**13 March 2017**

**Analysis of the Department of Basic Education (DBE) Progress Report on the Implementation of Kha Ri Gude Programme**

1. **Introduction and Background on Kha Ri Gude**

Kha Ri Gude Mass Literacy Campaign was launched in February 2008, with the intention of enabling 4.7 million adults above the age of 15 years to become literate in one of the eleven official languages and numerate. Achieving this goal was to enable South Africa to reach its United Nation: Education-For-All commitment made at Dakar in 2000 which was about halving the country’s illiteracy rates by 2015. Department of Basic Education, Kha Ri Gude has been delivered across all nine provinces in a massive outreach form. The Campaign enabled adult learners to read, write and calculate using their mother tongue in line with the Unit Standards for ABET level 1, and also learn spoken English. The specifically designed campaign materials teach reading, writing and numeracy and integrates themes and life skills such as health, gender, the environment and civic education, were utilised. The Department ensured that these materials, through Kha Ri Gude, have been adapted for use in Braille in eleven languages, and for use by the deaf.

* 1. **The target Group[[1]](#footnote-1)**

The Campaign made specific effort, to target the vulnerable groups. At its inception:

* 80 per cent of the beneficiaries were women;
* Eight per cent were disabled;
* 25 per cent were comprised of the youth; and
* 20 per cent of the participants were above the age of 60.

**1.1.1 Support to Blind Learners**

* Kha Ri Gude provided blind learners with a range of assistive devices including briolette boards and Perkins Braille’s for use in class;
* Learner packs for the blind included a full set of materials in Braille and a talking calculator;
* The large scale printing of Braille materials was made possible by Kha Ri Gude owning one of the two high bulk printers available in South Africa.

**1.2 Obligation from Learners where were classes are held[[2]](#footnote-2)**

* Kha Ri Gude is available at no cost to adults who have little or no education;
* Learners were required to commit themselves to attending classes for 240 hours;
* Learners should demonstrate commitment since classes were held within communities, and at times convenient to the learners. The venues used includes amongst others homes, churches, community centres prisons etc.  Learning takes the form of Learning Groups, which play a significant role in community social cohesion.

In its inception it was hoped that by the end of 2009, South Africa shall have achieved an additional 1 million newly literate people through the programme.

**1.3 Benefits realised[[3]](#footnote-3)**

The Campaign did not only change the lives of illiterate adults. The Campaign relied on a cadre of volunteers to do the teaching, so the programme played a significant role in the alleviation of poverty by providing volunteers in the poorest communities with a small income. The programme used R430 million allocation in 2009/10 and 75% (or R325 million) was paid out in the form of stipends to volunteers between June and November 2009. A similar amount was paid out in stipends in the 2010/11 financial year.

**1.4 About Volunteers[[4]](#footnote-4)**

The volunteers are central to the Campaign and contributed not only to the teaching and learning process but also to ensuring advocacy, recruitment, monitoring, and ensuring that the Campaign remained a vibrant part of communities.

Methods of communication differ from the usual methods and include:[[5]](#footnote-5)

* Word of mouth through meetings with women’s groups, the youth, taxi organisations, trades unions, traditional leadership, traditional healers, door-to-door visits;
* Announcements in churches, at funerals, Imbizos, taxi ranks, society meetings;
* Interviews and announcements on local and community radio newspapers;
* The display of posters;
* Distribution of pamphlets;
* Adverts on notice boards; and
* Loud hailing.

1. **Analysis of DBE Kha Ri Gude Report[[6]](#footnote-6)**

**2.1 The programme has registered the following progress [[7]](#footnote-7)**

4 386 251 of the 4.7 million learners have completed the programme and that Kha Ri Gude has positively affected the lives of 341 087 volunteers by guaranteeing job opportunities amounting to R2.910 billion of stipends.[[8]](#footnote-8)

**2.1.1 Awards won over the years, by the programme in the country**:[[9]](#footnote-9)

* National Ubungcweti Award, 2009;
* GCIS Award for the communicative teaching materials, 2009;
* PANSALB Award for Kha Ri Gude 11 official languages materials, Braille and South African Sign Language, 2010;
* Expanded Public Works Programme Kamoso Awards, 2012;
* Adult Learner’s Week Outstanding Achievement Award, 2012;
* Department of Labour Gauteng Youth Employment Award, 2014; and
* UNESCO Confucius Award 2016.

