

## **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**

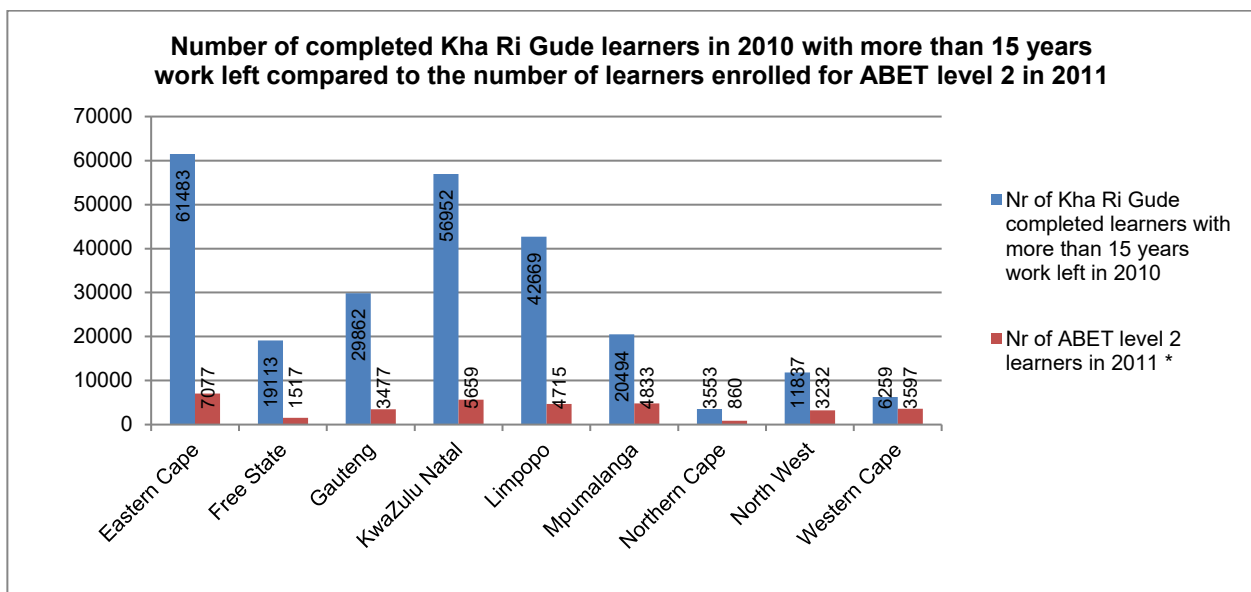
Up to 2008, a single national Department of Education was responsible for Kha Ri Gude and the AET programme which made coordination of all literacy initiatives seamless as they reported to the same Minister of Education. However, in May 2009, the Education department was split into the Department of 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, 486 000<sup>1</sup> learners completed KRG nationally, but only 34 967<sup>2</sup> 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 population<sup>3</sup> 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%<sup>4</sup> 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 ABET level 2 intake<sup>5</sup> in 2011:



The following influenced the absorption of KRG learners into AET:

1. 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.

<sup>1</sup> Number of learners completed as reported in the budget of the department.

<sup>2</sup> According to the Annual Survey 2011

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

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

<sup>5</sup> 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.

2. 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.
3. 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.
4. KRG learners had to travel long distances to go to AET centres.
5. 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**

6. 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
7. 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.
8. 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.
9. 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**

The AG's use of the term AET is confusing. AET applies to all adult education from basic literacy to post-doctoral degrees and non-formal education. What is actually being spoken of is Adult Basic Education (and Training) which is equivalent to "general education" in Grades 1 to 9 in schools and which has four sub-levels. The actual AET programme of DHET includes ABET and FET (the latter the Senior certificate).

We further wish to point out that the AG's citing of the numbers of KRG learners who proceed to ABET is misleading in that there is no data from the provincial departments that differentiates how many ABET level 2 learners were KRG graduates and how many PALC ABET level 1 graduates. What is clear is that very small percentages of KRG learners were attracted to enter PALCs.

Notwithstanding the above, we agree with the AG with regard to points 1, 4 and 5. We do not agree with points 2 and 3.

