

DETAILED AUDIT FINDING

1. The Kha Ri Gude campaign does not make provision for learners' progression to the next levels of literacy

The need for progression from basic literacy to functional literacy

According to the Ministerial Committee on Literacy report the target is not only to reach basic literacy but involve ongoing post-literacy instruction and adult basic education to ensure functional literacy. This need for progression is also reported in the Kha Ri Gude campaign project in that Adult learning provides a critical way of making local poverty reduction and economic development efforts – whether agriculture, natural resource management or small enterprise – more participant-driven, The development of civil society and progressive democratisation of social institutions all require the means for new skills and broader knowledge of which Adult learning is central to this process.

Implementation of the campaign necessitated synergy between the Kha Ri Gude (KRG) campaign and the AET programme. This was to ensure that KRG learners feed into level 2 of the AET programme.

Background

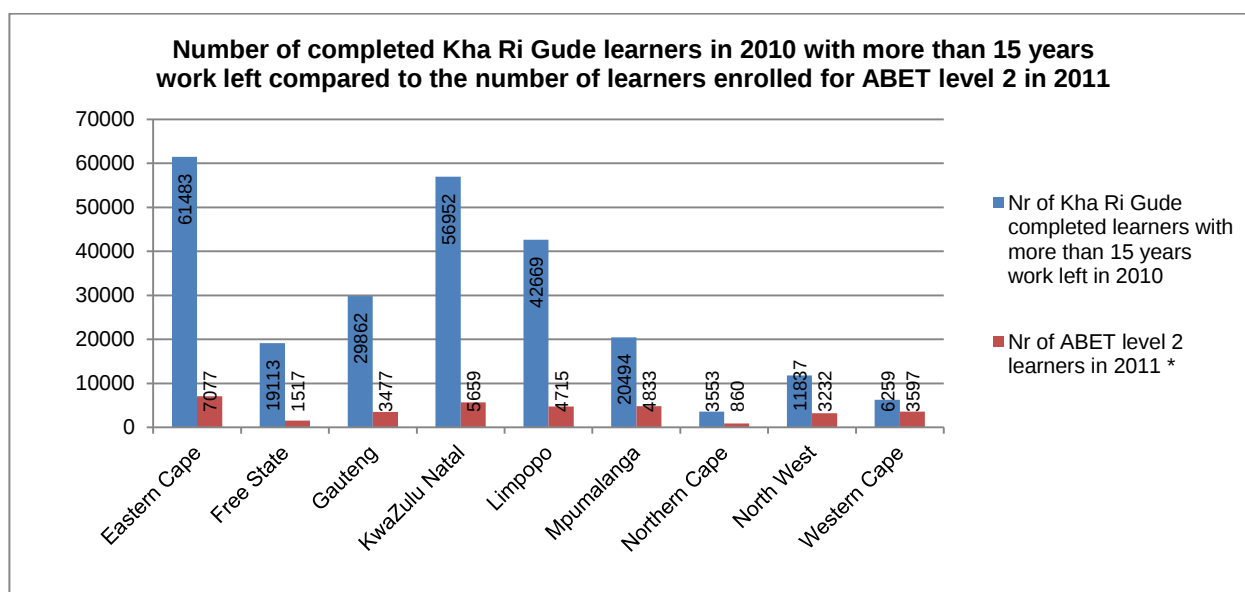
Up to 2008, a single national Department of Education was responsible for Kha Ri Gude and the AET programme which made coordination of all literacy initiatives seamless as they reported to the same Minister of Education. However, in May 2009, the Education department was split into the Department of Higher Education and Training (DHET) responsible for the AET programme and the Department of Basic Education (DBE) responsible for KRG campaign. KRG enables adult learners to achieve a literacy equivalent of grade 3 of the schooling system. To obtain full literacy and numeracy it is important that learners who achieved basic literacy through KRG to continue with the AET programme. The AET programme consists of four levels, where level 4 is equal to a grade 9 of the schooling system. Achievement of AET level 4 enables Adult learners to fully participate in skills related programmes. The seamless progression from KRG to AET became problematic when the national Department of Education was split into two with DHET taking an overall accountability of adult learning as spelt out in the Human Resources Development Strategy 2010 – 2030 and Skills Development Strategy III. With the implementation of the White Paper on Post School Education and Training, it becomes essential that adult learners who completed KRG be integrated in the proposed community colleges managed by DHET.

