



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of South Africa**

This report is submitted on behalf of the Government of South Africa in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Department of Basic Education
Submission date	May 2012

¹For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

²Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input checked="" type="checkbox"/></p> <p style="text-align: right;">Defence <input checked="" type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input checked="" type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input checked="" type="checkbox"/></p> <p style="text-align: right;">Labour <input checked="" type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input type="checkbox"/></p> <p style="text-align: right;">Correctional \services</p> <p style="text-align: right;">Civil society organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input checked="" type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input checked="" type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input type="checkbox"/></p>	

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The Department of Basic Education: Kha Ri Gude Campaign Unit, the Department of Higher Education: Adult Education Directorate: The University of South Africa: College of Education, Non-Governmental Organisations- the document was sent to the stakeholders and inputs were collated; a meeting took place for buy in with the reporters, emails were sent to and from the reporters.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of adult education? <i>If Yes, please provide it in the space below:</i> Adult basic education and training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of literacy? <i>If Yes, please provide it in the space below:</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> The use of reading, writing and numeracy skills in relevant contexts, including those of active citizenship, health and livelihoods and ongoing lifelong learning.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>): While schooling has mostly been used as a proxy for illiteracy/literacy the recent Household Surveys and the 2011 National Census obtained a more nuanced view of literacy by asking respondents to state their level of competence on various outcomes ranging from writing one's name to completing a form.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	

<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?</p> <p><i>If Yes, please select the option(s) below that best describe the change(s)</i></p> <p>New conceptual definition on literacy in place (for policy)</p> <p>New conceptual definition on literacy in place (for data collection only)</p> <p>New assessment of youth and/or adults' literacy skills</p> <p>Increase in the periodicity without significant conceptual changes</p> <p>Other changes (<i>please provide details below</i>):</p> <p>As mentioned above, the 2011 national census required adults who had less than grade 7 to state which literacy competences they had. National Census 2011 Instrument is attached as Annexure A.</p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>1.5 Has your country faced challenges in collecting literacy data?</p> <p><i>If Yes, please describe them briefly in the space below:</i></p>	<p><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.</p>	
<p> </p>	

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Many references in Education White Papers	1885 to 2001
				1955
				1995
				1996
			African National Congress (ANC). 1955 Freedom Charter, Johannesburg:ANC	1997
				1998
			Republic of South Africa (RSA).1995. South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)	1999
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The ANC Policy Document on Education and Training National Education Policy Act No 27 of 1996 Constitution of the Republic of South Africa,1996 (Act No.108 of 1996)	2000 2008
			Skills Development Act 97 of 1998, its amendment Act 37 of 2008	
			Adult Basic Education and Training Act (Act No 52 of 2000)	
			Skills Development Levy Act of 1999,	
			National Skills Development Strategy (NSDS) I, II and III	
			National Youth Development Agency Act 54 of 2008	
			Interim Guidelines for ABET (1995)	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Multi-Year Implementation Plan for adult education and training (1997).	

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	Illiterate Adults aged 15 years and above; females and males; able bodied and disabled; speaking the 11 official languages and residing in the nine provinces of the country.	approximately 8 - 9 million
Adult literacy		

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.				
	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To enable 4,7 million illiterate adults to become literate by 2015	2030
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2015

2.4 Does your country have a policy on the language of instruction in adult education?		Yes	No
		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>South Africa has 11 official languages. Literacy and Numeracy in Adult literacy is offered in all these languages and English is often taught as a second spoken language since 1994.</p>			

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?		Yes	No
		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>South Africa has the South African Qualifications Authority (SAQA) and Umalusi as an accrediting body, it also has education and Training Quality Assurers (ETQA) that accredits education and training and other sectors. On Informal education, South Africa has a National Qualifications Framework and a Qualifications Authority that in principle can do this (usually through Recognition of Prior Learning processes), though there are difficulties in practice.</p>			