### **Interaction between KRG and ABET**

We wish to respond to the damaging **first paragraph** of this annexure and wish to point out that comment is misleading as it suggests that the target of the actual campaign included ongoing post-literacy instruction and adult basic education. This was not the case. The target of the campaign was very basic alphabetization. However the Ministerial report **warned about** the need to for the campaign to be followed up by the authorities responsible for ABET.

The actual implementation of the campaign did not require any synergy between the campaign and the ABET programmes offered by the provincial education departments. What was hoped for was that the ABET system would provide an effective **follow up** for learners once they exited the campaign. It is only in the sense that the ABET providers needed to gear up for this that synergy was needed – and the KRG campaign did provide all provincial departments with timely warning and data on its output of learners. This the ABET system signally failed to respond to.

The Ministerial report states on pages 51 -52 that :

After finishing the basic literacy programme many learners may want to study further (and indeed this would be a good outcome of the campaign). But this may put a strain on available ABET and FET college and distance education resources. Learners may demand more support and state funding for such study....The Committee is of the opinion that a thorough-going

reconceptualization and revamping of the existing state ABET and adult Further Education and Training provision at Public Adult Learning Centres is desirable.

The ministerial report points out on page 55 that:

Even a thorough literacy grounding is unlikely to be sustained unless followed by further exercise of these newly gained competencies. This requires that some form of post-literacy/adult basic education be available. In practice, this means that there must be rapid entry either into the formal ABET system or, preferably, into a fast-track compressed adult basic education programme similar to the Venezuelan one which will enable adults to quickly move forward to further education. The development of this would require a parallel initiative, running alongside the literacy campaign, to develop such a programme (and more generally strengthen the pro-literacy and reading environment in South Africa).

It is very clear that the Ministerial Committee argued for “the development of a parallel initiative.” That this warning and proposal was not heeded by the ABET directorate cannot be seen as a failing in the actual campaign.

With regard to **Point 2** in which the AG states that “2 of the 7” supervisors she met with informed her that there was limited interaction between ABET and KRG. We wish to point out that several meetings were held with national ABET directorate (DHET) and with each of the provinces. The ABET directorate did not have the capacity to mobilise learners. We here refer to the original reason for the establishment of KRG as stated in the Ministerial Committee on Literacy report (2006): Almost twelve years after South Africa’s first democratic election in 1994, ministerial committee on literacy was established because the existing system of Adult Basic Education and Training (ABET) had made minimal impact on reducing the number of adult illiterates. The ABET provided was not addressing the problem of illiteracy in any significant way. As stated in the Ministerial report 2006:ix)

The [KRG] plan is necessary because South Africa’s system of Adult Basic Education and Training (ABET) is not reducing the number of illiterates and functional illiterates in spite of the constitutional right of all South Africans to basic education in their own language.

KRG was not required to capacitate the ABET directorates. However KRG did undertake the following in order to enhance ABET’s ability to absorb learners.

- Firstly, (contrary to the AG’s point 7) in 2008/9 KRG voluntarily assisted ABET with the development of (ABET Level 2) workbooks/textbooks for literacy, numeracy and life

skills. The books were typeset and handed to the provinces on CDs for them to print the books in order that they might be provided at no cost to learners graduating from KRG.

- Secondly, KRG visited each of the provinces and the national directorate to explain how the transfer of learners could occur. Provincial officials were invited to attend graduations to invite learners to enroll for ABET. A list of meeting information was handed to the AG in response to her report draft 1 to this effect.

Thirdly, contrary to the AG's allegation in point 6, CDs of databases were handed to PEDs at HEDCOM and numerous back-up copies were cut for provinces to follow up on. The response to the previous report hereto appended illustrates that the SDs did not always hand the CDs to the relevant directorates. (Given that the AET directorate doesn't even know how many PALCs there are in the country how would they manage a learner database?)

While every effort was made to assist the provinces in recruiting learners, the reality is as pointed out by the AG in points 1, 4 and 5 above.

