

EDUCATING RURAL SOUTH AFRICAN WORKERS IN THE EASTERN CAPE: IMPLICATIONS, PROBLEMS AND PROSPECTS

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Abstract

Around 20-24% of South African rural workers in the Eastern Cape are illiterate and unfamiliar with modern and more productive methods of practicing their occupations. Given the challenges that are associated with rural workers, it is important to determine the problems and the prospects they experience, and the ways of providing them with training and skills acquisition. The researcher used empowerment theory as the point of departure for a theoretical framework, and a qualitative explorative study was followed to gather and analyse the data. Data were collected by means of focus group discussions, analysed ethical issues were not left out. The findings from the study revealed that the education which the rural worker would require would contain both formal and informal education. The significance of the findings is to develop the creative ability of the rural worker, to ultimately assist him through the process in creating necessary skills and knowledge for maximum production in their work and standard of living. It is also an articulation of the diversified programmes, which could allow many rural workers to become more productive and fulfilled in their endeavour.

Key words: education, rural-workers, prospect, training, skills-acquisition.

Introduction

Rethinking education among rural South African Workers cannot be overemphasis, particularly in the current rural development. These rural workers in the Eastern Cape of South Africa functionally comprise different classes of farmers, artisans and craftsmen. Most rural workers in this part of the country are low income earners with low productivity. The Eastern Cape poverty rate of 68.7% is the highest in the country and well above the national average (Pauw, 2005:8-10). To a large extent, rural South African workers have been neglected in development (Hemson, Meyer, and Maphunye, 2004 and Matlala, 2011). More than 40 per cent of the human population of South Africa live in the rural areas. Of these, some 85% live in the former homelands, and the rest on commercial farms and in the small towns ((Hemson, Meyer, and Maphunye, 2004:10; Eastern Cape Province Department of Education 2010). One view of rural South Africa is that it is in crisis, with declining agricultural employment, depopulating small towns, disintegrating institutions, deep-rooted poverty, environmental degradation and a litany of failed rural development programmes. All over the world, especially in democratic countries, education is viewed as the key for social, economic and political development. That is why it is declared human right. The reason for the policy for Adult Basic Education and Training (ABET) enacted in 1987 in South Africa was to ensure that all citizens could participate in the socio-economic and political activities of the country by ensuring that they are functionally literate. This was in response to the need for knowledge and skills for millions of adults, especially rural adults. This was for them to be able to participate in the socio-economic

and political processes and to contribute to the reconstruction, development and social transformation (Department of Education, 1997:16). Before discussing further rural issues, it will be necessary to define the term 'rural' itself. Comparisons may be difficult since different countries may have different perceptions of what 'rural' is.

Based on a joint study conducted by FAO and UNESCO 2003, the definition of a 'rural area' should meet two criteria: one related to the place of residence and land settlement pattern, and the other related to the type of work that residents engage in. First, rural areas are generally open areas, with low settled population densities. A high proportion of the unsettled land area and/or land used, is for primary production (mining, agriculture, livestock, forestry, fisheries). Second, the residents of rural areas are largely dependent – either directly or indirectly – on these primary production activities as their principal, if not their only, source of livelihood. Nevertheless, coming up with a uniform definition of the term 'rural area', that all countries can agree on, and which could be applied to any situation that has proved difficult, since population-carrying capacity is partly ecologically determined, and since what is 'urban' and 'rural' may already be politically and administratively defined (Atchoarena & Gasperini, 2003). In this study the following usage of the term rural area is made of sparsely populated areas in which people depend largely on agriculture or natural resources and which include villages and small towns which serve as rural centres. It also is understood to refer to large or 'closer' settlements created by the dumping of populations in the former homelands during apartheid. The population in most rural areas depends on the migratory labour system and remittances for their survival.

The term 'education' is used here to refer to the continuing process of learning, involving the young and the aged, men and women and a great variety of methods and sources. The term 'rural worker', on the other hand, is applied to refer to an individual who is engaged in an economic activity (work) in a rural area from which he derives his personal sustenance. Rural worker is thus seen as the specific economic activity (ies) the individual engages in.

Any knowledge and skill acquired through the training in the contemporary world is often obsolete due to the knowledge explosion in this age of technology. This is why it becomes very important for the individual and the employers to be multi-skilled in order to adapt to the changing demands of their career. In view of this fact, communities or organisations that want to increase productivity must provide their employees with continuous training and skills acquisition programmes to keep them update with new knowledge, skills and information to enable them to remain relevant in their job and/or to their employer.

