
ANNEXURE B

Terms of Reference for the evaluation of Kha Ri Gude

TERMS OF REFERENCE

For the evaluation of the Kha Ri Gude Literacy Project

Duration	8 months
Estimate number of working days	160 days
Start date	September 2013
End date	April 2014



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

1. AIM

The Department of Basic Education (DBE) is commissioning an evaluation on the Kha Ri Gude Literacy Project. The DBE would like to determine the impact of the programme since inception, specifically, the impact it had on learners and the trend in illiteracy rates.

2. PURPOSE

The main purpose of the evaluation is to assess the impact of the Kha Ri Gude Literacy Project. The main evaluation questions are:

- a) Who benefits the most (profile in terms of province, population group, gender, socio-economic status)? In what way? Is the intervention more effective for some learners than for others? Do poorer learners benefit more than those who are more economically and socially advantaged?
- b) Do the benefits justify the costs of the programme?
- c) Are Kha Ri Gude graduates participating in the labour market? What sort of employment have they secured? What other activities are Kha Ri Gude graduates involved in?
- d) What is the trend in the reduction of the illiteracy rate in South Africa over the last five years? Is the reduction in the illiteracy rate attributable to the Kha Ri Gude Literacy Project?
- e) Under what contexts do literacy interventions have the biggest impact and under what contexts do they not?
- f) How do the results compare with alternative programmes that achieve similar results?
- g) Are the results of the programme sustainable? What is the the observed benefits relative to the costs of the programme?
- h) What educational opportunities are pursued by Kha Ri Gude graduates? Does the program link well with ABET? Does Kha Ri Gude result in lifelong learning?

3. BACKGROUND INFORMATION

The Constitution of the Republic of South Africa, 1996, declares *basic education as a right, including adult education*. The Bill of Rights states that *the State must respect, protect, promote and fulfil the rights in the Bill of Rights*, including Clause 29 section 1(a), that enshrines *the right of all citizens to adult basic education*. The Bill of Rights also enshrines *the right of everyone to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable*.

In spite of that many adults are still not literate. On 3 February 2006, the Minister of Education established a Ministerial Committee on Literacy (MCL), which was required to *inter alia* develop a strategic plan for a mass literacy campaign in South Africa to enable about 4.7 million illiterates who had never been to school to achieve a level of basic literacy, and thereby enable South Africa fulfil its commitment made at Dakar in 2000 of reducing illiteracy by 50%.

The MCL's report were tabled and approved by Cabinet on 22 August 2007; and on 29 November 2007, the detailed operational plan for implementation was approved by Cabinet. The 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 and numerate in one of the eleven official languages. Achieving this goal will enable South Africa to reach its UN: Education For All commitment made at Dakar in 2000 - that of halving the country's illiteracy rates by 2015.

Kha Ri Gude is available at no cost to adults who have little or no education. Learners are required to commit themselves to attending classes for 240 hours. To ensure that learners fulfil this commitment, classes are held in communities, at times which are convenient to the learners, and take place in homes, churches, community centres prisons etc. These learning groups play a significant role in community social cohesion.

The Kha Ri Gude delivers across all nine provinces in a massive logistical outreach. The Campaign enables adult learners to read, write and calculate in their mother tongue in line with the Unit Standards for ABET level 1, and also to learn spoken English. The specifically designed Campaign materials teach reading, writing and numeracy and integrates themes and lifeskills such as health, gender, the

environment and civic education. These materials have been adapted for use in Braille in eleven languages, and for use by the deaf.

66% of the volunteer educators recruited by the Campaign are youth below the age of 35 years. Volunteers are coordinated, managed and supported by sufficiently skilled coordinators, all of whom have post-graduate qualifications and substantial experience in community development or ABET-related work.

Therefore *Kha Ri Gude* plays an important role in youth development as well as youth service, and makes a contribution towards the alleviation of poverty, to some extent, since the stipends are paid directly to the volunteers. The Campaign thus plays an important function in organising the youth and conscientising them on their social responsibility to the nation.

The Campaign makes specific efforts to target vulnerable groups. Currently 80% of the learners are women, 8% are disabled and 25% are youth, and 20% are above the age of 60. *Kha Ri Gude* provides blind learners with a range of assistive devices including braillette boards and Perkins Brailers for use in class. Learner packs for the blind include a full set of materials in Braille and a talking calculator. The large scale printing of Braille materials is made possible by *Kha Ri Gude* owning one of the two high bulk printers available in South Africa

The Department of Basic Education (DBE) would like to evaluate the *Kha Ri Gude* Literacy Project and whether it has reduced illiteracy levels among people over the age of 15 years in South Africa. The DBE would also like to determine the impact of the *Kha Ri Gude* Project on learners.

