

Ali

ECC EDUCATION PROGRAMME, OUTLINE 1

1. AIMS

- 1.1 To aid in the development of confident & effective leadership in ECC branches.
- 1.2 To develop tools for successful strategising in ECC.
- 1.3 To encourage theoretical understanding of the struggle in S.A., including in the white areas.

2, BASIC STRUCTURE

- 2.1 Six 120 min sessions, preferably organised on a weekly basis to allow for preparation, but able to be collapsed into one weekend.
- 2.2 Participants register for the course and expected to attend it all.
- 2.3 Readings will be provided as homework, either in preparation for next session or as follow-up.
- 2.4 Variety of approaches to be taken during sessions. Seminar-type inputs to be avoided in favour of participatory exercises.
- 2.5 Readings and worksheets collected into file.

3. OUTLINE OF SESSIONS

1. WHY ORGANISATION IS IMPORTANT AND WHAT IT CAN ACHIEVE

This session is introductory. Partly it aims at inspiration and the building of commitment.

Input:

- \* the story of Jim (which goes to show that anyone can be a leader if they are rooted in the needs of the people etc - a true wonder story)
- \* inspiring stuff from other struggles ???

Discussion to answer the questions :

- a) Why do we organise? What can it achieve?
  - b) What is democracy and why is it a principle of our work?
  - c) What is non-racialism and why is it a principle?
  - d) What is non-sexism and why is it a guiding principle?
- Methodology needs thought here!

Personal consolidation (homework):

- \*Reading on democracy
  - \*Reading on non-racialism
  - \*Reading on feminism..... Probably shortish extracts with participants writing short explanations for use in a practical situation.
- Alternatively: write up something on the benefits of organisation, which could be used as a check list in evaluation of org.

2. WHAT THE STRUGGLE IN SOUTH AFRICA IS ALL ABOUT

This session aims largely to explain the dominant concept of struggle in S.A., viz National Democratic Struggle. Thus it looks at what is wrong with apartheid (briefly), what is needed to change it, and the principles of mass organisation to effect that change.

Format: Illustrated input plus group discussion. Input is participatory.

Discussion topics to include:

- \* Why organise broadly
- \* Why organise in the white community (Should this go into a separate session?)
- \* Why & what are alliances?

Consolidation:

- \* Isizwe reading on NDS
- \* Written answers to practical questions to consolidate

QUESTION; SHOULD NDS AND ORGANISING WHITES BE SEPARATE SESSIONS?

### 3. SO WHERE DOES THE ECC FIT IN ?

Aiming to contextualise the ECC in the previous discussion, this session would focus on the aims, goals, methods of the ECC

Format: Small group discussion of simulated problems to clarify issues, followed by report back. (PROBLEM IS TIME)

Issues to be debated: \* ECC as a single issue campaign (The Q of alliances included)  
\* Non-racialism in ECC  
\* How broad is broad?  
\* Are we becoming reformist?

[FEEDBACK REQUIRED !!!!]

The issues will be presented in such a way as to develop an historical feel for debates in ECC.

Consolidation: Read ECC Review article in Org File, which will be appropriately updated

Also read Questions and answers about ECC with 1988 update.

### 4. HOW TO WORK MOST EFFECTIVELY

The major point here is to emphasise the need for a programme of action and to define what this entails.

The difference between strategies, tactics & principles will be raised with the hope of teaching people to think strategically

Would also like to develop a method of analysis which would help to develop good P of A and well strategised action (force-field analysis? )

Format: ??? Participatory construction of force-field of current problem

Simulate strategy, tactic & principle in relation to this problem.

Develop p of a in relation to solving the problem.

[HELP!!!!]

Consolidation:

\*Reading on Programme of action (But What?)

\*Handout on analysis \_ — worksheet??

### 5. LEADERSHIP

This session aims to build an understanding of the responsibilities of formal leadership, hoping that this will extend also to other members. There will hopefully be practical advice too.

format:???

