

29-9PR-92 NE)?! 14:34 US\$400? 0351

t t t

t_d_____nLEARNING NATION

7,77 . .e4____e..._,_,_,_

SACHED TRUST

Allind Building. DOC Brae CNMI.

.mnannahnro ?nm

PO Bo;z11350,Johannesburg,

2mm

1eL(o11)333.9746

Fax:(o11)3aa.2297

REGISTRATION N UMBER

6Q/1FIAA7ID7

28 April 1992

Attention: Tony Seedat (ANC Projects Dept. London)

Re: request for information on Study Groups

Firstly, an apology for the delay in responding to your telephon-
iu chucaL. I LhuughL it nnyuyLidLu, after our conversation, to . i
raise the issue in a Learning Nation staff meeting for discus-
sion. Further delay arose as a result of my not taking down your
fax number correctly.

After putting forward your request to our_staff meeting for
discussion we arrived at the following conclusions, presented
here in summary form:

1. We were excited by the fact that Learning Nation was being
read "so far away from home". Further the prOSpeCt of support for
the study groups in some form, is in general, a positive one.
2. W& reaffirmed our view that Learning Hatien did th "own" the
study groups -the groups are independent initiatives supported
by Learning Nation and other educational \$orvico organisations.
The form of support ha: been in making edutitional an information
available to the groups.

We needed to be clonr I! to exactly in what form you envisaged
your project giving support to the groups.

3. Another area of concern for us was developing a working relav
tship between your project and us in an accountable way. For
example, we have a good working relationship with the ANC DPE
here in JHB, in that the DDE is also in tho prooooo of netting up
study circles. We have an agreement to share ideas and education-
al resources where possible.

We are not sure as to whether you have contact with the DPS and
are familiar with its developments re. study circles?

4. we felt that if the nature of your support relates to "fund-
raising" Then this nnnld take other more appropriate fnrms such
as funding for Learning Nation as a project of SACHED, which

Imam II III nlnllrn n: II: II I , . Il_l IL .u_ . _ J L--..... "WW..."

."910% WWW! Collect Prnjml. lnhnm and Community HuourcOI 'Pmpci. Pubhchina

UDDOM. Turm Corrolpondonco Calm. Educallormnuouvcu .

ucneo Tmolio: 'Mr I. Skwoyiyl (Chnirporson). m o Adm. Holcsw o n Botzoh.

Dr E P arm, Nchbmhop P J mzi. Bishop M Outbuui, M! D J Colbert. Dr K N Ginwmat

nnmw Kto mmmr. M. R V Hu'ulyl, MI A vau. M: A I morpnql, rroluw : Mphamalot

M: G M Put... 0! M RampMI-t Archbishop O Tutu. Mr M Nayw (Twat Socremy)

__- .- t_. _- -._

would then impact on the support of study groups. In this regard, we have already informed our financial director of your proposal and that we would put forward this suggestion to you for consideration. Should this be a viable suggestion, then our financial director would liaise with you.

We would appreciate your response to this suggestion.

Finally, we want to thank you for the interest you and your project have shown in Learning Nation and the work it does. We will continue to count on your support.

To try and assist you in getting a better understanding of our AIMS as a project, I have appended:

1. a statement of our principles and objectives
2. results of our 1991 survey

I hope that this information will be of some use to you.

We hope to get a response from you in the near future.

Yours sincerely

F. Kin W. JZ.

ii'ESijqf agnqiah

Outreach: Learning Nation

cc ANC DPE

- ' -v; . . n- -t

239'-HF3R-923 PIEIJ 1-4:E35 P.

In order to promote the development of a learning culture and the interests of the working class, we have to start with material that is relevant to the class itself. This is being developed through consultating and working more closely with the educational ugenLti Of Lhese ummtituenicies.

Development of Groups

In the March 26 1991 edition of Learning Nation we published an dLLiUlB on how to form groups, the need for them and how Learning Nation could assist in this proCBSS. In that articiu we enclosed a questionnaire which asked gruups already in exLuLunec and those still in the process of formation to contact Learning Nation.

We received 60 responses from all over the country. Some were groups of workers, others groups of workers ani students, just students and even teacher-student groups. At the mnment we have 250 functioning groups.

