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APPENDICES

Appendix A: Letter to the Executive Director (SANLI)

P.O. Box 4681
The Reeds
0158
10 August 2001

The Executive Director
South African National Literacy Initiative
Department of Education
7th floor, Sol Plaatjie
123 Schoeman Street
Tshwane

Dear Sir/Madam

REQUEST FOR INFORMATION FOR PhD RESEARCH

I am currently registered as a PhD student at the University of Pretoria. My research topic is: "A strategy for alleviating illiteracy in South Africa: A historical inquiry".

As part of the research, a detailed situational analysis of the provision of ABET from 1994-2001 is being undertaken.

I have already started writing the chapter on the situational analysis of ABET provision in the post-apartheid era and will require the information as a matter of urgency.

The information that is required for the research is as follows:

1. The organisational chart of the National Literacy Campaign.
2. How many SANLI Board members there are and which organisations/institutions they represent?
3. How many people were appointed to the SANLI office in February 2001 and what are their positions?

4. Achievements of the literacy campaign
 - 4.1 How many teaching and learning sites have been established?
 - 4.2 How many learners have enrolled?
 - 4.3 How many volunteer educators have been recruited and trained?
5. To what extent is the government supporting this initiative politically and financially?
6. What is the supportive involvement of the ABET directorate in the literacy campaign?
7. What are the prospects of the SANLI?

Your co-operation in forwarding the details to the address given above will be greatly appreciated and acknowledged in my thesis.

Thanking you

I remain

Yours faithfully
H.S SIBIYA

Appendix B: Letter to the respondents

P.O. Box 4681
The Reeds
0158
14 September 2003

Dear Sir/Madam

Thank you for agreeing to participate in this research investigation.

I am currently registered as a PhD student at the University of Pretoria. My research topic is: *“A strategy for alleviating illiteracy in South Africa: A historical inquiry”*.

As part of the research a detailed situational analysis of the provision of ABET from 1994 to 2002 is being undertaken.

This questionnaire will require substantial thought and time and will take approximately three hours to complete. I believe that you will gain real value from your involvement in this study. The success of this study is based entirely on the quality of your input.

Again, thank you for your contribution to this study. I do hope that my request will meet with your favourable consideration.

Thanking you in advance

Yours faithfully

H.S SIBIYA

Appendix C: Set of interview questions

SET OF INTERVIEW QUESTIONS

First set of interview questions

- 1 Interested parties have projected that it is possible to wipe out illiteracy in RSA by 2004. Do you think this is a feasible projection? If your answer is 'Yes', can you say why you think that or if the opposite, please give your reasons.
- 2 What were the major justifications for initiating the national literacy campaign?
- 3 What is the most suitable strategy for providing mass scale adult literacy in South Africa? Does a state co-ordinated "once-off" national mass campaign seem a realistic solution, or would a series of campaigns aimed at different sections of society and skill levels perhaps be more appropriate?
- 4 To what extent is the government supporting the current campaign politically and financially?
- 5 What do you think contributes to the success or failure of the current literacy campaign?
- 6 How does the political situation in South Africa promote or retard the implementation of the literacy campaign?

Second set of interview questions

- 1 Do you think the Department of Education should administer the national literacy campaign?
- 2 How does the literacy campaign relate to the expansion of primary education?

- 3 What has been achieved in terms of changing the large numbers of illiterates into literates since the launch of the SANLI in 2000?
- 4 What are the future prospects of the campaign?
- 5 What should the relationship be between the different sectors (political, social and educational) involved in the provision of ABET?
- 6 How can a supportive context for providing and sustaining literacy work be created?
- 7 What post-literacy initiatives could be set in place to support neo-literates to implement their newly acquired skills in literacy?

Appendix D: Summary of findings on interview questions

1 What is the most suitable strategy for providing mass scale adult literacy in South Africa?

- 1.1 A state-coordinated “once-off” national mass campaign may not be a realistic solution in wiping out illiteracy in South Africa. This country requires a series of campaigns aimed at different sections of society and skills levels in order to solve our problem of illiteracy.
- 1.2 There should be a number of literacy campaigns which cater for different needs (even cultural) and at different levels.

