated that the retention rates of ABET learners in the education sector is notoriously problematic and a social mobilisation campaign will be implemented to encourage participation and completion of ABET programmes. The conditions in which the programmes are given could as well affect the attraction of participants to the programme.

Survey data demonstrate a close association between participation in adult learning and engagement in a variety of social and civic activities (Field, 2005). Participation in learning tends to enhance social capital, by helping develop social competences, extending social networks, and promoting shared norms and tolerance of others (Schuller *et al.*, 2004). The AONTAS survey showed similar trends among community education participants in Ireland, though with stronger effects for community engagement and relatively weak effects for participation in the formal political process (Bailey, Breen & Ward, 2010). This pattern might have been expected, given the local and non-formal character of much community-based learning.

Feinstein and Hammond (2004), argue that while there is a definite point of difference between accredited and non-accredited learners, with the former group referring to up-skilling and job attainment and the latter concentrating more on looking for new classes to replace those that were due to end (to 'keep busy'), both groups of learners were united in their aspiration to continue their education and the process of self-improvement. In this respect, community-based education has enhanced the human capital of the participants. This supports Narushima's (2008) research which found that attending lifelong learning classes for the elderly allowed them to continue pursuing various educational interests. As a result, participating in community education can help promote lifelong learning (Feinstein & Hammond, 2004).

Participating in community education is thus, directly and indirectly, fostering a desire for social change, which has culminated in political action by some adult learners. Such engagement, in the broader context of civil society, is critical. Harvey (2014) contends that 'voluntary and community organisations are known to contribute knowledge, expertise, ground-truth and a long-term perspective to the policy-making process.

## 2.11 LITERACY AND ECONOMY

According to Galadima (2012), economic activities in certain communities are pluralistic and require a certain level of knowledge and skill development for success. Such economic activities in a community involve many diverse skilled jobs for deriving wealth for living by individuals (Galadima, 2012). Some of these are in the form of business interest, that is, movement of goods and services from one community to another, which involves mobility of people from one community to another for exchange of goods and services to sustain life. The local Stibium mine requires tender processes to be followed, if any member should participate in their supply chain which requires a certain level of understanding.

In my view, the lack of proper skills in communication and completion of proper tender documents would alienate the people who should be benefitting and isolate them through lack of knowledge. Some decisions and communication require a certain level of education to make economic transactions. An educated individual is expected to exhibit the thinking habit, acceptable attitude, developed initiative, management skills towards decision-making in economic and political matters affecting his community and beyond (Oreh, 2001). The value attached to education is perhaps the realisation of what goes with an educated person in terms of employability, income level, wealth accumulation, social mobility and modernity (Kamando, 2007). Economic development initiatives in communities are often led by outside organisations and/or professionals with few, if any, long-term connections to the communities they are trying to assist (Schutz & Sandy, 2011). In my view, such initiatives bring to a community a means to economic benefit, whilst the biggest chunk of the investment goes to the initiators and not the benefactors.

Simply put, top-down and external expert-led development has proven unsuccessful in many contexts (Beck & Purcell, 2010). The locals should be the drivers of the economic emancipation. It is therefore important to emphasise economic education alongside the projects of learning. Ife and Fiske (2006), in arguing for the connection between community development and human rights, identify the bottom and the top as sources of knowledge. The bottom refers to the community level sometimes identified as the "grassroots" (Ife & Fiske, 2006), the "micro-level" (Turner, 2009) or the everyday. The top, in contrast, refers to the "macro-level" (Turner, 2009), not simply the leadership within a community but institutions and structures of society. Kenny (2011) argues the bottom-up approach has emerged to emphasise empowerment for people through decision-making and action on issues that affect their lives

Beck and Purcell (2010) in their research with youth and community workers point out the need for awareness amongst outsiders who impose their cultural values into the community's work with and assume that it is inevitable. If this is done without careful reflection or criticism it may well lead to the unwitting imposition of one's culture over another, which will disempower the very people whom the actions intended to empower. The economic emancipation of the community in Gravelotte is significant if sustainable development is to be realised. The local people should be in the forefront of economic activities and investment opportunities, and should be given to them to sustain the community and build a solidified structure. A community is built around shared values and interests.

In the knowledge economy, there can be no doubt that for the individual, continuing to learn, whether by formal or non-formal means, is the key to gaining employment and income stability (Maclean & Wilson, 2009). Furthermore, they state that the longer one has engaged in formal education and training as reflected in one's skills and qualifications, the higher one's income and the more likely one is to be employed. Hence it turns out the main reason that well educated and trained individuals earn higher incomes is that they have higher knowledge and skill levels, that is, higher qualifications are simply a proxy for more skills.

Looking at the microeconomic level, Green and Riddell (2003) established that literacy and schooling each influence individuals' earnings. Literacy affects the economic status of individuals. A well-structured intervention strategy meant to address the needs of local communities can be a suitable vehicle in resolving these matters. The local youth and adults participating in well-structured economic educational programmes could assist in shaping the future of the community by fostering a spirit of independence.

Local economic development in Ba-Phalaborwa Municipality has been founded on and guided by the principles and objectives of the National Spatial Development Perspective (NSDP), The National Development Plan (Vision 2030), the Limpopo Employment and Growth Development Plan (LEGDP), the District Local Economic Development (LED) Strategy, and recommendations of the District Growth and Development Summit (Ba-Phalaborwa IDP, 2017-2018). For economic development to be coordinated, it is suggested that development be primarily focused on areas of high population concentration. The table below indicates population concentration points or growth points as identified in the Limpopo Province Spatial Rationale (2002):

**Table 2.3 Population Concentration**

<b>Location</b>	<b>Classification of growth point</b>
Phalaborwa	Provincial growth point
Namakgale	District growth point
Gravelotte	District growth point
Lulekani Selwane	Municipal growth point

**Source :** ( Ba-Phalaborwa IDP, 2017)

As described in the Ba-Phalaborwa IDP (2017-2018), a growth point is a high population concentration point and an economic hub in the area. The implication to the municipality is that infrastructure in the growth points be strengthened to support economic development. Ba-Phalaborwa Municipality contributes about 45% to the GDP of the Mopani District as compared to Tzaneen with 20.3%, Maruleng 6.7%, Letaba 8.9% and Giyani 16.7%.

Economic literacy is thus a multi-dimensional concept that overlaps with various other concepts, such as consumer literacy and financial literacy, and as a category is related to the broader concept of 'money knowledge' (Piprek, Dlamini & Coetzee, 2004). Furthermore, they argue that the essence of economic literacy is being informed and educated in economic decision making, in issues such as budgeting and understanding basic economic terms and concepts, such as profit, loss, interest, capital growth, scarcity, the interaction of supply and demand and so on. For many people in South Africa, financial literacy and, by implication, economic literacy could be a means of escape from poverty (Piprek *et al.*, 2004), and frontline social workers in community-based organisations offering generalist social work services are ideally placed to facilitate this type of education in a concrete and practical manner. Knowledge of money and the value of investments should be fostered for communities to escape the poverty trap.

According to Wilkinson and Pickett (2009), improvements in one's economic prospects have a wider impact on one's life course. There is a relationship between well-being and prosperity, though the relationship becomes much weaker among high earners. And high incomes are also generally associated with good health, for some obvious reasons. They further argue about the debate in Britain recently over a recent study that presented a wide range of evidence, from several different studies, which were said to suggest that life chances were affected as much by relative levels of material equality as by absolute levels of wealth. However, health and well-being do not depend only on economic circumstances; they also depend on socio-cultural and individual factors.



Badat (2009) argues that it is not disputed that education must cultivate the knowledge, competencies and skills that enable graduates to contribute to economic growth, since such growth can facilitate initiatives geared towards greater social equality and social development. However, an instrumental approach to education which reduces its value to its efficacy for economic growth is to denude education of its considerably wider social value and functions (Badat, 2009).

Others, like Martha and Nussbaum (2006), argue that education is intimately connected to the idea of democratic citizenship, and the cultivation of humanity. They state that 'three capacities, above all, are essential to the cultivation of humanity' (Martha & Nussbaum, 2006). 'First is the capacity for critical examination of oneself and one's traditions'...Training this capacity requires developing the capacity to reason logically, to test what one reads or says for consistency of reasoning, correctness of fact, and accuracy of judgment' (Martha & Nussbaum, 2006:5). Then the 'cultivation of humanity' also requires students to see themselves 'as human beings bound to all other human beings by ties of recognition and concern' – which necessitates knowledge and understanding of different cultures and 'of differences of gender, race, and sexuality' (Martha & Nussbaum, 2006). Thirdly, it is, however, more than 'factual knowledge' that is required. Also necessary is 'the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions and wishes and desires that someone so placed might have' (Martha & Nussbaum (2006). It brings a totality of development starting from individual activities.

According to Welton (2006), the critical inquiry exposed that the gap between the inspiring rhetoric of the learning society and the grim realities of wasted human potential littering the global landscape does exist. The tour through the contemporary intellectual world reveals the impossibility of thinking about a just learning society apart from the power, greed, and privilege of those who hoard the goods and skew the learning processes in the service of the money-code (Welton, 2006). The indication created is that of money used in the process to educate when no real education happens.

The South African development plan envisages that economic transformation is about broadening opportunities for all South Africans, but particularly for the historically disadvantaged. It is about raising employment, reducing poverty and inequality, and raising standards of living and education (NDP, 2030). It includes broadening ownership and control of capital accumulation. Likewise, it is about broadening access to services such as banking services, mortgage loans, telecoms and

broadband services, and reasonably priced retail services (NDP, 2030). It is also about equity in life chances and encompasses an ethos of inclusiveness that is presently missing. This includes equity in ownership of assets, income distribution and access to management, professions and skilled jobs (NDP, 2030).

## **2.12 POVERTY AND COMMUNITY EDUCATION**

According to Cals (2009), lack of access to decent basic education can be an indicator of poverty. Furthermore, Cals argues that wealth, too, has been defined in several ways: good access to social support networks, access to sustainable food sources, and so on may be viewed as forms of wealth even in the context of low household income. Furthermore, the adult education system should deliver appropriate skills needed in the labour market (Leibbrandt *et al.*, 2010). Without these measures, in place, women will continue to be marginalised, unemployed and live in poverty. The South African National Youth Policy 2009-2014 confirmed this and made a very critical observation about the socio-economic circumstances of unemployed women.

The level of affordability in rural households tends to affect learner performance. Before school, students from lower socio-economic families tend to have fewer literacy opportunities compared to their peers. Such differences may include having fewer books in the home (Evans, 2004) and attending lower quality preschools, if indeed students have these opportunities at all (McCoach, O'Connell, Reis & Levitt, 2006). It has been mentioned that socioeconomic status has been identified as a unique positive contributor to academic achievement (Raudenbush, 2004).

In December 1995, the United Nations General Assembly declared the period 1997-2006 the first United Nations Decade for the Eradication of Poverty (UNESCO, 2003). An estimated 767 million people lived below the extreme poverty line in 2013, down from 1.7 billion people in 1999 (UN, 2017). This represents a reduction in the global rate of extreme poverty from 28 per cent in 1999 to 11 per cent in 2013 (UN, 2017). There is a cycle of poverty by which the children of poor parents are destined to remain poor and marginalised in the future unless specific programmes aimed at changing the situation are implemented (O'Toole, 2000). The racial disparities in the probability of household poverty are stark with 52% of black people being considered poor, compared to 17% of coloureds and rates of less than 5% among Indians and whites. While making up 78% of the population, Africans constitute 95% of the poor (Woolard, 2002).

The National Action Plan against Poverty and Social Exclusion (2003-2005) was directed at promoting social inclusion, including educational disadvantage. It acknowledged educational disadvantage as something multi-dimensional in nature requiring a more integrated and holistic approach (MacVeigh, 2006). There is limited scope for certain areas of society to improve their economic circumstances. Even with the growth in the economy and the increased employment of social professionals, inequality has remained a central feature of Irish society in the early twenty-first century (Kirby, 2002). The effects of disadvantage become apparent by the time children start school. Once students begin school, differences between students from divergent economic backgrounds may be as much related to poor quality academic experiences and interactions as to home characteristics (Aikens & Barbarin, 2008).

There are good reasons for considering well-being to be among the most important outcomes of adult learning. Research into well-being has burgeoned in recent years, and there is no reason to suppose that its relevance is less at a time of hardship and recession. Well-being can be defined as 'a dynamic state that refers to individuals' ability to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community' (Beddington *et al.*, 2008).

In 2006, 31% of black children between the ages of ten and twelve lived in a household with neither parent present, 41% of black children lived with a single parent and only 28% lived with both parents present (General Household Survey, 2006). However, 80% of white children and 89% of Indian children between ten and twelve lived with both parents, present research has shown that this aspect of family background has a significant effect on educational outcomes. For example, Anderson (2000) finds that family structure strongly affects the current enrolment status of students, their highest grade completed as well as the number of years delayed in school if still enrolled.

Several studies have analysed poverty levels and they suggest that South Africa has the highest poverty relative to their counterparts in developing countries which resembles that of a low-income country (Borha *et al.*, 2011; Budlender *et al.*, 2015; Altman, 2006). For example, Borha *et al.*, (2011) showed evidence that in 2010, nearly half of South African households (47.3 per cent) and more than one-third (37.9 per cent) lived below the upper (R577) and lower (R416) poverty lines respectively. Moreover, there are great disparities in poverty levels across racial groups, with a vast majority of Africans living below the poverty line, followed by Coloureds (Borha *et al.*, 2011).

There can be no doubt that a significant proportion of people living in the country are struggling to meet their basic survival needs.

## **2.13 COMMUNITY EDUCATION CONCEPT**

Hereunder is a discussion of community education as a concept. The understanding of the concept of community education varies from its application in society and how it is viewed internationally within the spheres of implementation.

### **2.13.1 Community education**

The notion of community is articulated very simply: “people sharing common ties of residence, identity and/or interests” (Eversole, 2015). Community Education emerges out of people’s experiences and social interests generated within communities. Community Education enables democratic agendas to emerge at local levels to challenge and eradicate oppression linked to exploitation, marginalisation, cultural dominance, powerlessness and violence. Community education exists neither to help people enter the workplace, nor to place profit as the main objective. Instead, it focuses on education that benefits the whole of society, bringing about social transformation.

As part of understanding ‘Community education’, we need to look at the meaning of ‘community’. Often most people use the term ‘community’ to mean one thing, but the community is many things. Tett (2010:11) divided the meaning of community into three main areas which are place or locality, interest and function. According to Tett (2010), locality refers to a social group of any size whose members live in a specific locality, such as a neighbourhood or village, and this geographical space is what they share. Furthermore, here people are linked together by factors such as religious belief, sexual orientation or ethnic origin, such as being a member of the Hindu, gay or Chinese communities. Moreover, the groups have the same profession, such as teachers, or the same role, such as community representatives, or common interests, such as soccer through engaging in actions together, they acquire a common sense of identity.

Community education’s primary purpose is education within and for communities. It emphasises education that grows out of people’s experiences and the social interests that are generated within communities (Tett, 2010). He further states that it has a different focus from mainstream education both in its curriculum and in its methods. Community education is about encouraging and

engaging people throughout life into learning that is based on what they are interested in. Furthermore, education is developed that is relevant to the participating learners and is responsive to community priorities identified with people rather than for them. The motivation and purpose for learning by the participants will change over time, but if education is rooted in communities it will allow genuinely alternative and democratic agendas to emerge at the local level (Tett, 2010). One of the functions of Community education is to break the cycle of poverty and give students a second chance. Participation on community course enables people to emerge with more than new personal skills and knowledge (AONTAS, 2011). They can also emerge with a strong capacity for social action, a sense of collective empowerment and an ability to tackle issues of social justice (AONTAS, 2011). Community education is not simply a series of teaching techniques, nor is it dependant on location, and it is not just about subject matter. It endeavours to enable participants to emerge with more than new personal skills and knowledge (AONTAS, 2004). Furthermore, they argue in AONTAS that they should also emerge with a strong capacity for social action, a sense of collective empowerment and an ability to tackle issues of social justice.

The Green Paper (1998) and The White Paper (2000) on adult education considered community education in ideological terms: as a process of communal education towards empowerment, both at an individual and a collective level (DES, 2000). This description best adheres to the principles of community education because of the social inclusion agenda of community groups and their anti-poverty or community development focus. The White Paper on Adult Education (DES, 2000) emphasises that one of the key characteristics of community education is its rootedness in the community not just in terms of physical location, but also in that the people have lived and worked there for many years, they have a deep knowledge and respect for its values, culture and circumstances, and an understanding of community needs and capacity. According to AONTAS (2000), community education is rooted in a process of empowerment, social justice, change, challenge, respect and collective consciousness. It is within the community and of the community, reflecting the developing needs of individuals and their locale. It builds the capacity of local communities to engage in developing responses to educational and structural disadvantage, and to take part in decision-making and policy formation within the community. It is distinct from general adult education provision, due both to its ethos and to the methodologies it employs (AONTAS, 2000).

### 2.13.2 The transformative nature of community education

According to Taylor (2008), there is an instinctive drive among all humans to make meaning of their daily lives. Because there are no enduring truths, and change is continuous and inevitable, we cannot always be assured of what we know or believe. It, therefore, becomes imperative in adulthood that a more critical worldview be developed to seek ways to better understand our world. This involves learning how to negotiate and act upon our purposes, values, feelings and meanings rather than those we have uncritically assimilated from others (Mezirow *et al.*, 2000).

Janik (2005) argues that the nature and design of a transforming society is mostly motivated by the need for proper alignment versus cultural preservation. He further suggests that there are about four transformative minds which are neurobiological, cultural-spiritual, race-centric and planetary. The neurobiological transformative is “brain-based” theory which was discovered by clinicians using medical imaging techniques to study brain functions of patients who were recovering from psychological trauma (Janik, 2005). Several researchers determined that a neurobiological transformation is seen as invoking the parasympathetic branch of the autonomic nervous system and the hypothalamic-pituitary pitocin secreting endocrine system to alter learning during periods of search and discovery (Janik, 2007).

Furthermore, a neurobiological approach suggests that transformative learning features several things which are: that it requires discomfort before discovery, it is rooted in students ‘experiences, needs, and interests, it is strengthened by emotive, sensory, and kinaesthetic’ experiences, it appreciates differences in learning between males and females and it demands that educators acquire an understanding of a unique discourse and knowledge base of neurobiological systems (Janik, 2007). A cultural-spiritual view of transformative learning (Brooks, 2000; Tisdell, 2003) is concerned with the “connections between individuals and social structures and notions of intersecting positional ties (Tisdell, 2005). This perspective focuses on how learners construct knowledge as part of the transformative learning experience.

The goal of education is to foster a narrative transformation engaging storytelling on a personal and social level through group inquiry. Cross-cultural relationships are also encouraged, along with developing spiritual awareness. The teacher’s role is that of a collaborator with a relational emphasis on group inquiry and narrative reasoning, which assist the learner in sharing stories of experience and revising new stories in the process. A cultural-spiritual view of transformative

learning appreciates a culturally relevant and spiritually grounded approach to transformative pedagogy (Tisdell, 2005).

A race-centric view of transformative learning puts people of African descent, most often black women, at the centre, where they are the subjects of the transformative experience. However, not only women were racially discriminated during the apartheid era in South Africa (Taylor, 2008). A non-Eurocentric orientation of transformative learning by Williams (2003) suggests that early stages of theoretical development where race is the predominant unit analysis with an emphasis on the social-political dimensions of learning should be considered. Like Freire's emancipator perspective, the vocabulary associated with transformative learning is often not used.

South Africa's income levels and wealth distribution are still racially defined as indicated in the Theil index. The Theil index, which 'is another measure of inequality', has risen from 0.880 in 1994 to 1.030 in 2006, and 'while inequality between races has declined' (from 0.532 in 1994 to 0.416 in 2006), it has increased within 'race' (from 0.348 in 1994 to 0.613 in 2006) (Presidency, 2007:22). The percentage of income of the poorest 20% of our society has fallen since 1994 from 2.0% to 1.7%; conversely, the percentage of income of the richest 20% of our society has risen since 1994 from 72.0% to 72.5%. At the same time, the per capita income of the richest 20% has risen much faster than that of the poorest 20% (Presidency, 2007:21). 43% of our fellow citizens continue to live on an annual income of less than R 3 000 per year (down from 50.5% in 1994) (Presidency, 2007:23).

Badat (2009) argues that the cleavages of 'race', class, gender and geography are still all too evident. Furthermore, hunger and disease, poverty and unemployment continue to blight South Africa's democracy. Millions of citizens are mired in desperate daily routines of survival while, alongside, unbridled individualism and crass materialism, and a vulgar mentality of "greed is cool" runs rampant in our society. Patriarchy and sexism continue to stifle the realisation of the talents of girls and women and the contribution they can make to development. The rape and abuse of women is a pervasive, morbid ill that destroys innumerable lives and wreaks havoc in our country (Badat, 2009). Badat (2009) argues that HIV/AIDS exacerbates the fault-lines of our society, intensifies our social challenges and has over the past decade reduced life-expectancy from almost 60 years to about 47 years. There is an undeniable and powerful link between social disadvantage and equity of access, opportunity and outcomes and achievement in schooling and education (Badat, 2009).

The elimination of extreme inequalities of income, wealth and by association also opportunity are not only moral and social imperatives but also an economic necessity, as currently thousands of jobs cannot be filled because the capabilities of unemployed and working and rural poor people remain unrealized (Badat, 2009). Traditionally, African people have had systems of education that were transformative. Rites of passage and rituals are among the many forms Africans have created to nurture the consciousness of every member of society into a greater connection with the Self, the Community, and the Universe” (Sheared, 1994:463). It is a conception of transformative learning that is culturally bounded, oppositional, and not individualistic (Sheared, 1994).

Fostering transformative learning is seen as a deliberate and conscious strategy in employing a political framework with the expectation that it may be necessary for one to undergo some form of self-reflection and transformation to teach transformation (Johnson, Bailey & Alfred, 2006). This conception of transformative learning has the potential to address some of the concerns raised by Brookfield (2003) who argues for the promotion of the interest of black students, instead of the “other” or as an alternative view.

A planetary view of transformative learning takes in the totality of life’s context beyond the individual and addresses fundamental issues in the field of education (O’Sullivan, 1999). The goal of transformative education from this perspective is the reorganisation of the whole system (political, social, and educational). It is creating a new story from one that is dysfunctional and rooted in technical-industrial values of Western Eurocentric culture, which gives little appreciation to the natural, or an integral worldview. This view recognises the interconnectedness among the universe, planet, natural environment, human community, and personal world. Most significant is recognising the individual not just from a social-political dimension but also from an ecological and planetary one. Transformation is not only about how we view our human counterparts; it explores how we, as humans, relate to the physical world (O’Sullivan, 1999).

According to Desimone (2006); Knight and Wiseman (2005); Mashile (2002); Wanzare and Ward, (2000) many reform initiatives have focused on the teacher as the key to improving learner performance. It is believed that teachers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning. It is reasonably assumed that improving teachers’ knowledge, skills and dispositions is one of the most critical steps to improving student achievement (King & Newman, 2001). Transformation is a necessity in achieving educational goals. Hence it is further discussed in detail below.



### 2.13.3 The role of churches in community education

According to Brooks (2000); Tisdell, (2003) cultural-spiritual view of transformative learning is concerned with the connections between individuals and social structures and notions of intersecting personalities. In every community most people socialise in religious organisations mostly churches and social formations. Furthermore, Maluleke and Nadar (2004) argue that the church has no alternative but to be involved in the processes of transformation taking place within society. To do otherwise would be detrimental to its mission in the world, and in effect, the church would become an irrelevant institution. Nyerere (1973) urges the churches to participate actively in the rebellion against those social structures and economic organisations which condemn men to poverty, humiliation and degradation to be relevant (Basingstoke & Macmillan, 2003).

De Gruchy (2003) is of the view that transformation must be understood as the overall goal of Christian Education and must seek to heal and liberate persons, Christian communities, wider society and all of creation. For this to become a reality there needs to be space for dialogue and participation. This has implications for the methods of education that are to be utilised, for as De Gruchy can observe, there must be congruence between the theological vision for development, and the way it is taught. He further suggests that there cannot be teaching for transformation using non-transforming models, nor can there be teaching for participation using non-participatory methods (De Gruchy, 2003).

Groome (2000) argued that Christian Education (CE) is a political discipline and that it is part of religious education. He located this discipline within both the church and in society. He argued that CE was part of the educational enterprise. This meant that it does contribute to the development of knowledge, which he saw understood in a three-fold manner, namely, *theoria*, *praxis* and *poiesis* (Groome, 2000). He further argues that education was not free from politics. For him, education is a political activity, which meant it is shaped by the political views of the educator. He defined it as a political activity with pilgrims in time that deliberately and intentionally attends with them to the activity of God in our present, to the story of the Christian faith community, and the vision of God's Kingdom, the seeds of which are already among us.