Issues: \*Role of leadership in relation to base

\*accountability & discipline

\* Practical responsibilities defined and discussed

\*working towards collective leadership

### 6. PRACTICAL ORGANISATIONAL SKILLS

This is more of a workshop session which will cover

\*Preparation of an agenda (Participants do it, then crit)

\*Meeting skills (John Cleese video?)

Chairing skills (define good chairing, make check list)

Possibly bring a lot of the course together in a simulation game which deals with all these aspects, including strategies & tactics (eg security workshop)

Readings: Meetings meetings meetings

### 7. EVALUATION

Not really a full-on session, but evaluation of whole course followed by a jorl. Actually, each session would be evaluated immediately, either in written or oral form.

## The education subgroup of the End Conscription Campaign,

At this stage we are a very new, small, and very enthusiastic subgroup. We feel most strongly that this group is one where we can all learn together and then share it with others.

The existing education subgroup has broadly defined 3 areas of work.

- 1) internal education of ECC members and affiliates
- 2) work with youth
- 3) research and resources

We are waiting for new members to define the work more clearly and to get down to it all together.

We have decided to meet once a week. These meetings discuss the direction and coordination of the work. The labour of the group will happen outside of this meeting. The coordinator of the group is Annemarie Kademeyer (tel 643 6405).

A description of the ~~the~~ 3 areas follows.

### INTERNAL EDUCATION.

We see it as our responsibility to ensure that ourselves and the members of ECC develop and maintain a dynamic understanding of the role of the STDF in South Africa and the ever changing realities of the conscript. We would initiate and maintain channels of gathering the information and sharing it with members of ECC. Together with the contact groups we would assess who are the people who are most interested in the topics. We hope that members who join this subgroup will develop a programme of interest topics which could possibly be presented once a month. We would pick up on issues of the day, eg conscripts working at Baragwanath. We envisage outside speakers giving the input but optimally members of ECC and

our affiliates would do this.

We would liaise with the newsletter group. If they are doing a feature, we could use the information for an interest evening or visa versa.

## (2) YOUTH.

In the initial stages we see our work aimed at the youth rather than schools. In particular we thought it necessary to develop a programme which ~~initially~~ could be used by youth groups. We would like to develop a programme which initially would aim at girls of school going age.

In relation to actually working in schools, we thought it most realistic to develop media such as pamphlets and stickers which could be distributed in the schools.

Our access to youth is very limited. So far our contact is envisaged (but needs to be initiated and maintained) with

Young Christian Students (YCS), Anglican Synod, Jewish Youth Groups and Junior City Council.

Our immediate action in two areas is to develop a programme

We have been asked by 14<sup>th</sup> Y<sup>th</sup> <sup>Church</sup> committee (International Youth Year) to produce part of a package on the SADF.

This work has proved to be very exciting!

## 3) RESEARCH AND RESOURCES

This area links up with both the others. We need to be collecting and developing our resources through research in order to present internal education sessions, and to develop up to date and original youth packages.

A crucial area of work would be keeping ECC informed on the activities of the SADF in this region. No one at this stage has a unified understanding of the activities of the SADF. We need to be keeping in touch with and getting an overview on their activity from within the schools to strike-breaking activity. Many organisations have fragmented pieces of information and we see ourselves developing networks where we can piece together an overall picture.

### The Conclusion

The work of this group is extensive. However we feel that it is within our reach. We have no expertise in this field and so there is an opportunity for all of us to learn together. The more people who join us the less load there is for each individual and the more ground we can cover. Come join us!

If you are interested, please feel free to contact Dana at 648 3620 or Annemarie 643 6405.

## THE EDUCATION SUBGROUP OF THE END CONSCRIPTION CAMPAIGN

At this stage we are a very new, small and enthusiastic subgroup. We feel most strongly that this group is one in which we can learn together and then share our information with others. The existing education subgroup has broadly defined three areas of work:

- internal education of ECC members and affiliates
- work with youth
- research and resources

We are waiting for new members to define the work more clearly and to get down to it all together.

