

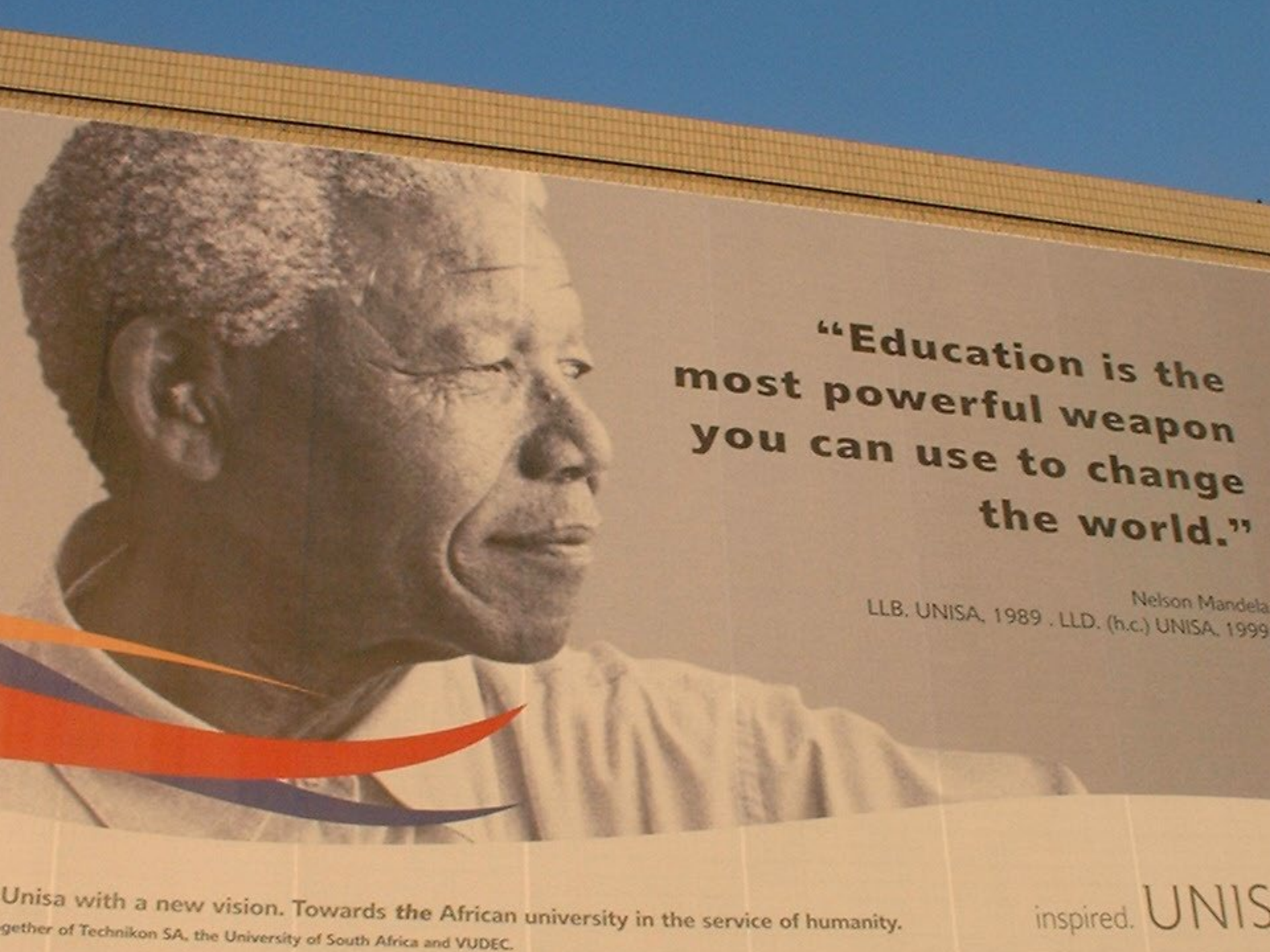
Literacy and basic skills as the basis for lifelong learning

Veronica McKay



Learn without limits.

UNISA | 
university
of south africa



**“Education is the
most powerful weapon
you can use to change
the world.”**

Nelson Mandela
LLB, UNISA, 1989 . LLD. (h.c.) UNISA, 1999

Unisa with a new vision. Towards **the** African university in the service of humanity.
together of Technikon SA, the University of South Africa and VUDEC.

inspired. UNISA

Background to the campaign
NQF and the validation of knowledge
Core curriculum for literacy and numeracy
Assessment of learning outcomes



**About the
Campaign**

What is the Kha Ri Gude literacy campaign?

