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Objectives

REGIONAL WORKSHOP

- to further develop and tighten the structure of the branch workshops
- to agree on a process for setting up branch and regional "education committees"
- to ensure that branch facilitators are confident and clear about the method they will use in presenting the educational pack for discussion within their branches (They should also know that they can call on the ANC Education Department for assistance. They should therefore know who its members are and how they can gain access to them).

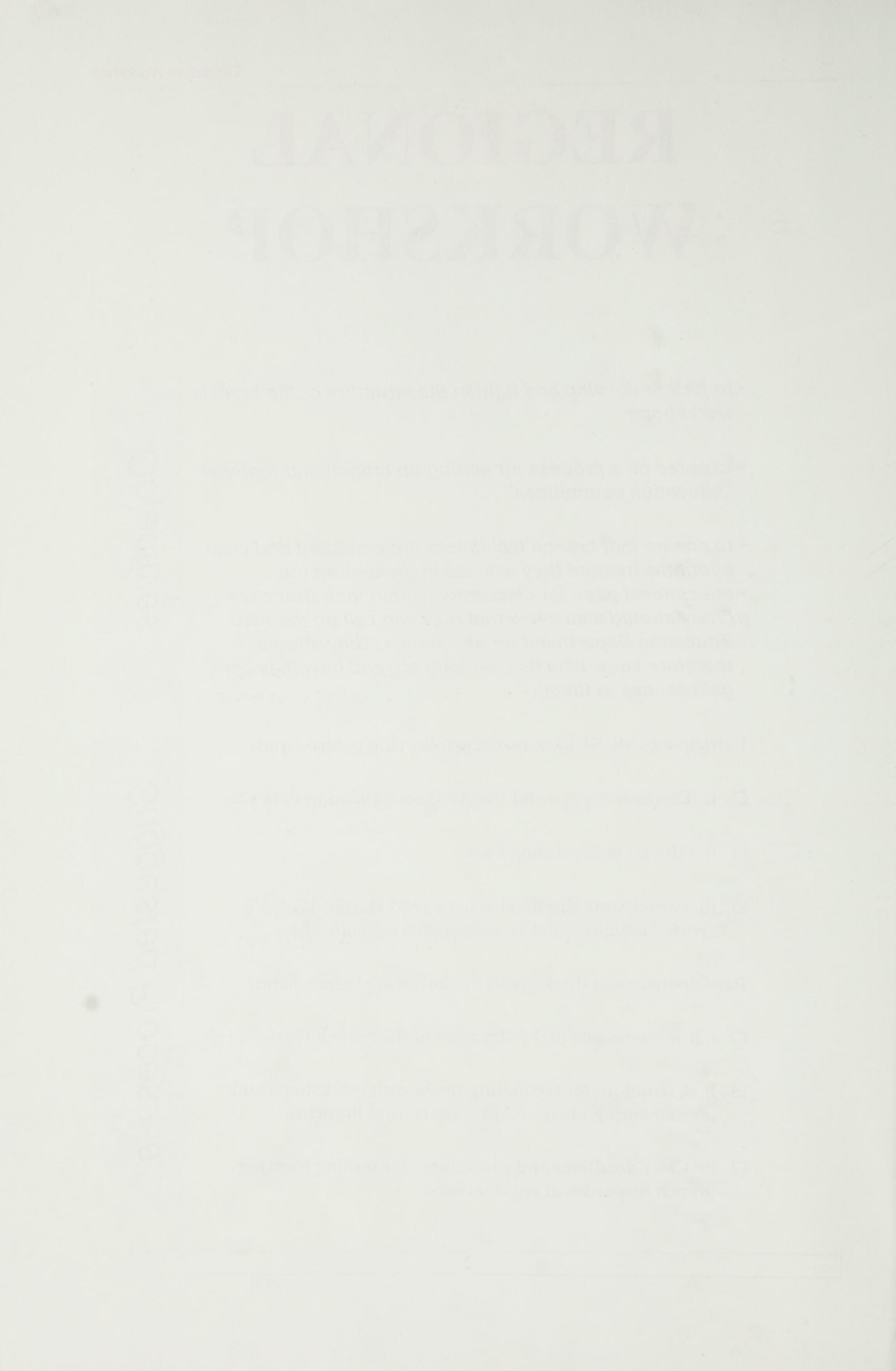
Participants MUST have read the following before-hand:

- ☐ i. "Discussion paper for the ANC on Education Policy"
- □ ii. Education Workshop Pack
- ☐ iii. Participants should also have read Harold Wolpe's article: "Education and Transformation in South Africa"

Participants must think about the following before-hand:

- i. Improvements to the structure of the branch workshops
- ☐ ii. A structure for facilitating the branch workshops and implementing ideas and proposals from branches
- ☐ iii. Clear deadlines and procedures for pulling together branch responses at regional level

Suggested Processes



- ☐ 1. Member of ANC Education Department to do an introduction to the workshop
- ☐ 2. Participants to raise questions of clarity
- ☐ 3. Participants to discuss and agree on the workshop programme
- ☐ 4. ANC Education Department to present input on the different types of education systems and structures so as to provide participants with an understanding of: unitary, centralised, decentralised education systems, syllabi, curricula, etc.
- ☐ 5. Participants to discuss the "Discussion Paper for the ANC on Education Policy"
- ☐ 6. Participants to discuss the "Education Workshop Package".