Many rural dwellers in developing nations (including South Africa) engage in various economic activities, nevertheless, their major occupation is agriculture (mainly farming, fishing and cattle rearing). There are several factors that have been identified as responsible for such low agricultural productivity and techniques, among them is ambivalence in the initiation or adoption of new methods, unfavourable traditional attitudes, uneven land distribution system and the phenomenal migration of the more energetic youth to the townships (Department of Agriculture 2001). Clearly, these factors are not so much of a technical nature as they depend on the prevailing social, economic and political order to which the rural agriculturists' future is closely tied. Thus, education which the rural South African worker in the Eastern Cape would require is that which has informal and non-formal elements; this has to do with training and skills acquisition.

Theoretical Framework

This study is underpinned by the empowerment theory (MacDonald 2003:73; Cloke and Davies 1995:132-136). This theoretical framework will be used as a lens to interrogate the problems and prospects as experienced by the Eastern Cape rural workers and the implications of providing them with training and skill acquisitions, given its peculiar existential con-

ditions. This theory is different from the usual usage of power balancing or the redistribution of resources, rather than increasing the skills of rural workers so that they are able to increase their production, income and make better decisions for themselves. This idea of empowerment means restoring to rural workers a sense of their own value and strength and their own capacity to handle life's problems (MacDonald 2003:73). "Empowerment", in a multilevel construct, which is defined by MacDonald (2003:46) as an "enabling process through which individuals and communities take control of their lives and the issues which concern them". It is the strategies used to enhance the personal and interpersonal ability or powers of individuals to help themselves (Kirst-Ashman and Hull 2006:342). MacDonald (2003:73-74) explains that through empowerment, groups or individuals gain greater clarity about their goals, resources, options and preferences and that they use this information to make their own clear and deliberate decisions. Laverack (2004:47) added that, empowering processes are those that never end, but instead continually shift in personal empowerment and in control. In other words, power shifting between different social groups and decision makers is/are processes seen in the broader society. "Empowerment theory states that empowerment can be viewed both as a process, incorporating actions, activities, or structures, and as an outcome, suggestive of an achieved level of empowerment" (Nachshen 2004:68).

Empowerment if understood on a personal level will include the giving and receiving of assistance in a mutual process, thereby focuses on gaining control over one's life. Empowerment involves processes and structures at organisation level. This enhances goal directed actions by members of the organisation and reflects actions taken by stakeholders to improve life in the community at the broadest levels (Minkler, Thompson, Bell & Rose 2001:786). Training the rural workers and helping them acquire relevant skills, will definitely increase production and help bring about transformation in their lives, families and their areas.

The theory has implications for continuous professional development of rural workers in Eastern Cape Province. In order to choose the appropriate programme to enhance training as adults, the rural workers will have to rely more on reality rather than imagination and also rely a great deal on information from the trainers. In such training, rural workers may require situations that can promote collaboration with other people in finding practical solutions to problems related to their farming practices. Thus, through the provision of training and skills acquisition, the rural workers of Easter Cape Province may have the opportunity to learn new knowledge and skills that can improve their practices.

Research Methodology

The sampling involved rural workers from Berlin, Ngcobo, Katberg and Dohne which are located in Eastern Cape Province, since not all rural workers can be involved at all times in the study (De Vos, 2005). As an adult educator, the researcher targeted the tribal halls as sites for meeting the rural workers for exploring their problems, prospects and the implications in line with education. The researcher contacted the traditional rulers in the areas who provided him with 89 names of rural workers working under their supervision. Selected participants were purposefully chosen for the study based on their availability and willingness to share their experience. The researcher selected 40 rural workers out of the total population of 89 from the geographical areas of Berlin, Ngcobo, Katberg and Dohne to participate in the exploratory study. This was done to ensure reliability of the data collected as the participants were worthy of in-depth information. With the use of open-response questions, I was able to encourage in-depth probing (McMillan and Schumacher, 2006:355) following-up specifically appealing data that emerge in the interview and participants were able to give a fuller picture of their experience (De Vos, 2005:296).

