



Promoting 'inclusivity' through adult literacy education: the case of Kha Ri Gude campaign in South Africa

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1. Introduction

While South Africa has made remarkable progress to curb, illiteracy, unemployment, poverty and inequalities of its society, a sizable proportion of South Africans are still excluded from participating fully in the economy of the country due to the lack of basic education and the required skills. According to Statistics Africa’s (2015) Quarterly Labour Force Survey (QLFS) for the first quarter of 2015 the official unemployment rate was 26.4% for the first quarter of 2015 which happens to be the highest in ten years. When the broader definition of unemployment (including those who have become discouraged and stopped looking for jobs) is considered, the unemployment rate is estimated at 37%. The unemployment situation is paradoxical for the country as there are serious skills shortages in almost all sectors of the economy. The Department of Labour (2012) notes that South Africa in the post-apartheid era still faces a situation of skilled and experienced labour against an oversupply of unskilled labour, resulting in an unbalanced labour demand and supply in the country. Meanwhile, unemployment has been cited as one of the root causes of the socio-economic challenges that South Africa faces which government and political leaders have identified as the three most pressing factors that impact on each other and other challenges - poverty, unemployment and inequality, (National Planning Commission, 2011).

Tregenna and Tsela (2008) observe that South Africa is well-known to be one of the countries with the highest levels of both inequality and unemployment. They add that although it is unclear as to how inequality and unemployment impact on each other, there is an expectation that there is. Rule (2006) is of the view that there is a link between poverty

and illiteracy, particularly rural poverty as those who are illiterate are likely to be poor, either unemployed or involved in informal agricultural and casual work. In recent times, the frustration of the marginalised has manifested itself in violent service delivery protests, increased crime rates, increase in alcohol and substance abuse and the most recent the shameful *xenophobic* violence that swept across the country eliciting worldwide condemnation. The marginalisation of a large section of the population from adequately participating in the economy of the country appears to be a time bomb waiting to explode just like the so called Arab Spring which continues to affect North Africa and other parts of the Middle East. Sheared and Sissel (2001:4) note that '*Marginalisation is ... the silencing of lived experiences in discourses constructed through legislation and policies created by the dominant culture, which either "com[un]izes or negates" the political, economic, historical and social realities of those living in the margins of society*'.

Meanwhile the government of South Africa according to the Department of Labour (2012) has committed itself to promote decent employment creation through inclusive growth to address adult and youth unemployment with a number of interventions that include support to small, micro and medium enterprises (SMMEs), expanding opportunities through the Expanded Public Works Programme (EPWP), Rural Youth Corps just to name a few.

The Government of South through the Department of Basic Education (DBE) started the Kha Ri Gude Campaign in 2008 to offer adult basic education to the then estimated 11 million illiterate adults. Baatjes (2003:181) argues that the key concepts within the exclusion and marginalisation paradigms that capture the essence of marginalisation include: 'illiteracy', 'cultural others', 'the underclass', 'ghettos', 'ethnic cleansing', 'race', 'gender', 'class' and, lately, 'being HIV positive'. Baatjes (2003) adds that in a society faced with enormous social and economic challenges, technological innovation and transfer, rising unemployment, racial

1 strife, crime, poverty and the HIV/AIDS pandemic, Adult Basic Education (ABE) has
2 emerged as an important component of comprehensive education and training system. Rule
3 (2006:122) identified ABE as a response to the ‘historical legacy of apartheid and
4 deprivation; as an essential contribution to personal and community development; a
5 component of democratic citizenship and civic participation; and finally as an enabling
6 mechanism in poverty alleviation and economic development’.

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17 This paper investigated how the Kha Ri Gude Mass Literacy Campaign has achieved in
18 ensuring that the participants and beneficiaries are now able to participate in the socio-
19 economic activities of the country. The phenomenological approach using individual
20 interviews, focus groups and observations as data collection methods were applied to
21 determine how the programme has assisted the beneficiaries to be included in the socio-
22 economic lives of their communities. The results of the research indicate that the campaign
23 has had positive impact on the participants and beneficiaries of the campaign. Some of their
24 success stories were told as having assisted them to start their own small, medium and micro
25 enterprises; to participate in the school governing bodies, thus assisting and monitoring the
26 school work of their children, using technology, furthering their education and acquisition of
27 skills to name a few.