Brueggemann (2000) brings to the fore an awareness that education in the Bible served the important function of building and maintaining God's community. As a result of its educational nature, he argues that the Bible is a statement about public life because it concerns public life, the use of power, the management of resources and the shaping of policy. Brueggemann concludes

by suggesting that there is a need to bring church education into the public sphere. He thus states that, "perhaps the primary issue in education is to break the grip on church education which tends to be privatistic, idealistic and spiritual" (Brueggemann, 2000). Within his writings, Grassi (2003) argues that the goal of religious education is to educate for change and transformation. Education is not simply for continuity, but change. Grassi, therefore, speaks about the need for kingdom centred religious education as opposed to church centred education. He thus argues that, Kingdom centred education is focused on mission with and to the world, on creating shalom, a world of peace and justice that would truly be God's world. Such education calls for creativity and new ways of seeing and doing. The world is created through a different view by letting go of the previously assumed conclusions about life and the world.

#### **2.13.4 Racism and community education**

As a non-Eurocentric orientation of transformative learning, Williams (2003) suggested that early stages of theoretical development where race is the predominant unit analysis with an emphasis on the social-political dimensions of learning should be considered. This scenario is a culmination of the past segregation rule which was the policy of the apartheid government before the 1994 general elections which introduced democracy in South Africa. Scholarly work by Gilroy, (2000); Ramon,(2000); Essed, (2002), in the area of race, essentially identified the concept of race as a biological fact with a common understanding drawing upon differences of skin colour and physical attributes, which were then used to explain cultural differences, including language, nationality, and religion. One of the most tragic features of South African history, as pointed out by Terreblanche (2005), is the variety of ways in which whites used the political and economic power at their disposal to deprive indigenous groups of reasonable opportunities for social, economic and entrepreneurial development (Solomons,2012).

#### **2.13.5 Community education and skills development**

In South Africa, Non-Formal Education and Training NFET was adopted in 1990 to respond to the learning needs of adults who did not have access to formal education; to increase their employment opportunities; to reduce the high rates of poverty and to enhance social inclusion (Aitchison, 2007). However, poverty due to unemployment among non-educated and unskilled adults has increased more than was expected in the post-apartheid period (May, 2010; Anderson, 2012).To redress the historical lack of education and training and promote lifelong learning, the South African government legislated NFET through the *Adult Education and Training (AET) Act 25* of 2010 (RSA, 2010). NFET targets those adults who have no access to formal vocational training

systems, such as, for example, Further Education and Training (FET) colleges (DHET, 2012). To this end, the Act stipulates that NFET centres, in collaboration with government departments, private institutions and various stakeholders, should create an “enabling environment” for the utilisation of the skills acquired at NFET centres in the labour market (RSA, 2010).

Community education for skills development as researched in a study about training in EPWP projects at Senwamokgope Township is viewed as a vehicle through which communities can address skills shortages and the implementation of acquired skills on community projects (Rabapane, 2015). In the state of the nation address, Mbeki (2003) highlighted the need for communities to be trained to improve their skills capacity (SONA, 2003). Previous research has addressed several aspects of NFET, including the examination of the relevance of NFET for income generation (Islam, Mia & Sorcar, 2012; Blaak, Openjuru, & Zeelen, 2012); acquisition of practical skills (Georgiadou *et al.*, 2009; Islam, Mia & Sorcar, 2012); socioeconomic empowerment of poor adults (Morton & Montgomery, 2011; Akpama *et al.*, 2011); the ineffectiveness of NFET; and skills mismatch in terms of supply and demand on the labour market (Morton & Montgomery 2011; Anderson, 2012). Research has shown that NFET centres and their adult trainees continue to experience challenges due to the insufficiency of enabling environments (DHET, 2012; Aitchison, 2007; Blaak, Openjuru & Zeelen, 2012).

### **2.13.6 Community education and health**

When examining the evidence on how Adult Learning and Education (ALE) relates to health, it is important to bear in mind some principles. Firstly, while it has been established that education is a social determinant of health (Solar & Irwin, 2010, cited in World Health Organization, 2012), it cannot be assumed that there is a simple linear path from better education to better health. Governments have long agreed that positive health outcomes depend on action across sectors. The 1978 Declaration of Alma-Ata (World Health Organisation, 1978), for example, called for coordination with other sectors (including education) in the pursuit of better primary healthcare.

According to the World Health Organisation, health inequalities can be defined as differences in health status or the distribution of health determinants between different population groups (World Health Organization, 2016). Inequality in health cannot be addressed through the health sector alone but needs to be understood about to other drivers of inequality (Marmot, 2010). For example, we know that improving the circumstances of the most disadvantaged people is the most

effective way to reduce health inequality (Marmot, 2010). However, at times not all people are likely to participate in lifelong learning activities that have positive health effects.

Proponents of Adult Learners Education (ALE) have long viewed education and learning as a lifelong endeavour that includes formal, non-formal and informal learning. Similarly, attending to health and well-being should be a lifelong endeavour. Ntseane and Chilisa (2012) argue that as people transition into adulthood and get older, they need to be able to manage their own and their dependents' health, diseases and disabilities. This requires knowledge, skills, behaviours and attitudes developed not just through initial education and learning, but throughout the lifespan. They further argue that complexity lies in the fact that learning and health needs vary enormously in different socio-economic and cultural contexts, and according to gender. What is seen as healthy behaviour in one community may be regarded as different in another community. Different languages, values and worldviews can have hugely significant implications for health and education, as can be seen, for example, in the context of the debates about HIV/AIDS prevention in Africa. Policymakers, therefore, need to understand how health and education work together in local contexts (Ntseane & Chilisa, 2012).

In the case of microfinance, there is increasing evidence that people are more likely to take credit from people who are more like them (Karlan & Appel, 2011). One study showed that health interventions delivered by research assistants and health educators were more effective in changing behaviour compared with interventions delivered by either trained facilitators or teachers and health educators were usually more persuasive than research assistants (Webb & Sheeran, 2006). Research has discovered that education has a strong, measurable impact on health and well-being (Dolan *et al.*, 2012). It has been suggested that among the wider benefits that ALE brings, the greatest are to health, mental health and well-being (Dolan *et al.*, 2012). The benefits of learning on health are 'potentially extremely large' (Organisation for Economic Co-operation and Development, 2006), even controlling for genetic traits and family background (Cutler & Lleras-Muney, 2006).

For individuals, formal education early in life has long term effects: there is a strong relationship between educational attainment and health outcomes later in life (Baker *et al.*, 2012). Thus, according to Hannum and Buchmann (2003), countries with better-educated citizens tend to have healthier and longer-lived populations, with individuals making more informed health choices and having healthier children. Furthermore, a survey of adult skills conducted by the Organisation for Economic Co-operation and Development suggested that a person's level of literacy has a direct

bearing on his or her health (Organisation for Economic Co-operation and Development, 2013). Literacy remained a significant factor even after controlling for demographic variables, levels of education and labour market status (Organisation for Economic Co-operation and Development, 2013).

Direct attempts to increase knowledge of health issues can be fruitful. For example, communities in eight countries in Central America learned how to avoid using the insecticide DDT in preventing malaria. Instead of DDT, which has adverse effects on the environment and is suspected of being harmful to human health, they were encouraged to avoid storing collected water, improve drainage systems and keep their communities clean (World Health Organisation/PAHO, 2009). As a result, malaria incidence fell by 63% (World Health Organisation/PAHO, 2009).

The effects of education can be both direct and indirect. Whereas the former includes the use of appropriate medication, the latter includes more effective use of health services, healthier lifestyles, better work environments and lower levels of stress (Ronson & Rootman, 2012). Higgins *et al.*, (2008) argue that education is closely linked with healthy lifestyles and knowledge about health matters. People with more education are more likely to have a greater understanding of health conditions, better knowledge of the available treatments and more skills to manage their health (Higgins *et al.*, 2008). More educated people report spending fewer days in bed and missing fewer days of work due to illness (Cutler & Lleras-Muney, 2006). International studies have linked education to determinants of health such as health behaviour and the use of preventive services. Better educated people are less likely to smoke, drink a lot or use illegal drugs. They are also more likely to exercise more, to use seat belts in the car, to get vaccinated and to participate in screening programmes (Feinstein *et al.*, 2006).

Usman (2009) studied rural adult literacy and health education programmes in five villages in northern Nigeria over five-years, carrying out participant observation and focus-group interviews with 30 Fulani nomadic women. The outcomes included health empowerment (i.e. more control over decisions affecting their own and their children's health), the development of knowledge and practices to reduce reproductive morbidities common among pastoral women due to early childbirth and infectious diseases such as HIV/AIDS, better family planning, healthier diets, improved hygienic and sanitation practices, and more collaborative decision-making with spouses due to better communication (Usman, 2009).

A study of Swedish seniors who engaged in study circles on nutrition found that they had a better nutritional status than those who did not (Westergren & Hedin, 2010). Research suggests that adult community learning improves both mental health and educational knowledge and skills (Lewis, 2014). Non-formal education through radio, television or mobile phones is also a powerful source of learning about health. In Ethiopia, for example, where hygiene promotion messages were broadcast up to 14 times a day for three years, there was a dramatic reduction in observed dirty hands from 74% to 26%. This led to a 20% reduction in trachoma prevalence without the use of antibiotics (Head *et al.*, 2015).

Lifestyle diseases are responsible for 63% of global deaths, while 80% of deaths in low- and middle-income countries are due to non-communicable diseases (World Health Organisation, 2014b). Medical interventions can provide only a partial solution. Countries also need to improve people's understanding of their situation and knowledge of what constitutes a healthy lifestyle. More educated people are less likely to die from the most common acute and chronic diseases such as heart disease, stroke, hypertension, cholesterol, emphysema, diabetes, asthma and ulcers (World Health Organisation, 2014).

World Health Organisation (2016a) reports that approximately one in four deaths globally (12.6 million people) are connected to living in an unhealthy environment. Adult Learning provides people with the capacity to shape their environments and make them healthier. Preventive education works best if the contexts that people live in are health-supportive. The nature of the food and drinks industry, the level of environmental pollution and the prevalence of poverty are crucial contextual factors for health. Many countries are implementing or considering implementing education programmes to prevent lifestyle diseases such as diabetes, which is highly dependent on diet, exercise and weight management (World Health Organization, 2016a).

The medical costs of treating patients with diabetes and related renal vascular disease are expected to rise. In South Asia, for instance, it is estimated that the incidence of type 2 diabetes will have risen by more than 150% between 2000 and 2035 (Nanditha *et al.*, 2016). The International Diabetes Federation observes that 60% of people with diabetes live in Asia, and about one-half of these in India and China (Chan *et al.*, 2009). In general, Adult learning positively affects health and well-being. Sabates and Hammond (2008) also report that the positive effects of education 'on happiness and well-being result from a variety of intermediary processes, which probably include higher income, no alienating work, household composition, health behaviours,

use of health services, emotional resilience, social capabilities and, amongst older adults, better physical health.

Participation in formal ALE courses is also associated with a reduction in the number of visits to general practitioners (Dolan *et al.*, 2012). With greater understanding, patients take better decisions and find it easier to comply with instructions from doctors, for example about the use of medication (Muenning, 2000). Furthermore, education can encourage people to use longer planning horizons. For example, they may adopt healthy behaviours with long-term cumulative benefits, and they may invest more in education today, leading to better health outcomes tomorrow (Sander, 1995). According to the UN report (2017), women and girls' autonomy in decision-making over sexual relations, contraceptive use and access to sexual and reproductive health services is of utmost importance to their empowerment and to fully exercise their reproductive rights. In 45 countries with available data, 43 of which are in developing regions, just over half (52 per cent of women aged 15 to 49 years who are married or in union make their own informed decisions about sexual relations and the use of contraceptives and health services (UN, 2017).

### **2.13.7 The benefits of community education for individuals and organisations**

For an individual, having 'social capital' means having the skills to participate in community and civic life, to extend one's general knowledge, and to sustain social connections (Manninen *et al.*, 2014). Social capital is a widely reported benefit of Adult Learning (ALE), (Bosche & Brady, 2013; Feinstein, 2008; Field, 2005). Indeed, Vorhaus *et al.* (2011) point to social capital as an 'almost ubiquitous outcome' of ALE interventions over the past twenty years. By generating social capital, ALE has been shown to reduce crime rates (Dawe, 2007). It also encourages individuals to engage in community volunteering (Boeck *et al.*, 2009) and to take leadership roles in their communities (Roberts, 2013).

The diverse impacts of community education are evident when the results of studies in sub-Saharan Africa are examined (Adams *et al.*, 2013). Many countries there depend on very large informal labour markets (Adams *et al.*, 2013). The formal training system remains fragile, and training places are insufficient, costly and difficult to access. As a result, apprenticeships in the informal sector have become the main source of skills (Ubler, 2009; Aggarwal, 2010).

In Malawi, such apprenticeships have helped individuals find jobs more easily (Aggarwal *et al.*, 2010). In the United Republic of Tanzania, graduates have more than doubled their earnings

(Nubler *et al.*, 2009). Moreover, graduates can earn additional premiums by going on to take further formal or non-formal training (Nubler *et al.*, 2009). Furthermore, graduates from informal apprenticeships have greater access to formal training later. Rosholm *et al.*, (2007) established that informal training had positive impacts on earnings and productivity in Zambia. Rosholm *et al.*, (2007) also found that training provided by enterprises in Kenya's formal sector had positive outcomes, particularly where training was provided over a long duration. The study also found that outcomes were better in the case of larger firms, which may have a greater capacity to absorb training costs and greater potential to benefit from longer-term productivity gains.

One study in the United Kingdom of Great Britain and Northern Ireland, for example, examined the benefits of vocational courses in no university colleges (UK Government Department for Business, Innovation and Skills, 2013). Among participants of these courses, 35% of men and 29% of women reported that they found a better job after participating in the courses, while 18% of men and 12% of women reported that they received a promotion. About half of men and 40% to 45% of women said that participating had led to greater job security, better pay, prospects of promotion and greater responsibility. Nearly 60% of the study's participants reported greater job satisfaction (GDBIS, 2013). This confirms the findings of several other studies examining the links between training and job satisfaction both in the United Kingdom of Great Britain and Northern Ireland (Jones *et al.*, 2009) and in Germany (Georgellis & Lange, 2007; Schmidt, 2007).

According to CEDEFOP (2012) report, more committed workers are also more likely to harness their emotional and creative energies to innovate and produce higher-quality goods and services. Cedefop, the European Centre for the Development of Vocation Training, found that countries with the highest overall ALE activity were also the most innovative (Centre European pour le Developmentla Formation Professionnelle, 2012). Indeed, Adult learning appeared to be more closely linked with innovation than tertiary education. This suggests that tertiary education may need to be complemented with training, including workplace learning, for it to make a significant contribution to innovation. Community education is not simply a series of teaching techniques, nor is it dependant on location, and it is not just about subject matter. It endeavours to enable participants to emerge with more than new personal skills and knowledge (AONTAS, 2004). They should also emerge with a strong capacity for social action, a sense of collective empowerment and an ability to tackle issues of social justice (AONTAS, 2004).



### 2.13.8 Community education and social change

Countries that provide sustained, high-quality ALE generally have higher levels of socio-economic development, active political and civic institutions, and social trust and inclusion (UNESCO, 2015a; Organisation for Economic Co-operation and Development, 2014). Participating in ALE helps adults acquire a large range of important practical skills in areas from traditional crafts to information and communications technology (ICT). The Organisation for Economic Co-operation and Development's Survey of Adult Skills (PIAAC) 2015 shows that adults with ICT skills utilise these skills for communication, Information, entertainment and labour market participation (Organisation for Economic Co-operation and Development, 2015). Furthermore, there is evidence of a direct connection between increased social capital and better ICT skills (OECD, 2015).

ALE also plays an important role in helping adults develop crucial life skills. For example, ALE helps adults become more resilient and improve the quality of their lives (Organisation for Economic Co-operation and Development, 2013; Manninen, 2010). Adults can learn to face life's difficulties, solve problems and, as demonstrated in Chapter 2, improve their mental health and well-being (Jenkins, 2011; Manninen *et al.*, 2014). One way in which ALE builds these skills is by helping learners develop confidence and a sense of accomplishment. Through greater self-confidence and self-esteem, learners also develop a sense of self-efficacy (Schuller *et al.*, 2004). This self-efficacy and confidence, in turn, encourages adults to engage in further learning, and to join in community and social forums. This is especially valuable for disadvantaged groups, to whom ALE can provide the tools to take on new challenges (Vorhaus *et al.*, 2011). With new life skills, adults can provide practical and emotional support to those around them (Balattib *et al.*, 2007).

Post (2016) argues that communities with social capital feature high levels of trust and strong social engagement and connectivity. Furthermore, the World Values Survey finds that literate individuals in literate environments typically trust a wider circle of people than individuals who report themselves to be illiterate. In several countries with high levels of illiteracy, there is a higher degree of trust between those who were declared to be literate as opposed to illiterate (Post, 2016).

It has long been established that public education promotes civic solidarity and social cohesion (Heyneman, 2003). However, European and national policy developments in recent years have created an expanded vision of lifelong learning, one that promotes active citizenship as well as

employability. *The Lisbon Strategy* (2000) and *Europe 2020* (cited in CEFA, 2014, pp.3, 9) have promoted this policy shift at a European level, following research that demonstrates that participating in education has a positive impact on people's employability, income levels and occupation (Carnoy, 2000, Blondard *et al.*, 2002 both cited in Schuller, 2004a: 3). Nationally, the economic collapse of the Irish economy and the chronic unemployment problem has meant that education and training, especially in the community education sector, is increasingly being offered as one of the ways to reduce Ireland's economic deficit. With policy documents such as *Pathways to Work* (and the *Action Plan for Jobs* cited in CEFA (2014:13) the once apolitical and informal community education sector is being increased.

The Green Paper (1998) and The White Paper (2000) on adult education considered community education in ideological terms: as a process of communal education towards empowerment, both at an individual and a collective level (DES, 2000). This description best adheres to the principles of Community Education because of the social inclusion agenda of community groups and their anti-poverty or community development focus. The White Paper acknowledges the role of community education in the 'pioneering of new approaches to teaching and learning in non-hierarchical, community-based settings' (DES, 2000). He further alludes that it allows participants to challenge existing structures and enables and encourages them to influence the society in which they live. One of the key features of community education programmes is that they provide the supports necessary for successful access and learning, particularly guidance, mentoring, continuous feedback and childcare (DES, 2000).

## **2.14 THE ROLE OF COMMUNITY EDUCATION IN ADDRESSING SOCIAL COSTS**

There are costs in society which can be alleviated through education as detailed below.

### **2.14.1 Crime in the community**

Crime has been characterised as one of the most difficult challenges in post-apartheid South Africa (Demombynes & Özler, 2005). This is due not only to the increasing levels of crime, but also to the perpetuation of social divisions in response to the fear that crime creates (Lemanski, 2004). Violent crime is particularly prevalent in South Africa, and the minds of South Africans (Shaw & Gastrow, 2001). South Africa also has high rates of property crime. Violent crime includes activities such as murder, assault and sexual offences, while property crime involves burglary and

vehicle theft. These are also distinct from robbery crime, which is like property crime but includes an element of fear or force in the removal of property (Shaw & Gastrow, 2001).

In a recent review of the literature, Chalfin and McCrary (2017) document that studies which use panel data to assess unemployment-crime relationships (of which there are nine) universally, find evidence in favour of a link between unemployment and crime; particularly property crime. They further argue that this, as well as an instrumental variables approach, is a far more statistically sound way of measuring such relationships. Of the three studies that use an instrumental variables design, all three find strong relationships between unemployment and property crime. One study found mixed results for violent crime.

Overall, positive correlations are generally found in the empirical literature between inequality and crime and income/poverty and crime. In a meta-analysis of 214 studies, Pratt and Cullen (2005) found that poverty was among the strongest predictors of criminal behaviour. In an earlier review, Hsieh and Pugh (1993) looked at 34 studies and found that in 97 per cent of cases both poverty and inequality were found to be positively related to violent crime. Similarly, in a review of 17 time-series studies, Rufrancos *et al.*, (2013) discovered that all studies provide evidence of significant positive associations between income inequality and crime, including property crime, robbery and homicide.

Levin (2009) argues that crime is likely to increase as unemployed or underemployed people pursue their basic needs in a community that has no interest in addressing social ills. Early school leavers experience a range of disadvantages concerning adult life chances. Such disadvantages involve substantial costs to society in the form of social welfare expenditure, health services and imprisonment rates (Levin, 2009). According to the UN (2016) report, the global unemployment rate in 2016 was 5.7%, a slight improvement from 2010 (at 6.1%). Women are more likely to be unemployed than men across all age groups. In 2016, youth (aged 15 to 24 years) were nearly three times as likely as adults to be unemployed, with unemployment rates of 12.8% and 4.4%, respectively. Furthermore, the report shows that in that year, more than one-quarter of youth in Northern Africa and Western Asia and more than 15% of youth in Latin American and the Caribbean and Europe and Northern America were unemployed. Moreover, in about three-quarters of countries with data, more than one in ten youth are neither in the educational system nor employed. There is a further indication of young women as more likely than young men to fall into this category in almost 70% of countries with data (UN, 2016). With such a high number of unemployment, the crime rate finds increase inevitable.

Education is identified in the literature as another determinant of crime. Jonck *et al.*, (2015) investigated the relationship between crime and education in South Africa from the provincial and national levels. Jonck and others note that individuals are more likely to engage in crime if they drop out of school before obtaining formal education. Furthermore, the proportion of the prison population with incomplete secondary education is higher than that of the general population (Jonck *et al.*, 2015). In contrast, Lochner (2004) asserts that education attainment coupled with skills development increases the probability of entering the formal labour market and encourages individuals to socialise, such that they would prefer not to commit a crime.

#### **2.14.2 Drug abuse and alcoholism**

Substance abuse is a global challenge with detrimental effects on health, wealth and security of nations (UNODC, 2010). Drug abuse and alcoholism may increase due to hindrances in economic participation that result in idleness and the need to be less conscious of the surrounding problems. The drugs are also the most experimented with amongst youth. Because they are legal, many consider them acceptable and 'mild'. This is despite considerable health and social impact associated with them. Although substance abuse is common in South Africa, cannabis is the most commonly used illicit substance amongst youth (Peltzer, 2003).

Reddy (2010) reported that 12% of South African learners had used at least one illegal drug such as Heroin, Mandrax and Cocaine. This figure is the highest in the region. Given the medical and social harm caused by these drugs, it is important to understand the extent of their use amongst subpopulations and explore the effective ways to combat them. Educational programmes should be encouraged to address these community ills.

#### **2.14.3 Quality education**

Notably, the links between affluence and educational quality can partially explain the outcome on why the poor receive a far inferior quality of education when compared to their wealthier counterparts (Spaull, 2011). Quality education is a cornerstone of economic development and social transformation. Educational quality and its development are therefore regarded as indispensable for the teaching and learning process (Rena, 2008). Many children attending disadvantaged schools do not acquire a basic level of mastery in reading, writing and mathematics. In its global rankings, the World Economic Forum (2013) recently ranked South

Africa second last in the world for Maths and Science education, just ahead of Yemen. Quality education and lifelong learning opportunities for all are central to ensuring a full and productive life to all individuals and the realisation of sustainable development (UN, 2017). Despite considerable progress in school enrolment, millions of children remain out of school, especially where educational systems struggle to keep up with population growth (UN, 2017).

The government of South Africa has acknowledged that “the quality of school education for black people is poor” across the country. Van der Berg (2008) and Bloch (2009) reveal that educational quality in historically black schools which constitute 80% of enrolment and are thus central to educational progress and have not improved significantly since the political transition. Economically generated inequality continues to be a major factor in inequality of outcomes for those coming from lower socio-economic backgrounds (HEA, 2008). The National Plan for Equity of Access to Higher Education (2008-2013) highlights the continuing under-representation of lower socio-economic groups in higher education and continuing spatial disadvantage and suggests that success has been more limited in improving educational outcomes for people from areas where we find concentrations of poverty and disadvantage (HEA, 2008).

The following factors have been found to improve the quality of schools in disadvantaged areas focus on improving teaching and learning, creation of an information-rich environment, the building of a learning community, continuous professional development and involvement of the parents (Muijis *et al.*, 2009). Hyland (2002) emphasises that to make significant improvements in this area the focus of change should be on the school as a whole and not just on individual teachers. A recent report by the Organisation for Economic Co-operation and Development OECD (2012:4 - 28) into supporting disadvantaged students and schools, highlights five factors which can improve student completion rates and promote equity. The five factors referred to above are: attract and retain competent leaders in these schools and provide good working conditions and supports, the development of positive teacher-student and peer relationship provide adequate student counselling, mentoring to support students and smoother their transitions to continue in education and raise teacher quality for disadvantaged schools and students. A teacher’s years of experience and quality of training is correlated with children’s academic achievement (Gimbert, Bol, & Wallace, 2007). Yet children in low-income schools are less likely to have well-qualified teachers.