On 5th and 19th July 1991 Learning Nation had a meeting with the foiIowing service organisations: NECC, ELTIC, CRIC, FRU, COSAW, HAP, ELP, ILRIG, SACCAWU, IAS, STORYTELLER GROUP, TELIP, EIC, Writers, WORKERS LIBRARY, TRAC, SACC, ESP, ANC Political Education and New Nation to discuss and plan support for these groups. ERTPT, TOPS, LEARN & TEACH and READ were unahln to attend but expressed their support for this project. Thin initiative received a positive and enthusiastic response, with the organisations expressing a firm commitment to be part Of a networking ayaLcm around serviuing Lhe groups.

The development of Community Learning

It is crucial that Learning Nation continues to initiate, support and develop the concept of community learning through key national organisations, our supplement and other progressive agencies.

Wn have already begun this process through snnn nf thn Cnsatu affiliates and through the supplement itself. Moreover, we have begun Lu lQUk CAL 110w uLlnzu. DGLViLA: ULguulaaLiuub pun IhetWOCK wile us in order to support these groups nationally with a particular focus on the rural areas.

naioc public consciousness about education

Learning Nation, by being an educational supplement in a news-nnnnr. 15 in itself raising fhP nrrnfile nf Pdnnarinn ln n hrnadnr context. The supplement now carries a page focussing on educational issues. This page raises issues like:

t Who should control education?

itWhat kind or education do we want - techniuaI/acadmnic

t Questions around a future language policy.

what educational structures should be set up?

The role of parents

What Should the national education system look like?

The Funding nf ndnrnfinn

iiiiri'

B4

. w... ht.-. -. .-. ...,

'?9-HF3R-J?? Hrrn 14 :HF- P-

strengthen and support organisation building:

t Learning Nation will build and extend its materials on skills development for organisation building by continuing the Skills for Learning Page but consolidate this through the introduction of a Building organisation page.

h Learning Nation has always prnmnth orgnhjmulion building and democracy both in its content and through dealing with these issues as subjects in themseIVes. This is becauhe Wu haVQ always understaed the impULLaHbC UE Lhc uunuupLa and Lhe nued LU lmplement them in practice.

i Learning Nation has generated a web of eiucational relationships sparked by the content in the supplement . We hope to continue with this uppluah and build d ldeting education programme based on a range or actiVLCles and materials provided by SACHED and other service organisations and lobby groupm. These links must be consciously maintained and developud to form a cooial movement with cammmunity learning centres 83 the base, L&hltl'nll'u'! Nh'iLanh Will oLLivu t0 advalnuu dumuu;a'.lu uduuuLluu by developing materials which Support educators (in and out of school) in their struggle to become effective educational agents. The Mattie literature page, the matrin history pagn, the skills for Learning page and the Education page are all developed with an aim to supporting teachers and students in thu formal arena. Building an effectiva outreach

Learning Nation has been doing outreach work SihCG January 1990.

The nature of this outreach work involved COLtacting unions, civics, teachers organisations and students in order to introduce them to Learning Nation, and present guidelinns on how tn use Learning Nation for educatiOnal purpueea.

Learning Nation is used widely, fnr anmplp, in rnrrrnry Hdnrnfinn Committees, locals, lsiyalalas' and ANC bfanChes, whiuh wu understand to be the basis of community learning as well us in more formal situatiOns like the classroom.

The Learning Nation Outreach Component will continue to establish Contacts with educational agents in representative organisations and work out support programmes for their educational programmes. They Will continue t0 WOrk closely With the Database OrganiHHr in oxdcr to develop n nehwnrk nF nnnhnntn. The frwdbnmk from hwth These areas nf wnrk will inform our methodology and contont. Tho Learning Nation Outreach Unit is working more closely with other "outreach workers" in Sached and so link more directly with other SACHHD publicationa ab well.

ZQhQPRhBZ NED 14:67 P.36

WHO READS LEARNING NATION

I The greatest proportion of our readers are students (60%). This grouping includes students from Std 4 upwards.

I 01 the 29% who have paid jobs 71.5% are from the working class eg. gardeners, labourers. factory workers etc. -

I 10.19% of the working class group is made up of security guards, a pattern that manifested itself last year as well. We think the reason for this is that, security guards

are normally the first to have access to newspapers delivered to buildings. They possibly have time to sit and read.