We have raised many questions. Think about:

- how to tighten the structure for the branch workshops so that branches can deal with the most crucial questions
- · what resources are needed for branch workshops
- what assistance branches will need in coordinating the workshops and where they can get such assistance

Where possible participants should discuss the "Discussion Paper" and the Workshop Pack within their branch education structures or branch executives.

AIMS OF THE PACK

INTRODUCTION

Education in South Africa is in a state of crisis. We need to understand that crisis better, its roots and the consequences which have followed from it. That way we will be able to tackle the huge task of developing a completely new education system. But we must be sure that our explanation of the problem is based on the experiences of our membership and the communities which they come from. We must ensure that every member of the ANC participates in shaping our educational policies. It is only through the democratic participation of our membership in policy-making that we can ensure that our educational policies meet the needs of the majority.

- to ensure that every ANC branch and member participates in the shaping of the ANC's educational aims and policies
- to facilitate discussion and debate within branches on the educational crisis and solutions to the crisis
- to develop immediate short-term strategies to resolve the education crisis
- to provide our national leadership with a clear mandate on our organisation's educational policies
- to begin the process of developing a basis for a future education system

Enclosed in this pack is a document entitled "DISCUSSION PAPER FOR THE ANC ON EDUCATION POLICY". It is NOT a blue print, but a starting point towards formulating an education policy for our organisation. It is to facilitate debate and discussion towards an agreed ANC position.

In this pack are suggestions for running workshops to discuss the ideals contained in this document. It is therefore very important that every branch member reads and or debates its contents.

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By the end of the workshop each branch should have

- reached agreement on what it thinks the education aims of our organisation should be
- proposed three major education policy campaigns that organisations should take up as national campiagns
- drafted proposals for immediate strategies to address the crisis
- suggested ways for implementing these strategies within branches
- proposed strategies for the ANC as a whole to resolve the crisis

SUGGESTED PROCESSES

Step 1.

Suggested ROLE of the "Education Committee"
The facilitators from the braanches must obtain an overall and theoretical view of how the different education systems work and what the relationship of education is to the economy to enable them to critically evaluate the ideas in the documen t.

- 1. ALL "committee" members must be familiar with the contents of this pack before the workshop. The rest of the branch will look up to them to give clarity and guidance.
- 2. Should ensure that as far as is possible every member participates in the workshop or at least in the developments leading up to the workshop.
- 3. We propose a preliminary branch meeting:-
- this meeting must emphasise why the process of discussion is important.

- the branch must agree on the structures where this discussion should take place and how this takes place
- to convince our membership that we need to establish broad educational aims for the reconstruction of education
- begin to raise awareness of how the state and capital are taking the initiative out of our hands and co-opting the educational revolution
- to ensure every member has access to the discussion document or contents of the document
- members must understand and suggest changes to proposed discussion processes

branch members must be clear what issues we need to come to decision on as a branch in the end and why
the branch "education committee" will be responsible for collecting together ideas and writing up a report which we propose should be circulated to the branch membership before the regional and national congresses
this meeting must agree on norms of operating in the

- workshop e.g.
- · participants should stay till workshop is over,
- punctuality etc.
- the meeting must also agree on the length of the workshop.

As far as is possible ALL preliminary preparations should take place here

the committee should have all the materials and equipment to be used on the day of the day workshop ready in advance.
if we are horrowing equipment we should please test the

if we are borrowing equipment we should please test that
it works days before the workshop

- ☐ arrange food well in advance, caterers should not be part of the participants.
- We have enclosed some pictures, cartoons and suggested audio-visual media to use in the workshop. Please try these out well in advance and adapt to suite your needs.

WORKSHOP DAY

One of the "education committee" members must chair the workshop

- 1. Purpose of the workshop and programme must be clearly outlined
- The chair person must emphasise that the objective of the document is to open debate, a starting point for us to build on and NOT a blue print
- 2. Questions for clarification on document and on process in plenary (full workshop)
- We suggest that workshop breaks into groups of not more than 15 people
- People in the "education committee" must split themselves across the groups each group must elect a facilitator and someone to take notes and report back

GLOSSARY

VOCATIONAL - vocational education is education and that has to do with training for jobs and skills, for example training in carpentry

HUMAN RESOURCE DEVELOPMENT - the development of peoples abilities and skills so that they can play a part in building up society

STRATEGIES - plans for action to achieve your goals

HUMAN POTENTIAL - what people have the capacity to do

PRE-SCHOOL FACILITIES - facilities for children who are not yet old enough to go to school, for example nursery schools

LITERACY - the skill of reading and writing a language

NUMERACY - the skill of counting numbers and understanding figures

BUREAUCRATIC - by bureaucratic administration we mean an administration where officials control decision-making and power

ENDEMIC - always present

TECHNOLOGY - the ideas, skills and tools that society has developed over time, for example: machinery, ways of producing goods.