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43 The campaign had a slow start in 2009 due to many administrative, management and
44 logistical issues. Five years after its operation, some of the projects and literacy activities
45 which were started during its operation, have since become dormant, ineffective and lost the
46 momentum they gained. This state of affairs is disconcerting because the effects of the
47 relapse are already been felt. This study looks at the success stories of the Kha Ri Gude
48 Campaign, and how it has contributed to the socio-economic inclusivity for its graduates. The

study further investigates the challenges that are still experienced by its participants regarding literacy and community development.

2. Background to Kha Ri Gude Literacy Campaign

Kha Ri Gude (KRG) is a Government initiative, a South African adult literacy campaign, which was introduced in 2008 in an effort to eradicate illiteracy amongst the adult population who missed out schooling and education opportunities due to historical challenges in South Africa. The phrase 'Kha Ri Gude' means 'Let us learn' in Tshivenda¹. In line with an international effort to reduce illiteracy and innumeracy worldwide in support of the United Nations Literacy Decade (UNLD), the South African government has subscribed to the principles espoused by the UNESCO to support countries' initiatives in eradicating illiteracy and innumeracy by 50% by 2015 (Dakar, 2000). UNESCO, through the Dakar Declaration supervises and manages literacy efforts in Africa and elsewhere, through the Literacy Initiative for Empowerment (LIFE Brochure, 2008). This strategic framework which incorporates governments, NGOs, development and civil partners, includes 35 countries. Of the 35 countries in which UNESCO Dakar has projects, there are 18 African countries in Southern Africa, and South Africa is one of them.

When the Kha Ri Gude Literacy Campaign/Project (KRGLP) was started in South Africa in 2008, it was estimated that about 5 million of adult population was totally illiterate. According to the Statistics South Africa (2008), another 4.9 million adults were functionally illiterate, for a variety of reasons, one of which is that they had dropped out of school before Grade 7. With a total population of 52 million according to the Statistics South Africa (2012) Census, South Africa had an estimated 9.6 illiterate adults. The then Minister of Education Prof. Kader Asmal in 2008 committed to reducing the illiteracy rate of adults by 50%, and he

¹ Tshivenda is one of the 11 official languages in South Africa, including the Sign Language. All 11 languages were used during the campaign.

set a total target of 4.7 million. By the year 2013 about 3.5 million illiterates had been reached translating a success rate of 90%, according to the National Planning Commission (2011). In 2014, the numbers had staggered to about 4.9 million showing a slight increase from previous years. There are many reasons to this **slow finish-line**, and this article intends to unfold some of the factors.

During the campaign the project offers its learners the basic literacy skills of reading and writing, numeracy skills and life skills. Graduates of the programme participated in government's programmes through literacy, helping people understand citizens' rights, stimulating local economic activities, giving access to learners with special needs and vulnerable groups and addressing the problems of xenophobia. Besides that, the campaign also aims at creating job opportunities in order to alleviate poverty.

The main goals of the national literacy as espoused in 2008 were to eradicate the effects of illiteracy amongst the South African adults. In rolling out the campaign throughout the country there were benefits and gains for adult learners who were exposed to reading, writing and numeracy – most of them for the first time. Undoubtedly, there were also challenges in its implementation. In 2013, the University of South Africa (UNISA), through the department of Adult Basic Education (ABET) and Youth Development in collaboration with the Government Department of Basic Education conducted an evaluation of Kha Ri Gude, national campaign. The purpose of the evaluation was to assess the impact of the campaign on the participants and its beneficiaries. The evaluation was piloted in three of the nine provinces of South Africa - KwaZulu Natal, Eastern Cape and Limpopo. It is against this background of the evaluation that this paper focuses on determining how **inclusivity** has been ensured in the socio-economic life of the country for graduates and other stakeholders. Through case studies from the three provinces, the paper sought to inquire how Adult Basic

Education has been factored in the inclusion and implementation of the campaign and its impact on the lives of the participants, mainly the adult learners, literacy educators, coordinators and supervisors.