The programme collaborated with other community initiatives which led to the establishment of the following: **[[10]](#footnote-10)**

**ENROLMENTS OF LEARNERS: 2008 – 2016**

* Siyakhulisa Kha Ri Gude Bakery Co-Op-EC;
* Singing team – Limpopo Province;
* Beadwork & Jewellery - Limpopo Province;

**ENROLMENTS OF LEARNERS 2008 – 2015**

* Pottery-North West Province

**2.2 Learner Enrolment**

Table 1: Learner Enrolment for the past Eight Years including 2016 of the Programme[[11]](#footnote-11)

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Sourced from the 2017 DBE Presentation – Modified

The province with the highest number of learners who enrolled for the programme is KwaZulu-Natal (938 852) followed by the Eastern Cape (901 705), and the lowest province is Northern Cape (109 432).

**2.3 Volunteers Recruited**

Table 2: Volunteers Numbers for the past 9 Years[[12]](#footnote-12)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Voluntary Educators per Province** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** |
| **Eastern Cape** | 10 552 | 9 303 | 9 265 | 9 887 | 9 758 | 10 055 | 7 006 | 6 198 | 1 410 |
| **Free State** | 2 298 | 3 142 | 2 910 | 3 252 | 3 224 | 3 284 | 2 716 | 585 | 283 |
| **Gauteng** | 5 323 | 4 905 | 4 937 | 5 201 | 5 437 | 5 848 | 7 832 | 6 200 | 3 274 |
| **KwaZulu-Natal** | 6 279 | 8 605 | 8 271 | 8 878 | 8 978 | 9 120 | 9 054 | 9 014 | 3 913 |
| **Mpumalanga** | 2 736 | 3 612 | 3 126 | 3 383 | 3 403 | 3 477 | 5 650 | 5 085 | 1 597 |
| **Northern Cape** | 436 | 498 | 480 | 452 | 498 | 917 | 1 346 | 1 186 | 233 |
| **Limpopo** | 3 762 | 6 516 | 6 417 | 6 507 | 6 765 | 7 127 | 7 483 | 7 485 | 2 625 |
| **North West** | 2 872 | 1 957 | 1 904 | 2 215 | 2 142 | 2 328 | 3 018 | 4 805 | 1 159 |
| **Western Cape** | 925 | 965 | 951 | 991 | 1 059 | 1 093 | 1 514 | 1 917 | 273 |
| **Total** | **35 183** | **39 503** | **38 261** | **40 766** | **41 264** | **43 249** | **45 619** | **42 475** | **14 767** |

Sourced from the 2017 DBE Presentation – Modified

The province with the highest number of volunteers over the years is Eastern Cape and the province that recorded the lowest number is Northern Cape. Whereas KwaZulu-Natal had the highest number of learners, volunteers registered could not exceed 9 200.

**2.4 Efforts of the Programme to support Inclusive Education**

The Kha Ri Gude programme support services cut across all sectors of the learning communities. This included ensuring that learners with special needs receive the necessary attention they deserve.

**2.4.1 Learners with Special Education needs enrolment**

Table 3: Special Needs Learner Enrolment Trends[[13]](#footnote-13)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learners** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** |
| Blind | 9 535 | 230 | 590 | 804 | 1 159 | 1 945 | 2 032 | 2 668 | 1 711 |
| Deaf | 3 033 | 805 | 894 | 880 | 1 561 | 1 494 | 1 082 | 802 | 561 |
| Disability Structure | 12 568 | 1 035 | 1 484 | 1 684 | 2 720 | 3 439 | 3 114 | 3 470 | 2 272 |
| Non-disability Structure | 369 294 | 632 968 | 609 797 | 637 765 | 597 444 | 562 925 | 432 908 | 350 381 | 160 983 |
| **Total** | **381 862** | **634 003** | **611 281** | **639 449** | **600 164** | **566 364** | **436 022** | **353 851** | **163 255** |

Sourced from the 2017 DBE Presentation – Modified

* The programme has been able to ensure that during advocacy campaign, communities are made aware of the extent in which the programme is capable of even supporting those people with special education needs.
* When the programme started in 2008, it was able to attract more blind learners compared to other years;
* Similarly, in 2008 the programme attracted more of deaf learners compared to other years;

One wonders why numbers went down from 2008. Could it be because of recipients of the programme unable to get the necessary support as expected?