Furthermore, pedagogical practices can make a difference for low performing students, as they can promote the use of a balanced combination of student-centred instruction with aligned curricular and assessment practices. Hence, disadvantaged parents tend to be less involved in

their children's schooling, for multiple economic and social reasons. Policies need to ensure that disadvantaged schools prioritise their links with parents and communities (OECD, 2012). According to research what inevitably occurs is when teachers face a larger class, they feel compelled to adopt a more didactic or more disciplined style. Having a larger budget, however, will not necessarily guarantee a better education and an examination of how funding is allocated might prove more beneficial. That is, more spending on schools has not led reliably to substantially better results (Handshake & Woessmann, 2011). Bressoux, Kramarz & Prost (2009) found beneficial effects of smaller classes for low-achieving students in France, but Bénabou, Kramarz, and Prost (2009) do not find any significant effect of the French policy of education priority zones which channel additional resources to disadvantaged schools. What appears to be the most beneficial option is an investment in early education. Where quality education is provided from the primary level there are some chances of the students to achieve better life choices and employment opportunities.

#### **2.14.4 Community education and human rights**

The violation of human rights of vulnerable and marginalised groups in society does exist and can only be averted with proper education. Community education is understood as a key economic good for ensuring the prosperity of the country or nation; however, many experts see this as a problem (Krasovec, 2010). In Western countries, a critical discourse on the neoliberal and economic base of the current political initiative is taking place. Most of the debaters are worried for this base is ending an entire array of extremely important fields in adult education. They have ascertained that, due to neoliberal policies, educational policies are increasingly in favour of strengthening the economic power of the state, and less and less in favour of preserving education as a public good, as a factor of forming a democratic welfare state (Olesen, Codd & O'Neill, 2004; Hega & Hokenmaier, 2002; Salling & Olesen, 2006).

With the disintegration of community values and the emphasis on individualism, we are currently killing the enlightening influence of general adult education, reducing the quality and dignity of human existence, and diminishing equality and justice. In many parts of the world, women's access to land, property and financial assets remains restricted, which limits their economic opportunities, and their ability to lift their families out of poverty (UN, 2017). This is a typical example of inequality and the suppression of women's rights.

### **2.14.5 Community education for women and children**

According to UNESCO (2013), there are still 31 million girls of primary school age out of school. Of these 17 million are expected never to enter school. There are 4 million fewer boys than girls out of school. Three countries have over a million girls not in school: In Nigeria, there are almost five and a half million, Pakistan, over three million, and in Ethiopia, over one million girls out of school (UNESCO, 2013). Slow education progress for children today will have a lifelong effect. Almost a quarter of young women aged 15-24 today (116 million) in developing countries have never completed primary school and so lack skills for work. Young women make up 58% of those not completing primary school (UNESCO, 2013). Educated women are less likely to die in childbirth as indicated in UNESCO (2013), whereas chances are that if all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 98,000 lives. In sub-Saharan Africa, if all women completed primary education, maternal deaths would be reduced by 70%, saving almost 50,000 lives (UNESCO, 2013). A lot of credence is given to education in improving the livelihoods of women and preventing early deaths.

Education narrows pay gaps between men and women according to UNESCO (2013). In Pakistan, women with a primary education earn 51% of what men earn. With a secondary education, they earn 70% of what men earn (UNESCO, 2013). Furthermore, in Jordan, women with a primary education earn 53% of what men earn. With a secondary education, they earn 67% of what men earn (UNESCO, 2013). As outlined in the findings of UNESCO (2013) girls with higher levels of education are less likely to get married at an early age. If all girls had a primary education, there would be 14% fewer child marriages. If all girls had a secondary education, there would be two-thirds fewer child marriages. Societal assumptions and expectations of women's roles as caregivers and mothers also curtail their income. Women spent almost three times as many hours on unpaid domestic work as men. Only half of women in 45 countries with available data make their own decisions about reproductive health and women and girls' lack of autonomy over their sexual and reproductive health is evident (UN, 2017).

UN (2017) report reveals that gender equality and women's empowerment have advanced in recent decades. Progress in enrolment at all education levels has been observed, yet wide gender disparities exist in some regions and countries at higher education levels. Maternal mortality has declined and skilled care during delivery has increased. Progress has been made in the area of sexual and reproductive health and reproductive rights. Childbearing among adolescents has decreased. However, gender inequality persists worldwide, depriving women and girls of their

basic rights and opportunities. Achieving gender equality and the empowerment of women and girls will require more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination that often results from patriarchal attitudes and related social norms (UN, 2017).

#### **2.14.6 Politics and community education**

Community education is also a factor of social, political and cultural development of society because it has always been closely linked to social movements (e.g. for worker's rights, peace, women's rights, civil movements, etc.), the development of the civil society and social policy, playing an important role in establishing the field of democratic and consensual communication and public spheres (Welton, 2004). Egbo (2000) compares non-literate women to literate women (possessing varying levels of reading proficiency and thus formal education) in Nigeria. The study conducted by Egbo (2000), focuses on 36 rural women through individual and focus group interviews, established that non-literate women felt their illiteracy harmed their self-esteem, and that it prevented them from full participation in community meetings because others assumed, they were not very knowledgeable. This matter is of utmost interest seeing that knowledge can be acquired elsewhere outside of formal learning.

#### **2.15 CONCLUSION**

Community education remains thus far the epitome of socio-economic change in communities. The literature reviewed in this study posits that education plays a vital role in community makeup. The socio-economic status of individuals in society is mostly influenced by their educational background. Crime and job opportunities are directly linked to education and its provision in a region. This chapter discussed the literature review on community education its impact on individuals and how community organisations such as churches and local authorities contribute to education. This chapter discussed the literature of community education on issues about the subtopics as given above. In the chapter above a clear outline of the concepts of community education are discussed. The reflections made in this chapter inform most of the discussions that this study dealt with. The chapter made a thorough outline of the studies conducted and reports given on the topic under review. There is quite a revelation as to which areas are prone to be addressed in the chapter on the analysis of the data generated. The next chapter discusses the methodology used in the study.



## CHAPTER 3

### 3. RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

The previous chapter discussed the literature for this study. The role of community education and its influence on socio-economic issues was fully discussed. The objective of this chapter is to explain the research design used in this study, strategy of the research and data collection methods used. I will explain the theoretical perspective, the methodology and research methods used in this research. This research design followed an epistemological assumption that is constructionists in nature, an Interpretive theoretical perspective using a phenomenological methodology informed by a narrative that the truth can be socially constructed (Johansson, 2003; Simons, 2009). It used in-depth individual interviews, document analysis and participant observation as the methods to collect data. These positions will be justified and the ontological and epistemological positions that underpin this research are explored in this chapter.

#### 3.2 RESEARCH METHODOLOGY

Research methodology refers to how the research was conducted. The qualitative study was conducted to address the aims and objectives validly and reliably. The data generated was qualitative and it was drawn from participants selected purposefully. Three methods of data collection were used namely participant observation, in-depth interviews and document analysis. The data was thematically analysed. According to Flyvbjerg (2011: 302), case study research as a strategy for methodological exploration, "has been around as long as recorded history". The following subheadings discuss the research methodology used for this study.

##### 3.2.1 Research approach

The central task of the methodology was the justification of methods employed to understand the phenomena under investigation, through the collection and sense-making of data as a way of answering the research question (Carter & Little, 2007). Methods are the "research action" (Carter & Little, 2007:1318), and the steps taken to carry out social research. Furthermore, it is the "techniques or procedures" that guide data collection and analysis (Crotty, 1998: 3). A qualitative approach to the study was adopted with the view that an Interpretive or constructivist model is

relevant in social research. Researchers share the sentiments that the Interpretive/constructivist paradigm predominantly uses qualitative methods (Silverman, 2000; McQueen, 2002; Thomas, 2003; Willis, 2007; Nind & Todd, 2011).

Willis (2007: 90) asserts that "Interpretive tend to favour qualitative methods such as case studies and ethnography". The qualitative research methodology was used for this study with a focus on answering research questions and exploring participants' views on the influence that community education has on socio-economic issues in the Gravelotte community. Qualitative research is the approach usually associated with the social constructivist paradigm which emphasises the socially constructed nature of reality. It is about recording, analysing and attempting to uncover the deeper meaning and significance of human behaviours and emotions (Gall, Gall & Borg, 2007).

In educational research scholars who seek understandings and experiences of a group of students or teachers view qualitative methods as most likely to be the best-suited methods. In the interpretive paradigm, the crucial purposes of researchers are to get 'insight' and 'in-depth' information. In that case, using quantitative research, which describes the world in numbers and measures instead of words, is not likely to be productive. Furthermore, one of the reasons why qualitative data is rich and in-depth is because researchers often capture data through the process of 'deep attentiveness and empathetic understanding' (Punch, 2009). In-depth individual interviews with 10 participants were conducted to get personal views on the subject under study.

Marguerite, Dean and Katherine (2006: 21) presents characteristics of qualitative research as studies that are carried out in a naturalistic setting where researchers ask broad research questions designed to explore, interpret, or understand the social context and the participants are selected through non-random methods based on whether the individuals have information vital to the questions being asked. Furthermore, data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants.

According to Marguerite *et al.*, (2006) as the study is conducted hypotheses are formed after the researcher begins data collection and are modified throughout the study as new data are collected and analysed. The study reports data in narrative form. However, a qualitative study assumes many forms as it adjusts on the path to complete the journey. Considering all the above-mentioned arguments the study successfully used a qualitative approach. The effects of community education services in influencing socio-economic issues in the Gravelotte community is understood through "gained insight of backgrounds, beliefs and experiences of the participants" (Creswell, 2003;

Yanow & Schwartz-She, 2011). Bloomberg and Volpe (2008) argue that there are four schools of thought or paradigms, Positivism, Social Constructivism, Critical Theory and Pragmatism. This study was concerned with understanding the experiences of stakeholders on issues about community education and its influence on socio-economic issues.

Social Constructionists argue that the world we experience and the people we find ourselves to be are first and foremost the product of social processes. It is the social reproduction and transformation of structures of meaning, conventions, morals and discursive practices that principally constitutes both our relationships and us. This view enabled me to answer questions of this thesis. Creswell (2003) points out that to develop subjective meanings of their experiences the goal of the research 'is to rely as much as possible on the participants' views of the situation being studied. This epistemological perspective was best suited for this research design as everyone's reflection on their respective contribution differed as they are all individually cited. Constructionist and phenomenology are so intertwined that one could hardly be phenomenological while espousing either an objective or a subjectivist epistemology (Crotty, 2005).

### **3.2.2 Research paradigm**

As explained by Willis (2007), qualitative approaches often give rich reports that are necessary for interpretivists to fully understand contexts. Willis's ideas are supported by Thomas (2003: 6) who maintains that qualitative methods are usually supported by Interpretivists, because the interpretive paradigm "portrays a world in which reality is socially constructed, complex, and ever-changing...". Expounding the use of the qualitative in the interpretive paradigm, McQueen (2002:17) states that interpretive researchers seek methods that enable them to understand in-depth the relationship of human beings to their environment and the part those people play in creating the social fabric of which they are apart.

The study was based on human experiences, so I deem the interpretive paradigm most suited for this research. Other paradigms may have been used but the interpretive is most explanatory and detailed which is suitable for a social study. It is for this reason that, Interpretivists do not prefer using the methods that offer objective or precise information. Instead, according to McQueen (2002), interpretivists view the world through a "series of individual eyes" and choose participants who "have their interpretations of reality" to encompass the worldview (p.16) and quantitative methods are not the preferred mode of Interpretive. Creswell (2009: 4) states that "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to

asocial or human problem". Interpretation involves explaining and making sense of the data (De Vos, 2005; Denzin, 1989).

### **3.2.3 Research design**

Qualitative research places emphasis upon exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014; Helm, 2000). This stance is supported by Denzin and Lincoln (2003, 2005). They describe this approach as gaining a perspective of issues from investigating them in their specific context. The participants created a dialogue with me to bring meaning in pursuit of answering the research question. A qualitative interpretive case study design was used for this study.

Many different approaches could be used in qualitative research to collect data, such as the grounded theory practice, narrative research, phenomenology, classical ethnography, or case study (Creswell, 2007). A case study design was used in this research to investigate the effectiveness of community education in influencing socio-economic issues in the Gravelotte community. A case study is an in-depth exploration of multiple perspectives of the complexity and uniqueness of a system in a 'real-life' context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose was to generate an in-depth understanding of the effectiveness of community education in influencing socio-economic issues in the Gravelotte community.

The literature commonly accounts for case study under the heading of methods (Gobi & Lincoln, 2005; Hyett, Kenny, Dickson-Swift, 2014). According to (Carter & Little, 2007; Creswell, 2007; Hyett, Kenny & Dickson-Swift, 2014; Meyer, 2001; 2009), a case study is a methodological approach and that case study is a research paradigm. Case study as a form of social research may do the same and has the added element of producing an empirical base through the systematic application of research method/s (Yin, 2009). Simons (2009) argues case study research is an "authenticated anecdote," the product of a systematic approach to telling the story of the case in contrast to anecdotes developed outside a research framework.

Unlike Yin (2009), Thomas's definition of case study research clarifies the role of theory, hence distinguishing research from illustration (Thomas & Myers, 2015). Thomas (2011) uses the notions of subject and object to articulate the theoretical interest in case study research. The contextualised nature of case study research is highlighted by Simons (2009) and Yin (2009) and

taken for granted by Stake (2005). Thomas (2011) states that case studies are analysis of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. He further states that the case that is the subject of inquiry will be an instance of a class of phenomena that provides an analytical frame—an object—within which the study is conducted and which the case illuminates and explicates. Hence, the goal of illustrative case studies is to offer the vicarious experience of real-life situations for thinking about practice (Anthony & Jack, 2009; Meyer, 2001; Yin, 2009).

The definitions help strengthen understandings and are indicative of the possibilities for case study research. They further indicate a distinguishing feature of case study in social research and its suitability for investigating complex contextualised practices (Anthony & Jack, 2009; Meyer, 2001; Yin, 2009); that is, the capacity to capture phenomena in social contexts empirically (Flyvbjerg, 2006, 2011; Simons, 2009; Stake, 1995, 2005). The term case study refers in research to the methodology, method, design, approach or report. Confusion between notions of case study as an investigation, or case study as the product of the investigation, is common in the literature and stems from poor delineation between illustration and research (Anthony & Jack, 2009; Merriam, 1998). Thomas (2011a)'s definition is shaped to address this key confusion. My research used a case study design because the study investigated the effectiveness of community education in influencing socio-economic issues in the Gravelotte community.

The key area of strength in case study methodology upon which case study researchers agree is the capacity to capture social phenomena in the whole and context (Anthony & Jack, 2009; Meyer, 2001; Simons, 2009; Stake, 1995, 2006; Yin, 2009). This strength corresponds with the importance of the collective in community development (where the practice is a collective endeavour not simply the result of one person's thinking or action) and with the open nature of community development and the influence of context on practice (Ife, 2002; Kenny, 2011; Miller, 2004; Weeks *et al.*, 2003). Hence case study is a popular vehicle for showcasing community development practice. The central tenet of analysis in case study research is the understanding of the case (Simons, 2009; Stake, 1995, 2006; Yin, 2009). This is what distinguishes case study from other forms of qualitative inquiry. The study conducted in the Gravelotte community dealt in detail with the effect of community education in pursuit of a detailed report on its influence on socio-economic issues. Working with practice in the whole and context is integral to knowledge in community development (Miller, 2004). Since case study approach emphasises each site in context it is particularly suited to investigating the way community development happens in practice (Hollander, 2011).

### 3.3. POPULATION

Ba-Phalaborwa Municipality is a predominantly rural medium-capacity local Municipality. It consists of villages and towns (namely Gravelotte, Namakgale, Lulekani and Phalaborwa). Ba-Phalaborwa Local Municipality is a Category B municipality found in the Mopani District in the Limpopo province. It is situated in the north-eastern part of Mopani, just less than 1km from the Kruger National Park border. Ba-Phalaborwa Municipality represents an excellent model of population densification, with 94% of the municipal population staying in or around the 15km radius of the Phalaborwa urban complex. Phalaborwa town accounts for 20% and the remainder (31%) is made up of rural population. The remaining 6% of the population comprises of the populations of the Gravelotte, Grietjie and Selwane areas (Community Survey, 2016). According to the South African Statistics Census (2011), the Ba-Phalaborwa Municipality has increased its population from **131 089 to 150 637**. It must also be noted that the Community Survey (2016) concluded that the population stands at **168 937**.

### 3.4 SAMPLING TECHNIQUE

Purposive sampling technique was used for this study. The reason behind using purposive sampling was to find participants who may be well informed about the topic. Furthermore, the duration of the study permitted for a search for individuals within the community who qualified as participants. Purposive sampling made for a clear delineate of the sample. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). Despite its inherent bias, purposive sampling in this study provided reliable and robust data. The strength of the method actually lied in its intentional bias (Bernard, 2002; Lewis & Sheppard, 2006). The goal of using purposive sampling was to select sampling units that were likely to be information-rich concerning the purpose of this study (Gall, Gall & Borg, 2007). Participants selected were relatively abreast with community education issues and met a suitable criterion for Purposeful sampling.

### 3.5 SAMPLE SIZE

Sample sizes in case studies are typically small, which is common in most qualitative research. In selecting the cases, and individuals, documents, and artefacts within the Gravelotte community, Purposeful sampling allowed me to focus on community education and its influence on socio-economic issues. The sample size for this study was 10 participants. This allowed me to explore information-rich cases from which a great deal of issues about community education could be found (Paton, 2002). Yin (2018) suggested that asking knowledgeable people about the case candidates or collecting limited documentation on them is crucial. The 10 participants representing stakeholders identified for this study are as indicated in the table below;

**Table 3.1 Participants of the study (N= 10)**

<b>Stakeholders represented</b>	<b>Number of sampled participants</b>
Ba- Phalaborwa municipality	2
Namakgale Education Circuit Office	2
Business Forum	1
Phalaborwa TVET College	1
Adult learner	1
Gravelotte Primary School HOD	1
SGB Chairperson	1
Stibium Mine Manager	1

**Source: Own research**

### 3.6 DATA COLLECTION

Common methods of data collection for qualitative research have been used namely participant observations, in-depth individual interviews and document analysis in the qualitative case study. The data collection methods mentioned above were used in the study to focus on selected participants, identified events and selected documents in responding to the research questions. A range of data collection strategies common in other forms of qualitative research was undertaken (Merriam, 2009; Stake, 2006). The three methods of in-depth individual interviews, document analysis and participant observation were used in this case study. The use of multiple methods of data collection supports the efficacy of case study research (Yin, 2003).

#### 3.6.1 Observation

According to Kothari (2004) observation is the most commonly used method especially in studies relating to behavioural sciences. Marshall and Rossman (1989) argue that observation, particularly

participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. Furthermore, it is also a tool used regularly to collect data by teacher-researchers in their classrooms, by social workers in community settings, and by psychologists recording human behaviour (Kawulich, 2012). Hence observation is the systematic description of the events, behaviours, and artefacts of a social setting.

Observation has been documented as a tool for collecting data for more than one hundred years (Kawulich, 2012). Anthropologists of the late 19th century have illustrated in their works the importance of observation as a social science method. Early studies, such as Frank Cushing's work with the Zuni Pueblo people, Beatrice Potter Webb's study of poor neighbourhoods in London, and Margaret Mead's research with Samoan women, are examples of how observation has been used to collect data to study various cultures in the field of anthropology (Kawulich, 2012).

There are two major types of observations which are the participant-observer and non-participant observer. In this study, a participant-observer was used as opposed to a non-participant observer. Participant observation involves being in the setting under study as both observer and participant (Kawulich, 2012). Direct observation involves observing without interacting with the objects or people under study in the setting. The stance of the researcher in the observation setting, that is, how one is positioned as a researcher, is an important consideration for the validity of the study. The quality of the data one can collect and the relationship with those who are being observed are affected by one's position within the research setting. Covert observation occurs when those who are being observed are unaware that you are observing them (Kawulich, 2012). Covert observations would rarely be appropriate in research; however, in instances where knowledge of being observed would, in some way, encourage participants to change their actions or to act differently than they normally would, it may be considered appropriate. The preferred way of observing is overt observation, where the participants are aware of being observed, and you are not, in any way, hiding the fact that you are observing them for research purposes.

In this study, a participant observation method was used. The advantages of participant observation are that I was able to record the natural behaviour of the group and I gathered information which could not be easily generated (Kothari, 2004). Furthermore, I verified the truth of statements made by informants. Direct participant observation provided invaluable information on the topics which subjects are reluctant to talk about during the interviews, because they perceive



them as difficult, too sensitive, controversial, or perhaps considered as obvious (Pripps & Öhlander, 2011). Observation can also indicate the similarities and the differences between what is explicitly presented or spoken and the actual practice, giving access to tacit knowledge (D'Eredita & Barreto, 2006). This method was used by Bowden and Ciesielska (2016) to study a Flodden Ecomuseum project.

In some instances, two problems exist one where group members are not aware of being observed, and group members may be reluctant to disclose information to another group member. Sometimes, people are more apt to share personal information with a stranger or with someone they will not see regularly in the future than they would be to share such information with a group member, who might slip and tell personal information to another group member. When the researcher is also a group member, participants may later wish they had not divulged personal information to another group member. Secondly, the participant as observer stance involves the researcher who is a group member and who observes other group members with their knowledge. In this stance, other group members are fully aware of the study and its purposes. The disadvantage of this stance is that, as a group member, others are less likely to divulge personal details. Hence, there is a trade-off between the depth of data the researcher can collect and the level of confidentiality available to group members. Thirdly, the observer as participant is the researcher who participates in the social setting under study but is not a group member. Group members are aware of the purpose of the research and are more likely to be open with a researcher who is not a member of their group. By participating in group activities, I was able to understand how information was shared and who dominated conversations in public gatherings. Fourthly, the complete observer stance is one in which I can observe the setting and group under study without participating, but participants are unaware of being observed. This is typical in situations where the researcher observes a public event in full view of the public, though they may be unaware of being observed. This stance may also be used, for example, when a psychologist observes a client, using a one-way mirror (Kawulich, 2012).

Observation is used in both quantitative and qualitative studies. For example, in a chemical titration experiment, the researcher may observe the level of product that is dispensed into a calibrated test tube or beaker as a quantitative study. In education, the teacher/researcher may observe students to determine either the number of times a behavioural infraction occurs or the activities which precipitate certain infractions which has both qualitative and quantitative characteristics (DeWalt & DeWalt, 2002). In psychology, the researcher may observe behaviours to determine how clients react to certain stimuli as a qualitative study. Observations helped to

identify and guide relationships with informants, how people in the setting interact and how things are organised and prioritised in the Gravelotte community, the social setting, to become known to participants, and to learn what constitutes appropriate questions which were asked to answer the research questions.

### **3.6.1.1 Advantages of Observations**

On the positive side, observations may enable the researcher to access those aspects of a social setting that may not be visible to the general public. The backstage activities that the public does not generally see may be discovered through observation (Kawulich, 2012). They allow you to provide rich, detailed descriptions of the social setting in your field notes and to view unscheduled events, improve interpretation, and develop new questions to be asked of informants (DeBunk & Sobo, 1998).

In studying a culture that is different from your own native culture, it is important to use different key informants, as they can provide a variety of observation opportunities. No one person will be able to open the doors and serve as the gatekeeper to all aspects of community life. Having marginal members, or people who are 'fringe' members, as gatekeepers or key informants may also limit the people and activities to which you have access. Using community leaders as key informants may also limit your observation opportunities, when various factions may be opposed to those in leadership positions.

The degree to which one is accepted in the target community is determined, in part, by how well you are perceived by community members. This acceptance is based on gender, age, class, ethnicity, and even appearance (Schensul, Schensul & LeCompte, 1999). Acceptance is based on whether group members trust you, feel comfortable with you, and feel that involvement with the research will be safe for the community (Schensul, Schensul & LeCompte, 1999).

Considering all the facts discussed on observation as a tool for data collection I presumably found participant observation as relevant. The community is well conversant with me as a school principal in the community. The trust level is at a high convenience in the period as over four years I joined the community. Considering that some informants are community leaders, it is quite satisfying that interactions have been done behind the scene and in public centres during community meetings. There are a few cultural differences between me and the community. I speak the local people's languages fluently which are English, Sepedi and Xitsonga.

During the participant observation process as chosen for this study, there were certain essential features of the lifeworld, such as a person's sense of selfhood, embodiment, sociality, spatiality, temporality, project, discourse and mood as the atmosphere that were marked. These interlinked 'fractions' act as a lens through which to view the data (Ashworth, 2003, 2006). Observation as a data collection approach has been used previously in qualitative research. A participant observation is appropriate for collecting data on naturally occurring behaviours in their usual contexts. I observed the proceedings at community meetings as a participant-observer. An observation sheet was used to record findings in the natural setting and the existing information derived from the scenes.