3. Literature Review

Illiteracy in South Africa has always been an issue for debate due to its high rates and related consequences particularly among the Black adult majority population. This has generated continuous debates on the need to address the issue by various stakeholders – mainly the government, the private sector, institutions of higher learning and civil society. According to Aitchison (2001), the nine provinces have had considerable variations in the numbers of functionally illiterate adult population, with Gauteng and Mpumalanga having small numbers of illiterate adults, while Eastern Cape and KwaZulu Natal recorded the highest numbers. Many studies including the National Planning Commission (2011) suggest that over a number of years, the challenge of “breaking the back of illiteracy” a slogan by the then Minister of Education, the late Professor Kadar Asmal in 1999, has not been easy to crack. Many interventions have been tried, some of which have failed or have not been effective while others have shown some positive results. The example of the first literacy initiatives such as the South African National Literacy Initiative (SANLI) was started in the mid-1990s and experienced some challenges. While one may say SANLI did not succeed, it did to some degree, because through its experiences, the Kha Ri Gude Campaign gained valuable lessons from it. Some of those pitfalls were avoided during the implementation of the SANLI’s successor campaign, the Kha Ri Gude. This article discusses the promotion of inclusivity through adult basic education in South Africa, through the national campaign literacy, the Kha Ri Gude.

The notion of promoting inclusivity through Adult Basic Education in South cannot be debated if we ignore the historical origins and ramifications of the social exclusion. Ndandani

((2014) observes that adult learners in public adult learning centres particularly in rural areas are young women and few men with small children attending poorly-resourced schools; where the quality of education is admittedly very low, where majority of teachers are not qualified. Adult Basic Education and Training (ABET) is seen by Ndandani as an intervention in addressing the inclusion of the adult population into the education system by *massifying* their participation. Without parents' involvement at family and household levels and at school governing boards as well as empowering them with skills to be part of a broader development arena, efficient education system will remain a dream. Ndandani further describes the dyadic correlation between poverty and illiteracy as a vicious cycle and a maxim political and social issue.

The National Planning Commission (2011) also consents that different stakeholders should collaborate under single initiative to pool resources towards improving learning outcomes. However, the Commission is also of the view that it is often difficult to get different groupings to work together due to divisions in South African societies, levels of trust and sectoral interests. The situation continually marginalises certain sectors culminating in unfair distribution of resources, and hence continuous exclusion of some initiatives. The UNESCO (2014: 36) acknowledges that, 'As literacy is not yet perceived as a development imperative, governments and donors give it insufficient attention and funding'. UNESCO will therefore strengthen evidence-based advocacy to make a development case for investing in literacy. It will promote research to analyse aspects of literacy and its impact on education and other development agendas. The evaluation of the Kha Ri Gude national literacy campaign is also described by Savin-Baden and Major (2013) as a political and persuasive activity. For these reasons, the article also brings to the spotlight the impact that adult basic education programmes can have in contributing to the national development through literacy research and activities, by addressing the inclusive measures that have been ignored for some time.

Indabawa and Mpofu (2006) observe that adults who missed learning opportunities at young age are compensated for in various forms largely through non-formal and basic education. And the types of adult education programmes include literacy, at basic and post-literacy levels. Hence this article highlights the inclusivity of literacy through adult basic education.

There are different forms of exclusion – social, psychological and emotional exclusion. This article focuses on the social exclusion created by structural economic and political factors of the past. De Greef (2012) postulates a quadrant/quadrangle of social exclusion as a process where an individual is in contact with their environment; social exclusion is also associated with identity – personal and identity as members of their communities. This article thus added its voice on the literature on how adult basic education has contributed to social inclusion of illiterate adults and in improving their livelihoods and contribution to the economic, political and social development.