- A mass literacy campaign aimed at enabling 4,7 million adults to achieve literacy by 2015.
- To date (including 2013), 3,5 million adults have been reached nationally.
- Of these 92% complete the programme.
- The Campaign has developed materials are available in eleven languages and in Braille.
- The campaign has been delivered by 40000 volunteers per year.





Literacy and numeracy

- To teach people to read and write in mother tongue.
- To use spoken English.
- To develop a basic number concept and apply arithmetic operations to everyday contexts
- To achieve an equivalence of Gr 3 of the schooling system.

Themes learning organisers

Starting to learn	Learning to learn What is lifelong learning Intergenerational learning
My family, my home	Home. Family life Child care Social grants Obtaining an identity document
The world of work	Difference ways of generating an income Working together Calculating a budget The banking system and ATMs
Living a healthy life	Issues of pregnancy, child care HIV/AIDS Nutrition Hygiene
The environment	Mapping the local environment Food security Caring for the environment Air, water, soil pollution
Living together in communities	Democracy Human Rights Voting
Our country and the world around us	Across the borders of South Africa Reading a map

Using core materials



5.

$$3 + 2 = 5$$

Oefening

Kyk na die patroon en teken dan die ontbrekende vrugte.

Kyk na die patroon en teken dan die ontbrekende gereedskap.

Kyk na die patroon en teken dan die ontbrekende kossoorte.

Kyk na die patroon en teken dan die ontbrekende vorms.

Vir die pret

Soek hierdie getalle in die prent hier onder. Kleur die voorwerpe nou in dieselfde kleure as die getalle in.

- 1 = Rooi
- 2 = Groen
- 3 = Bruin
- 4 = Blou
- 5 = Swart
- 6 = Geel



5
6
7

An exercise in logistics



Classes at venues chosen by learners







The NQF and assessment

Using the NQF

The South African national qualification framework allows for equivalences between the adult basic education and training (ABET) system and the schooling system.

The NQF is intended to aid portability and horizontal and upward progression.

The NQF

The structure of the NQF under the SAQA Act, 1995 and the new structure under the NQF Act, 2008 are outlined below:

NQF Level SAQA Act	Band	Qualification Type	NQF Level NQF Act
8	Higher Education and Training	• Post-doctoral research degrees	10
		• Doctorates	
		• Masters degrees	9
7		• Professional Qualifications	8
		• Honours degrees	
6		• National first degrees	7
		• Higher diplomas	
5		• National diplomas	6
		• National certificates	5
Further Education and Training Certificate (FETC)			
4	Further Education and Training	National certificates	4
3			3
2			2
General Education and Training Certificate (GETC)			
 1	General Education and Training	Grade 9 / ABET Level 4 National certificates	1

Assessments

- The Literacy Campaign uses a continuous I CAN DO IT instrument at 20 different times during the programme.
- The continuous assessment has enabled learners to recognise their growing competence.
- Serves a diagnostic function.

Language learning outcomes

- **Prose skills** for comprehension of continuous texts
- **Document skills** applied to non-continuous texts (schedules, charts, maps, etc.)
- **Production of text** (write a letter or a short text on an everyday life activity).
- **Reading speed** of at least 45 words per minute.

Numeracy outcomes

- Read and write numbers up to 1000;
- Count and/or estimate a number of items;
- Record the number and amount in writing (in numerals and in words);
- Identify and name geometric shapes;
- Four arithmetic operations (adding and subtracting, multiplying and dividing)
- Calculate using 100s, 10s and units;
- Calculate money and budgets;
- Understand simple fractions (halves and quarters);
- Understand basic measurements (kilometres, metres and centimetres, kilograms and grams);
- Read a watch and a calendar.

Level descriptors for ABET level 1

- **Method and procedure** - the capacity to apply him/herself to a well-defined task under direct supervision.
- **Problem solving** - the ability to recognise and solve problems within a familiar, well-defined context.
- **Ethics and professional conduct** – the ability to identify and develop own personal values and ethics in a specific environment.
- **Access, process and manage information**
- **Reading and writing skills, and basic numeracy**
- **Producing and communicating information** clearly in spoken/signed and written form.
- **An understanding of the context** within which he/she operates.
- **Management of learning** - the ability to sequence and schedule learning tasks
- **Accountability** - the ability to work as part of a group.