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>The Ministry of Higher Education and Training has established a task team to examine the development of a new institutional model for the delivery of Adult Education and Training. Skills for youths and adults are being delivered through the national Skills Development Strategy and the establishment of Quality Council for trades and Occupations. The 2011 Green Paper on Post School Education which will lead to new legislation is being prepared for commentary at the time of this report being submitted. The Green Paper will have implications for the delivery of literacy as part of the Adult Education continuum.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>The KHa Ri Gude Literacy Campaign provides statistics and learners who have gone through the system are registered on the National Learner Record Database managed by the South African Qualifications Authority (SAQA).</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2011	National Development Plan
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2011-2016	National Skills Development Strategy 111
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		New Growth Plan
Sustainable development strategy	<input checked="" type="checkbox"/>	2011	
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>		
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>		

Other (specify in the space below)

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Green Paper on post school education and training	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Green Paper on post school education and training	
<i>If Yes, please elaborate how they have been involved.</i>				
The Green Paper has been subjected to broadbased public commentary by the Unions, Adult education organisations which represent educators and learners.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
Department of Basic Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Higher Education and Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Department of Correctional Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Department of Public Works	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Governmental:				
<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
A number of NGOs, much reduced in number from previous decades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molteno	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Triple E Academy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Thabiso Skills Centre	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adult Learning Network	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Project Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Operation Upgrade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Department of Higher Education, Adult Education and Training Mr David Diale:email: diale.d@dhet.gov.za		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> Department of Basic Education, Kha Ri Gude Unit Dr M Ramarumo: email: ramarumo.m@dbe.gov.za		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Providers of formal qualifications in basic education are required to register with Umalusi (for purposes of quality assurance) and with the Department of Higher Education. The Department of Higher Education and Training, through various structures such as the national Skills Authority cooperates and coordinates with stakeholders and roleplayers in Adult education and Training.</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>The Department of Basic Education, Kha Ri Gude Unit, works closely with the department of Public Works, Expanded Public Works Programme, the Department of Home Affairs, the Department of Correctional Services, the South African Qualifications Authority, etc.</p>		
3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>National government has provided training for officials from the 9 provincial departments of education.</p>		
...adult literacy?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>National government provides training for literacy facilitators who participate in the campaign.</p>		
3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.		

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Rand

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	R140billion	R165billion	National treasury
<i>Sub-national governments</i> ⁵			
<i>Total</i>	R140billion	R165billion	

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	R1.12 billion (Adult Education)	R1.19 billion (Adult Education)	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	R443 179 000 KhaRiGude literacy	R466 760 000 (literacy)	<input type="checkbox"/>

⁴Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵Control for the potential double-counting effect of transfers across different government levels.

<i>Sub-national governments⁵</i>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Adult Basic Education is provided by 2 Ministries - The Department of Basic Education which is responsible for initial literacy by way of the KhaRiGudeLiteracy Campaign and the Department of Higher Education which provides basic literacy for adults requiring the second to fourth levels of adult basic education. The Department of Higher Education and Training uses a decentralised model through which the funding is allocated to the 9 provinces for implementation. In addition, the Department of Higher Education is responsible for the National Skills Fund through which a number of Sectoral Education and Training Authorities allocate funds for basic education and skills training. These models are now under review with a Green Paper being circulated for commentary at the time of this report.</p>

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	unschooled adults	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	adults and youth	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	youth	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	youth	<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	all learners in literacy and schooling	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Private companies	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	illiterate workforce	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	workers	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	workers	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	workers	<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	illiterate adults	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	Youth	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input type="checkbox"/>	adults requiring basic education	<input type="checkbox"/>

<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		
Harley et al (2006) and Aitchison et al (2010), University of Natal surveys of adult basic education and training		
Blom 2011 (CEPD), Ministerial Committee Report on Literacy 2009 (Department of Basic Education)		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
South Africa has 11 official languages and literacy is provided in all 11 languages. All languages have relevant learning materials.	<input checked="" type="checkbox"/>
Tshivenda, Tsonga, Sepedi	<input checked="" type="checkbox"/>
Isindebele, IsiZulu, IsiXhosa, IsiSwati	<input checked="" type="checkbox"/>
Sesotho, Setswana	<input checked="" type="checkbox"/>
English	<input checked="" type="checkbox"/>
Afrikaans	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
All 11 official languages are catered for in ABET and Literacy classes. Challenges occur in metropolitan areas where there are more than 1 home language in the class and the teacher has to teach multilingual classes.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide references or attach documents on local community participation:</i> Language and educational experts develop core materials. In some communities local materials are developed by the service organisations. Because formal adult basic education has equivalence with the school system, it is necessary that adult learners are assessed against the learning outcomes for their level. This requires that professionals develop the materials to assist in the achievement of learning outcomes.</p>			