4. Research Design

Gboku and Lekoko (2007:185) note that evaluation techniques in qualitative studies ‘indicate qualities in inputs, processes, outcomes and contexts’, and these are dependent on a number of factors such as the sources of data, the context within which evaluation is conducted, the resources available, the goals of evaluation, timelines and the types of evaluation. The purpose of Kha Ri Gude literacy evaluation as reflected in this article was to assess the impact that the campaign has had on its participants. Qualitative evaluation was therefore a suitable design for the study as it provided a wide range of benefits and challenges that the participants experienced during and post campaign. Their narratives show how the phenomenological campaign has contributed positively to their lives. On the other hand, the participants showed who the campaign has just whetted their appetite for further learning, something they felt was not well anticipated by its organisers and policy-makers.

For this study, community projects that were able to continue after the campaign were identified in three provinces Eastern Cape; KwaZulu Natal and Limpopo. Swanepoel (1992) observes that for community development to happen there must be main actors. These could be governments, institutions, action groups or individual leaders, visionaries or volunteers. The reason for selection of these provinces was based on their high illiteracy rates at the time of the campaign. Another reason for selection of the community groups visited for this study was where community development was taking place. Rule and John (2011) provide reasons for choosing case studies in evaluation studies, and their advantages as multiple functions depending on what a researcher wants to achieve. The reasons that was applicable and relevant for this study was that because various communities in the three provinces had projects running, the team selected case studies that were representative of what most of the groups were doing. The cases were therefore selected on their relevance to the objectives of the study, and their representativeness of similar project activities carried out in other communities.

4.1. Population and sample

In the three provinces of KwaZulu Natal, Limpopo and the Eastern Cape, there were Kha Ri Gude coordinators, supervisors and educators who continued the learners activities even after the campaign had phased out. Through their efforts, the researchers were able to locate the learners who had formed themselves into community groups in various activities. The size of the groups ranged from 10 to 40 members. Majority of members in the groups that participated in the study were women, and the activities were conducted in rural, peri-urban areas or townships as well as the informal settlements. A team of 5 researchers from the department of ABET and Youth Development of Unisa is involved in the project, and the data collection was conducted for 10 days. The research team visited the following areas:

- In Eastern Cape the three places were visited – Umtata/ Kaplan, Port St Johns/Hlabatshane, and Quandu/Ndimakudi/Tombo. There were 40 learners and 10 educators. (N=50)
- In Limpopo, Nkowankowa and Shiluvane/Soekmekaar villages in Tzaneen participated in the study. There were 23 educators and 10 learners. (N=33).
- In KwaZulu Natal, Ndwendwe, Stanger and Tongaat communities participated. A total of 12 educators and 55 learners participated. (N=67).

A total of 105 former learners and 45 educators participated in focus group interviews and five educators were interviewed. A total number of 150 participants took part in focus group discussions and interviews.

4.2. Research methods

Focus group discussions were held with group members involved in community activities like vegetable gardening, beadwork, cookery, baking, sewing and knitting. Because of the nature of their groupings, eight focus group discussions were held 3 in the Eastern Cape; 3 in KwaZulu Natal and 2 in Limpopo provinces for adult learners. One focus group meeting was held for educators in Limpopo. **Interviews** were also held with individual coordinators, supervisors, adult educators and adult learners, where specific questions needed clarification.

Observations: As most of the community activities were initiated as income-generating projects, members brought their products to the focus group discussions. This is a norm and a practice for community members for when they have visitors to display their hand-made products for sale and also for marketing purposes. For this reason, the researchers were able to observe some of their finished products.

5. Findings and discussion

This article is focusing on promoting inclusivity through ABET, where the Kha Ri Gude Mass Literacy Campaign was used as a case study. According to the UNESCO’s Country Progress Report (2013) the Kha Ri Gude literacy campaign continues until 2016. It has employed over 42,000 volunteer educators within a period of one year. These were men and women with a minimum qualification of Grade 12 and above; who served as adult volunteer educators, coordinators and supervisors. During the tenure of their employment they were earning monthly minimum stipends of R5 000² (US\$370). UNESCO (2005:21) identifies key players in support of inclusion in literacy programmes as, ‘teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that can serve as valuable resources in support of inclusion’. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. This involves a willingness to accept and promote diversity and to take an active role in the lives of students, both in and out of school. During the one-on-one interviews, of the 55 educators in their different categories (volunteer educators; coordinators and supervisors), 40 (73%) said they benefitted and felt included as key players from being employed. Their lifestyles improved for the better, because they were able to provide financial support for their families; they could lead a stress-free life because they were earning income at the end of the month for a period of one year. The study is of the view that the campaign went beyond its literacy mandate but it provided employment opportunities for those who never thought they would be included in the work force.

