

A guide to partnerships in the Kha ri gude literacy campaign

Creating scope for partnerships in the Kha ri gude literacy campaign

What is the Kha ri gude literacy campaign?

Kha ri gude is a national campaign to bring basic literacy to millions of South African adult illiterates.

The *Kha ri gude* literacy campaign was approved by the South African Cabinet on 23 November 2006 and an operational plan endorsed by the Cabinet on 22 August 2007. The campaign is designed to enable South Africa to be declared a territory free of illiteracy by the end of 2012. It will seek to reach 4.7 million illiterates and thereby also meet South Africa's commitment made at Dakar in 2000 to reduce illiteracy by at least 50%.

The plan provides a rationale, outcomes, and outlines of structures and processes for governance, organisation operations, educational delivery, educator training, curriculum and materials development, coordination (administration,), advocacy, publicity and mobilisation, data management, financial management, monitoring, evaluation and research. The plan includes a clear set of operational principles that incorporate service to the disabled and the use of youth in the planned campaign.

Clear learning outcomes related to alphabetisation and functional literacy, mother tongue literacy, the language of the economy and numeracy have been described in the context of the aim to provide a base for sustainable literacy. The level reached will be more or less equivalent to the current Adult Basic Education and Training level 1.

An Inter-Ministerial Committee, chaired by the Minister of Education, will oversee implementation of the campaign which is scheduled to begin in mid-2008.

The Operational Plan also proposes ways of ensuring optimum cooperation and partnerships with a range of state and civil society agencies. The campaign will endeavour to cooperate with all parts of society in effecting a major transformation of the literacy levels in the country. Indeed, the campaign will and cannot be a success without such cooperation.

What kind of plan is it?

The campaign plan is outlined in the accompanying booklet, *Plan for a Mass Literacy Campaign for South Africa. Summary. May 2007*. The campaign is conceived of it as an integrated one in which all activities will have a coherence. It is a single campaign and not a conglomeration of individual programmes or projects run by a variety of different agents delivering literacy instruction in whatever way they wish, using their own materials, methods and staff. There will be one campaign, and the organisational structure in its registration of learners, appointments of tutors, coordinators and other personnel will be one. There will be state provided materials and stipends will be paid to the estimated 80,000 tutors who will be needed to teach groups of illiterates. Coordination, monitoring and research staff will also be paid by the campaign which will be coordinated by a National **Kha Ri Gude unit**.

As can be seen from the chart above, organisationally the Campaign structure will be represented at a local level by a “district literacy unit” which will have a small staff who will ensure that basic administrative support is given to the tutors (who teach a group of learners) and the coordinators who each support ten tutors.

What space, then, is there for partnerships?

Some examples can be used to point to two forms of partnership:

- A small literacy NGO may have a number of past and present staff and/or volunteers who could be tutors or coordinators. Such an NGO could cooperate with the campaign through facilitating the recruitment of several of these people into the campaign and they would use the NGO’s networks to help recruit learners. The NGO would generally support the mobilisation and marketing of the campaign. A more senior person in the NGO might be employed as a supervisor in the district and another might become a literacy advisor at provincial level. However, the NGO has **not** in any sense been sub-contracted as NGO to run a portion of the campaign. Rather, like individual volunteers, the NGO acts as an organisational volunteer and brings its expertise to the campaign.
- A rural development agency which runs an income generating project sees a literacy component as a valuable addition to its work. Through the resources of the campaign a number of literacy groups are set up among the project participants. Its own work continues and provides a valuable add on to the literacy instruction (given the known positive correlation between income generation and literacy instruction).
- A government department may have an existing ABET programme. Participating in the campaign, the staff of the programme may be recruited to **also** act as tutors and coordinators within the campaign, perhaps reaching total illiterates who were not really catered for in the ABET programme. Though Departmental programme continues and is not part of the campaign as such, it may provide facilities and a useful base for supporting the literacy campaign.
- A church congregation, which might not have had the resources to run a literacy programme itself, encourages some of its members to volunteer as tutors and the church building provides a suitable location for classes.
- **Similarly, a corporate business might also embrace the literacy programme and encourage some of its staff to volunteer as tutors with space being made available on site to provide a location for classes.**

Clearly, given the scale and importance of the campaign, for individual organisations and departments there may be both gains and losses in cooperating with the campaign. A literacy NGO may be deflected from its usual work into mainly serving the campaign, but will, in the long term, benefit from the publicity and resources being put into literacy nationally. A commercial ABET provider may see the campaign as offering free, state-funded competition, but in the long term the growth of basic literacy among several million previously excluded people opens up enormous commercial opportunities for the provision of various forms of adult education and training **at levels higher than the basic literacy level.**

Finally, the Operational Plan makes provision for a more formal type of partnership activity in the so-called Special Literacy Coordination Units.

The Special Literacy Coordination Units

The organisational structure allows for some Special Literacy Coordination Units (SLCUs) to focus on particular specialised constituencies.

Here are some examples:

- A particular church denomination or association of churches decides to cooperate with the campaign and offers to use its networks and buildings throughout the country for the campaign. It recruits volunteers to assist in the campaign and puts its own resources into mobilisation. For reasons of organisational efficiency an SLCU may be set up to serve this particular “district”. However, again it must be noted that this SLCU is part of the campaign, not a separate project. Payments of stipends and SLCU staff would be done through the general campaign payroll and all other general administrative reporting would be to the National Kha Ri Gude unit.
- **Current literacy projects in provincial education departments can also function as SLCUs. Here too, the province or district decides to cooperate with the campaign and offers to use its networks and buildings throughout the province or district for the campaign. It recruits volunteers to assist in the campaign and puts its own resources into mobilisation. However, once again, it must be noted that such SLCUs are part of the campaign and not separate projects. Databasing of personnel, procurement of learning and teaching support materials and payments of stipends and SLCU staff would be done through the general campaign payroll and all other general administrative reporting would be to the National Kha Ri Gude unit.**
- A large commercial organisation with branches all over the country would like to focus on literacy provision for all their employees and families. They would recruit potential tutors and coordinators and provide facilities. They could provide additional training to their employees who are appointed as tutors and coordinators and provide additional library resources at each site.
- A trade union could equally well be a Special Literacy Coordination Unit.
- Some government departments could also be eligible to have a SLCU. An obvious case would be the Department of Correctional Services with its participants and tutors housed all over the country in a very special situation.

Is there scope for contractual partnerships in the campaign?

Certain partnerships of a contractual nature may be entered into by the campaign for the provision of certain services – logistics, ICT infrastructure supply and maintenance, marketing, training, etc.

A company has been contracted to manage all these services for the Department and has already commenced with the first of many phases of contracting. All contracting processes will be subject to proper decision making and regulation by the National Kha Ri Gude unit. It is envisaged that new contracting will be done on an annual basis to create fair scope for engaging as many service providers as possible in the campaign. A key objective here is to create scope for small, locally based service providers to benefit from the campaign as well.

How do you make contact with the Kha Ri Gude campaign?

A campaign call centre is in the process of establishment and will be publicly announced soon. In the interim, the following office will function as a contact point, viz.

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For contracting partnerships, the following contact details may be used:

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