Learning outcomes

- Visual literacy (reading signs and pictures);
- Letter and word recognition
- Phonic and high frequency word recognition
- Word attack skills for difficult words
- Deriving meaning from text
- Writing words and sentences
- Filling in information on forms
- Writing a paragraph
- Writing a letter and addressing an envelope
- Basic numeric functions.

Learner expressed impact

- Feel more respected in the community
- Feel that people treat me better
- Participate more in community matters
- Participate in my child's schooling
- Help/supervise my child's homework
- Better understand health messages
- Better able to manage my own money
- Better able to solve my own problems
- **Would like to carry on learning**
- **69% started to earn**

An exercise in logistics



Verifying assessments





National census

National Census and household surveys

Does (name of person) have difficulty in doing any of the following

Scale

1 = No difficulty

2 = Some difficulty

3 = A lot of difficulty

4 = Unable to do

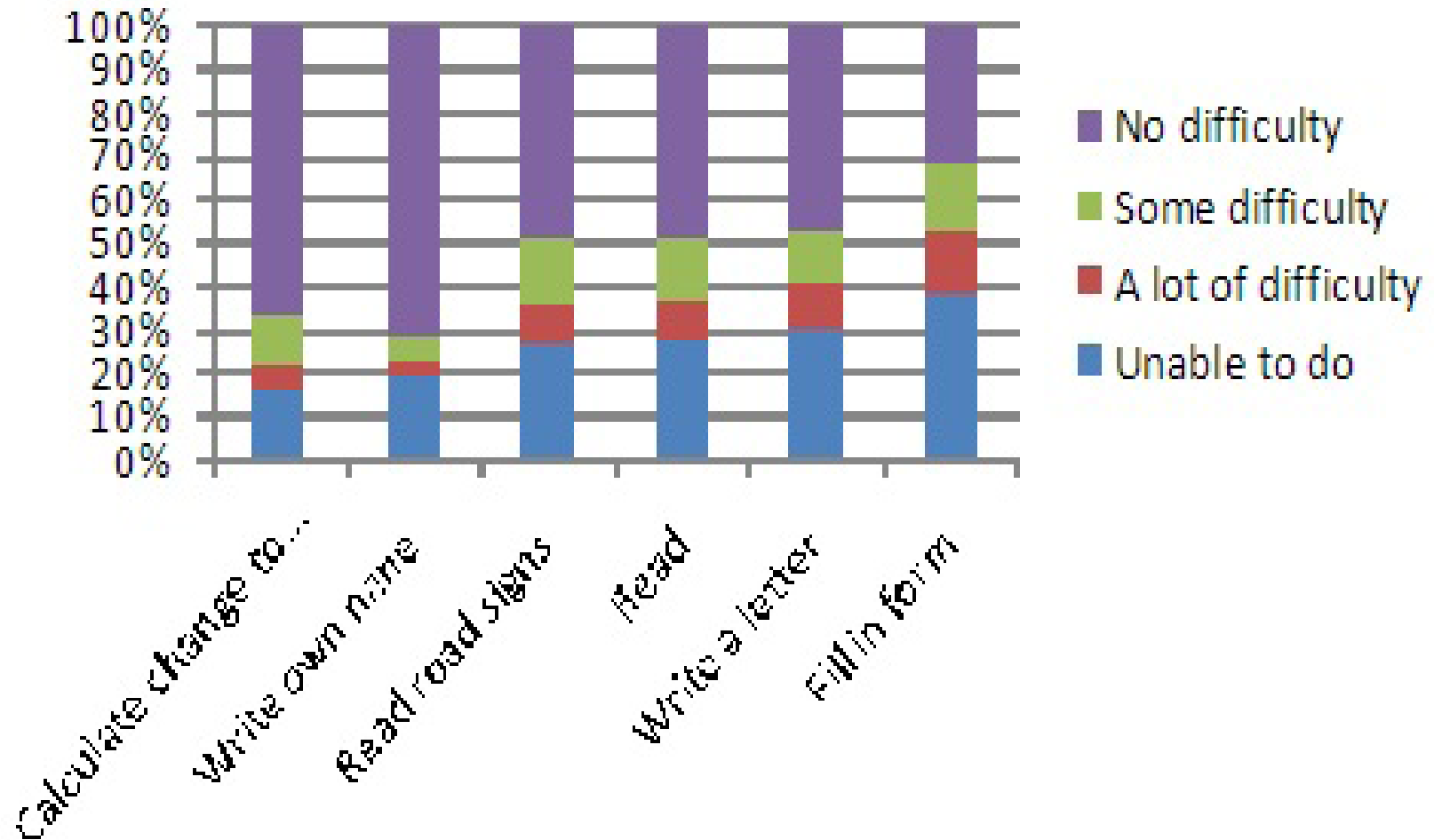
1. WRITING HIS/HER NAME
2. READING ROAD SIGNS
3. READING (EG. NEWSPAPERS, MAGAZINE, RELIGIOUS BOOKS ETC)
4. FILLING IN A FORM (EG. SOCIAL GRANTS FORMS...)
5. WRITING A LETTER
6. CALCULATING/WORKING OUT HOW MUCH CHANGE HE/SHE SHOULD RECEIVE WHEN BUYING SOMETHING