² In 2015 US \$1 was equivalent to R13.50

5.1. Social inclusion of facilitators

In the focus group interviews held in Limpopo with 23 educators, 18 of them (78%) said they gained a lot of experience working in the campaign, because they acquired skills that they never had before the campaign. Only 22% had previous work experience before their engagement with the campaign. They said their roles as educators included recruiting adult and youth learners in their communities – townships, informal settlements and rural villages of the country. *‘I was not aware of the magnitude and the rate of illiteracy in my own community until when I was recruiting learners. It then occurred to me that as a country, South Africa must beat illiteracy if we need to be developed,’* one volunteer educator in KwaZulu Natal said. According to the educators, the campaign has succeeded in including the marginalised, illiterate adults into the community activity and space to be recognised and have a sense of belonging. Even those who felt excluded in community activities felt they were beginning to be part of the development happening in their areas.

Some of the skills they gained, according to one educator in the Eastern Cape were on advocacy and lobbying as they had to get a buy-in for the project campaign with the local structures, municipalities and other structures of the society. *‘We needed to give talks to the local structures to lobby their support by encouraging adults to participate in the campaign; I gained confidence speaking in public and addressing forums on the project,’* said one volunteer educator from Tzaneen, Limpopo.

One coordinator remarked that;

‘Kha Ri Gude was my first job ever; I gained some work experience and that enabled me to get a job with the Expanded Public Works Programme (EPWP), where I now work as a supervisor. I don’t think I would have been where I am today if it was not because of Kha Ri Gude’

Another volunteer educator in Limpopo told the researchers that while he was involved with the campaign, he realised the importance of furthering her own studies. She has since enrolled with UNISA and he was about to complete his diploma in educational studies. She said her experience with Kha Ri Gude helped her to realise her potential in a teaching profession.

One coordinator in KwaZulu Natal expressed his need to continue his studies.

While I was reading for my Kha Ri Gude work, I used to understand things that I never bothered to learn before. Kha Ri Gude helped me to have a work plan because I had to plan my lessons; I learned a lot from my adult learners and how much older people know. Their stories were inspirational, and I used to enjoy my work as an educator. Now I am furthering my studies with Unisa in Agricultural studies.

Inclusion is a broad concept which signifies both the right and the recourse to better living

The policy on Education for All (EFA) highlights the importance of inclusion of people in political, economic and social participation. The Millennium Development Goals (MDGs, now SDGs) also emphasise the significance of inclusion of all people if sustainable development is to be achieved. Giving educators some employment opportunities is another way of including them in the economic development of their communities and their families' livelihoods. Through education, and literacy in particular, the volunteer educators were developed as human capital, to improve economic performance and to enhance their capabilities and choices in order to enjoy freedoms of citizenship, (UNESCO, 2005).

5.2. Empowerment of adult learners

The 105 adult learners from the three provinces participated in the focus group discussions. In Eastern Cape, three focus groups were held with 40 learners; 2 in Limpopo with 10 learners and three in KwaZulu Natal with 55 learners. The groups were divided according to communal activities that the learners were involved in. Those in home gardening and vegetable gardening were formed into their group; those in beadwork and others in sewing