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

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5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> <p>The South Africa Illiteracy campaign has statistics on all learners - this includes each learner's biographical profile, their assessment records and attendance. All learner records are uploaded onto the South African National Learner Record Database to enable tracking of learners (Prof Veronica McKay can provide further information (mckayvi@gmail.com))</p>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i></p> <p>To date the literacy Campaign has assessed approximately 2 million adults who have completed the literacy programme. The assessments are standardised and documentation can be provided on how the assessments are conducted and verified.</p> <p>The Kha Ri Gude Mass Literacy Campaign in South Africa has attempted to implement a strategy for mass-based assessments to assess learning outcomes of participants enrolled on the campaign and provide tangible evidence of full or active participation of learners. The programme of assessing the knowledge and skills of learners has been integrated into the ongoing monitoring and evaluation strategy of the campaign. The assessment approach was developed to be a regular, integrated, non-threatening assessment through which learners can demonstrate their growing competences in the 'Yes I can' portfolio. The structured portfolio assesses learners' competencies against outcomes aligned with specific unit standards and all learners' grades are captured and recorded.</p>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No

Adult education Adult literacy	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<i>If yes: Who participates more?</i> Women Men	Adult education	Adult literacy
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
<i>If there are differences:</i> Have measures have been undertaken to address these differences in adult education/adult literacy programmes? Adult education Adult literacy	Yes <input type="checkbox"/> <input checked="" type="checkbox"/>	No <input type="checkbox"/> <input checked="" type="checkbox"/>

If measures have been undertaken please provide a brief description and references:
Because women tend to enrol for literacy classes more than men, the KhaRi Gudeliteracy campaign has endeavoured to encourage men to attend literacy classes because men tend not to attend.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

The Campaign relies on approximately 40 000 volunteer educators to deliver literacy each year. The large majority (80%) of the volunteer educators were female and a similar proportion of learners are female. The Campaign specifically targets the disabled, and approximately 8% of the learners were disabled, making it necessary for the Campaign to ensure that it accommodated their special learning needs.

Deaf volunteer educators were recruited and trained to teach Deaf illiterate learners. This was regarded as an innovative approach in the realm of Deaf education since it is the first time that the Deaf themselves are taught by ‘first language’ educators who are au fait with Deaf culture and who are sufficiently competent to teach using their ‘mother tongue’, i.e. Sign Language, as the medium of instruction. In many cases, illiterate Deaf adults (in particular those from rural areas) had not had the opportunity to learn Sign Language. The Campaign thus provides an opportunity for Deaf adults to learn Sign Language at the same time that they acquire basic literacy skills.

Similarly Blind volunteer educators to teach Braille literacy to Blind illiterate adults. Each Blind volunteer educator is provided with 4 Perkins Brailers for his/her class of 8 learners to ensure that learners are able to produce and read Braille text. It was necessary that each Blind trainer be coupled with a sighted assistant whose responsibilities include guiding the educator to his/her class, completing written reports/registers, being responsible for managing the Brailers and other teaching aids, and to generally assist the blind educator.

The greater majority of learners are from rural areas , many of which are hard to reach.

The Campaign impacts on nation building in a range of different ways. It plays an important function in youth development by organising the youth who volunteer as educators and conscientising them of their social responsibility to the nation and to be more caring and responsible.