### **3.6.1.2 Disadvantages of Observations**

According to Kothari (2004), observation method has various limitations. Firstly, it is an expensive method. Secondly, the information provided by this method is very limited. Thirdly, sometimes unforeseen factors may interfere with the observational task. Limitations of using observation to collect data may need to be addressed when one focuses on specific aspects of culture to the exclusion of other aspects, for example, when you are only interested in the political/religious influences of the culture (Johnson & Sackett, 1998). Another limitation is that males and females may have access to different information, based on the access that they have to various groups of participants, settings, and bodies of knowledge in certain cultures (DeWalt & DeWalt, 2002).

Other limitations and considerations for using observations include determining to what extent you are willing to become involved in the lives of the participants (DeWalt, DeWalt & Wayland, 1998). For example, if you are studying a sensitive, personal aspect of people's lives, you may need to develop a closer relationship to gain their trust to facilitate the participants' divulging such information. However, in this study, all observed information did not have more sensitive and personal aspects since the community education services are a public phenomenon.

### **3.6.2 Interviews as a data collection tool**

Interviewing, Dörnyei (2007) argues, is 'a natural and socially acceptable' way of collecting data as it can be used in various situations covering a variety of topics. However, other researchers are of the view that: Listening to people's lives, recording their experiences, their moments of crisis, their frailties, their intimacies; these are the challenges to the researcher (Schostak, 2006). By focusing upon that moment of engagement between people where each attend to and addresses the other,

this moment of engagement is critical for every dimension of what it means to be human (Schostak, 2006: 11).

Resolutely, for someone like Schostak (2002; 2006), although interviewing is relatively a simple methodology to utilise; interviewing challenges are enough for calling researchers' attention. In line with this, I can only add that although being a prevalent research instrument, it does not mean that interviews should not be shaped in terms of first how they are used, and then how they are reported (Creswell, 2009). That is, interviews should not only be illustrative, but reflective and critical.

Additionally, research has shown that four types of interviews are frequently employed in social sciences, of which three as discussed relates to the study. The first is the structured interview, whose key feature is that it is organised around a set of predetermined direct questions that require immediate, mostly 'yes' or 'no' type, responses. In this study, a semi-structured interview was used because of an interview guide. The interviews were open-ended, consequently that I could make follow up questions to seek clarity on issues not well clarified. Thus, in such an interview, the interviewer and interviewees would have very little freedom (Berg, 2007). Accordingly, it can be argued, that this type of interviews is like the 'self-administered' quantitative questionnaire in both its form and underlying assumptions.

The second type of interviews is the open-ended (unstructured) interview. Curium and Holstein (2002:35) point out that, unlike the structured interview, this kind of interviewing is an open situation through which a greater flexibility and freedom is offered to both sides (i.e. interviewers and interviewees), in terms of planning, implementing and organising the interview content and questions. Therefore, the interviewer here would be more "keen to follow up interesting developments and to let the interviewee elaborate on various issues" (Dörnyei, 2007: 136).

The third type is the semi-structured interview, which is a more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005:88). When undertaking such interviews, researchers recommend using a basic checklist (Berg, 2007) that would help to cover all relevant areas (i.e. research questions). The advantage of such a checklist, as Berg considers, is that it "allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study" (Berg, 2007: 39).

### 3.6.2.1 Advantages of interviews

The value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also, because it enables interviewees to "speak in their voice and express their thoughts and feelings" (Berg, 2007: 96). Interviews have widely been used as a method of data collection in recent linguistic research. Various studies by Dörnyei and Skehan(2003); Nazari (2007); and Talmy, (2010) show that interviews are one, if not the primary, method of investigating linguistic phenomena. More specifically, Block (2000: 757) states that the rationale behind using interviews in linguistic research is "to take research participants 'at their word' ...[that is] to offer presentation of data plus content analysis, but no problematisation of the data themselves or the respective roles of interviewers and interviewees".

Dörnyei (2007) is of the view that qualitative data are most often generated by researchers through interviews and questionnaires. However, interviews compared to questionnaires are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 1996; 2003). Cohen *et al.*, (2007: 29) concur adding that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting". Interviews are particularly suited for collecting data when there is a need to gain highly personalised data (Gray, 2004), as is required for this study.

Paylenko (2007) that when using narrative data, people's description of their linguistic behaviour (e.g. language learners' reticence) may not always reflect the reality. He, therefore, maintains that interviewing might be the successful alternative technique in testing linguistic phenomena. However, although this may indicate that interviewing is more than just describing facts; presenting events might differ greatly depending on the language of telling (Richards, 2009). In the same vein, Schostak (2006: 54) adds that an interview is an extendable conversation between partners that aims at having an 'in-depth information' about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. Accumulating such meanings can be done in various ways, of which one-on-one interviews are the most common.

According to Blaxter *et al.*, (2006: 172), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is "probably not accessible using techniques such as questionnaires and observations". Moreover, they add that interviewing is not merely a data collection tool; it is rather a natural way of interaction that can take place in various

situations (Blaxter *et al*, 2006: 177). Additionally, Dörnyei (2007: 143) argues that with the presence of the interviewer, mutual understanding can be ensured, as the interviewer may rephrase or simplify questions that were not understood by his/her interviewees. As a result, more appropriate answers and, subsequently, more accurate data will be reached. Consequently, this data can be recorded and reviewed several times by the researcher (when necessary) to help producing an accurate interview report (Berg, 2007).

The advantages mentioned above argue for interviewing as an increasingly attractive method of data collection. However, like any other research tool, interviews can have disadvantages. Hermanowicz (2002: 498) remarks that “while interviewing is among the most central, revealing and enjoyable methods that one can use in research, it is deceptively difficult”. Besides, Hammersley and Gomm (2008: 100) add that researchers should remember that:

“what people say in an interview will indeed be shaped, to some degree, by the questions they are asked; the conventions about what can be spoken about;...[...]... by what time they think the interviewer wants; by what they believe he/she would approve or disapprove of”.

In line with the comment in the last paragraph, it seems that interviewees will only give what they are prepared to reveal about their perceptions of events and opinions. These perceptions, however, might be subjective and therefore change over time according to circumstance. Such responses, thus, might be at a considerable distance from 'reality'. Walford (2007: 147) argues that “interviews alone are an insufficient form of data to study social life”. That is, as both interviewer and interviewee may have incomplete knowledge or even faulty memory. Hence, this lets us question the appropriateness of using interviews as the only transparent means of eliciting data that would inform understandings of the meaning's interviewees make of their lived experiences (Potter & Hepburn, 2005).

Undoubtedly, furthermore, large amounts of data are expected to be revealed via interviews. Therefore, one should follow Scheurich (1995: 249), who stresses that it is important for interviewers to "highlight the baggage they get out of the interview". Also, interviews have been criticised by Robson, (2002: 94) as being time-consuming regarding both data collection and analysis because they need to be transcribed, coded and possibly translated. In summary, Brown (2001) interestingly reviews the advantages and disadvantages of interviewing as follows:

### 3.6.2.2 Disadvantages of interviews

Interviews as a data collection method have limitations. According to Kothari (2004:99), some of the disadvantages of interviews include the following: It is a very expensive method, especially when large and widely spread geographical sample is taken. Furthermore, there remains the possibility of the bias of interviewer as well as that of the respondent; there also remains the headache of supervision and control of interviewer. There are certain types of participants such as important officials or executives or people in high-income groups who may not be easily approachable and to that extent, the data may prove to be inadequate.

The other limitation of interviews relates to time. This method is time-consuming, especially when the sample is large and recalls upon the participants are necessary. The presence of the interviewer may cause the respondent to give imaginary information. One other limitation to interviews is that it requires proper rapport with participants if the interviewer is going to get frank responses from the participants which may be a very difficult requirement (Kothari, 2004). Hereunder is a table outlining the advantages and disadvantages of interviews as a method of collecting data in research?

**Table 3.2 Advantages and disadvantages of interviewing.**

<b>Advantages</b>	<b>Disadvantages</b>
high return rate	time-consuming
fewer incomplete answers	small scale study
can involve reality	never 100% anonymous
controlled answering	order potential for subconscious bias
relatively flexible	potential inconsistencies

**Source: Brown (2001)**

In conclusion, concerning the advantages and disadvantages of interviews and to argue my position is that during the interview, the researcher is largely in control of the response situation, scheduling with the participants a mutually agreeable time and place to carry out the interview (Gall, Gall & Borg, 2007). The interview guides are followed so that the open-ended discussion could follow a certain pattern. The purpose of the open-ended question is to allow participants the freedom to respond to questions as much as possible from their personal life experiences (Dalen, 2011), as relates to the topic of the study.

Furthermore, Robson (2002) and Ho (2006) maintain that although interviewing is a powerful way of getting insights into interviewee's perceptions, it can go hand in hand with other methods "providing in-depth information about participants' inner values and beliefs" (Ho, 2006: 11). For that reason, I used observation as a supplement to interviews allowing me to investigate participants' external behaviour and internal beliefs. Therefore, although it depends on the research questions, I argue that using more than one data collection instrument helped in obtaining richer data and validating the research findings. The interviews design is structured to cover the main research question and sub-questions and is sufficiently flexible to explore the individual circumstances of each participant and the issues which are of concern to them as they interact with community education structures. The interviews are semi-structured life-world interviews which provides for a 'planned and flexible interview to obtain descriptions of the life world of the interviewee concerning interpreting the meaning of the described phenomena (Kvale & Brinkman, 2008).

### **3.6.3 Document analysis**

The documents which were analysed in this study are results of grade 12 learners in Namakgale Circuit for the period 2013-2018, output of the TVET college in Phalaborwa from 2013-2018, community survey documents on Gravelotte Community in the last 2 years, reports, diaries and logbooks and minutes of meetings. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Document analysis is about locating, interpreting, analysing and drawing conclusions about the documented evidence presented (Duffy, 2010; Fitzgerald, 2012). A researcher can use a huge plethora of texts for research, although by far the most common is likely to be the use of written documents (O'Leary, 2014). Bowen (2009) suggests that a wide array of documents is better, although the question should be more about the quality of the document rather than quantity (Bowen, 2009). In the process of document analysis, the researcher must go through a detailed planning process to ensure reliable results. O'Leary (2014) outlines an 8-step planning process that should take place not just in document analysis, but all textual analysis (O'Leary, 2014: 23). The first step is to create a list of texts to explore (e.g., population, samples, participants, participants). The second step is to consider how texts will be accessed with attention to linguistic or cultural barriers. The third step is to acknowledge and address biases. The fourth step is to develop appropriate skills for research. The fifth step is to consider strategies for ensuring credibility and step number six is to know the data one is searching for. The seventh is to consider ethical issues (e.g., confidential documents) and lastly to have a backup plan.



According to George (2009), content analysis of documents in qualitative research goes beyond a rigid focus on word counts to establish the frequency of evidence in the text and can be used flexibly to draw inferences from the content by acknowledging the mere presence or absence of certain words or phrases. As Kohlbacher (2006:16) asserts, “context is also central to the interpretation and analysis of the material”.

### **3.6.3.1 Advantages of document analysis**

There are some advantages which encourage researchers to use document analysis. Firstly, document analysis is an efficient way of gathering data because documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data (Bowen, 2009). Document analysis is often used because of the many ways it can support and strengthen research. Document analysis can be used in many different fields of research, as either a primary method of data collection or as a complement to other methods.

Furthermore, documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. Documents can provide background information and broad coverage of data and are therefore helpful in contextualising one’s research within its subject or field (Bowen, 2009). Documents can also contain data that no longer can be observed, provide details that informants have forgotten, and can track change and development. Document analysis can also point to questions that need to be asked or to situations that need to be observed, making the use of document analysis a way to ensure your research is critical and comprehensive (Bowen, 2009). According to Petersen (1998: 21), there are five advantages of document review which are that; the method is relatively inexpensive; it is a good source of background information, unobtrusive, provides a behind-the-scenes look at a program that may not be directly observable and may bring up issues not noted by other means.

### **3.6.3.2 Disadvantages of document analysis**

It is important to consider that documents are not created with data research in mind, so they require some investigative skills (Bowen, 2009). A document will not perfectly provide all the necessary information required to answer the research questions hence it is used with other data collection methods. Some documents may only provide a small amount of useful data or sometimes none. Other documents may be incomplete, or their data may be inaccurate or

inconsistent. Sometimes there are gaps or sparseness of documents, leading to more searching or reliance on additional documents than planned (Bowen, 2009). Furthermore, the documents may not be available or easily accessible. For these reasons, it is important to evaluate the quality of documents and to be prepared to encounter some challenges or gaps when employing document analysis.

Another concern to be aware of before beginning document analysis, and to keep in mind during, is the potential presence of biases, both in a document and from the researcher. Both Bowen (2009) and O'Leary (2014) state that it is important to thoroughly evaluate and investigate the subjectivity of documents and your understanding of their data to preserve the credibility of your research. The issues surrounding document analysis are concerns that can be easily avoided by having a clear process that incorporates evaluative steps and measures, as previously mentioned above and exemplified by O'Leary's two eight-step processes. If a researcher begins document analysis knowing what the method entails and has a clear process planned, the advantages of document analysis are likely to far outweigh the amount of issues that may arise. It is for that reason that I used document analysis alongside the other two data collection methods.

### **3.7 DEVELOPMENT AND TESTING OF THE DATA COLLECTION INSTRUMENT**

The data collection instruments are derived relative to the question which is to be answered by the research. The research methodology is qualitative and in-depth individual interviews were conducted concerning the interview guides. The most important item on the collection tool should be to ask questions that are narrative as a qualitative study builds the truth from the participants. A proper check is kept staying within the line in responding to the research question by gathering relevant data.

### **3.8 CHARACTERISTICS OF THE DATA COLLECTION INSTRUMENTS**

I identified the main research question and added to the question sub-research questions as part of the interview guide. The methods of data collection have been identified as participant observation, in-depth individual interviews, and document analysis. The observation sheet included in the appendices was used. The individual in-depth interview guide developed was used together with the document analysis tool as inserted in the appendices. The questions flow with the research question as it pertains to the literature which addresses issues related to the topic of

study which is education services in the Gravelotte community and its impact on socio-economic issues.

### **3.9 DATA COLLECTION PROCESS**

I have been in the community for six years since joining the staff at Gravelotte Primary School as a principal in March 2014. I sat in meetings of the community as a participant-observer. Albeit the process of the study had not officially begun the outcry of a problem that required attention was always echoed silently and sometimes verbally. A committee in the community once approached me in my capacity as principal to assist with the application for a secondary school for the community. With this said one can see that the process of data collection began over three years ago as a participant-observer. I served as secretary of the principals in Lulekani Circuit before moving to Namakgale Circuit. With this said the participant observation has not stopped at the point of engagements with the community alone, but also with the stakeholders identified for the study such as the circuit manager, the mine manager and the School Governing Body chairperson.

The data collection process was conducted in three phases mainly for interview purposes. The interviews were done in phase one with the role players in the department of education who are, Namakgale Circuit Manager, the TVET college Principal, the HOD in Gravelotte Primary School and the SADTU chairperson in the cluster. In the second phase, the three stakeholders identified as pivotal to supporting education in the area were interviewed who are, Ba-Phalaborwa Municipal manager, The Stibium mine manager and the Business forum chairperson in Gravelotte community.

In the third phase of data collection through interviews, the following people were interviewed who are the benefactors of the product who are supposedly the one who should be benefiting from the services of education in the community, the community development worker, SGB chairperson and the adult learner in the Gravelotte ABET centre. In total ten participants were interviewed for this case study. The document analysis was conducted to triangulate all the data generated in the process of the study.

### 3.10 DATA ANALYSIS

Data in this study were analysed using thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun and Clarke (2006: 78) suggest that it is the first qualitative method that should be learned as "...it provides core skills that will be useful for conducting many other kinds of analysis". Qualitative data analysis is an iterative process meant to understand how participants make sense of the phenomenon under study (Hesse-Biber, 2010).

There are several techniques for analysing data. There are no prescribed ways to address the process of data analysis. LeCompte and Schensul (1999) define analysis as the process a researcher uses to reduce data to a story and its interpretation. Patton (1987) indicates that three things occur during analysis: data are organised, data are reduced through summarisation and categorisation and patterns and themes in the data are identified and linked.

There is no one right way to analyse qualitative data, and there are several approaches available. Much qualitative analysis falls under the general heading of 'thematic analysis' (Yorkshire & Humber, 2009). Furthermore, the authors suggest that the approach one takes to any given study will depend on many factors, not least: the research question, the time you have available and funders' priorities. There are many ways to approach thematic analysis (Alhojailan, 2012; Javadi & Zarea, 2016). However, this variety means there is also some confusion about the nature of thematic analysis, including how it is distinct from a qualitative content analysis (Vaismoradi, Turunen & Bonda, 2013). The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is much more than simply summarising the data; a good thematic analysis interprets and makes sense of it (Clarke & Braun, 2013). However, a common pitfall is to use the main interview questions as the themes. Typically, this reflects the fact that the data have been summarised and organised, rather than analysed. Braun and Clarke (2006) distinguish between two levels of themes: semantic and latent. Semantic themes '...within the explicit or surface meanings of the data and the analyst is not looking for anything beyond what a participant has said or what has been written.' (p.84). In contrast, the latent level looks beyond what has been said and '...starts to identify or examine the underlying ideas, assumptions, and conceptualisations – and ideologies - that are theorised as shaping or informing the semantic content of the data' (p.84).

Data analysis in qualitative research usually begins while the data are being generated and affect subsequent data collection efforts (Gall, Gall & Borg, 2007). The method used for data analysis in this study was the Thematic Analysis method. A Thematic Analysis method is a method for systematically identifying, organising, and offering insight into patterns of meaning (themes) across a data set. In simpler words, it is a search for themes that emerge as being important to the description of the phenomenon (Fereday & Muir-Cochrane, 2006).

Braun and Clarke (2006: 84) provided a six-phase guide which is a very useful framework for conducting thematic analysis. I applied the six-phase guide as provided by Braun and Clarke (2006).

Step 1: Becoming familiar with the data,

The first step in this thematic qualitative analysis was reading and re-reading the transcripts. This involved going through the records of the interviews and listening to the recorded tapes. In the process of reading and re-reading salient themes, recurring ideas and language use was spotted. The process entailed linking the participants' views and beliefs which is an intellectually challenging phase of data analysis (de Vos, 2005).

Step 2: Generating initial codes,

Open coding involves naming the identified patterns or categories of expression, breaking them down into discreet parts, closely examining them, comparing them for similarities and differences, and questioning the phenomena that are reflected in them (de Vos, 2005). In this step, I organised the data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. The main research question and sub-questions are used to code and the method was determined by the perspective and research questions. Data that was relevant to or captured something interesting about the research question was put aside for coding. Not all the information gathered earned to be coded. However, if this had been a more inductive analysis a line-by-line coding to code every single line could have been used. Open coding was used as opposed to pre-set codes but developed and modified the codes as the study progressed.

### Step 3: Searching for themes,

A theme is a pattern that captures something significant or interesting about the data and/or research question. As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterised by its significance. In this case, the codes were examined and some of them fit together into a theme. In searching for themes with an awareness of participant *particularities* and *generalisations*, I established that the meaning expressed by one participant helped to understand and make sense of other participant's views. This justified one of the goals of analysis, which is to "produce meaningful condensations that make it possible to gain from one participant an understanding that can enhance one's understanding of another participant as well" (Falmagne, 2006:181).

### Step 4: Reviewing themes,

During this phase, a review, modification and development of the preliminary themes that were identified in Step 3 was done. The data that is relevant to each theme is gathered using the 'cut and paste' function in any word processing package (Bree & Gallagher, 2016). The answers given relating to the sub-research questions which made meaningful input were analysed. The content of the responses was taken to be placed under the identified themes.

### Step 5: Defining themes,

The final refinement of the themes and the aim is to '...identify the 'essence' of what each theme is about' (Braun & Clarke, 2006: 92). In this step, I find meaning in themes. The subthemes that interact with the theme are identified and interlinked. A relationship of the themes is outlined. The analysis of the research is worked in line with the aim of the study which was to know the extent to which community education influences socio-economic issues in the Gravelotte community. The main research question was answered successfully using the themes identified through the participants' responses to the sub-research questions.

### Step 6: Writing-up.

The last phase of the analysis was the writing-up of the report which is presented in Chapter 5 of this study. The data analysis was done and summarised in the fifth chapter of this report. The dissertation report gives a summary of the findings as depicted from the gathered data.

### 3.10.1 Advantages of thematic analysis

Wilkinson (2003); Braun and Clarke (2006) are of the view that thematic analysis can generate unanticipated insights, allows for social as well as psychological interpretations of data. Furthermore, it can be useful for producing qualitative analyses suited to informing policy development. Through focusing on meaning across a data set, the thematic analysis allowed me to see and make sense of collective or shared meanings and experiences (Braun & Clarke, 2012). Numerous patterns were easily identified across the data set. The purpose of a step by step analysis was to identify systematically the data relevant to answering the main research question.

Hayes (2000) argues that thematic analysis offers the flexibility for starting data analysis at any time during the project, where there is no association between the data gathered and the result of the process itself. More importantly, it provides the flexibility for approaching research patterns in two ways, i.e. inductive and deductive (Frith & Gleeson, 2004; Halldorson, 2009). The strength of thematic analysis is its unobtrusive nature, allowing me to investigate sensitive topics without altering the phenomena under study (Krahn & Putnam, 2005). Thematic Analysis as a flexible method allowed me to focus on the data in numerous different ways. A thematic data analysis approach was used to formulate themes inductively (Braun & Clarke, 2006) beginning with open coding during the process of the interview as the data was generated in response to research questions. Fereday and Muir-Cochrane (2006) explain that the coding process involves recognising an important moment and encoding it before a process of interpretation. A good code is one that captures the qualitative richness of the phenomenon.

Encoding the information organises the data to identify and develop themes from them. Boyatzis (1998: 161) defines a theme as “a pattern in the information that at minimum describes and organises the possible observations and at maximum interprets aspects of the phenomenon”. Important themes were identified while the interview was going on under the sub research questions, on the other hand, a tape recorder was administered, and this gave more data that was reviewed repeatedly to be able to group themes. A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology (Braun & Clarke, 2006; Clarke & Braun, 2013). This means that, unlike many qualitative methodologies, it is not tied to an epistemological or theoretical perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in learning and teaching.

### **3.11 ETHICAL CONSIDERATIONS RELATED TO DATA COLLECTION**

Holloway and Jefferson (2000) contend that for most narrative studies, the ethical requirement is to set out the general nature and purpose of the study and must be balanced against the need not to unduly direct the participant's attention to a phenomenon. In consideration of the ethical implications the study will be conducted under the following guidelines as listed below:

#### **3.11.1 Permission to conduct the study**

Before conducting the study, ethical clearance was requested from the Turfloop Research Ethics Committee (TREC). The ethical clearance certificate **TREC /222/2018: PG** was issued. I applied for permission to research the Department of Education in Limpopo which was granted.

#### **3.11.2 Voluntary participation**

Participation in this study was voluntary. The participants were not coerced to take part or undue pressure put on them to participate. Participants were given information about the study so that they could decide whether to participate or not without incurring any penalties or detrimental treatment. I ensured that participants are not compelled to participate in the study in any way or deceived in any way about the underlying principle of the research. The voluntary consent of the human participant as a principle was applied in this research. Indeed, Cohen, Manion, and Morrison (2007) define informed consent as the bedrock of ethical procedure.

#### **3.11.3 Informed consent**

The participants in this study were given a clear understanding of the issues I sought to tackle before they participated. A brief description of the background of the study was given to the participants before the start of in-depth individual interviews. Written consent letters were signed before the interviews were conducted.

#### **3.11.4 Anonymity**

Anonymity provides an equal chance for each participant to express their views and react to ideas unbiased by the identities of other participants (Daries, Reich & Waldo, 2014). To ensure anonymity, participants were interviewed on different dates at different locations. The identity of



the participants is not given hence the use of labels such as Participant KP1. The participants in this study have not met each other face to face, this ensured that they respond and react to ideas unprejudiced by the identities and pressures of others. Anonymity was maintained throughout the research as there has and will be no need to disclose any person's identity.

### **3.11.5 Respect and dignity**

All participants were treated with respect and dignity. I gave due regard for the welfare, beliefs, perceptions, customs and cultural heritage, of those involved in this research. I respected the privacy, confidentiality and cultural sensitivities of the participants. The strict confidentiality was communicated clearly with all the ten participants. This as an essential condition for maintaining an appropriate relationship of trust between me and participants (Holloway & Jefferson, 2000).

### **3.11.6 Protection from harm**

The participants were assured that the study will not impose any physical or psychological harm. Everything related to the research was screened for less interruption in their programmes and personal duties. I ensured this by making sure that the results are used in a way that won't affect the participants and by treating them with respect throughout the process.

### **3.11.7 Confidentiality and privacy**

Information provided by participants, especially personal information was not shared with anyone outside the scope of this study. I ensured this by coding the participants' identity instead of writing their names. I ensured that information is kept strictly private and confidential. Privacy was maintained throughout the research process.