**2.4.2 Volunteers numbers capable of assisting Learners with Special Education Needs**

Table 4: Special Needs Volunteers Recruitment Trends[[14]](#footnote-14)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Volunteers** | | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** |
| Disability | Blinds | 90 | 234 | 236 | 365 | 570 | 818 | 948 | 1 227 | 810 |
| Deaf | 48 | 156 | 165 | 225 | 318 | 418 | 342 | 305 | 222 |
| **Sub-Total** | | 138 | 390 | 401 | 590 | 888 | 1236 | 1290 | 1 532 | 1032 |
| Non Disability Structure | | 35 045 | 39 113 | 37 860 | 40 176 | 40 376 | 42 013 | 44 329 | 40 943 | 13 735 |
| **Grand Total** | | **35 183** | **39 503** | **38 261** | **40 766** | **41 264** | **43 249** | **45 619** | **42 475** | **14 767** |

Sourced from the 2017 DBE Presentation – Modified

The volunteer trends increase from inception year, whereas the number of learners in the other table 3 reflects a decline in the numbers. Can the Department explain how these developments impacted on improved learner performance?

**Suggested Questions:**

* How were these volunteers recruited?
* How was training support provided to these volunteers?
* How did the programme collaborate with other Departments?

1. **Analysis on the financial expenditure trends of Kha Ri Gude**

**3.1 Auditor General Findings[[15]](#footnote-15)**

The DBE implemented the recommendations emanating from the audit conducted by the Auditor General for the annual report 2015/16. The following is a list of actions taken by the Department:

* Instituted an internal investigation to confirm the actual amount of fruitless and wasteful expenditure;
* Strengthened processes to verify data for both volunteers and learners
* Strengthened monitoring processes;
* Presented the Report on fruitless and Wasteful Expenditure to the Standing Committee on Public Accounts (SCOPA);
* Taken a decision to appoint an external service provider to investigate Supply Chain Management (SCM) processes that led to the irregular appointment of SAB&T; and
* Wrote a letter to request SAB&T to confirm in writing the allegations about it’s (SAB&T’s) irregularities in providing service to other government departments.

**3.2 Expenditure Trends [[16]](#footnote-16)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ACTUAL EXPENDITURE** | | | | | | | |
| **2008/09**  *R’000* | **2009/10**  *R’000* | **2010/11**  *R’000* | **2011/12**  *R’000* | **2012/13**  *R’000* | **2013/14**  *R’000* | **2014/15**  *R’000* | **2015/16**  *R’000* |
| **456 986** | **443 179** | **466 761** | **497 339** | **572 457** | **598 769** | **386 956** | **467 177** |

Sourced from the 2017 DBE Presentation – Modified

Despite involving a large numbers of participants; the expenditure pattern of the programme, reflected expenditure that was less than R0.6 billion for each the programme was conducted.

|  |
| --- |
| **Matters for consideration**   * The Kha Ri Gude initiative was a courageous decision that was taken by the Department in addressing the high illiteracy amongst adults in the country. It is hoped that the Department of Basic Education has drawn more lessons from Kha Ri Gude. * The Programme should have had a Standard Operation Procedure (SOP) Manual for implementers. Does it have it? If not, why? * How frequent was the SOP reviewed? * Monitoring system of the programme. How strong was it? How frequent were survey tools administered? * Target set talked to issues of numbers (quantity) to what extent was the programme strengthened to be able to produce quality? What form of evidence is there to suggest that? * The programme offered support to learners with disabilities. To what extent are volunteers trained to be able to differentiate in their curriculum delivery? * What new form is the programme going to take? |

1. **Reference**

Department of Basic Education (2008), Concept Document on Kha Ri Gude. Pretoria

Department of Basic Education (2017), Progress Report on Kha Ri Gude Literacy Campaign. Cape Town.

1. DBE KRG Concept Document (2008) [↑](#footnote-ref-1)
2. *Ibid* [↑](#footnote-ref-2)
3. DBE KRG Concept Document (2008) [↑](#footnote-ref-3)
4. *Ibid* [↑](#footnote-ref-4)
5. *Ibid* [↑](#footnote-ref-5)
6. DBE (2017) [↑](#footnote-ref-6)
7. *Ibid* [↑](#footnote-ref-7)
8. *Ibid* [↑](#footnote-ref-8)
9. DBE (2017) [↑](#footnote-ref-9)
10. *Ibid* [↑](#footnote-ref-10)
11. *Ibid* [↑](#footnote-ref-11)
12. DBE KRG Report (2016) [↑](#footnote-ref-12)
13. DBE (2017) [↑](#footnote-ref-13)
14. *Ibid* [↑](#footnote-ref-14)
15. DBE (2017) [↑](#footnote-ref-15)
16. *Ibid* [↑](#footnote-ref-16)