The Campaign contributes towards the alleviation of poverty. Stipends are paid to Campaign operatives, the majority of whom are unemployed. The greater part of the Campaign's budget is allocated to the payment of stipends to volunteer educators.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	1998	Adult Basic Education only
Learning materials	<input checked="" type="checkbox"/>	1998	Adult Basic Education only
Facilitators' training	<input checked="" type="checkbox"/>	1990	Adult Basic Education only
Teaching/ learning methods	<input checked="" type="checkbox"/>	1990	Adult Basic Education only
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1998	Adult Basic Education only

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2008	KhaRiGude campaign
Learning materials	<input checked="" type="checkbox"/>	2008	KhaRiGude campaign
Facilitators' training	<input checked="" type="checkbox"/>	2008	KhaRiGude campaign
Teaching/ learning methods	<input checked="" type="checkbox"/>	2008	KhaRiGude campaign
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2008	KhaRiGude campaign

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education					
Provider	Pre-service		In-service		
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)	
Governmental institution	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
University		1 - 3 years with post graduation options			1 - 3 years
Private company		1 week - 3 months			3 months
Non-governmental organisation		1 week - 3 months		3 months	
Adult literacy					
Provider	Pre-service		In-service		
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)	
Governmental institution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
University		1 - 3 years with post graduate options			
Private company		1 week - 3 months			
Non-governmental organisation		1 week - 1 year			

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	R6000 pm	Department of Higher Education
Adult literacy	R1500 pm stipend	KhaRiGude campaign

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (If yes, mark all that apply)		
	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><i>Please provide a brief description and references:</i> All literacy classes are monitored by the Campaign's monitors, by National Treasury, the Auditor General and the Extended Public Works Programme.. An evaluation has been conducted by Unicef. Report available from Prof Veronica McKay (mckayvi@gmail.com)</p>		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	<i>Mark all that apply</i>
Lifelong learning	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i> The implementation of the literacy campaign will impact on the development of policy for post school education and training.</p>	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

The Kha Ri Gude Mass Literacy Campaign was launched in 2008, with the intention of enabling 4.7 million South Africans to become literate and numerate in one of the eleven official languages by 2015.

- The government of South Africa recognized the need to fast-track literacy to attend to development needs and at the same time attempt to meet the EFA goal of halving illiteracy rates by 50%.
- The campaign enables learners to read, write and calculate in their mother tongue in line with the unit standards for ABET level 1, and also to learn spoken English.
- The mass campaign relies on community participation. The community assists in the recruitment of teachers and learners, in the selection of venues for classes and with monitoring.
- While utilizing the services of volunteers, the campaign achieves a social welfare outcome by offering job creation opportunities for volunteers to earn a stipend.
- The campaign enables accessibility by holding classes in communities, at times which are convenient to the learners, and taking place in homes, churches, mosques, schools and community centres.
- Learners are able to access the campaign at no cost, thus making it accessible to the poorest.
- The campaign provides 240 hours of contact tuition.
- The campaign recognizes the importance of mother tongue literacy and offers classes in all

eleven official languages, as well as in Braille and Sign Language.

- It is inclusive of all marginalized groups and specifically targets the homeless, rural communities, aged, out-of-school youth, disabled, incarcerated, women, street children, victims of trafficking and migrants.
- All learners enrolled in the campaign are registered on a central database and their achievements are recorded to enable accreditation and validation of learning.
- Relational databases and a unique numbering system links learners with their educators, educators to their supervisors and supervisors to their coordinators.
- All learners are assessed prior to being registered on the campaign (as they should be either totally illiterate or have a sufficiently low level of literacy). Learners who show some literacy competences are referred to other government ABET classes.
- The campaign utilizes economies of scale and enables an adult to become literate and numerate at less than \$100 per capita, enabling the expansion of literacy provision.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

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8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and references:</i>		
There have been a range of media pertaining to education and gender particularly around National Women's Day. In addition South Africa has a Ministry for women, children and disability that is responsible for media around women and health, education etc.		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i>		
As mentioned above there has been media in respect of disability and health.		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input checked="" type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
<p>Because the literacy campaign has measured and recorded learner participation and achievements, it can be said that the campaign has reduced the number of illiterates by 2 million. In 2011 South Africa had a National Census and we await the stats.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
<p>Reduction in capacity of universities to train practitioners and conduct research because of closure or downgrading of adult education departments</p>

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
<p>It would be good for the country to obtain direct literacy results using a LAMP-type instrument.</p> <p>The Green Paper is making broad proposals for increasing post-school education which will include opening options for the basic education target group. These are needed since the only innovation since 1997 has been the South Africa National Literacy Campaign.</p>