1 and knitting and so forth. With the facilitation of the Kha Ri Gude coordinators and
2 supervisors in the three provinces, the discussion groups were organised in a central area
3 where learners from other areas in similar activity could participate.
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5 While some of the ordinary things which are taken for granted by many literate people, life
6 experiences of illiterate persons should be taken serious. Their exclusion from decision-
7 making processes, power relations, discrimination and ostracism are some of the
8 characteristics that this article is trying to highlight. An old man in Umtata remarked that he
9 was able to go to the bank and use an Automated Tele Machines (ATM) without relying on
10 other literate people. Another old woman said her grandchildren used to cheat her when she
11 asked them to upload airtime on her phone because she did not know how to do it herself.
12 Now she said was able to upload airtime, read or send **smsses**, or send please call messages to
13 her children who live far away from her.
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15 Three women from Ndimakudi and Quandu, Eastern Cape said they were elected for
16 leadership positions in their communities since they could now read and write. One indicated
17 that she was in a church committee; the other two in school governing bodies because of their
18 understanding of school work. From these stories, one deduced that Kha Ri Gude project was
19 not just about reading, writing and counting. It was about functional literacy. It has
20 empowered these participants and improved their lives for the better. One woman said she
21 was able to help her children with their home-work after her participation in the project; and
22 she was currently volunteering her services at a local pre-school. She further added that
23 people in her community respect her for her achievement and contributions in meetings.
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25 In Limpopo, three community development projects were established by the Kha Ri Gude
26 literacy campaign. In Khujwana, farming project was started by the members who have since
27 registered their project into a cooperative. The Royal Kraal of the area donated two hectares
28 of land for the cooperative. The cooperative is receiving technical support and assistance
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from various government departments which are educating the cooperative members on best practices. One of the members of the Khujwana Cooperative said they have since owned land where they were producing vegetables to feed ourselves and their families and sell surplus to the community to earn income. Before then we were just sitting idle, doing nothing and depended entirely on social and child support grants.

A group of adult learners in Hambanathi KwaZulu Natal said they have partnered with another company that was coaching them on organic farming. The company was committed to buying their produce. While some members were venturing into other activities like baking, their priority was to plant a variety of organic vegetables to sell. The group was eager to grow their agribusiness into a medium enterprise where they could produce vegetables at a bigger scale. Some of those interviewed during the focus group discussion said they are struggling with many issues related to their cooperative administration and management. They needed skills in business management and book-keeping.

Like many community development projects started by communities to alleviate poverty and participate in their socio-economic development, projects face similar problems. One of the questions researchers and policy-makers grapple with is when people are empowered at some level, there is more they need to sustain their participation. This clearly indicates that literacy alone is never enough to acquire if people are left afterwards without other interventions to help them.

In KwaZulu Natal, a discussion group in Ndwendwe showed how numeracy skills improved the quality of those involved in beadwork. They displayed their grass baskets, hand-made beads, jewellery and embroidery work. Those interviewed said the literacy skills they gained through the campaign helped them to be more discreet in designing different patterns and shapes. Similar views were shared by a group of Nkowankowa in Limpopo, where a group of adult learners have started handicrafts which they claimed after the numeracy lessons, they

1 were able to count their necklace designs by improving the patterns through counting of
2
3 beads.
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5 Anther community group formed from Kha Ri Gude initiative in KwaZulu Natal was raising
6 more funds to support their small bakery project. One member has since attended an
7 accredited course in bakery, and was willing to teach other members interested in the skill.
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9 Some groups expressed interest in approaching the new department for Small and Medium
10 Enterprise to fund their project. They said literacy would not be meaningful if it left them
11 without skills for use to improve their livelihoods. The sentiments further intimate that social
12 inclusion in literacy projects land the particiapnts to come closer to development initiatives
13 and resources.
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23 According to the community group members, Kha Ri Gude has empowered them to start
24 their own community development projects to alleviate poverty and also in including other
25 community members who benefit from participating in the projects. “Some community
26 members are able tos end their children to school from the funds that we generate and share
27 amongst ourselves”, an old member remarked. It is evident from most of Kha Ri Gude
28 initiated projects that the literacy campaign has gone beyond its initial illiteracy mandate;
29 functional literacy where poverty alleviation issues have also taken centre-stage.
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39 During the focus group discussions, all learners agree that the campaign has opened their
40 eyes to their capability as individuals. They regarded themselves as better people than they
41 were before the campaign. Some mentioned they have gained confidence speaking in public
42 meetings, realising that their teachers listened to their views and respected them. They were
43 able to address their household issues without feeling intimidated by their partners. Some
44 young married women said they can now challenge their husbands who used to abuse them
45 before. Kha Ri Gude was not only about literacy but other social and civic education
46 empowered its participants.
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In one focus group discussions in KwaZulu Natal, participants indicated ways in which the impact of the campaign on their lives could be further enhanced. Suggestions offered from one group included the need for business skills training and funding so as to set up businesses; help with the baking that has been started - a bigger space and equipment like stoves; and sewing machines that were reliable. They summarised, *'We started small we would like to expand. We have vegetables gardens, baking, bead work, sewing we request funding to enable our small business to expand and be able to take our products to the market'*. They added, *'We need to learn to save so that our business could grow'*.