### **3.11.8 Discontinuance**

The participants were informed that they are not compelled to continue with the study if they feel uncomfortable during their participation in the study and no penalty or charge would be imposed on them. Consent forms were used to indicate that research participants have the right to withdraw from the process at any time if they feel uncomfortable (Silverman, 2006). The participants were debriefed on completion of the interview and will be provided with a copy of the publication (BERA, 2010).

### 3.11.9 Internal and external validity of the study

Creswell (2013) provides five approaches that a researcher can take to establish the trustworthiness and credibility of a qualitative study as outlined below;

#### 3.11.9.1 Saturation in the field

Fusch and Ness (2015: 1408) claim categorically that 'failure to reach saturation has an impact on the quality of the research conducted'. Furthermore, failure to reach data saturation has an impact on the quality of the research conducted and hampers content validity (Bowen, 2008; Kerr, 2010, Morse, 2015). According to O'Reilly and Parker (2012); Walker (2012) students who design a qualitative research study come up against the dilemma of data saturation when interviewing study participants. Students must address the question of how many interviews are enough to reach data saturation (Guest, Bunce & Johnson, 2006). Constantinou, Georgiou and Perdikogianni (2017) propose that, given the potential for uncertainty about the point at which saturation is reached, attention should focus more on providing evidence that saturation has been reached, than on concerns about the point at which this occurred.

To be sure, the use of probing questions and creating a state of *epoché* in a phenomenological study design will assist the researcher in the quest for data saturation; however, a case study design parameter is more explicit (Amerson, 2011; Bucic, Robinson & Ramburuth, 2010). There is no *one-size-fits-all* method to reach data saturation. This is because study designs are not universal. However, researchers do agree on some general principles and concepts: no new data, no new themes, no new coding, and the ability to replicate the study (Guest *et al.*, 2006). The 10 participants interviewed gave almost the same responses on the sub-research questions asked. In a case where no new information emerges, it is evident that the study could have reached saturation. Other settings may produce new data but in this case, the participants responded satisfactorily to the questions such that I felt the saturation has been reached.

Interviews are one method by which one's study results reach data saturation. Bernard (2012) stated that the number of interviews needed for a qualitative study to reach data saturation was a number he could not quantify, so I took what I could get. The 10 participants satisfied the sample according to the stakeholders in the community as detailed in this chapter under methodology. Moreover, interview questions were structured to facilitate asking multiple participants the same questions, otherwise one would not be able to achieve data saturation as it would be a constantly

moving target (Guest *et al.*, 2006). To further enhance data saturation, Bernard (2012) recommended including the interviewing of people that one would not normally consider. He cautioned against the *shaman effect*, in that someone with specialised information on a topic can overshadow the data, whether intentionally or inadvertently (Bernard, 2012). Care was taken and no restriction was made for key informants (Holloway, Brown & Shipway, 2010) who would hamper complete data collection and data saturation. All the sub-research questions were answered in the process of this research. Further recommendations include the possibility of having a second party conduct coding of transcripts to ensure data saturation has been reached (Brod *et al.*, 2009). Additionally, I avoided including a one-time phenomenon that elicits the dominant mood of one participant (Onwuegbuzie, Leech, Slate, Stark & Sharma, 2012) that could hamper the validity and transferability of the study results. At the end of the study, there was no new information generated in the final analysis for that may have necessitated further interviews to be conducted as needed until saturation was reached (Brod *et al.*, 2009; Rubin & Rubin, 2012).

### **3.11.9.2 Triangulation**

In-depth individual interviews, document analysis and participant observation methods of data collection were used in this research. The use of more than one method in data collection led to triangulation through which, I rose above the personal biases that stem from single methodologies and overcame the deficiencies that flow from one method as described by Mouton (2001). According to Pelto (2017: 242), in the 1950s researchers began to use “triangulation as “an approach to assessing the validity and reliability of data-gathering methods in the social and behavioural sciences”.

The use of multiple methods in the investigation of the effectiveness of community education in influencing socio-economic issues in the Gravelotte community allowed data to be triangulated. This provided rigour and using data from several sources strengthened the findings (Cohen, Manion & Morrison, 2011). Altogether, a broad definition of triangulation overlaps somewhat with the fundamental objective of mixed methods and the terms are sometimes used synonymously (Hurmerinta-Peltomaki & Nummela, 2004). Qualitative researchers need to employ several methods for collecting empirical data that together or separately provide significant insights (Denzin & Lincoln, 2005). The use of various methods provided a more distinct point of conversion on an accurate representation of reality about the variables in the study (Brink, 2003; Hilton, 2003).

Gliner (1994) described triangulation as a method of highest priority in determining internal validity in qualitative research. Furthermore, triangulation is a concept that originated in the discipline within the field of geography concerned with land surveying. Gliner (1994) states that the term triangulation stands for the procedure that entails carrying out three measurements to determine the exact position of a point in the landscape. In social science research, the concept of triangulation is used metaphorically; it has various meanings and involves many corresponding procedures.

Triangulation in social science research refers to a process by which a researcher wants to verify a finding by showing that independent measures of it agree with or, at least, do not contradict it (Miles & Huberman, 1994). However, in practice, qualitative studies in the Social Sciences often involve picking triangulation sources that have different strengths, foci, and so forth, so that they can complement each other (Beijaard, 1990; Buitink, 1998). Miles and Huberman (1994:266) distinguished five kinds of triangulation in qualitative research. The first one is triangulation by data source (data generated from different persons, or at different times, or from different places); secondly triangulation by method (observation, interviews, documents, etc.); thirdly triangulation by comparison to reliability in quantitative methods); fourthly triangulation by theory (using different theories, for example, to explain results); fifthly triangulation by data type (e.g., combining quantitative and qualitative data).

The type of triangulation chosen depends on the purpose of a study. Of course, more than one type of triangulation can be used in the same study. In this study, we focussed on triangulation by method by developing a strategy for combining the data generated with three different instruments which are in-depth individual interviews, document analysis and participant observation. Triangulation by method is more commonly known as methodological or multimethod triangulation. As methodological triangulation is also used to refer to the combination of qualitative and quantitative data ("triangulation by data type" in the list of Miles and Huberman (Erzberger & Prein, 1997), I will use the term multi-method triangulation throughout this study. Kopinak's definition of multi-method triangulation as entailing "gathering information about the same phenomenon through more than one method is used, primarily to determine if there is a convergence and hence, increased validity in research findings" (Kopinak, 1999: 171).

Denzin (2009) noted that triangulation involves the employment of multiple external methods to collect data as well as the analysis of the data. To enhance objectivity, truth, and validity, Denzin (2009) categorised four types of triangulation for social research. Denzin (2009) suggested data

triangulation for correlating people, time, and space; investigator triangulation for correlating the findings from multiple researchers in a study; theory triangulation for using and correlating multiple theoretical strategies as applied in this study; and methodological triangulation for correlating data from multiple data collection methods. Multiple external analysis methods concerning the same events and the validity of the process may be enhanced by multiple sources of data (Fusch & Ness 2015; Holloway *et al.*, 2010).

There is a direct link between data triangulation and data saturation; the one (data triangulation) ensures the other (data saturation). In other words, data triangulation is a method to get to data saturation. Denzin (2009) argues that no single method, theory, or observer can capture all that is relevant or important. Denzin (2006:13), however, stated that triangulation is the method in which the researcher "must learn to employ multiple external methods in the analysis of the same empirical events". Moreover, triangulation is how one explores different levels and perspectives of the same phenomenon. It is one method by which the validity of the study results is ensured. Triangulation of data is when multiple sources are applied to check and establish validity by analysing a research question from multiple perspectives (Guion, Diehl & McDonald, 2011).

### **3.11.9.3 Member checks**

In this study, I was both the data collector and data analyst which gave potential for researcher bias (Miles & Huberman, 1994). Qualitative researchers might impose their personal beliefs and interest on all stages of the research process leading to the researcher's voice dominating that of the participant (Mason, 2002). However, in this study, the potential for researcher bias was reduced by actively involving the research participants in checking and confirming the results. The method of returning an interview or analysed data to a participant is known as member checking, and as respondent validation or participant validation. Member checking was used to validate, verify and assess the trustworthiness of qualitative results (Doyle, 2007).

In a subtle realist study, it is held that social phenomena exist independently of the person; however, understanding of phenomena is only known through the individual's representation of them hence member checking involved getting clarity of meaning from participants (Blaikie, 2007). According to Gray (2013); Snape and Spencer (2003), a person's knowledge and understanding is grounded within their experiences, and knowledge is socially constructed. Hence the member checks are important for data validation.

The interactive method of member checking used was the member check interview. The transcript of the first interview foregrounds the second interview during which I focused on the confirmation, modification, and verification of the interview transcript. In this process, I undertook analysis on the individual participant's data, and the emerging findings therefore grounded for the member check interview. The member check interview has congruence with the epistemology of constructivism in that knowledge is co-constructed. Doyle (2007) reports how, in her hermeneutic phenomenological study on older women, returning transcripts and then undertaking a second interview to discuss data empowered participants as they had the opportunity to remove and add to their data thereby co-constructing new meanings. In responding to the member check as a validation requirement I have in the process of data gathering referred summarising sentences to the participants to clarify their views as recorded in the tapes such as, "*Would you say in your own words that the mine has interest on community education?*" This is a more accurate and more significant way of member check applicable in this study as it gave clarity to what the meaning should be in the interpretation of generated data.

### **3.12 CONCLUSION**

This chapter outlined how the methodology was applied in the study. This study used a qualitative case study approach. The Interpretive paradigm was used in the process of interaction with participants in the research. The use of three methods of data collection is justified as triangulation (Neuman, 2003). The study used in-depth individual interviews, document analysis and participant observations methods of data collection. The objective of using the methods was to successfully answer the main research question. A qualitative approach was used to answer the sub-research questions and subsequently the main research question. The use of the methods for this study was fully validated in this chapter. Most studies on social phenomena have been completed within a limited time using qualitative methods. Ethical consideration and the consent for participants in the study were discussed in this chapter. The use of more than one method to collect data is justified as triangulation in the validation of reality as presented by more than one source. Furthermore, the chapter gave a fully detailed outline on study methods and the importance of validation in research. The next chapter presents the data and summarises the findings of the study. The analysis of the data is also discussed.

## CHAPTER 4

### 4. DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

The previous chapter of research methodology discussed how individual in-depth interviews, observation and document analysis were conducted as qualitative methods for data collection. Interviews were conducted with the 10 purposively selected participants through the phases as clustered for clarity of understanding. Using information from different sources is described as data triangulation (Guion, Diel & McDonald, 2011). The participants selected are informants on whose construction of the truth the study made findings and analysis as described below. An Interpretive approach has, as its intention, “to discover the meaning of the world as it is experienced by the individual” (Daniels, 2013). The main research question for this study was as detailed below:

To what extent does community education address the socio-economic issues in the Gravelotte community?

The sub-research questions asked for understanding the main question are:

1. What are the community education programmes offered in Gravelotte?
2. How successful are community education programmes in Gravelotte?
3. What is the impact of community education as a tool for socio-economic development?
4. Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?
5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?

The work of data collection was completed, and a thematic analysis theory was used to analyse the data as indicated in the following subheadings.

#### 4.2 THE BIOGRAPHICAL DATA OF KEY PARTICIPANTS

The biographical data assists in providing critical information on the participants and how knowledgeable they are for the role played in the research. It provides a picture of the level to which these key participants are likely to understand the issues relating to education in the Gravelotte community. Their perceptions are influenced by their educational backgrounds and

exposure to the matter under study. Scholars tend to think that perceptions are also influenced by gender, hence the need to profile the key informants concerning their gender. It is assumed that a fuller understanding of these participants' attributes will make it easier to better understand why certain information is given or withheld during the study report.

**Table 4.1 The gender range of the key participants (N= 10)**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	6	60%
Female	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Own research**

Table 4.1 above shows that more males took part in this study than females. Considering that this was a Purposeful sampling, this may not necessarily mean that they are the only people who knew about this matter although they were selected for this study. The participants selected were considered to have a substantial amount of knowledge about educational programmes in their roles within the community. The sample was composed of 6 males and 4 females.

**Table 4.2: Age structure of the Key participants: (N=10)**

<b>Age range in years</b>	<b>Males</b>	<b>Females</b>	<b>Percentage</b>
30-39	1	2	30%
40-59	4	1	50%
60-69	0	1	10%
70-79	1	0	10%
<b>Total</b>	<b>6</b>	<b>4</b>	<b>100%</b>

**Source: Own research**

The age distribution of the key participants in this case study is evenly distributed making higher concentration in the ages between 40 and 59 years with 50%. The amount of percentage at the highest level is 10% less compared with the youngest group of the sample. The ages 60-69 years with the 70-79 years makes 20% of the sample. The implication of the age distribution is indicative of the community structure and social interaction between different age groups. It seeks to cover the community structures and how each view education and its impact on society.



**Table 4.3 Key Participants official duties and roles**

<b>Key Participant</b>	<b>Gender</b>	<b>Age range</b>	<b>Role</b>	<b>Race</b>
KP1	Female	30-39	Responsible for leadership in the community and organising socio-economic structures.	Black
KP2	Female	30-39	Responsible for IDP advocacy and its implementation.	Black
KP3	Male	30-39	Manages the school infrastructure and programmes in collaboration with the school principal.	Black
KP4	Male	40-59	Represents the interest of educators with the department at Union level.	Black
KP5	Male	40-59	Responsible for placements of learnership at TVET college	Black
KP6	Male	40-59	Responsible for funding of learnership and community education projects	Black
KP7	Male	40-59	Responsible for the monitoring and support of educational activities within government schools in the area	Black
KP8	Female	60-69	Responsible for the administration and monitoring of learning at the Gravelotte Primary School	White
KP9	Female	40-59	Engaged with learning at the centre for personal development	Black
KP10	Male	70-79	Responsible for managing his business in the Gravelotte community and within Ba-Phalaborwa municipality	White

**Source: Own research**

The concept of community education is diverse in its implementation and its role hence the participants are drawn from wider community demographics. There is a wider coverage of stakeholders which are role players in education. The participants were further classified in the table below.

**Table 4.4 Clustering the key participants**

<b>Provision of educational programmes</b>	<b>Support for provision of education programmes</b>	<b>Consumers/ Benefactors of the education programmes</b>
KP4	KP2	KP1
KP5	KP6	KP3
KP7	KP10	KP9
KP8		

**Source: Own research**

Table 4.4 above shows a range of how the key participants contribute in educational programmes. There is, however, an increased interaction between the patterns as one may be at the level at one point when required and be at the other end when required. In my discussion of the analysis of the data, there will be a conjugated use of these clusters referring to their contributions in the arguments. The submissions made by a cluster as opposed to the other cluster will be discussed in the arguments of data analysis. The coding as clustered will be discussed within the same range. The originality of this work makes me think of terming the analysis as "My mixture book". Thematic analysis is a flexible and useable method of qualitative analysis. According to UNICEF (2009:2), "Learning does not begin when children walk through the, neither school doors nor does it end when they exit for the day. It takes place all the time and everywhere, throughout life". The presentation of biodata is followed by a presentation of the results of the study under five themes as related to the research questions.

### **4.3 RESEARCH FINDINGS**

The data generated using the in-depth interviews, document analysis and participant observation were analysed by identifying, coding and categorising information based on the five themes which relates to the sub-research questions. Each of these themes is discussed as indicated below in conjunction with statements from participants.

#### **4.3.1 Theme 1: The community education programmes in Gravelotte community**

According to the NDP (2030:38), South Africa needs an education system with the following attributes:

1. High-quality, universal early childhood education.
2. Quality school education, with globally competitive literacy and numeracy standards.
3. Further and higher education and training that enables people to fulfil their potential.

4. An expanding higher-education sector that can contribute to rising incomes, higher productivity and the shift to a more knowledge-intensive economy.

The participants were asked to respond to the first sub-research question, "What are the community education programmes offered in Gravelotte? This is how they responded to the question:

Participant KP2:

*"I am aware of the schools in the area which are Gravelotte Primary and Leseding Primary. There is an ABET centre at Gravelotte Primary school. We had initiated to assist the community with a secondary school which did not materialise due to financial constraints. The community of Gravelotte has in the past mentioned their desire for a secondary school as it appears in their IDP and we have never met that need".*

Participant KP3:

*"I know there are two primary schools namely Gravelotte Primary and Leseding Primary. I know the ABET centre exists in the community and I also know that there is a need for a secondary school in the Gravelotte community".*

Participant KP4:

*"I am aware of the centres of education in the area since I am directly involved with the teachers who are members of the teacher union within those schools. The schools are Leseding Primary School and Gravelotte Primary School which hosts an ABET centre".*

The participants in this study mentioned the education programmes offered in Gravelotte community. There are two primary schools which are Leseding Primary and Gravelotte Primary. There is an ABET centre operating within Gravelotte Primary School after hours from 14H00 to 16H30 Mondays to Thursday. The programmes provided are localised and accessible as reflected in the generated data.

According to Department of Education (2007a: 55), socio-economic background has an over-riding effect on results, as does [which] former Department [of Education under apartheid] the school belonged to. In other words, the school that an individual learner attends has [a] strong predictive effect on results, both in terms of social position and in terms of schools' effectiveness. Leseding Primary school was a school formerly for black children whereas Gravelotte Primary school was for white learners. I concur with the report of the study mentioned above because to this day there are resources for education at the one primary school as compared to the other. Participants KP2 said " *The learners who pass grade 7 in Gravelotte Primary school make it until grade 12 whereas the other learners from Leseding hardly make it to grade 12*". Education and socio-economic issues have a serious bearing on each other.

Furthermore, one of the participants interviewed in this study, who works at the TVET College said, *"We as the college are not doing enough to make ourselves visible in the communities"* (Participant KP5, male). The participant feels that the college is not doing enough in terms of marketing itself and creating a link with the community education centres in the area. According to the participant mentioned above, this could be due to the distance between the college and the community which is about 60km away from the town.

The minutes of the Namakgale Circuit Management team held on the 18<sup>th</sup> November 2018, has the following matters as discovered in the documents analysed:

*The circuit manager indicated that the schools in Gravelotte community are Leseding Primary School and Gravelotte Primary School who were monitored as a cluster in the last year. He will further visit all the schools this year 2019 as he did last year in 2018.*

However, I noted as participants mentioned the ABET centre operating at Gravelotte Primary and observed the examinations of ABET Level 4 being administered in the school. The examinations were conducted by the Namakgale circuit officials. The centre has enrolled adult learners who are taught after school when the primary school learners have left the premises. The department of Education in Limpopo recognises the need for adult learning in Gravelotte community.

The data generated from interviewing participants in this study point to the need for a secondary school. The minutes of the community with EXXARO mine at the Gravelotte hotel dated 22 May 2018 supports the view of the participants:

*During the Community engagement in January 2018, the Gravelotte community identified that they need a secondary school.*

The study revealed that the status quo in the provision is different to what the South African Schools Act (SASA) asserted to, that a new schooling system will redress past injustices in schooling provision (Republic of South Africa, 1996). Furthermore, there is evidence from the analysed documents on education in the Namakgale Circuit, that there is no secondary school in the Gravelotte community. An extract from the minutes of a meeting held on the 09<sup>th</sup> July 2018 is presented as evidence.

*: There are two primary schools in Gravelotte, Leseding Primary and Gravelotte Primary. Gravelotte Primary used to fall under the Lulekani Circuit but now it's under Namakgale. No secondary school is nearby, and learners must travel long distances to attend a secondary school. Some learners use the transport that is provided for by the department.*

The study discovered that learners are transported by buses to get secondary school education in other areas about 60km away from the community. The implications of this are insufficient sleep, which is recognised as a serious health risk by the American Medical Association and the American Academy of Sleep Medicine, who report that many young people do not get enough hours of sleep (Owens, 2014). This situation put a lot of pressure on learners to wake up earlier than is expected of them. Furthermore, the study established that there is a general awareness about educational activities and programmes in Gravelotte community as evidenced in the interactions between the school community and the local community. The schools put out posters and flyers about admissions and advertised posts in the walls of local businesses. It is further supported by the statement of Participant KP7 who responded to the question by saying:

*“We currently don't have a secondary school in the area, but the community has engaged us, and we are busy coordinating the documentation to erect a school together with EXARRO mine”.*

Although there is a significant drive to address the need, I however observed from the engagements at meetings and interviews conducted that there is a significant gap between the words and actions. The municipality's drive to address the matter leaves a lot to be desired as attested to by their move of spending the allocated funds which were earmarked for developing a school to other projects after a fall out with the department of education as reflected in a letter to stakeholders dated 30<sup>th</sup> July 2018 (extract from the letter):

*The mine, together with the Ward Councillor has conceded to the decision to forego this plan in place of other community projects identified during the consultations held.*

The plan mentioned above in the letter was the construction of the secondary school. This matter makes one to wonder the extent to which the commitment to the NDP (2030) is taken when 11 years to 2030 and 25 years after democracy there is a community without a secondary school. Learners must travel long distances as observed to access post-primary education. Clancy (2001) argues that education's fundamental role in ensuring social inclusion is related to the role that it plays in the process of status attainment and reward configuration in society, with higher levels of educational attainment being associated with declining prospects of unemployment. With this narrative, it is notable that a secondary school would provide a much-needed boost in the community as attested to by Participant KP6 who said,

*“We could be offering bursaries to secondary school learners so that they can study towards engineering and the skills required in mining”.*

The provision of education is driven by policy as attested to by Rubenson and Desjardins (2009). Furthermore, the key role of the public education policy is to reduce the structural and individual

obstacles for participation in community education. The study further found out that education in Gravelotte community is not free and it is not accessible by the standards as set out in the millennium goals. The education programmes are offered in two distinctions.

One of the primary schools in Gravelotte community charges a fee, and the other is a no-fee school. The provision of education to society happens under organised systems as it should also happen in the Gravelotte community. Nussbaum (2006) argues that education is intimately connected to the idea of democratic citizenship, and the cultivation of humanity. I concur with Nussbaum (2006) that missing out on quality education the residents in this area will miss essential capacities such as critical examinations of oneself and one's traditions, the capacity to reason logically, correctness of facts and accuracy of judgement.

The circuit manager when asked on the knowledge of educational programmes indicated that he is fully aware of the education programmes that happen in the community of Gravelotte, "*There are two primary schools which are under the department of education and I give them monitoring and support together with the ABET centre*". According to data generated from all the key participants, there is consensus that in Gravelotte there is no high school which creates an imbalance for continual educational activities. Learners travel longer distances to access secondary school education which is detrimental to community development because some of them drop out of school. One of the participants in the study pointed out that:

*"Our learners travel long distances to secondary schools unmonitored and this may result in misbehaviour and lead to teenage pregnancies" (Participant KP2, female).*

On the other hand, the lack of a secondary school deprives the local community of a much-desired community centre as most schools are used for other activities after school hours. The secondary school could host community meetings and related developmental projects. In other communities, vegetable gardens are planted in secure areas like schools and churches. Students learn best when they can connect what happens in school to their cultural contexts and experiences, when their teachers are responsive to their strengths and needs, and when their environment is "identity safe" (Steele & Cohn-Vargas, 2013). In this case, the Gravelotte learners are exposed to a home that is far from their schools, which disconnects them leading to failure and drop out as attested by Participant KP1 who said:

*"Our children do not cope and ultimately drop out of school before completing grade 12".*

The implication of dropping out of school is detrimental. Lamb, Hugo and Huo (2017), posit that school dropout is associated with a lifelong reduction in earning capacity and secure employment.

However, there are valuable lessons as supported by Cantor, Osher, Berg, Steyer and Rose (2018) in their expression of how the brain and the development of bits of intelligence and capacities are malleable, and the "development of the brain is an experience-dependent process". Possibly the travelling of these learners could provoke a lot of good initiatives and survival strategies. The level of support through family structures will be required for these learners to succeed.

Research suggests that students are more likely to attend and graduate from school, attach to learning, and succeed academically when they have strong, trusting, supportive connections to adults, including at least one intensive relationship with a close advisor or mentor (Friedlaender *et al.*, 2014). The study discovered that there is a lack in that area within the Gravelotte community of creating an intense relationship between the learners and their communities, since they must travel by bus and are never around to interact with the locals where the schools exist.

Furthermore, Osher and Kendziora (2010) have discovered that depersonalised contexts are most damaging when students are also experiencing the effects of poverty, trauma, and discrimination without supports to enable them to cope and become resilient. Unless mediated by strong relationships and support systems, these conditions interfere with learning, undermine relationships and impede opportunities for youth to develop skills to succeed. Hence the implications of the lack of a secondary school in the area are detrimental to the socio-economic development of Gravelotte community.

The OECD highlights that education settings are places where young people develop many of the social and emotional skills needed to become resilient and thrive (OECD, 2015). The lack of a secondary school in Gravelotte community denies these learners an opportunity for ownership and a space to explore their talents. The local community have engaged the department of education and the municipality to build a secondary school. When interviewed the municipal representative said:

*"The community have been asking us for a secondary school and it has been a while now and we seem to be failing them in that area" (Participant KP2, Female).*

The stakeholders within the community have been engaging the department of education in pursuit of the building of a secondary school as reflected in the minutes dated 09 July 2018 (Minutes attached).