**Departments conclusion:** Hence, while we concur with the criticism that the uptake of KRG graduates into the ABET system was poor, there is ample evidence that this moribund Directorate did not respond to the challenge (one that had been warned would be coming in the original Ministerial Committee Report (p. 50, 54). Kha Ri Gude had certainly asked each year that ABET centres recruit from the Kha Ri Gude graduates. Kha Ri Gude had a number of fruitless meetings with this Directorate and databases were handed to the provinces at HEDCOM meetings and directly to the provinces through their ABET directorates. However there are currently too few ABET centres to absorb even a fraction of the KRG learners. Moreover, current Public Adult Learning Centres are not attractive to newly literate people.

### **The KRG teaching term was as aligned to the AET teaching term**

With regard to **point 3**, the AG incorrectly states that the teaching terms of ABET and KRG are not aligned suggesting that learners had to wait for their certificates to be were delivered before they may register with ABET. That is incorrect. At the end of each assessment activity the learner knows immediately whether he/she has performed adequately or not. By the time the learner has completed all 20 activities by November, the learner knows whether he/she has passed or not. Successful learners could enroll at an ABET centre in January of the next year. Learners do not require any certification to gain access to ABET. This means that after completing their LAPS, learners could enroll at ABET centre. However, where the Campaign has been delayed by the DBE's procurement processes, it does indeed mean that learners would complete after the ABET registration period.

**Department's conclusion** It is regrettable that in spite of all the that KRG has done to ensure a seamless process from KRG to ABET (viz. writing course materials for ABET level 2, inviting ABET officials to address learners at KRG sites and making the database available in order that ABET could specifically target KRG learners), ABET was still unable to absorb the KRG learners for the reasons the AG states in points 1, 4 and 5 above. We wish to point out that while there was a clear plan on the part of KRG, the onus is on ABET to ensure that learners are enrolled and to ensure that there are an adequate number of PALCs available to accommodate learners. The fact that ABET only enrolls 10% of the learners is because they have 10% of the number of sites that KRG has.

The following citation taken from McKay (2012:11)<sup>6</sup> elaborates on the problem within ABET which cannot and should not be rectified by KRG. They respond directly to the AG's points in recommendations 8 and 9:

Since 1994 the output of the system has been uninspiring, with only a small percentage of learners graduating with a full ABET level 4 qualification (Blom 2011:18<sup>7</sup>; Aitchison 2010:3<sup>8</sup>). ... there are some 3 000 public adult learning centres (PALCs) across the country. Although they form the backbone of the ailing ABET system, they serve only about 265 000 learners – a tiny fraction of the adults who are in need of education and training. Aitchison (2010:2) maintains that, until recently, out-of-school youth education received little attention at the PALCs, nor indeed did the school leavers who had failed the Grade 12 examinations and who were compelled to make use of these poorly functioning centres.

The DHET (DHET 2011a:31) points out, many learners who study at adult learning centres are enrolled for secondary schooling, and write the Senior Certificate examinations. Very few adults move up from ABET level 4 (NQF level 1) to the next level. Most learners enrolled for Grade 12 are school dropouts or people who want to rewrite the Matric examinations. Aitchison (2010:3) maintains that the greater majority of the learners at PALCs are Grade 12 or SC (NQF 4) learners, since the PALCs serve as second chance for these learners. The PALCs are currently the only vehicle provided by the state for this purpose.

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<sup>6</sup> McKay, VI. 2012. A critical review of Adult Basic Education and Training (ABET) provision in South Africa DHET/HSRC. Pretoria.

<sup>7</sup> Blom, R. 2011. *The size and shape of private post-school education and training provision in South Africa*. Pretoria: Centre for Education and Policy Development (CEPD), Pretoria. Available at: <http://www.cepd.org.za/files/pictures/THE%20SIZE%20AND%20SHAPE%20OF%20PRIVATE%20POST-SCHOOL%20EDUCATION%20IN%20SA.pdf>

<sup>8</sup> Aitchison, J. 2010. Monitoring report 2010. Literacy issues: a review of youth and adult literacy policies: South Africa. The Global British Association of Literacy in Development (BALID).