4. METHODOLOGY

The methodology entails: an analysis of existing literature and documentation review; an analysis of existing survey questions on the programme; and an impact evaluation of the *Kha Ri* Literacy Project. It is expected triangulation research methods be employed to determine the impact of the *Kha Ri Gude* Literacy Project. The strengths and weaknesses of proposed methodologies should be included. Sampling should be nationally representative.

5. ENVISAGED OUTCOMES

The Service provider is expected to:

- a) Undertake a literature and document review;
- b) Provide a report on the analysis of existing survey questions (from GHS, Kha Ri Gude, etc) on literacy programmes. The report should note the appropriateness of tools, consistency of information in the tools, statistically relevant findings of the datasets including confidence levels. Tables and charts should be generated.
- c) Conduct an impact evaluation of the Kha Ri Gude Literacy Project.

6. KEY DELIVERABLES

- a) A report on the documentation and literature review;
- b) A report with tables, charts and an in-depth analysis on survey questions on literacy programmes. The actual instruments should be attached;
- c) An impact evaluation report on the Kha Ri Gude Literacy Project; and
- d) All process and technical documents related to the project. This includes tools, metadata, transcripts etc.

7. PROJECT MANAGEMENT

The project will be managed by Dr M Ramarumo: CEO of the Kha Ri Gude Literacy Project.

- a) Accordingly, the service provider will report to the CEO: Kha Ri Gude Literacy Project on the progress of the project according to agreed-upon milestones.
- b) The project manager will serve as the day-to-day communication link between the DBE and the service provider.
- c) A steering committee comprising persons from the DBE, and the service provider respectively, will meet when necessary during the course of the project. This committee will be chaired by the DBE Chief Director: Strategic Planning and Reporting.
- d) The service provider will be responsible for the operational management of the project and will remain accountable for the activities of any sub-contractors, if applicable.

8. TIMEFRAME

The final report, including all other deliverables, must be available eight months following the awarding of the contract to the service provider.

9. PAYMENT

Payment will be based on the completion of agreed upon milestones.

10. REQUIREMENTS

- a) A proposal on how the service provider will go about undertaking this project. This will include the methodology for the project, a project management plan that outlines key activities, time-lines for delivery, human resource requirements, allocation of responsibilities among members of the project team and a budget;
- b) Proof that the service provider has the expertise, experience and capacity needed to carry out the project, including the curriculum vitae of all the persons whom the service provider proposes to use in carrying out this project. Include list of related projects undertaken of main contractor and subcontractors, making clear who did what, and contact people for references;
- c) Capacity development elements (training of an identified historically disadvantaged junior researcher as well as an official from the DBE in the evaluation process); this individual will form part of the team of the selected service provider
- d) Quality assurance plan (to ensure that the process and products are of good quality);
- e) A detailed **cost** breakdown of the project for the duration of the contract, excluding and including VAT.
- f) It is expected that the service provider will have between 5-10 years research experience, which includes data management and analysis. They should also have 5 years experienced in undertaking evaluations. They should have the ability to write evaluation reports.

11. EVALUATION CRITERIA

The suitability of proposals will be evaluated against the following criteria:

CRITERIA	POINTS
a) Quality of proposal	15
b) Service provider's relevant previous experience including any subcontractors	10

c) Team leaders' level of expertise	5
d) Qualifications and expertise of the evaluation team	10
e) Inclusion of PDI members in the evaluation team who will gain experience	10

12. INTELLECTUAL PROPERTY

The intellectual property of all deliverables lies with the DBE. All documents and other products should be treated as confidential and should not be passed on to a third party. The material compiled by the service provider for the DBE may not be used in any form or for any purpose other than the purpose stipulated in the agreement.

If the service provider wishes to use such material in any other form or for any other purpose, including, but not limited to, workshops, media releases and the like, it must submit to the DBE a written motivation for such use. The DBE will request approval from the designated officer in who copyright vests. Only once the designated officer has granted written approval will the departments convey such written approval to the service provider and will the service provider have permission for such usage.

13. ENQUIRIES SHOULD BE DIRECTED TO

Dr Morongwa Ramarumo

Chief Executive Officer: Kha Ri Gude Literacy Project

Department of Basic Education

Tel: 012 357 3507

E-mail: ramarumo.m@dbe.gov.za