The study followed a qualitative design (De Vos 2005), adopting an in-depth exploratory

pattern and following a phenomenological approach that involved exploring the problem and prospect as experienced by rural workers in the Eastern Cape Province and what the implication of providing them with training and skills may be (Cohen, Manion & Morrison, 2007). A qualitative explorative (Creswell 2007:61) method constituted the backbone of this study and was employed in finding out the type of education the rural workers need to enhance their farming and/or standard of living and what will be the implication of giving them such education. Data were collected by means of focus group interviews (Henning 2004; Creswell, 2007). The questions in the focus group interview were framed using the language that the rural workers in the Eastern Cape understand (Merriam 2008). The three tenets of critical pedagogy were used to develop the focus group interview guide used for data collection and to guide the data analysis. This allows me to ask questions that are relevant to the domains of the empowerment theory.

In selecting the participants, the names of rural workers from each of the 4 rural districts where the study was collected, were listed on a separate sheet of paper and each uneven number was picked. With the permission of the traditional rulers from the selected areas the participants were contacted and informed of the purpose of the study and their role in the investigation. The data collection instruments (interview items) were tested on four rural workers who are not included in the study. The instruments were then refined before undertaking the field work. These were done to ensure reliability of the data collected as the participants were worthy of in-depth information. Based on the nature of this research, phenomenological approaches were accepted as suitable. The basis of this phenomenology is that there are multiple ways of interpreting the same experience and understanding and that the meaning of the understanding for each rural worker is what constitutes reality in practice (McMillan & Schumacher, 2006). The use of the phenomenological approach enables me to understand the participants' personal meanings they might construct from their daily or 'lived experience' (Johnson & Christenson, 2000) as rural workers with little or no skills to improve their standard of living. While the primary task of ethnographic study is to uncover and explicate the ways a group of people understand their settings and take action to manage their situations, problems and difficulties for better improvement (Welman, Kruger & Mitchel 2007:192-193).

Data were collected by means of a number of focus group interviews with the participants. To avoid discrimination, the researcher gave the participants equal opportunities to participate in the investigation. A total of 40 focus group discussions made up of 10 participants per group were conducted between February and May 2013. Follow-up sessions were conducted in the form of structure and unstructured interviews (Krueger and Casey 2009:6). At the beginning of each session the researcher first introduced himself and the topic for discussion. After posing the question he listened to the discussion, observed and made copious notes from the responses participants provided as the interviews proceeded. To ensure all pertinent information was captured, the researcher sometimes requested the participants to repeat their responses and often followed up with probing questions.

Collected data from the participants through focus group discussions were analysed manually through the use of the open coding approach. This was done to understand the various constitutive elements in the data through an inspection of relationships between concepts, constructs and variables and to see whether there were any patterns or trends (Mouton, 2004). The data were broken down into smaller units with each of the units arranged under an appropriate and specific theme; this helped to make the analysis simple and manageable.

Trustworthiness

Creswell's (2007) advice about how to promote trustworthiness in a qualitative study was closely followed. This relates to the level of dependability or reliability of the data gathering instruments. The process followed in gathering the data, the quality of data gathered and

their validity. To ensure trustworthiness in this research, all responses were written down or transcribed verbatim. The researcher kept a journal for the field work in which whatever he heard, saw and observed was recorded. He employed various techniques to achieve and maintain the dependability and credibility of the final product of the empirical study. For example, throughout the interviews the researcher frequently requested respondents to repeat or clarify their responses to ensure that only the correct answers were recorded. Again triangulation was achieved by comparing the response of the participants from the different group.

Ethical Consideration

Research ethics generally focus on the degree of harm the participants are subjected to and the ways in which this can be alleviated (Bailey 1987:422). De Vos et al (2002:64) argues, that subjects participating in a study can be harmed physically or emotionally. The researcher has the responsibility to protect participants from harm (Dane 1990 cited in De Vos et al 2002:64), that is why the question of ethics is very important in an empirical study which involves human lives. To adhere to important ethical principles and considerations, the researcher sought permission from the local authorities and obtained an informed consent from the participants in the study. All the participants were told that their participation in the study was voluntary and anyone could pull out of it anytime they wanted to.

Every attempt was made to ensure that the data would not reveal individual characteristics; this was done by using fictitious names/codes to protect the identities of these rural workers. I created an atmosphere in which each respondent's actions and views were accepted even if they conflicted directly or indirectly with those of the researcher. I listened and accepted what the participants said without imposing his personal value system on the participants. The participants of the focus group were debriefed immediately after the focus group interview took place. They were also allowed to discuss their feelings about the programme.