We have decided to meet once a week. In these meetings we discuss the direction and coordination of the work. The labour of the group will happen outside of this meeting. The coordinator of the group is Annemarie Rademeyer (tel: 643-640 5)

### A DESCRIPTION OF THE THREE AREAS OF WORK:

#### Internal education

We see it as our responsibility to ensure that we and the other members of ECC develop and maintain a dynamic understanding of the role of the SADF in Southern Africa and of the ever changing realities of the conscript. We could initiate and maintain a network of people and organisations from whom we can gather information which we can share with the members of ECC. We envisage a situation in which a topic of interest could be presented to members of ECC and affiliates once a month. These topics would include the issue of the day eg. the use of the SADF in the Baragwanath strike, as well as more general topics concerning militarisation. We hope that people who join this subgroup will become involved in developing a programme of topics of interest. We hope to make use of input from outside speakers but optimally members of ECC and affiliates would take responsibility for this input.

Work in this subgroup involves liason with members of the contact group as we are hoping to broaden our membership base. It also involves liason with the media group. If they are running a feature in the newsletter we could pick up it in an interest evening and vice versa.

## Youth

In the initial stages we see our work aimed at youth rather than schools. In particular we thought it necessary to develop a programme which could be used by youth groups. We are specifically interested in developing a programme aimed at girls of school age. In relation to actually working in schools, we thought it most realistic to develop media such as pamphlets and stickers which could be distributed in the schools.

Our access to youth is very limited. So far our contact is envisaged (but needs to be initiated and maintained) with Young Christian Students, Anglican Synod, Jewish youth groups and Junior City Council.

At present we are working on a package for the IYY church committee. We hope to produce other such packages on the role of the SADF and militarisation for other youth groups. This work has proved to be very exciting.

## Research and resources

This area links up with both the others. We need to be collecting and developing our resources through research in order to present internal education sessions and to develop up to date and original youth packages.

A crucial area of work would be keeping ECC informed on the activities of the SADF in this region. Noone has a unified understanding of the activities of the SADF. We need to keep in touch with their actions in order to get a clear overview of all military activity in this region. This includes the role of the army in schools, in quelling unrest in the townships as well as their less widely publicised actions in strike - breaking endeavours. Many organisations have fragmented pieces of information, we see ourselves developing networks where we can piece together an overall picture.

## CONCLUSION

The work of this group is extensive. However we feel that it is within our reach. We have no expertise in this area so there is an opportunity for us to learn together and to develop new skills. The more people who join this group the more ground we can cover and

the lighter the work load for each individual.

COME JOIN US

If you are interested please feel free to contact:

Dana at 648-3620 or Annemarie at 643-6405.



Std 7 : Europe : 19<sup>th</sup> century : Construction of Syllabus around "great leaders."

As the syllabus is constructed around "great men," it is important to explore issues like:

- Why do we learn about "great men" in history?
- Why do people obey other people?
- How far do people go in obeying instructions?
- Which qualities do / should leaders have?

Method: Games / Discussion / Poetry

1. Do this, do that.

Class plays the game for some time.

When game is in full swing, hold up a sign:

Why are you obeying this person?

2. Students take partners: stand around the room. Give instructions as to how partners should make contact

eg hands to hands

hands to feet

heads to heads etc

Instructions should ~~become~~ <sup>gradually become</sup> more unacceptable -  
lips to lips etc.

Hold up sign: How far ~~will~~ <sup>think about</sup> will you go in obeying instructions?

3. Each person in class to <sup>think about</sup> ~~choose~~, in their heads, someone who they would choose as a leader.

Std 7: Leaders continued!

3. Sign

Why did you choose this person as your leader?

Discussion to follow on qualities of leadership - value of leadership - alternative methods of organizing people - collective responsibility - democratic decision-making, etc etc.

4. Brecht's poem: Questions of a Worker Reading History

Discussion to follow.

**Collection Number: AG1977**

**END CONSCRIPTION CAMPAIGN (ECC)**

**PUBLISHER:**

*Publisher:- Historical Papers Research Archive*

*Location:- Johannesburg*

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