

Submission

Request to appoint reader development consultants

Branch: Social cohesion
Chief directorate: Adult learning and School enrichment
Directorate: ABET (Mass literacy campaign)

Contact person/compiler:

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Tel. No:

Project:

Name: **Kha ri gude Literacy Campaign**

Description: This request seeks the Deputy Director-General for Social Cohesion authorise the commissioning of a team of consultants to oversee the identification of suitable readers for the campaign and the development of new readers where suitable ones do not exist.

Business plan:

Outline: The Operational Plan approved by Cabinet provides a detailed exposition of the need for readers at the appropriate level and in all the South African languages for use in the campaign.

The Operational Plan proposed that each learner would have a reader with a selection of stories and that each learning group would have access to a small box library containing two copies each of ten readers.

The current assessment of capacity to handle this task is that there are few bodies dedicated to new reader provision, the only known one is the New Readers Publishers project of the University of KwaZulu-Natal. In the past there was as the Easy Readers for Adult (ERA) project but it is understood that this body is now dormant. A number of publishers and literacy NGOs have on and off published limited numbers of such readers (predominantly in English or the 'large' languages such as isiZulu).

It is proposed that appropriate consultants with proven expertise in reader development for new literates be commissioned to:

- identify all existing published readers that would meet the criteria of being useful for adults with only the rudiments of literacy
- ascertain the conditions (copyright waivers, royalties, purchase options, etc.) under which the campaign could obtain these readers at an acceptable cost

liaise with the Campaign preparation team officer dedicated to disabled learners on the adaptations required for Braille users provide a plan and budget to ensure that the gaps in material be filled (namely that there will be eleven sets of ten books in each language and eleven readers)
implement the plan once the budget is approved.

Specification:

The chosen producer will be required to oversee the preparation of the following materials:

- A reader containing a set of stories graded in difficulty that would be used by learners who are engaged in 240 hours of absolutely basic literacy instruction at below ABET level one and in accordance with the learning outcomes for the programme. This reader will be given to each learner and should be appropriately illustrated. Colour illustrations are possible. Eleven readers are thus required and all eleven will also have to be produced in Braille (with whatever necessary textual changes are required if the original texts were illustrated).
- A set of ten individual readers housed in an appropriate robust book box (to hold 20 readers as each learning group will be given 2 sets of the readers). Braille equivalents are also needed.
- A guidebook on the use of the readers and the control of the book box library.

The following rules will apply in relation to delivery of materials:

Delivery must be in hard copy and electronic (digital) format (including digitised artwork)

On completion of the typesetting, desk-top publishing, layout or graphic work the following must be submitted simultaneously:

1. The prescribed **output** for printing (both camera or printer ready copy and electronic DTP files (Pagemaker, InDesign, Quark Express, Ventura or equivalent) or Adobe Acrobat PDF files). (Electronic files they must be copied onto a CD or DVD).
2. A copy of **all source** files required to edit or rework the product in the future, that is, the DTP (Pagemaker, InDesign, Quark Express, Ventura or equivalent) electronic master files, files of the templates (if used), all graphic files, etc. All these files are to be copied to CD or DVD.
3. In addition a **listing** of all non standard fonts used in the production are to be supplied (if applicable). By non standard is meant font files which are not those installed with a standard installation of MicroSoft Word or Corel WordPerfect.
4. The originals of all artwork (if supplied).

Typesetting

Fonts used in the mass literacy campaign primers will be provided for use if required.

Mode of development of materials

Whilst contemporary practice encourages mother tongue generated material, translation may be used where appropriate

The readers should be such as to encourage the pleasure of reading and be of general interest.

Use of existing materials and copyright

The producer will be negotiate with copyright holders of existing suitable readers for a waiver of copyright for use in the campaign on the basis of donation or fair compensation for the original development cost and loss of sales profits. No royalties will be paid on copies printed for the campaign and where this causes an impasse, the consultants will be required to report to the Campaign management for resolution.

Time frames

The printing ready copy must be ready by 25 February 2008.

Specifications for the consultants

The consultants should be experienced developers and evaluators of new readers for adults. Ideally they should be engaged in this on a non-profit basis.

The chosen producer will be expected to liaise with all extant publishers of such readers so that, as far as possible, no good materials are left out, and sensible use is made of past efforts to create such readers. This costs of this liaison would be covered. It is recommended that in the interest of transparent fairness that a panel, including some external members, be set up to make final decisions on which existing readers to include. The external people could include a person drawn from the Masifundisane Literacy Campaign who was involved in that campaign's selection of isiZulu language readers and by a person who was involved in the Easy Reading for Adults initiative.

Budget:

The Operational Plan had a budget estimate of R625,000 for the selection and development of all these reading materials (but not for actual printing of materials). The consultants would be required to submit a quotation for this work.