The community and the department agreed to the need for building a secondary school. However, few learners in the local community are in grade 7. There are 16 learners in grade 7 at Leseding Primary School and 31 learners at Gravelotte Primary School. The 31 learners in Gravelotte Primary are comprised of 20 learners from as far as Nkowankowa Township and Mariveni village and 11 from the local community. The 20 learners in grade 7 travel by bus to the former model C primary school in Gravelotte. The learners in Leseding Primary are few to constitute a reasonable number to start a secondary school without these travelling learners and these may be the reasons for the delay.

#### **4.3.2 Theme 2: The success of community education programmes in Gravelotte.**

The second sub-research question was “How successful are community education programmes in Gravelotte? The participants responded in this manner.

Participant KP9:

*“The education received in the ABET centre is relevant ... tackle issues of health and social wellbeing. We can help our children with homework and school-related projects.”*

Participant KP3:

*“In my view, education does deal directly ... households are better compared to households with lower literacy levels.”*

Participant KP5:

*“I discovered that there... Some of our graduates are employed in the PMC mine and others open their businesses.”*

There is consensus on the success of community education programmes in the Gravelotte community. The participants have expressed positive hints of success at different levels. It has been comprehensively established that teacher quality is by far the most important school-based determinant of student outcomes (Burgess, 2016). This factor could mean that the educators in the mentioned education centres in the Gravelotte community are determined to positively impact the society. The resourcefulness of the schools and the quality of educators could be the reason for this claim.

The participant who is an adult learner expressed how the education he gets gives him insight which makes him to help his children with their schoolwork. In the same light, the other participant is of the view that social impact can be seen through education in the community. Furthermore,



the last participant mentioned above is confident that employment and job opportunities are created in the area due to education programmes.

According to the South African Government policy on education as expressed in the National Development Plan (NDP) 2030: Improved education...will lead to higher employment and earnings, while more rapid economic growth will broaden opportunities for all and generate the resources required to improve education (p. 26). The education programmes offered in the Gravelotte community is seen as a positive contributor to socio-economic development. This success happens amidst a low number of recorded uses of the municipal library. Perhaps the reason is because the population at Gravelotte is low compared to other areas of Ba-Phalaborwa municipality. The use of the library every month is at 600 as compared to 2500 in other areas (Ba-Phalaborwa Municipality, Report on Education: 2019-2020).

According to the findings of a study by CDE (2013), the severe inequalities of educational outcomes in South Africa can be seen along with several correlated dimensions, most notably; wealth, school location, language and province. Hence one of the participants in the study expressed a different view saying:

*“There is no community need to be addressed through education in the area due to divisive attention to individual needs. There is no unity in the community which makes no success of educational programmes”* (Participant KP10, Male)

The participant who made this expression serves as the leader of the local business summit. Furthermore, the participant as a farmer employs most of the illiterate people in the community for mostly unskilled labour. This could be the reason why he views education as not successful and that the community experiences continued inequality. However, education in this community appears to fail in the area of social cohesion. As observed in the community meeting held at the community hotel the priorities of the community were outlined much differently based on the cultural differences. The participant who sees no benefit in education is a European residing in the community, who also indicated that he hires unskilled labours and to him, education is not a priority in employment. Hence that could be the reason why his stance is different from the other participants.

The other participants' views are echoed by the mine manager who emphasised that they are gaining a lot from the workers who go through skills development. This view is supported by the findings of Kawar (2011) in a study conducted in Doha Qatar about skills development for job creation, economic growth and poverty reduction which found that skills acquired raises the

productivity of workers and enterprises. The mine manager interviewed in this study, said that those who are trained are more productive and their safety skills are increased which leads to more profitable practices. The Mopani South East college representative indicated that the learners who go through their training are better off compared to those who do not get formal skills. The graduates can formalise their businesses and others get formal employment.

It is never easy to measure success in education as the benefits come after a lengthy period. However, there has been a preference to study the economic benefits of learning. This can be attributed to the fact that the economic benefits of learning can be relatively easy to measure (Galvido-Reuda & Vignoles, 2004; Feinstein & Sabates, 2008). The quality of education provided has the long-lasting ability to create zeal in a child until they finish higher education after which the benefit can be measured as attested to by the participants in this study, *“Most of the learners can complete grade 12 after doing primary education in Gravelotte Primary”*(Participant KP1 & Participant KP8).

Schuller (2004) is of the view that most of the education research is input or process-focused, at the expense of an equal consideration for the outcomes of learning. This lack of theoretical and substantive guidance is compounded by the fact that creating or defining a benefit is an incredibly arbitrary task. What counts as a benefit to one person might not register as a benefit for others (Schuller, 2004).

Since economic benefits can be observed through a variety of indicators such as employability, income levels and occupation (Carnoy, 2000; Blondard *et al.*, 2002) Gravelotte community still lacks in providing proper feedback on this investment since one participant mentioned that, *“The learners that stay in Gravelotte relocate to other areas due to lack of facilities in the area. Their success may be noted and credited to other areas”* (Participant KP2).

The advantage of education in creating a benefit of an increased probability of re-entering the labour market after periods of unemployment (Feinstein & Hammond, 2004) can also be attested to as one observes the community who most of them are unemployable after losing their jobs at the mine. In the current state the Gravelotte community is seen to access educational programmes, but on the other hand, what is being provided is not quality which might impact on success. Badat (2009) states that education also has profound value for the promotion of health and wellbeing, the assertion and pursuit of social and human rights and active democratic participation.

### 4.3.3 Theme 3: The impact of community education in socio-economic development

The third sub-research question was “What is the impact of community education as a tool for socio-economic development? In responding to this question, the participants had the following to say;

Participant KP1:

*“Wherever you go... skills are in demand for a developing community and our society is suffering because of lack of skills. Most ... lacking behind in the area of socio-economic development due to poor educational facilities and a lack of a secondary school in the area.”*

Participant KP2:

*“In my view, learnerships are some way of preparing the learners for full-time employment in the companies around Ba-Phalaborwa municipality. Yes, one can say that the... allow some students to be self-employed.”*

Participant KP8:

*“.... Yes, one can say that the skills acquired through training in the college allow some students to be self-employed.”*

There are differing opinions from the participants in the study concerning the impact of community education as a tool for socio-economic development. According to Ball (2008) and Liddy (2014), when it comes to education, both defining outcomes and measuring success are difficult as the process of education is complex and multifaceted. However, comments on the impact can be made from the data generated through interviews, document analysis and observations. The first participant above speaks from a point of need, since there is a consensus amongst scholars that education is a prerequisite for development.

Ever since the ABET centre was in operation since 2010 there has been a lot of improvement in adult learners’ lives. More of the adult learners were promoted at their workplaces after completing the ABET level four certificates. There is confirmation to this as said by one participant.

*“Some of the mineworkers complete the ABET level 4 in Gravelotte Primary School, and we see an improvement in safety in the mine and most of them are promoted to higher positions after completing their certificates” (Participant KP5, male).*

The certificates are recognised for learnerships at the municipality and others have gone on to further their studies and their socio-economic status have improved. The participant in this study with a different view on the success of education in addressing socio-economic issues in the community is a local councillor. It could be because the participant as a local ward councillor views

the services provided as inadequate in addressing socio-economic issues. The two other participants mentioned above agree with Jonck *et al.*, (2015) who investigated the relationship between crime and education in South Africa. There is a positive impact on society through educational programmes.

The impact of community education programmes on socio-economic development in Gravelotte is vast due to the structure of the community. Businesses are dominated by European farmers and the local Stibium mine employs a fraction of local people due to lack of skills required in the industry. Furthermore, one of the participants opines that the success or impact is not evident.

Participant KP1 said:

*“It is not traceable since the learners that participate in higher education relocate from the community after graduating and there is no feedback to the community which makes us worried as the citizens of the area.”*

The study discovered that the local community does not have a trace of the children who graduate from either colleges or universities and are currently employed locally. I am of the view that even though the learners relocate to other areas, it is still true that they may have been positively affected by education. The movement of educated people from one place to the other is evidence that they have been provoked to look for greener pastures elsewhere. Education has an impact on the rate of social mobility (Schuller, 2004), and creates an environment for an increased labour force participation rates for women (Feinstein & Sabates, 2008). Health impacts can also be found where education has encouraged people to adopt healthier lifestyles especially in the area of smoking and exercise (Feinstein & Hammond, 2004 cited in Feinstein & Sabates, 2008).

This study revealed that community education in Gravelotte community has not yet fully played a pivotal role in the advancement of the social status of individuals however there is a positive impact. The report of a study on socio-economic issues and drop out by Ansary (2017) discovered that education plays an important role for the development of personality as well as to improve the quality of lifestyle and status of the individual.

The participants in this study reiterated the same sentiments when they agree on the point that an educated person or household will behave differently as opposed to families of uneducated people. The CDE (2013) discovered that poor-quality schooling at the primary and secondary level in South Africa severely limit the youth's capacity to exploit further training opportunities. Hence there will be fewer indicatives of development if education in the primary and secondary is not qualitatively provided.

According to the findings of the Centre for Development and Enterprise, CDE (2013:8) while the low-level equilibrium that South Africa finds itself in has its roots in the apartheid regime of institutionalised inequality. This substandard education does not develop their capabilities or expand their economic opportunities, but instead denies them dignified employment and undermines their sense of self-worth. The CDE (2013) findings mentioned above seem to be realistic because quality education is one of the tools useful to impact society and bring socio-economic development. The Gravelotte community has a limited number of learners, as most travel by bus from other areas to acquire quality education. The education offered in Gravelotte Primary School is of high quality and has a positive impact on society.

There is evidence of former learners who were at Gravelotte Primary School who among them have acquired great accolades in society. There is a former learner who is a radio personality in one of the radio stations in Limpopo. The other one is a player for the national team that won the rugby world cup in 2019. There are positive impacts out of the work in educational programmes offered in the Gravelotte community.

One report, in 2015, from the on-line version of 'The Nation' (a Malawian newspaper), recounts an interview given by President Peter Mutharika to the American Magazine 'Foreign Affairs', where he set a five-year deadline for the country 'to start balancing its national budget without relying on contributions from donors' (Munthali, 2015). The achievement of such successes can only happen under highly prioritised outcomes-based education. I concur fully with the report because education and empowerment projects should leave a positive impact in society creating self-reliance and sustainability.

Nthenda, (2016) reports that the Malawi Broadcasting Service shows that some stakeholders in Malawian resurgence, such as the Malawi Scotland Partnership, believe that Malawians should take responsibility for aid reduction and food security into their own hands. This is indicative of the need for interventions that bring tangible change. Education is pivotal in bringing the much-anticipated intervention strategies for success.

However, Badat (2009) posits that we are bound to protect and promote a much richer and multifaceted conception of education that views itself as also having intrinsic as well as social and political value. The Gravelotte community is void of such sustainable educational programmes due to lack of community-based educational organisations. The study revealed that there is a gap in

the community which could be played by the Non-Governmental Organisations (NGOs) to support and extend the impact of community education in socio-economic development.

The socio-economic needs of the population in Gravelotte community require educational intervention. However, the current state is not enough to bring the necessary redress. Talking about development Badat (2009: 5) says without a “thick” conception of development, it will be nigh-impossible to eliminate the historical and structural economic and social legacies of apartheid, transform... and redress inequalities in patterns of wealth and ownership. Agreeably the statement speaks of how much effort should be put in addressing socio-economic issues. It emerged in the study that the current state of education input is way behind to address the gap of the past and reposition society for equality and social cohesion. Badat (2009) further states that the goals of development should be amongst others ensuring intellectual development, cultural, social and political rather than just economic.

#### **4.3.4 Theme 4: Factors which militate against the effective implementation of community education programmes being offered in Gravelotte**

The fourth sub-research question asked was *“Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?”* In responding to the question, the participants presented their views as follows:

Participant KP5

*“There is a conflict because even the private sector in the area like mines train their staff which could be relegated to the TVET College. There is an implementation problem around the area of skills development for employment purposes”.*

Participant KP6

*“At first, we had a high number of registered learners, but with time the numbers drop drastically. There are few students registered for the ABET level 4 class”.*

Participant KP7

*“Yes, the Primary school education is provided in the community but that is not enough since there is no secondary school in the area.... We are very worried about the future of our children in the Gravelotte community. We seem to be sidelined when it comes to development especially when it comes to the education of our children.”*

Most of the participants interviewed in the study outlined several factors that militate against the implementation of community education programmes in Gravelotte community. According to OECD (2005) in the “Guidelines for Managing Conflict of Interest in the Public Service, establishing effective policy frameworks to control conflicts can be a complex task. Furthermore, to

resolve a specific conflict, it is necessary to establish relevant facts, apply the relevant law and policy, and distinguish between “actual”, “apparent”, “real”, and “potential” conflict situations. This requires technical skill and an understanding of the many issues which are usually involved.

There is consensus that the programmes are offered amid challenges. I have identified three factors from the participants’ responses. The first one is planning, secondly participation and thirdly lack of active partnerships. The lack of a secondary school in Gravelotte Community with two primary schools in the same area is an error of planning. It is indicative that there has never been proper planning for educational progression. The findings of a study by Maier, Daniel and Oakes (2017) on Community Schools as an Effective School Improvement Strategy, points out that thoughtfully designed expanded learning time and opportunities provided by community schools such as longer school days and academically rich and engaging after-school, weekend, and summer programs are associated with positive academic and non-academic outcomes, including improvements in student attendance, behaviour, and academic achievement. I concur with the findings of the study as mentioned above. The study discovered that the planning for the basic foundations of learning have not been attended to in this regard in Gravelotte.

Although education planning for higher learning such as TVET colleges was done in collaboration with Sector Education Training Authorities SETAs as prescribed in the Skills Development Act, 1998 (Act No. 97 of 1998), there is an overlap of activities as said by Participant KP5:

*“There is an implementation problem around the area of skills development for employment purposes”.*

The role of the TVET Colleges as envisaged in the Skills Development Act, 1988 is to work collaboratively with the employers to train learners who will then provide the much-needed workforce. In this case, however, as mentioned by the participant there is a conflict because the mines are training their personnel, which then leaves out the college with no placement opportunities for the graduates.

The matter regarding educational provision extends further to the TVET College. Until the late nineteenth century higher education in the United States of America (USA) was generally dependent on the private sector (Thelin, 2011). There is a greater need for collaboration for the TVET College to fully implement the training of the labour force for the mines and other private companies in Ba-Phalaborwa municipality. However, there is a conflict, as indicated by the representative of the TVET College who said:

*"There is conflict because even the private sector in the area like mines, train their staff which could be relegated to the college" (Participant KP5, male).*

There is a conflict based on the redress of the past imbalances as attested to by the participant above. According to Participant KP5,

*"The post-apartheid system of education is seen to be inferior by the private sectors hence they provide training within their spaces which is contrary to the progress of educational practice".*

This view can be supported because instead of funding the training colleges they spend the money on training projects within their spaces as alleged by the participant. The study established that there are trainings that are done at the Phalaborwa Mining Company (PMC) mine. These trainings could be directly handled by the college and the students could be placed for employment after graduation. The dilemma in this area is worth noting because it is not supportive of the implementation due to poor planning. It is as such a factor that militates against the successful implementation of community education programmes. Motivation is lost if the graduates are not absorbed into the working fields after completing their studies.

The TVET College called a meeting to address stakeholders on the matter in 2018. Amongst those present were Stibium Mine and PMC Mine. The local schools and a representative from the University of Limpopo were also invited. In a study conducted in Zimbabwe by Wadesango (2010), on leadership and decision making of principals in Gweru District Secondary Schools, a discovery was made that introducing change without consultation can be disastrous. The principal of the college addressed the matter of synergy in planning and reaching out to the community through consultation. The matter is still to be addressed by the planning committee to alleviate the impasse as suggested by Wadesango (2010).

The second factor is participation. There are two folds in the factor of participation. The first one is the use of the centres opened for educational purposes and the second one is how responsible sectors participate in providing the required services for educational success. The first factor in participation is seen at the ABET centre where learners are registered for ABET level 4 and later refrain from participating as confirmed by one of the participants below who said:

*"At first, we had a high number of registered learners, but with time the numbers drop drastically. There are few students registered for the ABET level 4 class" (Participant KP2, female).*

Although there are positive reports about the success of educational programmes there is need for full participation to reap the full benefits. There are a significant number of adults who would benefit from learning at the centre, but they are not coming as mentioned above. The enrolment of



learners from Gravelotte community at the Mopani South East College is also minimal which is a sign of low participation by locals in educational programmes as said by Participant KP5:

*"We have a few numbers of learners from the area of Gravelotte registered in the college".*

The representative of the TVET College said that he will initiate a link with the community using the two primary schools to increase participation. As further observed in the parents' meetings held at Gravelotte Primary, a minimal number of parents were in attendance. The roll call of parents in attendance in meetings at the end of each quarter has few parents' signatures compared to the parents of learners in the school. Participation in educational matters is one of the factors militating against the implementation of community education in Gravelotte community.

On the second fold of participation, we discuss the role of stakeholders in the implementation of community education programmes. According to Participant KP7:

*"...We seem to be sidelined when it comes to development especially when it comes to the education of our children."*

The statement as expressed is an outcry for active participation by authorities in addressing social needs. The study revealed that the municipality is the one that must address educational needs through active involvement and participation. The extracts of the minutes below indicate the participation of the municipality.

EDS engaged with Ba-Phalaborwa Local Municipality and the community at Gravelotte through a community meeting. One of the projects the community identified and regarded as a high priority was that a secondary school needs to be established.

The municipality's response in addressing this need is not of a leading participant but that of relying on other sectors which will take much longer as opposed to when they actively lead the campaign to build a school. According to Wolpe and Unterhalter (1991a: 3) as quoted by Badat (2009), Education is accorded immense and unwarranted weight as a mechanism of ... social transformation... In these approaches, the extra educational conditions which may either facilitate or block the effects of the educational system or which may simultaneously favour or inhibit them are neglected. I concur with the findings of Badat (2009), on the point that even though the municipality views education as pivotal, it is not seen to be leading the campaign but rather relies on other donors.

Many researchers recognise the important role that strong positive bond between homes and schools, play in the development and education of children (Richardson, 2009; Sanders & Sheldon, 2009; Edwards & Alldred, 2000). The study found that parents of learners at Gravelotte

Primary School do not respond in high numbers when invited to meetings. The issue of distance could be a factor because not all the parents have cars. There is also no taxi operating between the school and Nkowankowa to bring parents to meetings. The parents who attend meetings use their cars.

Several researchers such as Berger (2008); Epstein (2009); Henderson and Mapp (2002), have studied parental involvement and its effects on the educational process over the years and discovered that success of education is impossible without parental involvement. They mention that parents should do well in parenting at home, communicating with the school and volunteering on school projects. This study has further discovered that the schools in the area have similar challenges when it comes to parental involvement as attested to below by one of the participants.

Participant KP2,

*“We are struggling in that community to convince parents to participate.”*

Participation is of utmost importance in achieving the goal of a successful educational programme. Without active parental participation, the educational goal will not be fully attained. Several reports indicate that participation is crucial in the attainment of the effectiveness of community education services. Ansary (2017) in a report of a study on drop out of learners conducted in Bangladesh made these findings that the monitoring system and various training can help to increase the professional skills, knowledge and experience of the teachers. Furthermore, the combined effort of parents, teachers, the elite of the society, the government can stop the problem. The data exposes the need for infrastructural support to achieve the goal of successful implementation. Those that are entrusted with active role must fully participate to provide leadership, so that the needs are fully satisfied.

In a study in Bangladesh by Ansary (2017) large numbers of students were leaving school at primary level and gradually became illiterate. The infrastructural need for a secondary school militates against the successful implementation of educational input as it may lead to dropouts. I concur with Ansary (2017) who states that education is the means of development of a country but if a huge number of students leave school that makes obstacle for the development of themselves, their families and their country.

The third factor that militates against the successful implementation of community education programmes is the lack of active partnerships. This study has discovered that some stakeholders are not in partnership with local educational institutions. One of the participants interviewed said:

*"We do not have any partnership with the local schools, and they are not even on our agenda when we hold our meetings. We only discuss our businesses and how to grow them" (Participant KP 2, white male).*

As a leader of the local business forum, he should be influencing decisions on partnering with local schools, yet they are not interested in partnering with the local schools. This is viewed as militancy against the success of educational programmes. The lack of partnership is further referred to by the participant at the TVET College when he said, *"The Ba-Phalaborwa Municipality does not partner well with us ... we could influence the direction of the development since there are many game farms in the area"*. This point was mentioned when I probed further on how the college interacts with local game farms. Game rangers are trained by private institutions whereas the college could be brought in to give such trainings. A partnership could reduce the number of unemployed graduates as mentioned by Participant KP5,

*"We have a high number of students who graduate as boilermakers and they go to other provinces in search of employment because the local mines are unable to employ them"*.

This is indicative that partnerships are a necessity if educational programmes are to be successfully implemented.

#### **4.3.5 Theme 5: Measures that can be taken to enhance the role of community education as a tool for socio-economic development.**

In responding to the fifth sub-research question that said *"Which measures can be taken to enhance the role of community education as a tool for socio-economic development? The participants had the following to say;*

Participant KP5:

*"We see a need to create a partnership with the local primary schools to reach the community. Proper planning will enhance the implementation and success of community education programmes"*.

Participant KP4:

*"Our role as a teacher union has always been to provide quality assistance to workers and represent their interest as organised labour. We are not disruptive, but we represent the interest of the workers."*

Participant KP9

*"We are very committed to providing quality education to the learners and providing them with the necessary skills for life".*

Most participants in this study have indicated their commitment to play a significant role to enhance community education as a tool for socio-economic development. The most striking discovery from all the participants is their commitment to education and community development. NPC (2012:38) *posits that the quality of education for most black children is poor. This denies ... access to employment. It also reduces the earnings potential and career mobility of those who do get jobs- and limits dynamism of South African business.* I concur with the statement hence it is highly recommended that community education be enhanced through multiple disciplines especially for poor children to eradicate poverty and injustices of the past. Willems and Gonzalez-DeHass (2012) described school-community partnerships as meaningful relationships with community members, organizations, and businesses that are committed to working cooperatively with a shared responsibility to advance the development of students' intellectual, social, and emotional well-being.

The first measure taken to enhance community education programmes is planning. The stakeholders meeting held at Mopani South East TVET college was a step in the right direction. According to the minutes of the meeting dated 07 November 2018:

*It was agreed that this career guidance forum be established with delegates nominated from all the organisations and schools invited to this meeting. It is suggested that ETDP Seta be contacted to fund this initiative to train the lecturers and teachers on career guidance and work readiness programmes.*

In this meeting heads of schools and mines were invited to share a platform. The TVET college principal and a representative from the University of Limpopo shared the stage giving inputs on how to plan the intervention strategy. In this meeting, I observed how close relations in planning for educational outcomes were being addressed. It is evident from the interactions and the commitment of the stakeholders that this factor is receiving attention to enhance the role of community education as a tool for socio-economic development.

The second factor of importance to enhance the role of education is participation. I observed that efforts are being made to enhance community education in Gravelotte community as reflected in the meetings and visits to the library. There is evidence as seen in the figures below of how the

community engages the department and amongst themselves in anticipation of resolving the issues that hamper the success of educational programmes.



Figure 4.1 (A community forum on education)  
**Source: Own research**

I observed this meeting in a session where the building of a secondary school was discussed. The programme director allowed community members present to contribute to the standing agenda which was adopted before the meeting started. The community members responsible for education and development were observed actively participating in representing the interest of the community. In this meeting as observed they presented the mandate of the community in the discussions about a secondary school.



Figure 4.2 (Department of Education representatives in a stakeholders meeting)  
**Source: Own research**

In figures 4.1 and 4.2 above me observed as a participant the flow of events in a community forum meeting. The meeting was a joint meeting between stakeholders discussing the application for a secondary school. In the meeting, the mine offered money to start the buildings and the community was giving the assurance to the donors that they will provide the security for the buildings to prevent vandalism until the school begin to operate.

Sumarsono, Imron, Wiyonoand Arifin (2016) draw our attention to the fact that the education system is a shared responsibility between government, parents, and community. This study has discovered that the Gravelotte community through their forums are willing and prepared to participate in the education system. Hence, they even offered to provide security to the infrastructure once built. This is further confirmed by Lee (2016) that participation is an important aspect and is associated with activities related to work or school and safety is one important aspect. Other researchers (Ramachandran, 2001, Govinda & Diwan, 2003) indicate that school functioning has improved significantly in places where communities have been involved actively. It can be seen in figure 4.1 that the community members were excited and fully participated as they

were seen taking notes when the matters were being discussed. Participation is, therefore, one of the factors being addressed in this community. As a result, there is a positive rapport from this study on participation in the community. According to the data from the participants interviewed in this study, there is a sense that more educated households appears to have increased interest in education. Vassallo (2000:1) points out that parental involvement in a child's education is a strong predictor of learner achievement: typically, the more involved the parent, the better off the child. He confirms that the key to school reform is the parent. The adult learner interviewed in the study said, *"I can help my children with their homework because of the learning I get from the ABET centre"*.

