

Assessment of Functional Literacy amongst Non-profit Organisation Coordinators in Sibasa, Limpopo

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ABSTRACT South Africa is one of the countries which participated in the World Education Forum in Dakar in 2000. The Forum led to the establishment of six goals aimed at meeting the learning needs of all citizens; youth and adult by the year 2015. South Africa is further obliged by the constitution to provide Further Education and Training and to increase access to learning. Despite her commitment to improve literacy levels, the levels of functional literacy remain unattended. The purpose of this study was to investigate and establish self-perceived functional literacy levels of the coordinators of the non-profit organisation working with victims of abuse in the community. The study adopted a case study design employing quantitative, descriptive contextual approach. Data were collected by means of a self-administered, structured questionnaire. Ethical considerations as well as trustworthiness were ensured. Descriptive statistics was used to analyse data. Study findings revealed that there is a close relationship between the participants' self-perceived levels of competence and the level of importance they attach to functional literacy items. However, they concede that there are other items that they regard as important but they are not competent in. Self-perceived levels of literacy were ascertained and recommendations aligned to the Dakar and Sub-Saharan Regional Framework for Action.