Results of Research

Once the data were collected, the researcher analysed them through coding, allowing the themes in the section to emerge. These were supplemented with direct quotations from those who participated in the study:

Theme 1: When farming, fishing, etc. work and training experience began

The focus group discussions revealed that the majority of the participants obtained their farming, fishing, etc. skills/training between 1998-2004 and others between 2005-2009. This information indicates that a large number of the rural workers might lack current knowledge and skills in farming, fishing, etc., because they obtained their skills/training over 10 years ago. As one of the group members affirmed this in the following words:

‘Although I obtained my skill/training from my father, I still feel that after many years of doing my work I need to sharpen my knowledge and skills if I were to be abreast with the new developments in fishing Knowledge and skill’.

As a sequel to the above information was the question of participants' training experience. Most participants indicated that they have done their work since 1998 while a few others conceded that they have been doing their work (farming, fishing, etc.) since 2004. The focus group discussions also revealed that all the participants have an average of 8 years' experience in farming, fishing, etc. with the majority of them on farming, fishing, etc. for 15 years. This is an indication that the participants have been in the business for very long and might have confidence, but need skills to take their work to the next higher level. An old man from one of

the groups had this to say;

‘I am one of the oldest fishermen in this area. I love fishing and I will want to do this work in a more productive way’.

Theme 2: Challenges faced by Eastern Cape rural workers

The groups were unanimous in their responses to whether they experienced any problems carrying out their work. The participants confirmed that a number of problems face rural worker education in South Africa. These include poor rural learning environments, scarcity of funds, poor techniques, unfavourable traditional attitudes, ambivalence in the initiation or adoption of new methods, uneven land distribution system and the phenomenal migration of the more energetic youth to the townships.

They also confirmed that the initial training in farming, fishing, etc. has given them the needed confidence to do their work, but added that they felt there is a need for government or other institutions to provide them with the next level of training to make them more competent, confident, knowledgeable and skillful in their work. The above response is an indictment on the government because there seems to be no direct continuity or involvement for the rural workers beyond that level that is, their initial level. Their present skills and situations in which they found themselves do not qualify them to proceed to the next higher level, that is, going beyond just feeding their families if they are actually able to do so. This causes some frustration among the ambitious rural workers who would like to go into large production in their field. One of the participants affirmed this in the following words:

‘I wanted to do my farming in a big way beyond just planting vegetables, but last year when I tried again, I failed (She made a great lost) because I do not have the required skill and knowledge for the increase and expansion of my farming. Also the land I am using is not mine, it belongs to my neighbour. That frustrates me a lot. It seems I have hit the wall’.

Another participant added:

‘Please help us to tell the government and those who they are sending to help us by training us that our problem is not how to read and write but how we can make money, more money to establish ourselves in our business’.

Again, all the groups (40 participants) lamented that their work is not affecting their standard of living positively and at the beginning of every year they have to face the challenge of what next to do to improve their productivity. This response indicates that most of the rural workers are not properly cared for by their employer or the government. The poor condition of employment - poor salary, no time off, and for those self-employed, lack of finance and career for part of them. Two-thirds of participants reported that apart from teaching them skills and training them on the use of modern day technology regarding their work, they also need funding to run their work. The participants acceded that they do not have the content knowledge to improve their productivity as what they thought they know is obsolete.

Moreover, employer and government do not provide them with training to update their content knowledge or skills in such work. As one of the participants affirmed;

I do not see how we can improve our work, affect our standard of living positively and go beyond feeding ourselves and our families when we are not trained, no money to buy fertilizers, seedlings, insecticides and so on nor have we acquire better skills for our work.

An old lady from one of the groups had this to say:

I think there is a need for funding and training. If the government and all concerned citizens of rural workers’ plight want to help them, they must provide us with some in-service training and funding.

Another participant quickly supported:

Apart from that, we do not have the techniques, unfavourable traditional attitudes, ambivalence in the initiation or adoption of new methods, uneven land distribution system and the phenomenal migration of the more energetic youth to the townships are all parts of the constrain we have.