Several empirical findings have demonstrated a positive relationship between parental involvement in education and academic achievement (Tarraga *et al.*, 2017). The benefits are realised in improved self-esteem of the children and their continued school attendance (Ross, 2016). According to Garbacz *et al.*, (2017) the improvement in children's self-esteem leads to improvement in academic achievement. The third factor identified as one that could enhance the role of community education programmes in addressing socio-economic issues in Gravelotte community is partnerships. Data generated from interviews revealed that partnerships are not fully operational as mentioned by Participant KP5 who said:

*"We do not have a good link with the schools in Gravelotte and I think that should change"*  
(Participant KP5, male).

There is a lower level of active partnerships in the community although mines do assist in the community. Figure 4.3 below shows an engagement meeting between the community and Economic Development Solutions (EDS) Company who are partnering with the community to address social needs on behalf of EXXARO mine.



Figure 4.3 (Community meeting in session organised by EDS)

**Source: Own research**

The results of a research conducted by Mas (2014) show that community participation in education includes individual, group, and civil organisation, who partner for educational quality implementation and control. He claims that partnerships between stakeholders have a huge impact on the enhancement of education programmes. This stance is further supported by a report from the Harvard Family Research Project (2010) which states that when schools and community organisations work together to support learning, everyone benefits. Furthermore, partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.

Prof H. Siweya of the University of Limpopo committed in a meeting at Mopani South East College on the 07<sup>th</sup> November 2018 that the university will partner with two selected local schools. The extract from the minutes is given hereunder.

*The University of Limpopo (UL) has agreed to fund and give preferential treatment to 2 schools from this district (Lulekani and Namakgale Circuit) with buses to visit the University (Faculty of Science and Agriculture in particular) on their open day.*

This partnership is a way to enhance the success of community education programmes in the Gravelotte community. Disruptions of educational programmes are not a factor in this area as support is being offered by other sectors like teacher unions and departmental officials. The teacher union representative interviewed in this study said, “*Our role as a teacher union has always been to provide quality assistance to workers and represent their interest as organised labour. We are not disruptive, but we represent the interest of the workers.*” This response was



given when he was asked about the disruptive nature of teacher unions. The participants indicated that they are supportive, and they enhance educational programmes through partnerships with government by representing the rights of educators. Professional development is one area where the teacher unions are involved hence, they argue positively for quality education. The study discovered that Gravelotte community experiences fewer disruptions in education programmes and the reason may be its geographical location since it is at a farming community, and has a link with the local the police station as seen in figure 4.4 below. The local police station adopted the school to enhance security and the safety of learners. Regular visits are conducted, and awareness campaigns are done to make the learners aware of the dangers of drug abuse and human trafficking.



Figure 4.4 (School Safety forum)

**Source: Own research**

I have observed that the school safety forum is operational within the two local primary schools. The learners are afforded the knowledge and guidance when required. Safety weeks and unannounced searches are done to prevent the use of drugs and carrying of dangerous weapons. I observed this with keen interest because education happens successfully within safe environments.

South Africa's rural communities should have greater opportunities to participate fully in the economic, social and political life of the country, supported by good-quality education, health care, transport and other basic services (NDP, 2030). South Africa is one of the countries with the highest unemployment rates in the world. Unemployment by the standard International Labour Organisation (ILO) definition was 27% in 2016 while the inclusion of discouraged workers raised the unemployment rate to 36% (Statistics South Africa, 2016). The study discovered that in the Gravelotte community the demand for partnerships is a relevant and much sort after intervention as supported by Participant KP5:

*"... We also see a need to create a partnership with the local primary schools to reach the community."*

These efforts will positively enhance the quality of community education programmes. Enhancing the provision of educational programmes will have a better effect on the socio-economic status of this rural area. It is believed that unemployment in South Africa is structural as a result of the legacy of South Africa's apartheid history which contributed to a skill-dependent economic growth path in a country with a dearth of skills (Bhorat, 2004; Burger & Woolard, 2005; Bhorat & Mayet, 2012). The study discovered that Gravelotte community has limited access to funding due to the unavailability of a high school. In most instances, bursaries are given to grade 12 learners to encourage them to learn skills relating to the demands of the industry. The teacher union representative attested in his response that the mines can offer bursaries to grade 12 learners who study science-related qualifications. The mines are actively involved by giving bursaries to grade 12 learners which is a positive thing in enhancing educational programmes.

South African education already takes a large share of national resources, placing South Africa at or near the top of the international league in terms of the proportion of national resources (GDP) devoted to education spending. Since the transition to democracy, resources devoted to school education have increased considerably and large resource shifts have taken place to poorer schools (Van der Berg, 2001b). The local schools are financed by the department of education through the norms and standards provisions for public schools. Formula funding combines both horizontal equity schools with similar characteristics funded at the same level and vertical equity schools with higher needs receive more resources (Levacic, 2008). Learners are given free stationery packs and textbooks to relieve their parents from the costs of education.

Providing access to quality early childhood education and care, particularly to at-risk children is a priority in South Africa. It is also happening in Gravelotte community because both schools have grade R classes. In recent years, several OECD countries have made important efforts to increase

access to ECEC by advancing the age of compulsory schooling or increasing the number of places available for children, including Australia, Austria, Poland and Spain (OECD, 2006). Furthermore, at this initial educational stage, direct public funding of services is associated with more effective governmental monitoring of early childhood services, advantages of scale, better quality across the country, more effective training for educators and a higher degree of equity in access. These are positive efforts to enhance community education programmes as seen worldwide and are also happening in Gravelotte community.

Kim and Ismail (2013:586) claim that self-reliance is: 'a new blueprint for community development' but earlier moves within the development debate (Evade, 2001) show that self-reliance has earlier antecedents. Gravelotte Primary School is a quintile 4 school where parents contribute school fees to enhance the quality of learning and provision of needed resources above what the government provides.

Barton (2002) emphasises that there is a consideration of the growing need for an educated citizenry in a technological society making education a priority for socio-economic development. The Bureau of Labour Statistics (2010) revealed that in the next 10 years, the bulk of job growth will be in professional, scientific, and technical services. This has an indicative need for social partnering in enhancing educational programmes. A new centre for Grade RR has been opened at Gravelotte Primary school to prepare learners for the much-needed technological future in partnership with Selati Game Reserve. There is a positive rapport on the measures taken to enhance the role of community education as a tool for socio-economic development in the Gravelotte community.

#### **4.6 CONCLUSION**

It emerged through this study as attested to in literature review that education and socio-economic issues are having a bearing on each other. The provision of education in the Gravelotte community has not fully developed to meet the challenges that the society is facing, more especially the need for a secondary school. The study has brought about some findings regarding education and socio-economic issues in the Gravelotte community. The Gravelotte community has been ignored when it comes to effective provision of education, as revealed by the study concerning the community education programmes as mentioned above due to the lack of a secondary school.

There is a delay in development due to increased movement of people from the community which gives a very difficult indication of success as scores of people are never permanent in the area as revealed by the data generated. The structures around the community that must support the effective role of education are not fully utilised and the economic benefits of education are not fully accounted for due to inferiority and low levels of participation. The community structures do not provide an opportunity for development since there is nothing binding the private stakeholders to education. The commitment is voluntary and as a result, none can be called to account. The municipal support is insufficient in addressing the pressing need for a secondary school in the area due to the incoherent commitment to provide a radical change in providing proper education facilities above what is already there. The following section of this chapter provides a conclusion on the discussion of this chapter of the thesis.

The purpose of this chapter was to present the data, its analysis and discussion of the findings. This chapter presented the data generated through in-depth individual interviews, participant observation and document analysis. The main research question was "To what extent does community education address the socio-economic issues in the Gravelotte community?" Education is pivotal to the advancement of social improvements and individual life progression. The findings of this study about the question have exposed several issues. Firstly, the Gravelotte community does not have a secondary school, which is quite detrimental in the achievement of proper foundational steps to higher education. Secondly, the local primary schools are not fully supported to achieve the highest standard and motivation required to keep the learners' zeal for education. The participation of parents in their children's education leaves a lot to be desired. Thirdly the local community is not fully supported by the municipality in achieving the basic needs in the advancement of educational needs. There is a wide gap between the Gravelotte community's socio-economic development as seen through this case study. The next chapter discusses the summary, conclusions and recommendations from the findings according to the variables as listed.

## **CHAPTER 5**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The fourth chapter concentrated on the presentation of the analysis of the qualitatively gathered data. In this chapter, a discussion is made about the research project's major findings, conclusions, recommendations, the limitations of the study and areas for further research. The qualitative study on the effectiveness of community education programme in the Gravelotte community revealed that education and socio-economic issues are having a bearing on each other. The provision of education in the Gravelotte community has not fully developed to meet the challenges that the society is facing, more especially the need for a secondary school. The study reveals that the Gravelotte community has been ignored when it comes to effective provision of education. Furthermore, the study established that there is still a lot of ground to be covered in advancing the course of rural communities towards achieving the millennium goals and the South African vision NDP (2030). This chapter will present a summary of the study, a discussion of findings, recommendation and a chapter conclusion for this study.

#### **5.2 SYNOPSIS OF THE STUDY**

This section of the chapter presents the synopsis of the study undertaken to investigate the effectiveness of community education programme in the Gravelotte community in addressing socio-economic issues. This synopsis presents a summary of the whole study which is followed by a discussion of the research findings and conclusions drawn from the literature review and the empirical study. The first chapter outlined the study by providing the background and purpose of the research project. The aim, objectives and the main question and its sub-questions were also provided. Furthermore, the chapter gave a clarification of some of the significant terms as well as a discussion on the theoretical framework used in the study. The chapter finally provided a brief review of the research design and methodology that was used in the demarcation of the problem and outline of how the research was conducted.

Chapter 1 centred on the theoretical framework and the re-examination of the relevant research literature on the effects of education on community development. The study made special emphasis on socio-economic issues. The theoretical framework and literature review are

discussed in Chapter 2. The literature review is based on five key areas which are: increasing access to community education, addressing community needs, upgrading technical knowledge of staff at education centres, access to funding and job opportunities and values of empowerment, self-sufficiency, self-reliance and democracy. These five key areas were used in presenting the review. There is consensus through a literature review that education and development are indissoluble.

Chapter 3 dealt with the research methodology explaining the research design, approach, method of data collection and analysis procedure that were followed in conducting the study. The study was done using a qualitative approach. The methods of data collection were in-depth individual interviews, document analysis and participant observation. Non-probability sampling or purposeful sampling was used to select 10 participants who were interviewed. The methodology of the study was fully discussed, and measures taken in achieving the goal of research were presented.

Chapter 4 presented data that was generated using three methods namely; individual in-depth interviews with ten purposively selected key participants, document analysis and participant observation. The data was presented, analysed, interpreted and discussed in triangulation. The use of more than one method of data collection has been used in most empirical studies and reporting on the data is done consistently to validate different opinions. The findings emerged based on the data generated in the study. The Interpretive theory of analysing data and making sense of the generated information was used.

Chapter 5 was devoted to the synopsis of the study. The outline of the structure of the research report was presented. This chapter discussed the important parts of the thesis including the synopsis, major findings, conclusions, recommendations and suggestions for further research. The conclusion of the research findings is discussed in this chapter.

### **5.3 RESEARCH FINDINGS AND THE CONCLUSION**

The discussion below focuses on the findings of this research based on the main research question as supported by the sub-research questions. The findings are discussed under the identified themes for ease of reference and understanding. One of the roles of this research was to identify the remedy for some of the elements that may only be discovered through academic research in Gravelotte community. The study revealed areas which have been covered and the conclusions made through the study are discussed below.

### **5.3.1 Theme 1. The community education programmes in Gravelotte community**

The study established an answer to this theme as represented by the sub-research question. The sub-research question was successfully answered. There are two primary schools in Gravelotte community. Leseding Primary School and Gravelotte Primary School both offering learning from grade R to grade 7. Gravelotte Primary School is a Quintile 4 school with a mandatory school fee. Leseding Primary school is a no-fee school classed under Quintile 1. The minutes of the circuit and documents from the municipality attests to the prevalence of this education programmes. This is indicative of the fact that the primary objective of providing education programmes in Gravelotte community is receiving attention.

According to UNESCO (2010), the ultimate measure of any education system is not how many children are in school but what and how they learn. The schools in Gravelotte are offering learning with good intention to quality as attested to by the supervision and support from the circuit manager as established in Chapter 4. The study did not reveal any drop out of learners before they complete grade 7, as compared to those who drop out after as mentioned by participants in the study. The provision of education programmes in the community is a response to the need for education as a priority for development. It is further stated by Osher, Cantor, Berg, Steyer and Rose (2018) that the warm, caring, supportive student-teacher relationships, as well as other child-adult relationships, are linked to better school performance and engagement to deal with challenges. The engagements at primary schools are seen to be positive although not at the required level. Some parents do show support for learning by attending meetings and engaging school authorities to support education programmes in Gravelotte community.

However, the study further revealed that the learners who cannot access secondary school due to its unavailability are spread out to other communities making it difficult to follow through their success. Notably, the lack of a secondary school is detrimental to development in this area. Efforts to establish a secondary school are in progress. However, a lot of circumstances are not pointing to the emergent provision of this need. The numbers of learners in the community are few to start a secondary school. The community is mostly composed of immigrant workers and the families around the area are not in the majority which is an obstacle.

Accordingly, the key role of the public education policy is to reduce the structural and individual obstacles for participation in community education (Rubenson & Desjardins, 2009). With that said, there is a TVET College in Ba-Phalaborwa municipality named Mopani South East TVET College

with four centres of learning. The interview conducted with the college representative as outlined in Chapter 4 gave a more detailed understanding of the operations of TVET colleges in Ba-Phalaborwa Municipality, where Gravelotte community is found. The local community can benefit from this programme since they are provided within the municipality which is not further away from their locations.

I discovered that a much more embracing approach could be used by recruiting learners from as early as grade 9 so that they can access Further Education and Training (FET) courses related to their environment in TVET colleges. Balwanz, (2014) shows that today, more South Africans than ever before, over 1.3 million are enrolled in post-school education and this number can increase considering the necessity of education towards socio-economic development. The local community can benefit from the positive use of educational programmes offered. The main campus is in Phalaborwa town and is named the Corporate Centre. Most management courses are given at this centre and there is a high number of registered students. The second division of the centre is Mosate Hotel School, located within the town of Phalaborwa. The third one is the Phalaborwa Campus Business studies also in the Phalaborwa town. The fourth one is Sir Val Duncan Campus Engineering Studies located at Namakgale Township making accessibility a reduced burden for the local communities.

It has been established through this study that there is an ABET centre hosted at Gravelotte Primary school offering ABET Levels 1-4. The work of the centre has so far proved to enhance the development within the community. Most adult learners who went through the centre have benefited in promotions at work and salary increments. The adults are also able to assist their children with homework as mentioned in Chapter 4. The community library in Gravelotte is well resourced with computers and books but underutilised. Few learners use the library for reading and writing homework. It should be noted that the education programmes in Gravelotte community are well managed and provision is mostly advancing to increase development.

### **5.3.2 Theme 2. The success of community education programmes in Gravelotte.**

The study established that to a large extent some success of education programmes can be seen in Gravelotte community. Several researchers have uniformly concluded that evaluation is an act that provides a relevant opinion, hence the evaluation of the programmes can be supported (Nevo, 2001; Friedman, 2006). In this study on Gravelotte community, the successes of community education programmes are expressed at different levels. The benefactors of Adult Basic Education



and Training programmes can assist their learners with homework due to the exposure they get from education programmes as mentioned by participants in the study.

The mineworkers who were able to learn at the Gravelotte Primary school ABET centre received certificates which in turn gave them an opportunity for promotion and an increase in salaries. The changes of status are expressed as a form of success to these adults. There is the notable success of the education programmes as attested to by this finding. It is important to remember that community education is not just about the personal, social and economic needs of a community, but also about political issues which help develop more critical and active citizens (Steyn, 2014). An adult with good self-esteem resulting from promotion at work will be able to instil confidence to his household and may actively interact with others in society.

Furthermore, survey data supports the view that there is a demonstration of a close association between participation in adult learning and engagement in a variety of social and civic activities (Field, 2005). The parents who are educated can engage actively in matters of civic life as observed in the study during public meetings. The learners whose parents went through school benefit from the information which they attain through active involvement in community decisions. The parents who attend meetings get first-hand information as discovered.

The recipients of education programmes from the TVET college benefit by getting employment opportunities and others start their businesses. This finding is supported by Schuller *et al*, (2004) who posit that participation in learning tends to enhance social capital, by helping develop social competences, extending social networks, and promoting shared norms and tolerance of others. To start a business, education is required to know how to handle the customers and tolerate differences in society. Furthermore, the World Values Survey (Post, 2016), reveals that literate individuals in literate environments typically trust wider circle of people than individuals who report themselves to be illiterate which is a priority for active interaction.

The TVET College's report indicates that they can achieve the required results with learners that enrol in their centres. The learners that enrol at the college graduate and find jobs in the local mines and the local business community. This finding suggests that education remains a vital tool in achieving the goal of socio-economic development. It also emerged in this study that the Gravelotte community is perceived as a community with a higher percentage of illiterate parents who are struggling to achieve the goal of positively influencing the future of their children.

### **5.3.3 Theme 3. The impact of community education in socio-economic development**

The study has brought the following conclusions on this theme as it relates to Gravelotte Community. Ever since the ABET centre was in operation since 2010 there has been a lot of improvement in adult learners' lives. More of the adult learners were promoted at their workplaces after completing the ABET level four certificates. The certificates are recognised for learnerships at the municipality and others have gone on to further their studies and their socio-economic status have improved. However, the success of the economic advancement of local communities is not yet evident because most are migrant workers. The learners that went through school relocate to their parents' local communities after completing their studies. The local economy is still in the hands of Europeans who own most of the food stores and businesses in the Gravelotte community. Few food stalls owned by residents operating in the local market sell pap and chicken to workers and passers-by in the small town of Gravelotte community.

The success of community education on socio-economic issues in Gravelotte community is not yet on a large scale. This study revealed that community education in Gravelotte community has not yet fully played a pivotal role in the advancement of the social status of individuals however there is a positive impact. The participants in this study agree that educated people or households will behave differently as opposed to families of uneducated people. The understanding of financial beneficiation is mostly related with level of education.

Business opportunities are still in the hands of the minority who are Europeans. One of the participants, as referred to in chapter 4, indicated that education was not a requirement for employment in his farm. The participant personally trains his employees at his farm subjecting them to his belief system. This finding makes for an oppressed approach to development. Furthermore, an educated individual is expected to exhibit the thinking habit, acceptable attitude, developed initiative, management skills towards decision-making in economic and political matters affecting his community and beyond (Oreh, 2001). This input shows that such individualised development within the privacy settings does not achieve the arguments as mentioned by Oreh (2001). There is a continued subjection of black folks to inhumane treatment and low salaries.

Kamando (2007) is of the view that the value attached to education is perhaps the realisation of what goes with an educated person in terms of employability, income level, wealth accumulation, social mobility and modernity. If local people in Gravelotte can achieve one or two of what Kamando mentions without education, they may perceive education as less significant. It is,

however, pivotal to point out that education has more practical socio-economic benefits than what is listed by Kamando (2007). Social behaviour and improved health benefits are the results of good education.

The finding in this study is that local communities should be made to reflect on the socio-economic benefits of education across all levels. Simply put, top-down and external expert-led development has proven unsuccessful in many contexts (Beck & Purcell, 2010). Unless the Gravelotte community structures put a focus on education for socio-economic benefits there will be fewer successes around the area in the next years to come because much of the economic benefits are still in the hands of the Europeans.

#### **5.3.4 Theme 4. Factors which militate against the effective implementation of community education programmes in Gravelotte**

Most of the participants interviewed in the study outline several factors that militate against the implementation of community education programmes in Gravelotte community. There is consensus that the programmes are offered amid challenges. I have identified three factors from the participants' responses. The first one is planning, secondly participation and thirdly lack of active partnerships as already discussed in Chapter 4. The lack of a secondary school in Gravelotte Community with two primary schools in the same area is an error of planning.

The segregation of learners due to race in South Africa during the apartheid years led to the establishment of two primary schools. A school for the working class was established and one for the Europeans was established within the same area. The economic set up favoured those in power and there was no provision of a secondary school because those who were in power could afford to send their children to town schools with hostels for European learners. August (2009), argues that apartheid was designed to systematically impoverish the indigenous people and keep the masses in a state of dependency, whilst the European's baasskap (racial and economic supremacy) was entrenched. I agree with that fact as seen in Gravelotte community.

The Education 2030 Framework for Action signed by the Member States and other education stakeholders in Incheon in May 2015 committed to "promoting quality lifelong learning opportunities for all, in all settings and at all levels of education" (UNESCO, 2016) are efforts to redress the inequalities of the past. This factor has shown to militate against the provision of a necessary right to citizens of Gravelotte community.

Furthermore, the study found that there are trainings that are done at the PMC mine. These trainings could be directly handled by the college and the students could be placed for employment after graduation. The conflict in this area is a course for concern, as it is not supportive of the implementation due to poor planning. It is as such a factor that militates against the successful implementation of community education programmes. There is a conflict based on the redress of the past imbalances as attested to by the participants in the study.

The participation of community members in education programmes is minimal. The lack of full participation is a course for concern. This factor militates against the success of the implementation of education programmes in addressing socio-economic issues in Gravelotte community. According to Akinola, Sarumi and Majoyinola (2001), low motivation hinders adult learners and it is a major cause of non-participation and high drop-out in community education programmes. The positive stories of those who succeeded in adult learning is not fully popularised. The popularisation could increase motivation and bring forth the maximum participation as expected.

The third factor that influences against the successful implementation of community education programmes is the lack of active partnerships. Eversole (2015) articulates that knowledge partnering as an approach to community development is exactly simple. Furthermore, the text opens with notions of "poverty and disadvantage," making the key purpose of development clear. The combined effort to combat poverty through educated societies cannot be overlooked. This study has discovered that some stakeholders are not in partnership with local educational institutions. This lack of committed interaction limits the success of educational programmes.

### **5.3.5 Theme 5. Measures taken to enhance the role of community education as a tool for socio-economic development.**

The findings on measures taken to enhance the role of community education as a tool for socio-economic are discussed hereunder. The data generated showed that most participants in this study have indicated a commitment to play a significant role to enhance community education as a tool for socio-economic development. The first finding on the measures taken to enhance community education programmes is planning. The stakeholders meeting held at Mopani South East TVET college in Phalaborwa was a step in the right direction to lobby all stakeholders in planning for the achievement of educational imperatives. There were positive indications of

planning as witnessed that involving all stakeholders to achieve the goal of education as a tool for socio-economic development is possible.

The second finding on measures of importance to enhance the role of education is participation. I observed that efforts are being made to enhance community education in Gravelotte community as reflected in the meetings and visits to the library. There is evidence as seen in the figures presented in Chapter 4 of community engagements with the department and amongst themselves in anticipation of resolving the issues that hamper the success of educational programmes.

The third finding on measures identified as one that could enhance the role of community education programmes in addressing socio-economic issues in Gravelotte community is partnerships. According to Brooks (2000), and Tisdell, (2003) cultural-spiritual view of transformative learning is concerned with the connections between individuals and social structures and notions of intersecting personalities. I concur with these two scholars on the point of collective efforts to address education needs in its diverse forms. The study found that partnerships do exist between teacher unions, the police and some sectors are involved in advancing the success of community education programmes as a tool for socio-economic development in Gravelotte community.

#### **5.4 SUMMARY**

The primary purpose of the study was to investigate the effectiveness of community education services in influencing socio-economic issues in Gravelotte community. I deliberate that this objective was fully satisfied. The combination of literature study with empirical investigation using the three methods of data collection allowed me to reach the set objective. The methods of data collection used were in-depth individual interviews, document analysis and participant observation. The literature study in Chapter 2 provided a theoretical basis of the thinking and practice on educational development and its impact on socio-economic issues. The main aspects of the literature review were the philosophy of education, the successes of education practice on socio-economic issues. Based on some of the findings in the literature review, in-depth individual interviews were conducted to investigate the effectiveness of community education services in Gravelotte community. Document analysis and participant observation were also used as additional methods of data collection to the main method which was an in-depth individual interview for triangulation in data collection and analysis. Hereunder is the discussion of the findings in details.

#### **5.4.1 The community education programmes in Gravelotte community**

The research conducted in this community brought about several findings on the community education programmes. The education services in Gravelotte community are still much divided and the standard requires an upgrade. August (2009), argued that apartheid was designed to systematically impoverish the indigenous people and keep the masses in a state of dependency. Education was used as a tool to delay black progress and this study has discovered that fact. Solomons (2012) concurred with August (2009) about the systemic use of education to deprive blacks from progressing. This study reveals in the finding that social segregation and political influences of the past have created a rift between quality education as compared to other areas. Gravelotte Primary School which is a former model C school has more resources than Leseding Primary School which was a school for black people.