2 Who should administer the national literacy campaign?

- 2.1 The first question is whether the Department of Education actually has the human resources to administer such a huge campaign. Secondly, I believe that even if it had the human resources, there is too much bureaucracy or red tape and this would definitely interfere with the smooth administration of the campaign. My suggestion would be to have an independent organisation, paid or sponsored by the government, to administer the campaign. This would also eliminate any subjectivity, and it would ensure that things happen quickly and within given time frames.
- 2.1 Yes – it means there will be a commitment to it. It should, however, be in partnership with other organisations and NGOs which have the capacity and structures to administer large scale service.
- 2.2 I do not think the Department of Education should administer the national literacy campaign. That is why I applaud the Department of Education for having invited Unisa’s ABET Institute to administer the campaign. However, I still support the Department of Education’s direct involvement in the literacy campaign as illiteracy is a national problem and thus a political instrument is required to rectify this problem.

3 Is breaking the back of illiteracy by the year 2004 a feasible projection?

- 3.1 It is a good dream! It cannot be achieved by the deadline, but nevertheless shows commitment to deal with the problem.
- 3.2 I do not think that it is possible to wipe out illiteracy in South Africa by 2004. I say this because a number of South Africans who were illiterate when we achieved democracy in 1994 comprised approximately half of the Black adult population. These people inhabit areas which are far and wide apart. Therefore, if we need to contribute in wiping out illiteracy in the RSA, the programmes of ABE will need the involvement of a larger portion of literate people to take part in them to educate the adult illiterate communities who reside within their immediate vicinities. Unfortunately, this is not the case. Perhaps, if it is possible to commit ourselves to wiping out illiteracy in our country by 2014.
- 3.3 Definitely not. Even with the 9 000 educators for UNISA SANLI it will not be possible. There are still millions to be reached. Wiping out illiteracy is also a long term project.
- 3.4 I do not believe that it will be possible to wipe out illiteracy by the year 2004. Firstly, 2004 is only a year away! Secondly, the biggest literacy intervention in SA, namely SANLI, managed to reach 100 000 learners in 2002. Now, with a couple of million people who need to undergo literacy training, I do not foresee illiteracy being wiped out by 2004. Also, as difficult as it is for literate people to believe, there are adults who are NOT interested in becoming literate. I have personally met a few; they would rather have their children educated than themselves. One cannot force adults to become literate or to go to “school”, so there will always be a percentage of people who are not literate. This even happens in developed countries.

4 Articulation of political will and the structures to support such a positive approach.

4.1 Lack of political will to engage more professionals instead of party sympathisers. Little money put in to create jobs for the boys.

4.2(a) The government is supporting the current campaign both politically and financially. We all know the National Department of Education (through the office of the Deputy Minister of Education) is working tirelessly, in collaboration with Unisa's ABET Institute to reach the masses of our society who need literacy.

4.2(b) I think that the political in SA promotes the implementation of the literacy campaign. All that is required at the moment, is to increase the financial resources of the State so that there may be long-term support of those adult learners.

4.3 The support of the government, so far, appears to be mostly talk. Financial support is limited.

4.4 Politically, the government is, to a certain extent, providing support in that it is taking the campaign seriously and appears committed to eradicating illiteracy and providing people with the opportunity to return to the classroom.

5 Funding and partnerships

5.1 Financial support is limited

5.2 The success of the campaign will depend upon financing by the government and other agencies. This funding may be in jeopardy due to the reconstruction of Iraq and funding may be diverted to this.

- 5.3 At present there appears to be competition for funding and the learner's needs are lost. There should be a body in which sectors come together and share developments.
- 5.4 Financially, the government should plough a lot of money into literacy campaigns or adult basic education and training initiatives. Understandably the priority is with the young ones in schools, but it is imperative that government provide financial support to adult initiatives. Adult literacy must be seen as an investment in the people of South Africa. There are still many adults who themselves received little or no education, and therefore see very little value in educating their children. If these adults were to attend classes and become literate, this may well have a rippling effect and they would encourage their children to attend school.
- 5.5 There should be a very strong relationship between the various sectors involved in the provision of ABET. Literacy is not only an educational issue – it affects all sectors and therefore I believe all sectors should be involved and be stakeholders in the alleviation of illiteracy and poverty.
- 5.6 The success of the project is due to the fact that it has been fully funded meaning it will not cost an individual any money to attend classes. He/she will receive books and stationery free of charge. This is, for people who are struggling financially, a huge positive in that they can now attend classes without having to pay. Another success is that it was not necessary to spend money training facilitators – UNISA ABET graduates volunteered to be part of this project.
- 5.7 The partnership between SANLI and the UNISA ABET Institute has been funded by the UK Department for International Development (DFID) and has realised numbers far in excess of expectations. In the 2001/2 year, the target set for this partnership was 75 000 learners over a two-year period. However, by December 2002 the project had recruited 100 000 learners, resulting in a new target of another 100 000 learners for 2003/4 year.