EROSION - slowly destroying over time

INSTITUTIONS - by institutions of apartheid we mean the structures that carry out the ideas and rules of apartheid

IDEOLOGY - by ideology of apartheid we mean the ideas and beliefs on which the apartheid system is based

ALIENATE - they turn learners away from learning

AFFIRMATIVE ACTION - positive action, for example the steps we can take to overcome the damages caused by apartheid, sexism or other forms of discrimination

SOCIAL VALUES - qualities in people that will help to develop the whole of society and not just a few individuals

SOCIALLY USEFUL WEALTH - wealth that helps to benefit the whole of society and not just a few individuals

MICRO-TECHNOLOGY - very small but complicated technology such as the micro-chips inside computers

FORMAL EDUCATION - by formal education we mean the education that is under the control of the state

NON-FORMAL EDUCATION - education that is not controlled or recognised by the state

CURRICULA - courses of study, for example the school curriculum is made up of subjects like English, Mathematics, etc.

SYLLABUS - the main sections of a subject, for example,

EXAMINATION - a test of the knowledge of learners

ASSESSMENT - a test of the quality of somebody or something

ACCREDITATION - the system of giving certificates for studies

CONGLOMERATES - big businesses that own companies across industries. For example, Anglo-American owns companies in the mining, food, paper, metal, construction, commercial and agricultural industries.

AUTONOMY - regional autonomy means that regions have the freedom to make decisions and to control their own education UNITARY - by a unitary education system we mean one education system for the whole country and for all people in the country.

CENTRALISED - a centralised system of education is one where a central body exercises control over education for the country

DECENTRALISED - a decentralised education system is one where control is not exercised by a central body but where there is autonomy for the different regions or structures

CREDITS - subjects or courses that a learner has completed and that are recognised by an educational institution as courses that form part of a diploma or degree

FOISTED - forced, policies will simply be forced on us

INSTITUTIONAL FRAMEWORK - the structures within which the planning and provision of education will take place

OPEN UNIVERSITY - a kind of university that teaches mainly through mass media like television and radio and by correspondence and that is open to all people, even those who do not have formal education certificates.

MONOPOLY - this means that only the state has control over distance education

DISTANCE EDUCATION - a kind of education where learners are not face to face with the educators or teachers but are taught by radio, television or correspondence

COMMISSIONING - hiring organisations to carry out research for us

CORPS - a group of people brought together to carry out a special task

PRIVATISATION - this is a policy that the South African government has been following of selling the sections of the economy that it controls to private companies, for example, the government sold the railways to Transnet.

QUESTIONS

1 Do you agree that we have to intervene in the education crisis? Why?

2 What are the dangers or traps that we could fall into in intervening in the education crisis?

3 How can we avoid such traps or dangers?

4 Certain suggested short term strategies are outlined in the discussion document on pages 29 - 33. Read through each strategy and answer the following questions.

- Do you agree with strategies? Why?
- Do you see any problems/difficulties with such short term strategies? How can we overcome such problems?
- · What short term strategies can you add to these?

5 How will we implement these short term strategies within our branches and in our organisation nationally?

QUESTIONS

- 1 What do you think the aims of the educational policies of the state are?
- 2 What do you think the aims of the educational policies of the capitalists are?
- 3 How will the policies of the ANC be different from those of capital and the state?
- 4 Suggest three major education policy campaigns that the ANC should take up.

QUESTIONS

- 1. Do you agree with the four strategies and ideas put forward under "democratic access to education"? (pages 22-23, points 1.1, 1.2, 1.3, & 1.4) Explain?
- 2. Are there any strategies that are left out? Explain.
- 3. How will we ensure that the state takes responsibility for all of the above?.

Please ensure that ALL the policy questions on pages 23 and 24 are answered.

1 Answer policy issues on page 23 under points 2, 3, and 4.

2 What do we mean by:

- unitary education system
- centralised education system
- · decentralised education system
- 3 What are the advantages and disadvantages of each of the above mentioned systems and why?

- 4 What do you think would be best system to meet our educational aims?
- 1. How do we develop educational policies that promote wealth creation which will not lead to greater inequality and injustice in our society. Can you give examples.
- 1 Do you agree with the areas of research identified on page 25?
- 2 What educational problems need to be researched in your branch area? How would this link to the development of national policy?
- 3 How can the research that has been done be made available to your organisation?
- 4 How do we link into other research agendas?
- 5 How can we use this research to develop our educational policy?