Adults who can do the following without difficulty

- Read a newspaper/book/magazine 47%
- Write their name 66%
- Fill in a form 28%
- Read road signs with no difficulty 48%
- Write a letter with no difficulty 42%
- Calculate change when shopping 71%

Source: GHS 2011

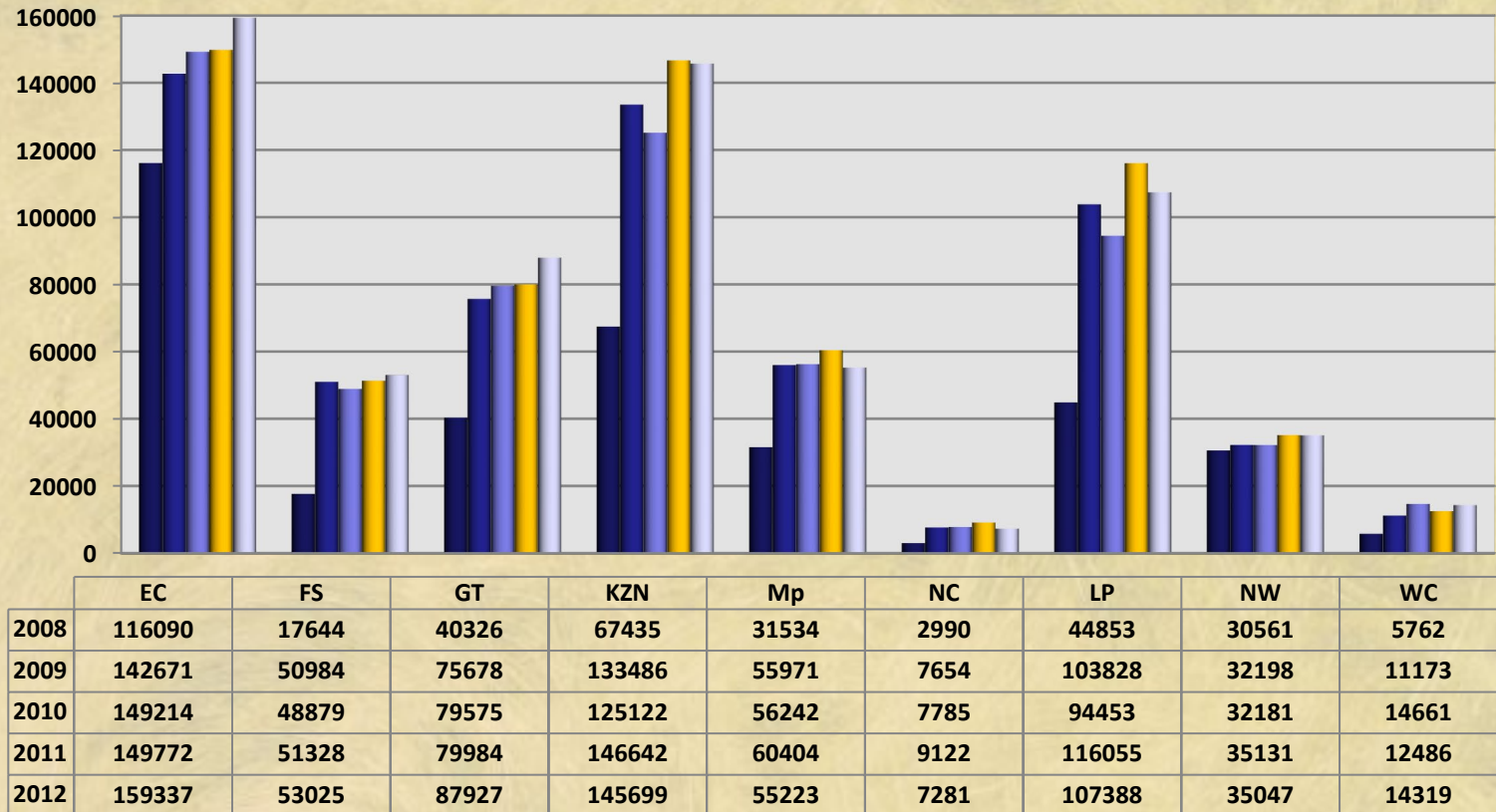
Household census 2009





The EMIS

Learner enrolment by province

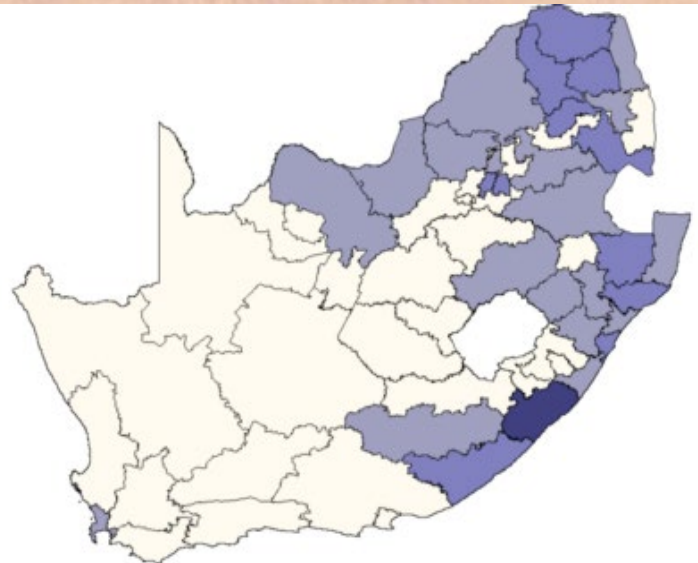