Clearly, these factors are not so much of a technical nature as they depend on the prevailing social, economic and political order to which the rural agriculturists' future is closely tied. Thus, the education which the rural worker would require is that which will improve his occupational potentials and thus ultimately assist him in creating employment opportunities and in raising his level of productivity and standard of living.

The information above does not only compromise the quality of production, but might cause demotivation among the rural workers as their children, families and even employer require them to be more productive in what they know very little about.

Theme 3: Any continuous professional development for rural workers

Regarding opportunities for continuous training and skills acquisition, all the 4 groups (40 participants) agreed that they have not been attending in-service training or workshops to upgrade their knowledge and skills since they started farming, fishing, etc. The participants agreed that they have attended several celebrations organised by the provincial government, but those meetings do not address their continuous professional needs (upgrading their skills).

One of the participants affirmed:

Urban workers often get the opportunity to attend workshops and in-service training, but we rural workers have no such training. Is it because we are villagers as those in the big cities will call us?

Theme 4: Kind of education they may require to enhance their productivity

As regards the kind of education programme they thought might address their farming, fishing etc. needs and thus enhance their productivity and standard of living, the groups raised few important issues. They would like to see the government and all concerned citizens to provide them with education that is meant for adults and not school children, fund them and help them form a co-operative and whatever programme they are bringing to them, should diversify to include more skills and entrepreneurial training. They would like to see such training and skill acquisition can provide them a better life.

A few of the verbatim responses are indicated below:

The department of education or those responsible for rural education should develop a common learning education for all the rural workers regarding the kind of skills they need. They should make the education clearly for adults, so that those who are doing fishing will fit in as well as those who are farming.

There are so many skills needed in this our work, the government should pay people to come and train us, tell us how to do it bigger and better.

Some of us don't know how to use fertilizers.

If the government doesn't want to give us money for our farm work, they should buy us the necessary tools or equipment needed for farming, fishing, etc. then send those who will teach us how to use the equipment.

What we need here, is training on how to do our work bigger and better using this equipment, they should stop coming to teach us how to read and write. The little we know about reading and writing is enough. We want to feed our children and take care of our families.

These issues raised by the participants are very pertinent to the goal of the government of the area – poverty alleviation. As rural workers on the ground who interact with their own people and live with their families, they understand the learning needs that can address their socioeconomic ills in their communities. Thus, if the programmes are diversified, those who do farming, fishing, etc. can learn more relevant job related skills, which they can pass on to others for self-employment activities. Again an articulation of the diversified programmes could allow many rural workers to become more productive and fulfilled in their endeavour. The current situation puts the rural worker at a disadvantage because they do not have the necessary skills and knowledge for maximum production in their work.

Discussion

Findings revealed, that educating rural South African workers has great prospect of creating necessary skills and knowledge for maximum production in their work and standard of living. It also enhanced communities of reflective practices, and added value to their farming, fishing, etc. experience as a critical component of personal growth and professional development. It is also an articulation of the diversified programmes which could allow many rural workers to become more productive and fulfilled in their endeavour. It is evident, that adult education supports collaborative learning by enhancing learning performance in both individual knowledge development and group knowledge sharing. Quan-Baffour (2013) concluded that in order to increase productivity, workers must be provided with continuous professional development programmes to keep them update with new knowledge, skills and information, to enable them remain relevant to their society.

The study found, that the majority of participants obtained their farming, fishing, etc. skills/training between 1998-2004 and others between 2005-2009. This implies that a large number of the rural workers might lack current knowledge and skills in farming, fishing, etc., because they obtained their skills/training about 10 years ago. Participants also stated, that they still feel that after many years of doing their work they need to sharpen their knowledge and skills if they were to be abreast with the new developments in farming and fishing Knowledge and skills. As one of the trainers of adult basic education educators (ABET) since 2008 has observed a lack of continuous development programmes for the rural workers in the Eastern Cape to enhance their production. The positive benefit gained from this study is that educating rural workers on knowledge and skills can build the capacity of the novice in farming and fishing as well as craft work. Any rural work that has work-integrated learning, such as skills development, could benefit from adult education.

The empowerment theory discourse between rural workers' development as an empowerment tool supported and enhanced workers and communities understanding to take control of their lives and the issues which concern them. It is the strategies used to enhance the personal and interpersonal ability or powers of individuals to help themselves (Kirst-Ashman and Hull 2006:342). MacDonald (2003:73-74) explains that through empowerment, groups or individuals gain greater clarity about their goals, resources, options and preferences and that they use this information to make their own clear and deliberate decisions. The operational aspects of rural education facilitated this discourse and were an effective medium for creating a community of practice among the rural workers.