I Tonohoro make up the largest proportion at the middle school group. namely 200% Social Standing of Readers

Students Iorkmg cum

607'; 71.6

xx P Mtdlrl class

t 26 5

Unemplnycrl Workers

11% I / Employed people

READING FREQUENCY

It was interesting to see here that a very high percentage (67%) of readers were regular readers.

Reading frequency

every week

Nearly every week

21

43-HHR-92 NED 14:68

AGE GROUPS OF READERS

Mus! madam am": In lha yaung adult catagary (10 - 25 years). This 85 linked to our high
yudont readership who are the most representatva In this gmn.

Ages of readers

Percentages

60

)16 16-25 26-34 35-45)45

Age Groups

EDUCATION OF READERS

Most of the readers have uawu'Mat'y level education. 20% of this grouping are unemployed
with matric:

Education level of Readers

Percentage

70 _____.v__.

____.

Meme sur- 5 a 9 Sld'l 4.5.6 3: 7 Con/mp1/Gnd/Und.

- Education Level W Unemployed Metrics

2

?Q-QPP-CI? IIIFTI 18-53% F'

WHERE DO RFADFRS CDMF' FROM 7

MM! nf nur rnndnra ln metmpc-Iitan M'iiij comm Iron: um Tumuaul (61.6%) with mu wul spread over Cape Town. Orange Free State and Natal

WI IEHL'. DO HEADERS COME FROM ?

Transvaal

61.5%

Unknown

5.5%

WHICH PAGES 0!" LEARNING NATION DO HEADERS LIKE THE

MOST?

The . favourite page of our readers is the Current Issues page (24%). Most of the readers found thls page both pollucally and educationally enlightening. It provided them with an analysis of what was happening around them and kept them up to date with current politica l

debates.

r'avounte Pages

M._.uh%_h_

rl'hu perrennz:

dlndl "I "R

y-pl (pm aqml

Cuvrvnl lnhrnol Mllric sym- illrlc A1! HtIH-h Rnour- Pupil! W Mox) ll

IAN" "Mary Mutory UL". Puge- Forum INMINGG '0' W

mm: who did um

relpnnd w w:

qu "(inn l n d

t h a I e IV D o

rlrrml mm nm

of New Nsuou u

awhole 4. Spam

Learning Nation pages

.- _ . .- _ _ _ _ _ _ _ _ _ _ _ . _ _ _ _ _ % ma)

29-HPR-92 NED 14:39

WHAT DO READERS THINK ABOUT LEARNING NATION ?

When readers were asked for the results of their experiences with Learning Nation the following response was recieved:

n. l.

u. .LIJ

Prjovtdesm wit; . eiea'rje'i eaiiticeijhnde'r's'tahdi'n'd'

g; LPr'Qvideeihte'jytiithfskilie : ' 2 i , , '-;5.' ..

.- Has'fbharigau: fy' m" .__...9 ;j:.'

' IHotpodtmeiiririkjilhwith otherori anisetibhs

j Helpednildbuiidei'king CiaG-aiorghrtltbitlidlt

From the responses it is clear that readers felt that Learning Nation has empowered them:

one worker said 'i now understand what is happening wound me and know what to do';

Another Student said; 'Peupie ual't longer cheat me now with my mum Learning Nntinn'. Man

Y

readers recorded that z'Leaming Nation provides me with the skills to tackle daily lite probim'ns'.

Many readers felt that I earning nation had freed them in their thinking and thoir appraoch to

lite. The ioiioing reader's response encapsulated the feeling of many others: it has emancipated me from the chains of ignorance'. This shows that an aitemative approach to education enables people to deal with their present conditions and struggle to change it. Numerous students expressed the benefits of Learning Nation. namely that it give: ilteit'

I the

conidence to deal with their suitwlwork and helps them paw liteir uterine. Thny now understand history and can analyse it; they have improved their English and increased the ir

vocabulary and this helps them to communicate their ideas better and more effectively.

The language iever has also made the anioloo more accessible to students. as 57.8%19und it easy to understand, 39 8% tait it was Just right and only 1.4% thought it was too difiicult.

Many students feel that Learning Nation has effected a vast improvement in their schOOiwo rK.

One student recorded: 'l have since impruved my schoolwork. my teacher asked me Ethan it and i toid him about Learning Nation. now more students in my class are using it'.

2

a

WC

P

29-r-2PR-92 HED 14 :39

HOW DO READERS USE LEARNING NATION?