We wish to point out (in relation to the AG's point 7) that the fact that close on 10% of the KRG graduates are enrolled for ABET is questionable. Firstly there is no way to disaggregate the enrolment data of ABET to establish how many learners had graduated from KRG. If there are only a possible 2000 to 3000 ABET sites it would not be possible to enroll all or most of the KRG learners. KRG offers its tuition at 40000 sites. There is no way that all the learners could be absorbed unless the number of PALCs are available to accommodate all the KRG learners.

We further agree with the AG's statement that provision should be made for KRG learners within the Community Colleges but we wish to highlight the caution by McKay (2012:22):

Community colleges should provide formal and non-formal learning programmes, offering vocational and occupational skills programmes as well as ECD, home-based and primary healthcare programmes. Community colleges should be dispersed across the regions and should present programmes that lead to employment or that [ultimately] articulate with universities. However, the model for community colleges *will have to be better explored so that the mandate and interfaces of these colleges may be more clearly defined.*

#### **Auditor's conclusion**

## Appendix A: Background to the inability of ABET to absorb Kha Ri Gude Graduates

The DHET task team for Community Education and Training (DHET 2012:16) attributes the problems in ABET to insufficient differentiation, too few flexible pathways, rigidity in offerings (part or fulltime) for young people and adults, and insufficient focus on a quality general education and training certificate (GETC) and post-NQF 4 qualifications and programme offerings. The task team argues that because the ABET subsystem focuses largely on general education, the PALCs have tended to attract large numbers of adults and youth who are not interested only in completing a school qualification but who also want to gain labour market and livelihoods skills – educational offerings that the PALCs do not offer. Programmes for youth and adults interested in learning for self-improvement, or cultural and community development, are provided mainly by faith-based, youth or community organisations (Aitchison 2010:2). A ministerial committee on adult education in 2008 argued for a less cumbersome form of adult basic and secondary education for adults that would meet youth needs more effectively (Department of Education 2008). Concern with the lack of provision and flexibility in course offerings underlie the Green Paper's (GP) quest for expanded provision for the youth.

The national task team for community education and training (DHET 2012) attributes the lacklustre performance of the ABET system to the fact that the educational transformation took place in a context where there were many demands on the fiscus, including a considerable period of fiscal belt-tightening during which expenditure on education and training (especially schools and universities) remained relatively static. Adult education in particular has suffered from this (which accounts for the low participation rate in ABET – around 0.1%), so much so that some provinces, Aitchison points out) had to suspend their ABET classes during 1998 to 2000. The mid-1990s budget for ABET of 0.83% of the national education budget has now, over a period of 15 years, increased to just under 2%.

Other reasons for the paucity in ABET delivery are briefly discussed below.

1. Since the ABET sector does not have its own premises in which to run classes, the PALCs have to make use of school premises and most of the classes are, accordingly, offered at night. While after-hours classes are suitable for adults who are employed, the PALCs were unable to accommodate learners who wished to attend classes during the day.
2. The status of ABET educators is another factor. As the GP (DHET 2011a:31) states, they were never regarded or employed as professionals, which makes them an unstable cadre for sustaining the system. Their posts were the first to be cut when insufficient funding was available. As mentioned above, some provinces were even required to suspend their ABET classes during 1998 to 2000. The majority of teachers in adult learning centres are part-time contract workers without tenure. The attrition rate among these teachers is high and they resign if they are able to obtain other, more permanent work. This severely affects long-term planning. It also has serious career development implications for educators, and affects the learning paths of learners. Most learners in this sector study part time and their throughput is a relatively slow process which requires long-term management and planning (DHET 2011a:31).

It is clear that the ABET system was not able to fully implement in terms of the spirit of the legislation. In an endeavour to address the problems, the GP proposes a range of institutional types that present a range of programmes to cater for the youth and adults requiring basic education.

### Data challenges in the ABET system

There is a dearth of data on the number of learners, centres and teachers functioning in the ABET sector. In total the DHET has records of approximately 2000 to 2500 PALCs,<sup>9</sup> but statistics on the

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<sup>9</sup>The PALCs refer to teaching sites. The number cited refers to the number of places where learning took place. An indication of the size of the ABET system can be gauged if one considers that Kha Ri Gude records approximately 39000 sites pa.

number of learners (and even teachers) have always been dubious as can be seen from the subsequent discussion. In 2012, approximately 1713 private and community-based providers registered with DHET. Until recently, however, it was not possible to obtain any statistics that might be considered a reasonable approximation of the number of learners, and no figures were available for learners in private adult learning centres (ALCs).

