

Abstract

This paper reports on the findings of the research in which an evaluation of the *Kha Ri Gude Mass Literacy Campaign* was conducted at five different learning centers in Tshwane. The campaign was initiated as a result of the observation that "... South Africa's system of Adult Basic Education and Training (ABET) is not reducing the number of illiterates in spite of the constitutional right of all South Africans to basic education in their own language" (Ministerial Committee on Literacy, 2007: 5). Furthermore, studies have shown that illiteracy especially among black South Africans is not going down. This is thus preventing affected people from contributing effectively and meaningfully to the social economic and political life of the new democratic South Africa.

The evaluation was to inter alia assess how the problem of illiteracy was being addressed in light of the campaign's focus of using mother tongue as a way of enhancing the learning process. Data collection instruments included questionnaires that were completed by coordinators, supervisors, and volunteer educators involved in the campaign. Class observations were carried out on the learning process in order to establish the degree to which mother tongue instruction made it easier for the learners to among others participate effectively and meaningfully during the learning process and assess how different volunteer educators' different teaching methodologies impacted on the performance of the learners. Preliminary results indicate that mother tongue teaching greatly enhances learner participation and understanding. It is therefore recommended that efforts to conscientize people about the benefits of using mother tongue when teaching be done so that all people can be able to reap its benefits.

Key words: Evaluation, Mass Literacy Campaign, Adult Basic Education and Training, mother tongue, teaching methodologies, Illiteracy, Volunteer educator,