Geographic spread

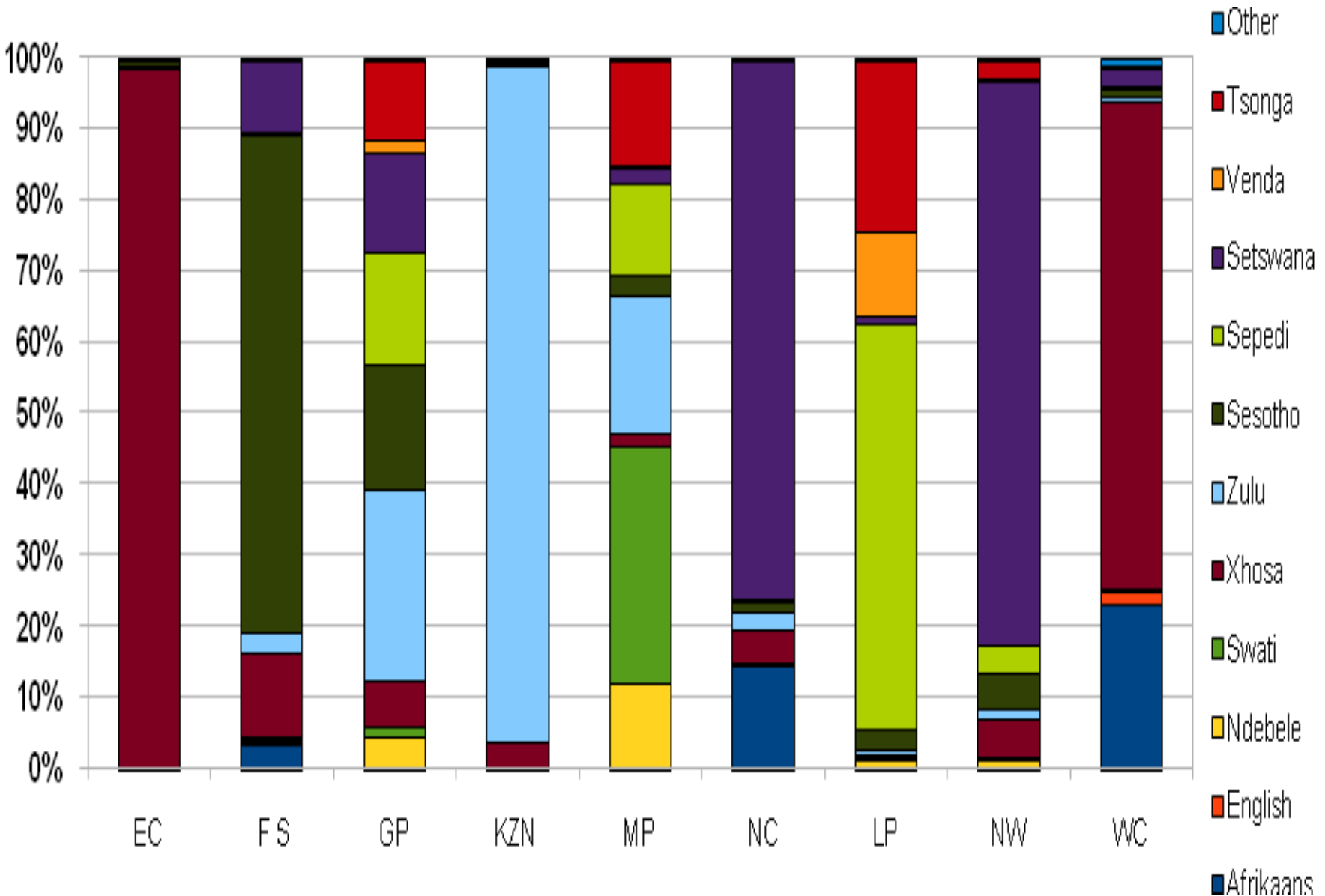


PROVINCE

MUNICIPAL



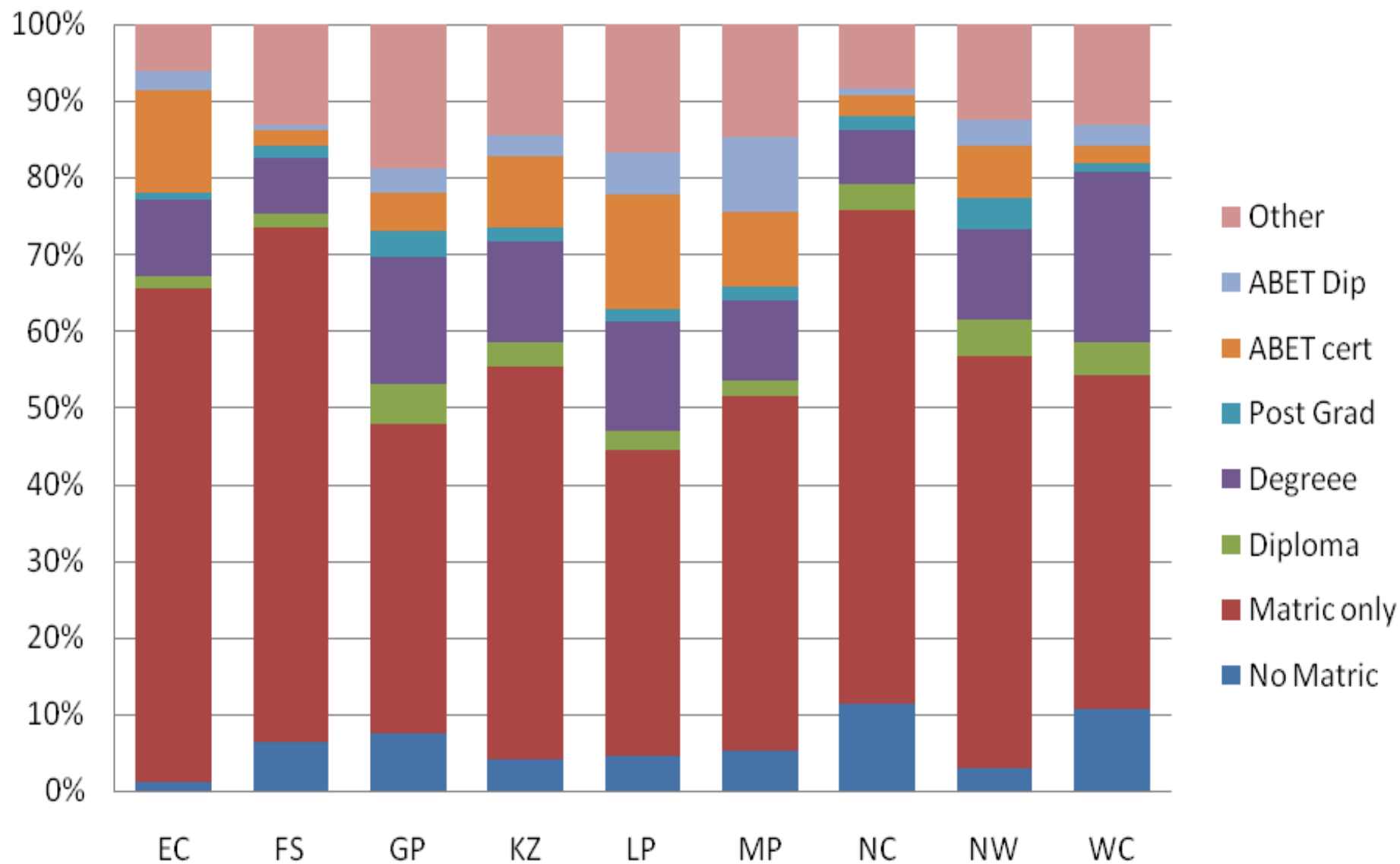
Dealing with multilingualism



Enrolments vs completion 2010

Province	Enrolled	Wrote	%
EC	142671	139178	97.55
FS	50984	40612	79.66
GP	75678	58924	77.86
KZN	133 486	123 280	92.35
LP	103828	95684	92.42
MP	55971	49999	89.33
NC	7654	6279	82.04
NW	32198	22026	68.41
WC	11173	9684	86.65
