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REPORT ON LITERACY
BACKGROUND

ANC-DAC .

Approximately there were 30 participants and the following organisations were represented in this

Commission.

ANC-DAC , READUCATE TRUST, ACAC, UBAMBISWANO CULTURAL GROUP, AKANANI RURAL DEVELOPMENT , RURAL DEVELOPMENT COLLECTIVE; AMANKWENKWE; TYPLY; NUM; S.R.A; SANCO; KAC; DAKAWA PROJECT; SAWCU; CAWSA; UMTAPO COMMUNICI'Y DEVELOPMENT; SIYATHUTHUKA; COSAWU; UNITAPO CENTRE; EMINENT PERSONS.

INTRODUCTION

The Commission on literacy was not clear of the objectives to be achieved, no document was forwarded to the Commission as guideline, but managed to grapple through until the saviour came

to our assistance. Thus in this regard the format in terms of reporting back that moulded into us

coming into resolutions which are proper and correct and should not be rigid. We invite everyone to

constructively or critically analyse and amend.

The Apartheid System has given birth to illiteracy and is continuing to do so. People have been and

are still deprived . These resolutions and recommendations are the feeling of the Commission.

The Commission on literacy met on April 27 1993 and performed a short play entitled "I TO LD

MYSELF I AM GOING TO LEARN" portraying the message that you 've never too old to learn and that literacy is a right not a privilege. The discussion covered the findings of the NEPI research

(December 1992) and NEPI's proposed four (4) Options

Noting that ;

1. The UN objectives were stated as being very relevant to South Africa in this period of transition;

2. Culture is always addressed to a literate audience ;

3. Literacy Programme through which cognitive skills and critical thinking could be advanced

were lacking ;

4. Illiteracy also affected voters' education;

5. Literacy as product of social reforms, rather than as a process linked to social reforms ;

It is hereby proposed that the following be resolved

1. That many people be included in social life and formations so as to, inter alia eradicate

political illiteracy etc.

2. That central responsibility for Adult Basic Education be given to the State;

3. That money be provided for literacy and Primary Schools to prevent further illiteracy;

4. That Voter Education be prioritised;

5. That Trade Union tullltate theney II the worlds; place;
6. That DIM Rights he teen u put of nuns- Rights;
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12. A That rnhi-womu toi Trainer. and new teacher: he explored , including utilising
models from shroud;
13. That the prairie. of Leanne in A B E Pngrunmel be seriously considered.
WAY FORWARD
Community involvement in developing and mung the present structures,
Media participation, ndio-tlots to reach people through Performnee An,
Utilising available manna e.g police stations, schools, churches to intensify the Literac
y
through Affirmative Action. .