The following budget was provided in the Operational Plan:

Design of reader and additional readers in 11 languages					
	Rate (Rs)	Time	Units/Details	Rands	
Design costs	375	Hours	140	52,500	Overall design team input
Coordination costs	300	Hours	50	15,000	1 co-ordinator
Writing/"adaptation" costs	375	Hours	550	206,250	11 writer/adapters
Editing costs	250	Hours	220	55,000	11 part-time editors
Layout and typesetting	250	Hours	220	55,000	1 part-time person
Illustrator/photographer costs	300	Hours	200	60,000	1 or 2 part-time people
Venue and equipment	120	Days	2	240	Costs associated with intensive writing period
Catering	36	Days	160	5,760	Costs associated with intensive writing period
Subsistence and accommodation	360		160	57,600	Costs associated with intensive writing period
Trialing costs	100,000		Subcontract fee	100,000	Field tests of all language versions
Transport (air)	1,000		12	12,000	Costs associated with intensive writing period
Transport (car)	360		8	2,880	Costs associated with intensive writing period
Total				622,230	

Note: This does not include Braille "translation" for which there is a separate budget.

Financial implications:

Ceiling amount available: The full amount was budgeted for in the Operational Plan and in the revised budget that took into account the availability of only R20 million for the 2007/2008 financial year.

Funds available from:

Vote: 14

Programme/Subprogramme: ABET Directorate
Funds
R

Recommendation:

It is recommended that this request to appoint Consultants to handle the development of the readers be approved.

Recommended / Not recommended / Comments

(A) DDG: Social Cohesion: _____

Date: _____

Delivery specifications

Appendix: Literacy and numeracy outcomes

General outcomes

- All of the outcomes should contribute to developing people's capacity to function in society with the reading, writing and general knowledge skills that empower the individual and help him or her to know his or her rights and responsibilities as a member of society.
- All of the outcomes should contribute to building people's capacity to express their thoughts more effectively.
- All of the outcomes should contribute to building people's capacity to understand information in simple print in the languages of the local economy without assistance.

Alphabetisation and functional literacy

Mother tongue literacy

Learners will be able to:

- Read with meaning and write their own thoughts
- Write short personal letters and address envelopes
- Fill in simple forms in their first language that learners come across in their own lives and which require personal details (such as a bank or local government form)
- Write a note (for example, to a child's teacher)
- Read a variety of simple texts (such as cash slips, advertisements, letters, posters, stories, and factual texts)
- Tell the difference between different types (genres) of texts and understand the meaning of the text
- Use basic punctuation (capital letters, full stops, commas, question marks, exclamation marks, direct speech marks)
- Follow simple instructions, e.g. the instructions on grocery packets, posters and notices
- Write a short simple statement about their everyday life
- Write a very short simple account of their life
- Discuss HIV and AIDS – how HIV is transmitted, how to prevent it, how to deal with people who are HIV positive
- Know their rights as South African citizens

The learners should cover the following graded learning steps as they become literate:

- Visual literacy (reading pictures)
- Letter shaping
- Manual dexterity development
- Letter and word recognition
- Word and sentence development
- Writing what you see
- Building new words and sentences
- Associating text with pictures
- Getting meaning from text
- What punctuation means
- Filling in information on forms
- Writing about yourself
- Writing personal letters and addressing envelopes.

Language of the economy

(Chosen by the learner)

Learners will be able at only the simplest verbal level to:

- Talk and listen to other people in basic interpersonal situations (greetings, ask for help)
- Ask for and understand directions
- Give simple directions
- Ask about and understand price
- Ask about and understand wages
- Talk and listen to other people in important everyday contexts
- Read very basic words (such as warnings, labels, signs, common notices)

The educators will need to address the following issues:

The vocabulary, language structure and conversation patterns for the following situations:

- Greetings
- Asking and giving directions asking and giving the time asking and giving the price
- Asking about wages, asking for leave, asking for help
- Calling for help in an emergency
- Asking to speak to someone on the telephone
- Leaving a name and number in a message
- Asking for a lift
- Asking for a job
- Telling someone about an illness

Recognition of common notices and signs:

- Toilets (gents and ladies, men and women)
- Reception, enquiries, information, exit, lifts, no entry, cashier, parcel counter, etc.

- No smoking
- Casualty, outpatients, ambulance, police

Numeracy

Learners will be able to:

- Count and/or estimate a number of items and an amount of money
- Record the number and amount in writing (in numerals and in words)
- Understand the basic concept of simple fractions (halves and quarters) and (at the most rudimentary level) that percentages are a kind of fraction
- Understand basic measurements in simple texts and use simple instruments of measurement – kilometres, metres, and centimetres, kilograms and grams, litres (road signs, recipes, carpentry, and building)
- Add and subtract simple whole numbers
- Read the numbers on a pay slip
- Tell the time (digital and analogue)
- Understand calendars

The numeracy learners' curriculum must cover:

Numeracy and everyday life
Counting and estimating
The four basic arithmetical operations of adding and subtracting (numbers up to 1000), multiplying and dividing
100s, 10s and units
Rand and cents
Halves, quarters and thirds
Reading the numbers on pay slips
How we use time
Telling the time in clock-face and digital modes
Using a calendar

There will be an appropriate intertwining of "Arabic" and mother tongue number terminology.