The current study indicated, that some rural workers have not attended in-service training or workshops to upgrade their knowledge and skills since they started farming, fishing, etc. The participants agreed that they have attended several celebrations, organised by the provincial government, but those meetings do not address their continuous professional needs (upgrading their knowledge and skills). This impeded their reflection and input in the discussion.

The need for reflection, as regards the kind of education programme, they thought might

address their farming, fishing needs and thus enhance their productivity and standard of living; the groups raised a few important issues. They would like to see the government and all concerned citizens to provide them with education, that is meant for adults and not for school children. Education, that will enable them to improve their work in order to change their standard of living, fund them and help them form a co-operative and whatever programme they are bringing to them, should diversify to include more skills and entrepreneurial training. They would like to see such training and skill acquisition provide them a better life. The idea of educating rural workers was an excellent idea as it focuses on issues and feedback within the area.

Conclusion and Recommendations

While the study was limited to rural workers in the Eastern Cape Province, the study, however, makes ground breaking findings in terms of the state of the rural workers in Eastern Cape Province and makes a valuable contribution as to the extent of support required to improve the working conditions of the rural workers.

Based on the findings of the study, the rural farmer education emphasis obviously has to be on the improvement of production, processing and preservation skills, increase of employment opportunities for unemployed and underemployed workers through a process of emancipating thousands of rural South African farmers from traditional subsistence farming into a more modern commercial farming. The content of the type of programme for rural farmer education would be extremely varied, ranging from the identification of methods of planting and multiplication of new and more productive strains of farm crops and seeds, to the scientific methods of raising new and more fast maturing and disease-resistant breeds of livestock. The use of more modern production, processing and storage equipment and techniques, and the advantages of co-operative efforts would be included in the course offer.

The educational programmes for rural artisans or craftsmen would include the provision of technical skills training; this will be for both older adolescents and young adults; technical upgrading of existing artisans to improve their standard of versatility and income; provision of more comprehensive small industry promotional schemes. This will assist in securing credit on-the-spot technical and management consulting and other information and advisory service. In terms of content, a course that could be offered for the technical education of rural worker would have to reflect local interest. This is very important because the enrollment level that will be achieved would largely depend on the popularity and relevance of the coursework to local product demands and entrepreneurship. For the new skills and technology that could be introduced to enjoy local patronage, they should be able to reflect the industrial needs of the local clientele and those of neighbouring towns and villages.

This type of education requires proper funding to cater for the necessary complementary subsidies, payment of stipends to instructors and the provision of the essential material and equipment. Both the government and the individual rural worker are required to make necessary contributions towards raising the purchase of demonstration equipment (technical and agricultural) and any other material needed for the programme, the rural worker is expected to pay for the plant hire, insecticides, seedlings and so on, though at a highly workers subsidized rate. With the vast extent of rural areas and the great number of rural workers involved, the government finds it difficult to meet its obligation to the fullest in this respect. On the other hand, the generally impoverished conditions of rural life in South Africa (arising primarily from low productivity and the inability of the rural economy to generate growth internally) make it difficult for many rural workers on their own part, to purchase the requisite material (e.g., fertilizers, and improved seedlings) which would assist them to improve their output and thereby their living standards.

In spite of the above problems and other, there can still be good prospects of success in

rural worker education in Eastern Cape Province, if the government can introduce a number of positive programmes to assist rural workers especially in the formation of capital. The establishment of an agricultural loans scheme, for instance, will help many rural farmers to purchase new and improved seedlings, insecticides and fertilizers. There is thus a hope of improved food production and agricultural revival in the near future. Again, the presence of agricultural and technical experts in the rural areas from the Adult Basic Education and Training (ABET) programme, is another hopeful development, provided that the said personnel are properly assigned and briefed as to their role in rural worker education. Furthermore, the vigorous effort of adult education agencies in the country to organize viable functional literacy programmes is, no doubt, going to help immensely in the achievement of greater success in the education of rural workers in the Eastern Cape Province. What, perhaps, the country may require now is the total mobilization of the entire professional members of the South African society in the crusade for the education of the rural worker.

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