Blom (2011) refers to the many problems she encountered in her research on adult education sites, providers and learners because the data was either inaccurate or non-existent. She states that the data for ABET was particularly problematic because there is no national register of private ABET providers, and also because in many cases delivery of ABET programmes does not go beyond ABET level 3 (Blom 2011:18). In her interrogation of the Umalusi's examination results, she points out that the learners who enrol for ABET 4/NQF 1 clearly represent only a small proportion of the learners in the system, and that her requests for data on the skills programmes revealed that data about short courses, in general, was not available. Moreover, she indicates that there tended to be a considerable duplication of ABET provider records between Umalusi and SETA ETQAs.

In referring to the lack of reliability of the data obtained, Blom (2011:18) states that when the data is correlated with the SETA's ETQAs in respect of AET institutions, the number of discrepancies increases. She mentions the following:

- There is no requirement for national registration of centres.
- In the SETA environment, much of the provision extends only to ABET level 3.
- In most cases, only the "fundamental" unit standards are offered (language and numeracy). In the past, Umalusi required that centres offer full qualifications in order to be eligible for accreditation, so a large number of centres offering only unit standards are automatically excluded from the data (Umalusi, cited in Blom 2011).

As she (2011:18) explains, private AET providers are those that operate independently of the state or specific industry structures, even though they may obtain contracts from either of these institutions.

## Annexure B : to Auditor General's query about the extent to which Kha Ri Gude planned and liaised with the ABET directorates and evidence of databases being provided to ABET by KRG:



**Thomas Lata (GPEDU)**  
Many thanks and greetings, Prof. Thomas From: Veronica McKay [mailto:mckayvi@...]

02/09/2011 ☆



**Veronica McKay** <mckayvi@gmail.com>  
to Spencer ▾

12/09/2011 ☆

hi Spencer

You are always looking for data.

Take care veronica





**Spencer Tonkin** <Spencer.Tonkin@pgwc.gov.za>  
to me ▾

13/09/2011 ☆

Morning Prof

You read my mind. Thanks a million.

Regards  
Spencer

**From:** Veronica McKay [mailto:mckayvi@gmail.com]  
**Sent:** Monday, September 12, 2011 9:52 PM  
**To:** Spencer Tonkin  
**Subject:** [spam] Fwd: FW: Kha Ri Gude Information

"All views or opinions expressed in this electronic message and its attachments are the view of the sender and do not necessarily reflect the views and opinions of the Provincial Government of the Western Cape ("the PGWC"). No employee of the PGWC is entitled to conclude a binding contract on behalf of the PGWC unless he/she is an accounting officer of the PGWC, or his or her authorised representative. The information contained in this message and its attachments may be confidential or privileged and is for the use of the named recipient only, except where the sender specifically states otherwise. If you are not the intended recipient you may not copy or deliver this message to anyone."

**Veronica McKay** <mckayvi@gmail.com>

26/07/2011 ☆

to phermani, Monanana,, Spencer, Elijah, McKay.V ▾

Dear Mr Hermanus

Thank you for inviting Ms Mminele to your meeting tomorrow. I do hope that you will understand her inability to attend the meeting.

I need to point out, by way of background, that Kha Ri Gude staff are all unpaid volunteers (they receive a small stipend to cover their phone calls and emails and site travel). We at Head Office cannot pay them to attend any meetings which are additional to their contracts. If they do, they need to do so at their own costs and as a favour. The Campaign cannot pay them for any additional work or for any additional travel costs that they may incur.

I, as the CEO of the Campaign, recognise that it is often difficult for them to take time off work or from their studies to do additional unpaid work.

However, we at head office in the National Department are happy to provide you with any information on our classes and sites as we have done with Spencer in the past. We are also happy to provide you with a CD of the 2010 learners whom you might approach to attend ABET. Last year I handed the CD to Ms Vinjenvold when she attended a meeting at the National DBE.

