

NM0/013/2009/25

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 COMMUNITY 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 gave 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 TOLD MYSELF I AM GOING TO LEARN" portraying the message that you 've never too old to learn and that illiteracy 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 address 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 link 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 provide for literacy and Primary Schools to prevent further illiteracy;
4. That Voter Education be prioritised;

5. **That Trade Unions facilitate Literacy in the working place;**
6. **That Language Rights be seen as part of Human Rights;**
7. **That A B E Programmes undergo fundamental change and constant evaluation;**
8. **That hitherto marginalised languages be given equal prominence for their development;**
which will subsequently empower the speakers;
9. **That African Women be encouraged to be involved in A B E Programme;**
10. **That since illiteracy and unemployment are related the future Government should become the major contributor in alleviating the problem of illiteracy;**
11. **That well defined A B E Policy be drafted ;**
12. **That Training Courses for Trainers and Literacy teachers be explored , including utilising models from abroad;**
13. **That the problem of Language in A B E Programmes be seriously considered.**

WAY FORWARD

**Community involvement in developing and recognizing the present structures,
Media participation, radio-slots to reach people through Performance Art,
Utilising available resources e.g police stations, schools, churches to intensify the Literacy
through Affirmative Action. .**