Audit findings

There was little or no absorption of KRG learners into AET despite the fact that successful KRG learners could only progress academically by attending AET level 2. During 2010, 486 000¹ learners completed KRG nationally, but only 34 967² learners enrolled for AET level 2 in 2011. This is in spite of AET level 2 including successful learners from both KRG and AET level 1. Seventy one percent (71%) of the successful KRG learners in 2012 (2011: 71%) that formed part of the economically active population³ of South Africa still had 15 or more years of active employment left. By not progressing to AET, these learners lose the opportunity for higher education levels, which increases their probability of ongoing job progression.

In eight of the nine provinces (89%) less than 15%⁴ of the completed KRG learners of 2010 enrolled in AET level 2 during 2011 of which the Free State Province were the lowest with only 8%. The Western Cape Province managed to enrol 57% of learners in AET level 2 compared to the learners that completed KRG in 2010 and was the only province to enrol more than 30%.

The graph below compares the number of learners that completed Kha Ri Gude per province in 2010 with more than 15 years of active work left to the AET level 2 intake⁵ in 2011:



The following influenced the absorption of KRG learners into AET:

- KRG learners don't have to pay for teaching material whilst AET learners need to pay. While education impacts on reducing poverty, illiterate adults usually do not have funds available to enrol in AET.

¹ Number of learners completed as reported in the budget of the department.

² According to the Annual Survey 2011

³ Includes people from 15 to 64 years of age who are either employed or unemployed and seeking employment

⁴ Information on the number of learners who completed AET level 1 during 2010 and could have enrolled for level 2 in 2011 was not available

⁵ The ABET level 2 intake comprises of completed ABET level 1 learners, completed Kha Ri Gude learners as well as adults that were assessed as literate to enrol only at ABET level 2 instead of level 1.

- Limited interactions took place between KRG and AET resulting in a lack of coordination between the two programmes. This was confirmed by two of the seven supervisors (29%) during site visits conducted by the audit team.
- The KRG teaching term was not aligned to the AET teaching terms and KRG learners had to wait up to 6 months to enter AET. For example, the actual start date of the Kha Ri Gude term in 2012 was 1 July 2012. Although the term is six months, learner assessment portfolios (LAPs) were only submitted in February and March 2013. The moderation of these assessments took place in April 2013. The ABET term starts in January for a period of six months, and again in August. Therefore a learner that completed the Kha Ri Gude campaign in December 2012, could only enrol for AET level 2 in August 2013.
- KRG learners had to travel long distances to go to AET centres.
- In some provinces AET still had to build capacity to absorb KRG learners by training officials and educators

Root cause

- Separation of basic literacy and other Adult learning initiatives pose a challenge for progression of adult learners from basic literacy to the next level of literacy. The progression is currently left to chance as it is not spelt out clearly in the policy for KRG campaign.

Impact

- The impact of KRG literacy campaign not making provision for adult learners to move into the next level of literacy is that the country investment on the campaign will be in vain because the basic literacy is not enough to assist adult learners to provide a critical way of making local poverty reduction and economic development efforts in agriculture, natural resource management or sustainable self-employment,

Recommendations

- The DBE should consult with the DHET to make provision for integrating the KRG completed adult learners into the envisaged community colleges and thereby plan for the progression from KRG to AET
- In its current intake/phase of KRG Literacy campaign the DBE should make a clear plan as to how progression to the next level of literacy will be achieved for registered adult learners.
- The department should make the Kha Ri Gude database available to the Department of Higher Education and Training to enable them to specifically target individual learners for the ABET initiative.
- Communication channels between the Kha Ri Gude and ABET programmes should be strengthened to ensure that Kha Ri Gude learners feed into the ABET programme and are

enrolled at ABET centres. Complete and accurate statistics should be recorded and maintained to facilitate proper communication and coordination between the two departments.

Management response

Auditor's conclusion