According to the Department of Higher Education and Training (DHET, 2018), post-school institutions cannot separate themselves from the economic and social issues which be-devil poor and working-class communities. It has been established through this study that the Mopani South East TVET College in Ba-Phalaborwa Municipality do consider the gap that is prevalent in Gravelotte community. The management has taken upon themselves to close that gap and work to address social issues as a requirement. There is consensus that community issues and implementation frustrations cannot be ignored hence the continued engagements between stakeholders in the community.

The lack of a secondary school in the community has a bad effect on the advancement of community education services. The provision of secondary school education in a semi-rural area like Gravelotte would bring the much-needed encouragement for learners to pursue higher education. Even though Bawanz (2014) argues that bursaries are not the only thing to address the issues facing the poor in society, it is imperative to note that in the absence of a secondary school no bursaries are granted. The mine manager in this study lamented over the lack of a secondary school which would then provide a platform for them to finance learners to pursue studies in science and technology. Moore (2004) argued that literature provides important empirical knowledge about the movements of young people from education to work. Evidence from findings in this study reveals that employment opportunities are limited for young people which are a result of the lack of educational centres. Gewer (2010) insisted that social networks should assist young people to get jobs through increased access to education. This study has discovered that few networks are working towards that goal in the Gravelotte community.

#### **5.4.2 The success of community education programmes in Gravelotte**

This research made a success in this theme by making the following findings. The data generated indicated that the education programmes have successes. The learners that attend school in the two primary schools pass grade 7, since their schools offer learning from grades R to 7. Albeit the lack of a secondary school, the learners are still able to attend school in areas further away from their community until they pass grade 12. The TVET college in town offers training to learners who can start their businesses after graduation. Several students find employment in the local mines after their graduations. This is indicative of how education is effective in making success for the community in pursuit of development. The study further discovered that the adult students who work at the mine are benefitting from the ABET centre conducted at Gravelotte Primary School. The centre has successfully produced students who were able to pass their exams and have been promoted at their workplace due to the certificates they received. Furthermore, the mine manager indicated that the educated workers are profitable and adhere to safety measures which are a success indicator.

#### **5.4.3 The impact of community education as a tool for socio-economic development**

I made several findings around this theme. Education remains an important tool for socio-economic development. In the Gravelotte community, the same issue is prevalent. The parents support the learners to continue learning because they value the input of education towards socio-economic development. The number of learners attending primary schools and those who travel further away to access secondary school education are pursuing socio-economic development outcomes. The workers who are encouraged to learn in the ABET centre have seen the benefits of education. They have been promoted at their workplaces and received salary increments. Although most local business markets are mostly owned by Europeans in the small town of Gravelotte, some informal stalls are owned by the blacks in the community. A great deal of work is required around this theme if a broader community is to be involved. The TVET college in Ba-Phalaborwa has scores of success stories. The students who graduate start their businesses and others are employed in local mines. These findings sum up the impact of education as a tool for socio-economic development in Gravelotte community.

#### **5.4.4 Factors that militate against the effective implementation of community education programmes in Gravelotte**

The stakeholders in the community have inadequate input towards the achievement of quality education for effective socio-economic issues. According to the Ba-Phalaborwa Municipality IDP (2017-2018) priority should be given to young people for the provision of services and allocation of resources. It is however notable through this study that resources aimed at the youth are not forthcoming. There are fewer strategies or none to encourage the local community to fully participate in education. The greatest need of the young people as discovered in this study is first and foremost education. A secondary school which is a dire need is not being provided. The availability of farm employment within the local community attracts members of the community to cheap labour that does not require any qualification. Subsequently, they miss out on sustainable growth through the educational investment. The study by Livingstone and Guile (2012) posits that workers in all countries have unprecedented levels of formal knowledge and qualifications. It is vitally important for the community to realise that education is a priority for socio-economic development.

Education in the community of Gravelotte has not received the necessary support. Social partnerships for socio-economic outputs are not evident. The study discovered that the local business forum does not engage their members to support local schools through sponsorships and active involvement as it happens in other areas. The chairperson interviewed in the study indicated that their concern is growing their businesses and learning how to survive. In summary, the factors that militate against the education programmes in this area are planning, participation and partnership.

#### **5.4.5 Measures taken to enhance the role of community education as a tool for socio-economic development**

One of the findings in this study has revealed a need for collaboration in the delivery of services to the community education. UNESCO (2016) suggested a commitment to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. The study's finding concurs with UNESCO's commitment since the possibility of achieving this goal requires collaboration. The local mine and the municipality cannot fail to meet the demand of providing the much-needed secondary school in the area as it is now.



Focusing on UNESCO (2016), 's position that education is critical for promoting sustainable development and improving the capacity of people to address environmental development, offers should be made to advance education in Gravelotte community. The convictions that education is within and for communities by Tett (2010), stems from the convictions of education for society where individuals converge to attend to their social needs. The Gravelotte community's structure of education requires enhancement.

Since planning and commitment to bring forth change are evident through this study it is encouraging. Stakeholders are meeting to forge a unified way forward to save the situation. The principal of Mopani South East TVET college met with mine managers, principals of schools and local businesses to create a commitment to enhance the provision of community education programmes in the area. The study discovered that local mines operating in the area are actively participating in educational matters. The EXXARO mine have interacted with the Department of Education in Limpopo to build a secondary school in Gravelotte community.

According to Eversole (2015), new approaches and methods for doing development that integrate knowledge about local context should be pursued. The structuring of development with stakeholders that are keen to address the local community's needs have always been positive. Building partnerships with businesses will motivate learners. Bailey, Breen and Ward (2010) in an AONTAS study reported that learners are willing to talk to new people. In this study, I have observed how private partnerships can contribute more to education. Field (2008) emphasised how partnerships can be extremely important in a time of trouble as they can bring resources and support. The summary of this study is followed hereunder by recommendations which resemble some of the findings by Gameda (2017).

## **5.5 RECOMMENDATIONS**

I conclude that the investigation of the effectiveness of community education services in influencing socio-economic issues in Gravelotte Community has been fully concluded as a case study. The provision of education in this area does not fully cater for what the policy of a democratic state in South Africa envisages. If some of the suggestions given below can be done there can be a more significant change.

### **5.5.1 Recommendation one**

It is important to investigate possibilities of how the schools in the area can have their infrastructure refurbished to assist the community. The schools need to be given a space in which communications can be done to map a joint effort to solve the educational challenges jointly. The need for a secondary school cannot be overemphasised. I would recommend that the department of education in Limpopo Province consider one primary school in the area to proceed to be a secondary school or provide education up to grade 9. The primary school in Gravelotte with numerous infrastructures possibly be upgraded to cater for increased grades.

### **5.5.2 Recommendation two**

Future research into the gap between provision and demand can be investigated. The government alone is incapable of providing all the required support for educational efficiency. The local community can use the structures available within their reach to combine efforts and enhance education. The local municipality should lead in creating a structure to look for the financial and necessary support required to bring the necessary impetus for educational development. Private companies and individuals with interest in education should be coerced to function for community education and development. The establishment of foundations to look for the wellbeing of the educational establishment is much needed.

### **5.5.3 Recommendation three**

The department of Higher Education in South Africa should focus its attention on further research to investigate the ability of TVET colleges to interact with local communities to debate solutions on educational challenges. The community structures have indicated the gap which can be filled through deliberate interactions. The TVET College can establish a forum locally to provide marketing and interactive collaboration with locals to recruit learners who may drop out of mainstream education. They may be able to pursue technical skills.

### **5.5.4 Recommendation four**

It is important to further investigate how education structures and business can be made to work in collaboration. In a community where the business community has no proper unity with the schools, there is a lack of strong tie in addressing socio-economic issues. Business forums and private

institutions should be encouraged to support educational programmes. The government alone cannot provide all the required incentives to drive communities into places of learning.

#### **5.5.5 Recommendation five**

Considering that Gravelotte community is midway between two towns which are Phalaborwa and Tzaneen, it is imperative to utilise the established TVET colleges. If one of the primary schools can give tuition up to grade 9 due to the absence of a secondary school as established in the data generated, it could assist the learners to go to a TVET college and become artisans and other related professionals. The Namakgale circuit manager and the principals of the TVET colleges should meet to discuss the utilization of these structures to alleviate learner dropouts.

#### **5.5.6 Recommendation six**

I think another possible area for research in this community would be to look for developmental integration considering the vastness of opportunities in the area. The Gravelotte community is endowed with wildlife. It is therefore imperative that the community be empowered in the field of game farming and wildlife preservation. These efforts could make the people take responsibility and cultivate a culture that will be economic and beneficial. Since education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues (UNESCO, 2016). The local government leaders in the education portfolio should see the use of this report for shaping curriculum and better utilisation of local resources.

#### **5.5.7 Recommendation seven**

The other area for research which has not been covered in this study is the quality of local Early Childhood Development (ECD) centres. Accordingly, life-wide learning helps to facilitate learners to acquire and integrate various sets of knowledge and skills to apprehend, advance or even invent new knowledge and skills (Quane, 2009). There is a need for the department of education to foster the culture of education from early years in Gravelotte. Monitoring of schools and financial support of ECD centres is a prerogative of government.

### **5.5.8 Recommendation eight**

The transformation of communities is a vital need. According to Reay (2012:589), the tinkering with an unjust educational system is not going to transform it into a just system. What we need are different ways of envisioning education, ones that enable a move beyond narrow secular self-interests and economic ends. There is a need for the Limpopo Department of Education to redress the educational makeup in Gravelotte community because it is still reflective of segregation and social disparities.

### **5.5.9 Recommendation nine**

The communication and public engagements authorities in the municipality should investigate how the information transfer is monitored in the community. Community development workers and the ward councillors should make the necessary information available for the community through community forums and political imbizos. The local authorities should make the much-needed effort to make necessary input to support education.

### **5.5.10 Recommendation ten**

Limpopo Department of Education should find the measures that can be done by community-based structures to reach out to the community. Agreeably other community-based forums of education and training must be made available. In the event where the community wants to engage in community education activities, it is of utmost importance for them to have access to funding and employment opportunities. There should be proper structures to inculcate the provision of educational provision centres.

### **5.5.11 Recommendation eleven**

The local government structures should redefine the setup of community structure. It is important to research on ways of re-establishing the community structure in Gravelotte since the fall of racial segregation. I am of the view that systematic segregation and objective pursuit of retention of the status quo happens at the expense of the indigenous masses. There has been a continued subjection of the local communities to harsh living conditions whilst their counterparts continue to live in luxury. Community education should be able to bring this much-needed intervention.

## **5.6 SUGGESTIONS FOR FURTHER STUDY**

This research has brought up many questions for the benefit of further empirical investigation. Considering that education is a priority for social and economic development, a great deal remains to be researched about the effectiveness of education in influencing socio-economic issues. It is also evident that education is not an independent phenomenon. It is acted upon by many other facets as discovered in this study. The following areas may be considered for further research;

### **5.6.1 Suggestion one**

The objective of the study was mainly to investigate the effectiveness of community in influencing socio-economic issues in the Gravelotte community. The role of the municipality in addressing the needs of the community may not have been fully addressed. Further work needs to be done to establish how the municipality contributes in driving educational programmes.

### **5.6.2 Suggestion two**

I trust that future research on the illiteracy of residents can be able to point out the areas where they contribute or inhibit their progress. The influence of illiteracy on the achievement of IDP's in rural communities can be researched for a much clearer understanding in developing intervention strategies.

### **5.6.3 Suggestion three**

The understanding of the actual cost of delivering educational infrastructure for community development is a necessary variable. Without the knowledge of what it cost to provide infrastructure and the routes to be followed can be very frustrating to the community. It is therefore imperative that research be conducted to unearth the costs behind this enormous task.

## **5.7 CONCLUSION**

The purpose of this study was to provide insight into the effectiveness of community education in influencing socio-economic issues in the Gravelotte community. This chapter discussed the important parts of the thesis including the synopsis, major findings, conclusions, recommendations, contributions, limitations and suggestions for further research. The findings

show that there is success in other areas however, there is a need to enhance the educational services offered in the Gravelotte community. In the literature reviewed the provision of education services is a prerogative of the government since the dawn of democracy there has been a continued commitment to make education accessible to all (NDP,2030). Besides its provision education has been declared a societal issue, making it the responsibility of all to make it functional in addressing socio-economic issues. The study established that though criminal elements are not prevalent in the community, there is a low output in professional employment. The rate of employment for skilled personnel in the community is low. The Stibium mine does not employ more local people since they do not possess the skills required. The practice of education in the Gravelotte community is done. There are two primary schools and there is an ABET centre in Gravelotte primary school. The absence of a secondary school is a cause for concern. The study discovered that some attempts were made to start a secondary school, but the efforts never succeeded. In a study investigating the effectiveness of community education in influencing socio-economic issues, it is imperative to point out that the absence of a secondary school could not be overlooked. Although learners travel from Gravelotte to access secondary education in nearby villages participants in this study pointed to the dire need for intervention.

Some of the learners drop out from school and some fall pregnant. Their performance is badly affected by the distance travelled and their parents are unable to monitor them. Results from this study points out to the discordant approach which the stakeholders in the community use to address educational needs. A satisfactory combined effort has not appeared to exist between the stakeholders. The business forum chairperson interviewed in this study pointed out that they do not discuss education in their meetings which is unfortunate. There is a disjoint amongst the stakeholders and it must be addressed. This study has given an awakening into what education in the Gravelotte community attempts to do and the shortcomings thereof. The study's important contribution has been to unearth the factors that are currently holding back the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community.

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## **APPENDICES:**

### **APPENDICESSET (A) DATA COLLECTION TOOLS**

#### **Appendix 1: INTERVIEW GUIDES**

##### Interview notes with the local ward councillor

#### **1. What are the community education programmes offered in Gravelotte?**

- Which education programmes are offered in Gravelotte?
- Are the programmes adequately provided?
- Who are the participants in the education programmes?

#### **2. How successful are community education programmes in Gravelotte?**

- What significance do the community members benefit from these programmes?
- What are the success stories of community education programmes in Gravelotte community?
- Who are the benefactors of the success of education programmes in this area?

#### **3. What is the impact of community education as a tool for socio-economic development?**

- Are there any jobs created from the education received in the area?
- Do the companies in the area benefit from educated personnel in the area?
- How do the community benefit in terms of socio-economic development?

#### **4. Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?**

- What are the reasons for poor performance or lack of attendance in the centres?
- Who is the weakest link in the system for proper implementation of community education programmes?
- Which factors are seen to oppose the success of community education programmes?

#### **5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?**

- What should be done to change the situation for better where education is concerned?
- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

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Interview notes with the Chairperson of the School Governing Body

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- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

## Interview notes with the mine manager

### **1. What are the community education programmes offered in Gravelotte?**

- Which education programmes are offered in Gravelotte?
- Are the programmes adequately provided?
- Who are the participants in the education programmes?

### **2. How successful are community education programmes in Gravelotte?**

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- Who are the participants in the education programmes?

**2. How successful are community education programmes in Gravelotte?**

- What significance do the community members benefit from these programmes?
- What are the success stories of community education programmes in Gravelotte community?
- Who are the benefactors of the success of education programmes in this area?

**3. What is the impact of community education as a tool for socio-economic development?**

- Are there any jobs created from the education received in the area?
- Do the companies in the area benefit from educated personnel in the area?
- How do the community benefit in terms of socio-economic development?

**4. Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?**

- What are the reasons for poor performance or lack of attendance in the centres?
- Who is the weakest link in the system for proper implementation of community education programmes?
- Which factors are seen to oppose the success of community education programmes?

**5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?**

- What should be done to change the situation for better where education is concerned?
- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

**1. What are the community education programmes offered in Gravelotte?**

- Which education programmes are offered in Gravelotte?
- Are the programmes adequately provided?
- Who are the participants in the education programmes?

**2. How successful are community education programmes in Gravelotte?**

- What significance do the community members benefit from these programmes?
- What are the success stories of community education programmes in Gravelotte community?
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- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

## Interview notes with an adult learner

### **1. What are the community education programmes offered in Gravelotte?**

- Which education programmes are offered in Gravelotte?
- Are the programmes adequately provided?
- Who are the participants in the education programmes?

### **2. How successful are community education programmes in Gravelotte?**

- What significance do the community members benefit from these programmes?
- What are the success stories of community education programmes in Gravelotte community?
- Who are the benefactors of the success of education programmes in this area?

### **3. What is the impact of community education as a tool for socio-economic development?**

- Are there any jobs created from the education received in the area?
- Do the companies in the area benefit from educated personnel in the area?
- How do the community benefit in terms of socio-economic development?

### **4. Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?**

- What are the reasons for poor performance or lack of attendance in the centres?
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- Which factors are seen to oppose the success of community education programmes?

### **5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?**

- What should be done to change the situation for better where education is concerned?
- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

Interview notes with the Business Forum Chairperson

**1. What are the community education programmes offered in Gravelotte?**

- Which education programmes are offered in Gravelotte?
- Are the programmes adequately provided?
- Who are the participants in the education programmes?

**2. How successful are community education programmes in Gravelotte?**

- What significance do the community members benefit from these programmes?
- What are the success stories of community education programmes in Gravelotte community?
- Who are the benefactors of the success of education programmes in this area?

**3. What is the impact of community education as a tool for socio-economic development?**

- Are there any jobs created from the education received in the area?
- Do the companies in the area benefit from educated personnel in the area?
- How do the community benefit in terms of socio-economic development?

**4. Which factors militate against the effective implementation of community education programmes being offered in Gravelotte?**

- What are the reasons for poor performance or lack of attendance in the centres?
- Who is the weakest link in the system for proper implementation of community education programmes?
- Which factors are seen to oppose the success of community education programmes?

**5. Which measures can be taken to enhance the role of community education as a tool for socio-economic development?**

- What should be done to change the situation for better where education is concerned?
- Which areas must be strengthened to afford the community education programmes a boost?
- What can the stakeholders do to enhance the role of community education as a tool for socio-economic development?

## **Appendix 2:**

### **DOCUMENT ANALYSIS GUIDE SHEET**

#### **CHECK FOR THE FOLLOWING FROM MINUTES**

1. Who leads the meetings?
2. Whose voice is dominant in the meetings?
3. Do particular community members dominate?
4. Time talk distribution
5. Do some people appear to have more power than others?
6. Are community members encouraged to participate?
7. Is the meeting environment conducive for participation?
8. Does the chair see issues from other people's viewpoints?
9. Are the meetings centred on major community development issues?
10. Is there time for any other business (AOB)?
11. The degree to which individuals are operating in a 'team like' rather than 'group like' manner.
12. High task cohesion: the tendency for community members to remain united in the pursuit of their goals and objectives
13. Team think: the balance between the 'we' and the 'me'
14. Do meetings conclude with decisions?
15. How are decisions arrived at?
16. Does the chair respect the needs of everyone involved when sorting out disagreements in the meeting?
17. Are community members given room to say what they want?

### Appendix 3:

#### The observation guide below will be used for the purposes listed below.

- At the education centre for understanding the activities done daily in the adult education centre in Gravelotte Primary school. This will be done two times a week for the whole month in September 2018;
- Observing the interaction of members of the community in their day-to-day activities over two months in different settings which are the: Library centre, Police station, Playgrounds, and childcare centre, taking note of their interactions through recordings on paper and videos;
- Observing the community meetings in progress as called and chaired by the community development leader.
- The Observation sheet (Adopted from Rita Paradie Nimusabe, 2013)

<b>Behavioural- Patterns / Practices</b>	<b>Items for observation</b>	<b>Comments</b>
Decision making among the householders	Matters dealt with by men	
	Matters dealt with by women	
Literacy abilities	Literacy interest	
Handling money	Gender claiming responsibility for it	
Health practices	Use of traditional remedies	
Water conveyance	Infrastructures of running water	
School attendance	Children's school attendance	
	Motivation for school attendance	
	Children tasked with jobs	
	Children leaving school	

**APPENDICES SET (B) CONSENT LETTERS AND REQUESTS**

**Appendix 4:**

**Consent letters for participants**

A letter of consent to participate in the interview for all the sampled participants.

**GRAVELOTTE PRIMARY SCHOOL**

Cell: 082 804 7410

P.O BOX 88  
GRAVELOTTE  
0895

Sir

I would like to thank you for taking the time to meet me today.

My name is Mpho Victor Rabapane and I would like to interview you about your perspective of community education as a tool for socio-economic development in Gravelotte community.

The interview will take an hour or two hours, and all responses will be kept confidential. I will ensure that any information included in the report does not identify you as the respondent. Remember, you do not have to talk about anything you are not comfortable with, and you are free to end the interview at any time.

Please indicate whether you are comfortable with the recording of the interview.

Are you willing to participate in this interview?

\_\_\_\_\_  
Interviewee

\_\_\_\_\_  
Date

Interviewer: \_\_\_\_\_

\_\_\_\_\_  
Date

**Appendix 5:** Letter to the Department of Education Limpopo Province.

ENQ: RABAPANE M.V  
Cell: 082 804 7410  
P.O BOX 88  
GRAVELOTTE  
0895

THE HEAD OF DEPARTMENT  
Department of Education  
Private Bag X9489  
POLOKWANE  
0700

Sir / Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS FOR ACADEMIC RESEARCH PURPOSES AT GRAVELOTTE PRIMARY SCHOOL, MOPANI TVET COLLEGE (PHALABORWA) AND LULEKANI CIRCUIT OFFICES.**

I, Rabapane M.V a registered PhD student at the University of Limpopo student number 200817088; ID number 7212275312084 hereby requests your permission to conduct interviews for academic research purposes at the aforementioned stations.

The interviews conducted will uphold academic ethical considerations and will in no way affect the smooth running of the department. The interviews will be conducted after working hours with the selected participants. For observation as a data collection method, no interference will be made on the day to day activities of the department.

Thanking you in advance

Yours Faithfully

---

Rabapane M.V



**Appendix 5:** Letter to the circuit manager in Namakgale Circuit office

ENQ: RABAPANE M.V

Cell: 082 804 7410

P.O BOX 88

Gravelotte

0895

The Circuit Manager  
Namakgale Circuit Office  
P.O BOX 012012  
NAMAKGALE  
1392

Madam

**RE: REQUEST FOR PERMISSION TO ACCESS RECORDS FOR DOCUMENT ANALYSIS.**

I, Rabapane M.V a registered PhD student at the University of Limpopo student number 200817088; ID number 7212275312084 hereby requests your permission to access records on academic performance for grade 12 learners for research purposes.

The ethical considerations for professional document analysis will be upheld.

Thanking you in advance

Yours Faithfully

---

Rabapane M.V

**Appendix 6:** Letter to the Ba-Phalaborwa Municipality offices for access to documents.

ENQ: RABAPANE M.V

Cell: 082 804 7410

P.O BOX 88

Gravelotte

0895

The Municipal Manager  
Ba- Phalaborwa Municipality  
Private Bag X01020  
PHALABORWA  
1390

Madam

**RE: REQUEST FOR PERMISSION TO ACCESS RECORDS FOR DOCUMENT ANALYSIS.**

I, Rabapane M.V a registered PhD student at the University of Limpopo student number 200817088; ID number 7212275312084 hereby requests your permission to access records about social spending, educational infrastructure and job creation for research purposes.

The ethical considerations for professional document analysis will be upheld.

Thanking you in advance

Yours Faithfully

---

Rabapane M.V

# APPENDICES SET (C) APPROVAL AND PERMISSIONS FOR RESEARCH

## Appendix 2

### Ethical Clearance TREC certificate



**University of Limpopo**  
Department of Research Administration and Development  
Private Bag X1106, Sovenga, 0727, South Africa  
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

#### TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

**MEETING:** 27 November 2018

**PROJECT NUMBER:** TREC/222/2018: PG

**PROJECT:**

**Title:** An investigation of the effectiveness of community education services in influencing socio-economic issues in the Gravelotte community.  
**Researcher:** MV Rabapane  
**Supervisor:** Prof Newman  
**Co-Supervisor/s:** Prof N Wadesango  
**School:** Education  
**Degree:** PhD Curriculum Studies



PROF. T.M. MASHEGO

**CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE**

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

**Note:**

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.  
**PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.**

## Appendix 2

### Permission from the Limpopo Department of Education



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

## DEPARTMENT OF EDUCATION

Ref: 2/2/2    Enq: Mabogo MC    Tel No: 015 290 9365    E-mail: [MabogoMG@edu.limpopo.gov.za](mailto:MabogoMG@edu.limpopo.gov.za)

RABAPANE M.V  
University of Limpopo  
Private bag x1106  
Sovenga  
0727

### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"AN INVESTIGATION OF THE EFFECTIVENESS OF COMMUNITY EDUCATION SERVICES IN INFLUENCING SOCIO-ECONOMIC ISSUES IN THE GRAVELOTTIE COMMUNITY"**.
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
  - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; In particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: RABAPANE M.V

CONFIDENTIAL

Chr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X8489, POLOKWANE, 0700  
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

*The heartland of southern Africa - development is about people!*