Total	613643	545666	89%

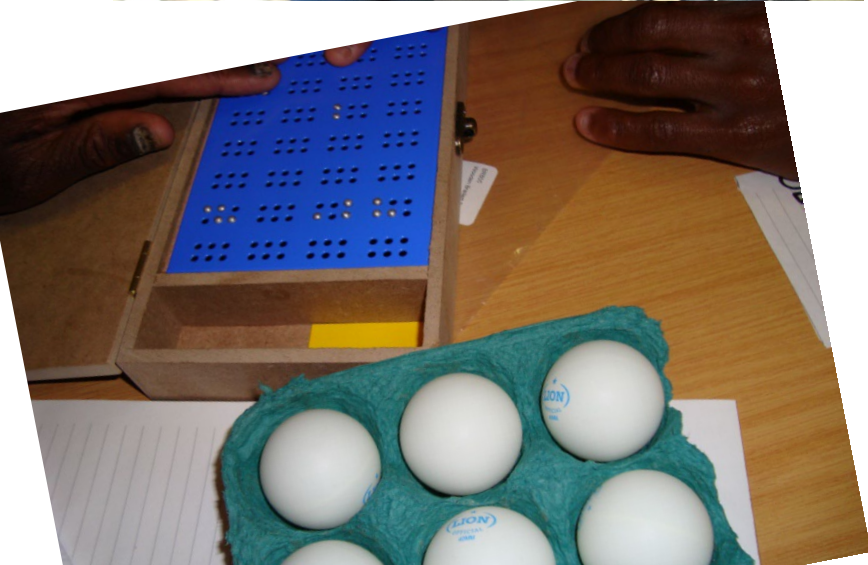
Qualifications of volunteers proportional by province





Inclusive education

Focus on literacy for the blind







Challenges

- **How to sustain the benefits of the learning**
- **How to ensure that learners continue with higher levels of learning**
- **How to cater for youth who are leaving school with low literacy skills**
- **How to cater for multilingual learners in one class.**

Conclusion

- **Learners commit themselves to literacy and basic skills learning.**
- **Literacy as a process in lifelong learning requires a clearly defined strategy with systemic support.**
- **Literacy requires clearly defined goals (targets, competences).**
- **Inclusive policies should be adhered to.**
- **There is a need to monitor and measure the process.**



Thank you