We too at National would appreciate hearing from you so that we can include your feedback in our monthly reports to Minister as she is keen to hear to what progress has been made, particularly with regard to the PEDs absorbtion of the Kha Ri Gude completers into ABET classes. We have had very satisfactory absorbtion in Free State and Limpopo. Unfortunately our activities in Western Cape are very minimal.

When I am next in Cape Town I will arrange a meeting with Spencer and hopefully you and other district managers will be able to attend.

In the meantime I would appreciate hearing from you about the number of completers absorbed and also to hear about the experiences of the district and centre managers.

My warm regards  
Prof Veronica McKay

Piet Hermanis <phermani@pgwc.gov.za>

27/07/2011 ☆

to me, monanana ▾

Dear Prof

What a surprise to hear from you and I really appreciate it. As Manager I am very committed with my team to ensure the success of Kha Ri Gude in Cape Winelands. We had experienced lot of problems previously, but with Monanana's appointment, I believe things will change. We finalise today our Kha Ri Gude intake from last year into Abet level 1 and 2 and are planning to assist with the recruitment campaign. I will arrange a meeting with Monanana and visit her in Stellenbosch. I repeat, our district are committed to roll out Kha Ri Gude in our district as proved last year.

Regards

P. Hermanis  
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IMG Manager (AET)  
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Mminele, Monanana, Mrs <monanana@sun.ac.za> <monanana@sun.ac.za>

28/07/2011 ☆

to Piet, me, Sekgobela.E, Spencer.Tonkin ▾

Dear Piet Hermanis

Thanks for the message!

Kind regards  
Monanana

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Monanana M. Mminele (Mrs)  
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From: Piet Hermanis [[phermani@pgwc.gov.za](mailto:phermani@pgwc.gov.za)]  
Sent: Wednesday, July 27, 2011 7:57 AM  
To: [mckayvi@gmail.com](mailto:mckayvi@gmail.com); Monanana Mrs <[monanana@sun.ac.za](mailto:monanana@sun.ac.za)> Mminele  
Subject: RE: Meeting

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**WESTERN CAPE**  
**Education Department**

Provincial Government of the Western Cape

## Western Cape Education Department – Kha Ri Gude Memorandum Of Understanding

### BACKGROUND

The *Kha Ri Gude* Mass Literacy Campaign was launched in April 2008, with the intention of enabling 4,7 million South Africans to become literate and numerate, in one of the eleven official languages by 2012. The Campaign was initiated and is managed by the

Department of Education. Learners are enabled to read, write and calculate in their mother tongue in line with the ABET level 1 Unit Standards. They also learn spoken English.

The Western Cape Education Department has a responsibility to offer those learners who wish to further equip themselves with the opportunity to do so.

## **ROLE PLAYERS**

The following is a list of role players for the WCED and the KRG Campaign at provincial level to achieve the above-mentioned outcomes:

| <b>WCED</b>                          | <b>KRG</b>              |
|--------------------------------------|-------------------------|
| Head Office                          | Provincial Co-ordinator |
| District IMG Manager (AET)           | Supervisors             |
| Curriculum Advisor (AET)             | Volunteer Educators     |
| Centre Managers & Site Co-ordinators |                         |

## **ROLES AND RESPONSIBILITIES**

### **KRG**

- 1) The provincial co-ordinator, supervisors and volunteer educators are responsible for the marketing and recruiting of KRG learners.
- 2) The supervisors and volunteer educators are also responsible for identifying appropriate accommodation for learning sites to be established.
- 3) The provincial co-ordinator and supervisors ensure that the learning material is ordered and disseminated and claims for stipends are duly completed and submitted timeously.
- 4) Set up and maintain a database of learners, learning sites, VEs, supervisors and co-ordinators.
- 5) Sharing above-mentioned information with the WCED.

### **WCED**

- 1) The WCED is responsible for developing an absorption strategy of KRG learners to level 2 at Community Learning Centres.
- 2) To support the campaign by considering absorption of qualified VEs and supporting unqualified VEs to become qualified.
- 3) Sharing information with KRG regarding CLC details (centre managers, address details, levels and curriculum offered, etc)

## **COMMUNICATION PROTOCOL**

It is understood that regular structured meetings (monthly) take place between the provincial KRG co-ordinator and an appointed WCED head office official. The purpose of these meetings is for information sharing, updates on the progress of the campaign and any other items that is of mutual benefit to both parties.