FIQIII lltu 5!,"ch It was clear that tho concept of group work has laknn mot amongst the reademlnlp. We have encouraged this in our erung methodnmgy and the wIIteht of our anictos.

How is Learning Nation read"?

Group

377.;

Group 5: alone

H7.

.I'II- fi' IIIIIHl

HY. llil 1 .H

4" 9M us'an easy way to tackle ourfaooxe .

'We share oar views I t

lo gain a clear understanding '8; share Opinions -,

'to help the slow leameI' ,

Q0 uplift the standard of oducatibn in our knawiedga

'as a groIJpwe get 9000 Ideas Iu ulldmalnml the taptd

3 "VB sham K1033 50 that everymu unIII5.'- ,. , '.

2'3 AF'F-E
WWEM____C_1
; i
'J
T)
E
H
t1
Y-
.L
.1
CI

PAGE PREFERENCES FOR GROUPS

m-w'wd-__Au_a__

.... - ____ _..._.da__

..._.h....,... .. -

Page preferences for groups

...- -.....-.....- - _.,_-_-i_-mm.p .A a- -- T.- . -
_,'

,_Y . T _ , ____

(I..._.l. lh.l.l- l..l...vLl_.._l DLZIL ll-_lll. n.--_._. Ll) n...._ IIHJTII.

Issues History Hist Forum

Learning Nation pages

All vnTuea arc pcrcentTugns

__ __ - ____ _..._.R.,,_M_.A_. ,,_w A..__T_.....__ _ ..

IT is rlaar mmn fmm Thnia whn mm The Matrir naoPs that arm In wrk rims nm nnmm aml Ind
their school subjects but more around the benefits of groupwork itself eg. gaining more
through collective work. For those who use matrhc subjects In groups we divided the
rmnnnsea ltn ? namonrles and rnnelvnd The following results:

08.10% - use tho manic pages for school purpooco opooitionlly; and

81.88% - use the matrTc paga generalTy for sharing Ideas and obtaining a clearer
understanding.

THE GROUP CATEGORIES ARE:

A- STUDENTS

. B- STUDENTS & WORKERS

C- WORKERS

D STUDENTS & YOUTH

E TEACHERS & STUDENTS

F- ACTIVISTS, CTVIC ANCYL

G- FAMILIES _

H TEACHERS , .

- Group categorie;

Ml Vduu "I ncrccnhuu

6

r-.11

GENDER OF READERS

The majority of the readers are male, as can be seen from the pie chart below.

Males

9H:

WWW

This is most disconcerting in itself but more so than usual because it also reveals a drop in

female readership. Since last year (these 5m vuy. Males DCUL: increased 16%) There has been a 6% drop in our female readership. The women who responded to our survey showed a strong interest in the Matric pages. There is an overwhelming ambition to pass Metrics and do

well at school. With the decline in the economic conditions, the uncertainties surrounding the

political situation in this country and the fact that women are traditionally more economically

dependent with the domestic sphere/household economy, it becomes clear that most oppressed groupings, women, will be harder hit by degeneration of economic and political conditions than less

oppressed groupings. The maulls do however show a determination to rise above the severe nature of oppression under apartheid capitalism. namely: their political, economic and their

domestic oppression.

The teaming Nation has attempted to raise the consciousness of its readers and encourage critical thinking around the gender issue through its outreach work and content Programme

CONCLUSION

We received 750 replies this year and all replies were used for analysis. We attribute this

decrease to the changing political commons. When the leaders were released and organisations unbanned last year, everyone experienced and engaged in intense political activity with expectations of radical change in their circumstances. The high

level we experienced in last year possibly reflected the optimism of that period. The uprisings in different sectors eg. worker strikes, bantustan rebellion etc. ran concurrently with

school boycotts and other forms of resistance. Most of our readers are at school, which have

become sites of demoralisation since 1990.

This year, with the deepening education crisis, compounded by the economic situation the expectations of equal education and better living conditions are fading.

What we received this year seems to be a nucleus of motivated readers, consistent in their

desire to grapple with education. They are consistent in their fight for education despite the

29-QPR-92 NED 14:11

. r

decline In morate; they read In groups and request Imormatlon on the current problems of political Ilberatlon. and how to receive an education which aSSists them In thelr struggl e to raise thelr level of consciousness and provide them with Iife skills.

3 Ax x , '

Plhllud by Pluduullun Dupmlnmul SACHED

F'.1