

Towards some strategic priorities for 2013

Kha Ri Gude adult literacy campaign

#	Item	Details	Actions
1	Readers	Develop and procure readers for distribution to classes It is common cause that the best way to improve and consolidate reading skills is reading. Although the original Kha Ri Gude plan called for the supply of sets of simple readers to each class this was omitted due to budget constraints. It is now possible to plan for the cost effective provision of simple readers using existing materials and commissioning others (particularly for some of the smaller languages).	Do a simple costing of the development and printing of readers that can be printed on A4 or A3 sheets and then folded into readers by the users. In 2007 publishers and writers were asked to submit samples of materials. These were received by Mr Vernon Jacobs (then acting Director of the ABET Directorate. These should be obtained from him for resurvey.

2	Service provider	In 2008 SAB &T were appointed to handle the payroll and staff and learner database for the campaign and to ensure that the campaign materials and assessment documents were distributed and collected. This was a mammoth undertaking and by good planning and trial and error an exceedingly effective service has been developed by SAB & T. There is now talk of the task been again put out to tender. Given: (a) the effort that has been given to refining the SAB & T system, and (b) the excellent service that they have provided, it defies logic that this well functioning system should now, potentially, be handed over to some new provider. Given the good publicity the DBE has received because of excellent delivery and national assessment record of Kha Ri Gude it seems totally counter intuitive to try and fix what is not broken. It also makes little sense when the Kha Ri Gude campaign may need to be transferred to the Department of Higher Education and Training.	Extend the contract of SAB & T Alternatively: the DBE should purchase (i.e. nationalise) and bring the existing unit working within SAB & T into government.
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3	Primer revisions and ABET 2 and 3	The Kha Ri Gude materials are now five years old and need revision. There have also been many calls for an extension of the programme into higher levels.	The original team responsible for developing the materials should be commissioned to do a major revision of the materials for printing for the year 2014 and develop a second phase of materials to accommodate a an ABET 2 and 3 equivalent for delivery via the Kha Ri Gude network using the same volunteer educators..
4	Reference group	There is a need for a Kha Ri Gude reference group of experienced and qualified literacy, numeracy and adult education and development experts	Set up a reference group with a small budget for meetings. This group should also look at the research agenda for Kha Ri Gude.
5	Monitoring and evaluation	Impact study Statistical analysis	A set of impact studies, using local and international resource people should be commissioned. SAB & T have an enormously valuable data set of information (including 24 biographical variables) on all the learners and staff of the campaign. A suitable file of this data for the last 5 years should be obtained and analysed by the former CEO of the campaign and the Senior verifiers appointed by SAQA.
6	Research	Various research studies were proposed in the original Kha Ri Gude plan but the small complement of the Kha Ri Gude unit and the lack of a full research budget has inhibited research. Good research on the campaign is necessary for evidence based good publicity for the DBE.	A set of low cost research studies should be commissioned using post-graduate students from interested universities. The CEO should approach the previous CEO, her materials design team, and the SAQA verification team, to also assist in this research.

7	Publicity	Website	The website needs serious attention and updating.
		Publications	Various Kha Ri Gude publications should be placed on the website

The Rainbow Workbooks Project

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1	Readers	Develop and procure readers for distribution to classes It is common cause that the best way to improve and consolidate reading skills is reading. Although the current language and FAL workbooks are richly infused with reading passages, this is not a substitute for stand alone books or readers.	Get PASA catalogue of available readers Commission a set of readers for each grade level. This could be done by the original language workbooks development team.
2	Ongoing revisions	Corrections and revisions are always necessary. Currently there is a poor movement of suggested revisions and corrections to the development team.	Planning with appropriate national and provincial officials within the Curriculum division to ensure better feedback from classroom use of the workbooks.
3	Monitoring and evaluation	Needed	
4	Research	Needed	
5	Publicity	Website	Updating of the website needed.
		Publications	
6	Training teachers in use of the workbooks	Effective training programme is needed	The workbook designers should be involved in this initiative. See item 7 below also.

7	Teacher assistants	Teaching assistants who could assist Foundation level teachers in alphabetisation and numeracy instruction should be explored.	A pilot training project undertaken by the DEC in Kwa Zulu-Natal should be evaluated. Given the training and excellent service of the thousands of Kha Ri Gude volunteer educators (many of whom already have a Higher Certificate in Education they could assist in the use of the workbooks as teaching assistants.
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