**From:** Spencer Tonkin [[Spencer.Tonkin@pgwc.gov.za](mailto:Spencer.Tonkin@pgwc.gov.za)]  
**Sent:** Monday, May 30, 2011 10:30 AM  
**To:** 'Monanana@sun.ac.za'  
**Subject:** Kha Ri Gude

Good morning Mam

I refer to our telephonic discussion this morning 30 May.

The Western Cape Education Department would like to establish a working relationship with you and the supervisors in your area. The WCED has over 300 learning sites in the province which we would like to introduce to you and the learners registered on the project. Through this venture we wish to expose KRG learners to further learning opportunities at our Community Learning Centres.

Thank you for informing me and inviting us to your meeting on 11 June. If possible could you kindly forward the details of the meeting via e-mail. I also wish to confirm our meeting scheduled for Friday 03 June at 14.00 at the student centre.

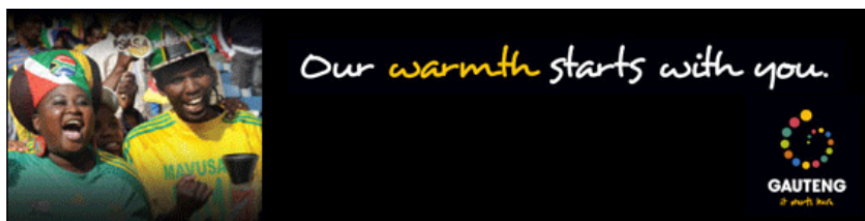
Regards

Spencer Tonkin  
Deputy Chief Education Specialist  
Western Cape Education Department  
Tel. [+27 21 467 2279](tel:+27214672279)  
Cell [+27 83 443 1462](tel:+27834431462)  
Fax 0867186669  
[Spencer.Tonkin@pgwc.gov.za](mailto:Spencer.Tonkin@pgwc.gov.za)

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**From:** McKay.V [mailto:[McKay.V@dbe.gov.za](mailto:McKay.V@dbe.gov.za)]  
**Sent:** 28 May 2010 10:31 AM  
**To:** Thomas Lata (GPEDU)  
**Cc:** Ducci.M  
**Subject:** CD of learners for GP

**To:** Thomas Lata (GPEDU)  
**Cc:** Ducci.M  
**Subject:** CD of learners for GP



Dear Thomas

I am sorry I was in a meeting all day yesterday and so did not see your email.

It is a pity that your SG did not give you the CD. Can you try to send someone to fetch a copy from my PA Michelle.

I have copied her into the email.

It will probably be better if you ask your SG for the copy. I don't want them to tell us that we are not giving them this information (even though they do not provide us with information on ABET registrations, marks and centres etc). This year, the DG will be requesting that we be provided with this kind of information so that we can track learners.

Kind regards

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**From:** Thomas Lata (GPEDU) [mailto:[Thomas.Lata@gauteng.gov.za](mailto:Thomas.Lata@gauteng.gov.za)]  
**Sent:** Wednesday, May 26, 2010 5:12 PM  
**To:** McKay.V  
**Subject:**

Prof

We are in Pta tomorrow and would like the CD that you sent our SG. We have not received it yet so is it possible that we via your office and get a cut of the CD tomorrow.

We are having an information sharing meeting with your GP coordinators on Friday in Denver, Jhb.

Regards

Thomas Lata  
083 954 0953

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Veronica McKay <mckayvi@gmail.com>

01/11/2011 ☆

o Elijah, M

----- Forwarded message -----

**From:** Veronica McKay <[mckayvi@gmail.com](mailto:mckayvi@gmail.com)>  
**Date:** 6 November 2009 16:49  
**Subject:** KHA RI GUDE REPORT  
**To:** [Kedibone.Seku@gauteng.gov.za](mailto:Kedibone.Seku@gauteng.gov.za)  
**Cc:** "Thomas Lata (GPEDU)" <[Thomas.Lata@gauteng.gov.za](mailto:Thomas.Lata@gauteng.gov.za)>

PLEASE CAN YOU FORWARD THIS REPORT TO YOUR DIRECTOR

THNKS VERONICA MCKAY



Thomas Lata (GPEDU) <Thomas.Lata@gauteng.gov.za>

02/03/2011



to Ducci.M, me, McKay.V, Ernst

Prof.