The key challenge to the success of SANLI is to cement/ strengthen the relationships with provincial departments of education and many other delivery agencies, to support the delivery of literacy programmes.

- 5.8 MTN partnerships for 2002/2003 resulted in a donation of R200 000. Funds were used to conduct evaluation studies of SANLI pilot projects.
- 5.9 Funds secured through the EU partnerships have been received to the value of R26 million. The project work plan has been extended to March 2003.

6 Progress since the launch of the SANLI in 2002

- 6.1 The greatest achievement of the project has been changing so many illiterates into literates. Not only has the campaign ensured that many people become literate, but also more involved in community affairs, more productive, and to have a better understanding of health issues such as HIV/AIDS. The campaign has opened up many opportunities for people.
- 6.2 More than 300 000 adult learners have been trained since the launch of the SANLI Project in 2000. This is a significant number, and thanks to Unisa's ABET Institute, if you consider the fact that it's a very short space of time that has resulted in the training of such a huge number of our society.

7 The impact of adult literacy on primary education

- 7.1 The literacy campaign relates to the expansion of primary education as its success lays the foundation of learning that inculcates long-lasting quest for education. If properly administered and enjoys adequate financial support, it has the potential to build or lay the basis for a learning South African nation.
- 7.2 I believe that the literacy campaign has had a profound impact on expanding primary education in that adults/parents see the value and benefit of education and may now realise the importance of sending their children to school. It would be interesting to follow-up and see whether there has been an increase in enrolment in primary schools due to this literacy campaign.

8 Supportive context for providing and sustaining literacy work

8.1 Literacy plus, e.g. basic skills training to create employment opportunities among neo-literates.

8.2 Skills training, small business development, career pathing in workplace.

8.3 I believe a “professional literacy network” needs to be set up (may be by the same organisation that administers the campaign or a separate body). This needs to be sustained and funded by government – not like some NGOs who, in the past, tried to do some work on their own and with their own funding and subsequently had to close down. This network needs to inform all stakeholders about what is happening in the field and act as a mouthpiece in the field. It needs to be recognised as a professional who is involved in a professional field. Adult literacy campaigns need to be seen as worthy and professional initiatives which change people’s lives. The professional literacy network could source vocational and skills training centres to assist in sustaining further developing neo-literates’ literacy skills. Authors or publishers may need to start publishing readers/newspapers which are accessible to the neo-literate adult.

(a) A supportive context for providing and sustaining literacy work can be created if the State provides some incentives to those organisations that take it upon themselves to participate in the provision of ABET in their own premises and other public places.

(b) The best post-literacy initiative is to place neo-literates in formal adult basic education and training centres where they can develop their own newly acquired skills even further.

(c) I think that the current literacy campaign will fail if we do not have a clear programme of action of supporting the newly – certificated adults from the SANLI project. These adults must continue to be supported by the State to enrol for mainstream ABET.

9 Future prospects of the campaign

- 9.1 I hope that the campaign will continue, and that it will expand to provide more basic education opportunities to the people of South Africa. There are many people who went to school for three or four years and for whatever reason(s) had to drop out, and who now want to continue with their education. There should be provision for these people in a literacy campaign.

- 9.2 The future prospects of the campaign are bright and I would like to see this partnership between the Department of Education and Unisa's ABET Institute reaching greater heights in the next few years.

Appendix E: List of names of the respondents

Mr B R Buys; retired and former Deputy Director: Adult Education: Department of Education and Training, Pretoria.

Miss E M Croeser; retired and former Assistant Director of the Directorate: Broad Curriculum Development, Department of Education and Training, Pretoria.

Mrs M Maree; retired and former Assistant Director of the Directorate: Broad Curriculum Development, Department of Education and Training, Pretoria.

Dr K P Quan – Baffour; Learning Developer: Bureau for learning development: University of South Africa, Pretoria.

Dr P Blake; markers' co-ordinator and UNISA SANLI administrator: UNISA ABET Institute: University of South Africa, Pretoria.

Dr F Vaccarino; Co-ordinator for B Ed Portfolios and ABET in the Department of Correctional Services: UNISA ABET Institute: University of South Africa, Pretoria.

Prof M S Makhanya; Dean: Faculty of Humanities and Social Sciences: University of South Africa, Pretoria.

Mr V Jacobs; Deputy Director: South African National Literacy Initiative: Department of Education, Pretoria.

Mrs A Mamabolo; Deputy Chief Education Specialist: Training and Development Unit (Tshwane S District): Department of Education, Pretoria.

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