It is clear from these discussions that literacy alone cannot answer to the people's problems. In another group discussion, some adult learners said if the literacy they gained through the campaign is not used in life situation, it will be forgotten. The reason why they started some community project was to continue using their skills to sustain them, and avoid relapse. However, one cannot depend on only one skill, which was why they are working on other skills to strengthen what they have gained. The home gardening activity was seen by the participants as a way of alleviating hunger as members plant vegetables for household consumption and surplus for sale to other community members.

5.3. After literacy campaign, what's next?

This was the question that the participant learners in Limpopo asked themselves when they completed their literacy studies, during the campaign. For them literacy opened their eyes to better development and improvement of their present situations. Thus functional literacy forms part of any literacy programme. This article suggests that national literacy campaigns should be seen as sustainable projects with long-term projections and effects for its recipients. However, the government alone cannot be left to the task. Community interventions by civil society organisations business sector and the academic institutions should join hands to complement the initiative that the South African Government has already done to improve the lives of its citizens, through the literacy campaign, (Swanepoel, 1992).

A volunteer educator in Ndwendwe, KwaZulu Natal disclosed how a group of Kha Ri Gude learners asked her what is the next campaign starting as they were eager to continue to another level 2.

During data collection processes, the research team conducted various training programmes like Writing Project Proposals for funding purposes, book-keeping, registering of cooperatives, business management and information-sharing on some available resources around entrepreneurship and community development. The sessions emanated from the group discussions where the participants asked questions related to the challenges they face as they engaged in their activities.

6. Conclusion and recommendation

The impact of the national literacy campaign has left an indelible mark for those who have made use of literacy to noticeable successes, like the groups reflected in the article. Like any campaigns, Kha Ri Gude literacy project was a short-lived event meant to address illiteracy by including those who were structurally excluded for various reasons. However, from their testimonies, the learners and facilitators show benefits accrued from participating in the campaign, some of which include improving their employability status for facilitators, and being awarded a Level 1 certificate after completion of the course for learners. It is the view of this research that literacy itself is not an event, and interventions should have long-term effect on those who engage in them. In the case of Kha Ri Gude it would appear that the country did not have clear guidelines for those who wished to continue their studies to progressive levels, for instance ABET level 2 and above. The participants felt their appetites for learning were whetted and left out to fend for themselves.

While the majority of those who participated in the campaign may have still been where they were after it; that is at ABET Level 1, the intention of this study was to acknowledge and appreciate the efforts made by those who continued the efforts started. The saying that you

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can take the horse to the well but you cannot make it drink is applied in this article to show that the literacy campaign’s goals of exposing the learners to literacy were achieved. Those who benefited saw the need to continue using the skills they acquired to develop themselves further. However, those who e pessimists and wanted to be spoon-fed, were left where the campaign stopped. This article further appreciated that sustainable development can be achieved if people themselves are ready to augment on interventions and opportunities given, rather than sitting back and waiting to be told what to do.

Whereas literacy national campaigns involve huge budgets, and may not be done on regular basis, this study recommends to the government to consider having another literacy campaign, if sustainable development goals are yet to be achieved. South Africa still needs more literacy campaigns to bridge the gap the literates and illiterate masses.

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