Can you please provide us with the 2011 Kha Ri Gude Learners in Gauteng.

We need in order to prepare for resources for them from July .

Many thanks

Thomas



## Gauteng Budget Day 2011

Tuesday 1 March 2011 at 10am

MEC for Finance  
Mr. Manda Nkomfe

Submit your budget suggestions to: [budget@gauteng.gov.za](mailto:budget@gauteng.gov.za)  
Catch the livestream broadcast on [www.finance.gpg.gov.za](http://www.finance.gpg.gov.za) .



Veronica McKay <mckayvi@gmail.com>

03/02/2011



to Elijah, Thomas

Dear Thomas

Are you looking for 2010 figures? or 2011?

thnks veronica

\*\*\*



RE: Please could you assist



Inbox x



Thomas Lata (GPEDU) <Thomas.Lata@gauteng.gov.za>

18/10/2010



to Ducci.M, me, McKay.V

Kindly get info of your request. I'll send the list of all Principals and Centres in GP.

1. Thoka 084 597 2982
2. Makoea 079 491 5731 or 012 7904 0452
3. Kgole 084 206 6770 or 012 798 3910
4. Nzuza 082 331 7547 or 012 797 5617

Regards

Thomas

**From:** Ducci.M [mailto:[Ducci.M@dbe.gov.za](mailto:Ducci.M@dbe.gov.za)]

**Sent:** 15 October 2010 09:55 AM

**To:** Thomas Lata (GPEDU)

**Subject:** Please could you assist

Dear Thomas,

Please could you help me contact numbers/fax numbers/emails for the following Principals:



From: Motseki LP [mailto:[motseki@edu.fs.gov.za](mailto:motseki@edu.fs.gov.za)]

Sent: Wednesday, March 31, 2010 10:00 AM

To: 'mokuena'

Subject: Tsiliso Porota Presentation to MEC-Khari Kude:07 April 2010

Ntate Mokuena

MEC would like Ntate Porota to come and brief him on the 07 April 2010 ,12h00-13h00 on Khar Kude Project, please make Ntate Porota aware of the meeting.

Ke a lehoha

Lepekola Motseki

**Director: Office of the MEC | Free State Department of Education**

## **Annual participation in the National Adult Learners' Week event – attended by ALL ABET DIRECTORATES:**

On 24 June 2008 16:17, Farrell Hunter <[aln-national@iafrica.com](mailto:aln-national@iafrica.com)> wrote:  
Hi Veronica

I see Love Masia is on the list of invitees but feel free to forward to him or anyone else you deem suitable.

Regards  
Farrell

### **National Adult Learners' Week (ALW) 2008 – Limpopo**

Dear Colleagues

As you might be aware, Adult Learners' Week is an international campaign endorsed by the United Nations Education, Science and Cultural Organisation (UNESCO), and more than fifty countries use this time to profile the importance of adult learning.

This year we intend to host the national activities, including a national conference and awards ceremony in Limpopo and we would like to invite you to join our national ALW Task Team meeting to plan for these activities.

**Date:** 27 July 2008

**Time:** 09h30

**Place:** ETDP Seta, Empire Place, Suite 1, 106 Hans Van Rensburg Street, Polokwane

Please RSVP to [aln.admin@iafrica.com](mailto:aln.admin@iafrica.com)

Refreshments, including a finger lunch will be provided

Looking forward to seeing you there.

Regards

Farrell Hunter

National Manager

Adult Learning Network

Tel: [+27 21 448 5069](tel:+27214485069)

Fax: [+27 21 448 5070](tel:+27214485070)

E-mail: [aln-national@iafrica.com](mailto:aln-national@iafrica.com)

Website: <http://www.aldsa.org>