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Department of Information and Publicity

To: NZA

AttentionzAnnemarie Mijnsbergen

Date: 01 September 1997

Dear Annemarie

Re: Response to fax dated 20 August 1997

Thanx for the fax and questions raised. Here is a response to the fax:

1. The training content on point 1 is still the same. See attached documentation and report on that.

2. The terminology used in the Contract Proposal, do not differ from the terminology uProvincial Media Officers? The ANC Provincial Spokespersons are the Provincial Media Officers.

3. Attached find the course outline and material used for the Provincial Spokesperson s.

4. The activities are still the same eg. ANC Provincial SpokespersonTS and Media workers. The actual costs presented thus far, and the original budget put forward is still the same.

If there are any queries, please feel free to contact me directly at the office.

Yours in Communication.

David Adams Che . 7'0WQ

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Media Officers Training
Programme and
course outline

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0900 - 1630

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skill;

writing

skills

Note: ThaFridaj ussionwill mnfmmW-till 1400. The tits mbrmk will b: from 1015- 1030, thes
ewnd 31515 - 1530.

Lunch will heat 1300- IMO.

Public nktims

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Public relations

Public relations

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Outline:

WRITING SKILLS 21 July 1997

1. What writing has been done thus far? 9.30 to 9.45am

2. Different Kinds of Writing 9.45 to 10.00am

- clarifying and explaining
- comparing and contrasting
- putting forward a position/ argument
- editorial comment (Gert)

3. General Principles of Writing 10.00 to 10.30am

4. Focus on examples of different kinds of writing

group task - analysing critically and reportback

5. Practical session

Individual tasks - editorial comment

Group tasks - feature piece - outline or plan

Reportback

10.30 to 1.00pm

2.00pm to 4.30pm.

1. RECAP - WRITING DONE THUS FAR

Plenary discussion on the writing activities PMOs have experienced thus far. (Gert)

2. DIFFERENT KINDS OF WRITING

In your work as media officer, there are different kinds of writing you have to do. These include writing factual reports, explanations of processes, analyses of information, causes

and consequences, evaluations of arguments and conclusions and so on. To write effectively it is important to plan, organise and present your ideas and information clearly.

The way you do this depends on what kind of writing you are called upon to do.

2.1 Clarifying and explaining:

In your work as media officer, you might be called upon to clarify and explain new legislation, government policy, how certain structures operate and so on. This means that you need to make sure that you are clear on all the issues and facts. You might have to do

some research in order to explore the issues more thoroughly. You need know how and where to find the information you need, then decide what information is useful or relevant to

what you want to write:

1. collect the facts - make sure you know the who, what, when, where and how of the facts.

2. analyse the facts - which of these are relevant to your purpose for writing and your audience?

3. interpret the facts.

2.2 Comparing and contrasting

You might be called upon to compare and contrast different points of view on an issue, different approaches or be called upon to challenge a particular argument. Again this means you need to be sure of all the issues so as to make an effective comparison. Make sure your reader is aware of what is being compared, what the similarities and differences of the arguments or viewpoints are, and why and how the your point of view or approach is the one your reader should support or think about. Again relevant research is essential

here.

2.3 Argument/ putting forward a position or point of view.

When you write in order to put forward an argument and persuade your reader of your point of view, you might include things like explanations, clarification and comparisons. Focus on the issues and the reader you are trying to convince. Outline the problem or situation in terms your reader will understand and relate to. Put forward the points which

you feel support your argument. Also raise different viewpoints - make your position seem an objective one. Show how different viewpoints can be refuted because they have no substance or are false. Also raise different viewpoints which might have some validity, but

which are not strong enough to challenge your argument. Persuade the audience why they should go along with your argument.

WRITING PERSUASIVELY:

Writing persuasively is writing to create a desired outcome with a specific audience. Be clear on the purpose of your persuasion, because that will guide you throughout the writing. Focus on your audience:

Take care when choosing your arguments to try and persuade your readers of a particular viewpoint. Present your argument from your reader's point of view and experience - don't choose an approach which will persuade you, but one which will persuade your reader. If you think that your intended audience is motivated by certain values or goals, try and explain how your viewpoint is consistent with those values and goals.

When several issues or arguments are involved in your message, present the strongest one first, then the next strongest, and so on, concluding with the weakest. In fact, as far as possible omit weak arguments. It is the strongest argument/s which will persuade your reader, and it is the first argument which they will remember most. Your first points set the tone of the rest of the message. Also, when you are writing for the media, your text could be edited.

3. GENERAL PRINCIPLES OF THE WRITING PROCESS:

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and prism m3! point aawew?

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This process is the entire creative, analytical, and critical experience that begins with an idea or need and ends with the finished product. There are five stages: planning (prewriting); writing (drafting); rewriting revising polishing. Good writing is good thinking. Think carefully about what information you want to convey. If you are able to express your message to yourself, you are likely to communicate it more clearly to your reader. Take enough time to include all the parts of your argument and develop a sense of the overall pattern of what you are going to write. Think about the different ways you can express your message. Plan your writing.

1. Be clear on your purpose: why are you writing this, to whom and what are you going to say.
2. Define your audience.
Who is the primary reader, the one to whom you are addressing the message?
Will the reader be hostile or sympathetic to your position?
Who are the secondary readers who may read what you have written for other purposes?
What are your readers' levels of expertise? Are they experts or not? This will determine at what level you pitch your message. If non-experts, you might have to explain certain things.
3. Organise your message to co-ordinate audience and purpose. Structure the message so that your reader will understand the purpose and the message. Try and write your message so as to follow what you think your audience's reasoning processes are. Your purpose and audience must be kept in mind throughout the writing process. Even though you might have chosen and organised the content of your message with your audience in mind, you still need to write to ensure the immediate understanding of your audience. So, when rewriting:
Is the purpose and message clear?
A reader wants to know immediately the reason for reading the piece, the purpose. Make this clear right at the start. Plan your introduction. A strong introduction will encourage your reader to read further. Throughout the piece, make sure the audience continue to understand the issues, the questions raised, the conclusions and the reasons for reaching them.
What content might cause a problem for your readers?
Make sure your message is not lost in unnecessarily long and complicated explanations. When revising: make sure you readers will not be lost or annoyed by unnecessary jargon or flowery language.

4. Looking at examples of different kinds of writing from the media:

Select one of the pieces of writing. Then in pairs, read each one critically.

1. At whom do you think the text is aimed?

. As readers, are our experiences accommodated in the text?

. Are the issues made clear to the reader from the outset (in the introduction)?

. Are we clear on what the purpose of the text is?

. Has the writer accommodated different views and responded to them?

. Has the writer substantiated his or her arguments or claims made in the text?

7. Has the writer communicated the message clearly? Are we able to follow the development of the argument easily?

8. Have we been persuaded of the writer's point of view?

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ON

5. Practical Session

Individual task: (Gert)

Group task:

Decide on a relevant issue to write about. Discuss what planning is needed to ensure an effective message. Write the introduction, followed by a detailed outline of the rest of the

text.

Reponback and discussion.

SUNDAY ANALYSIS

Take a second look at the new labour Bill. OME commentators have seized the opportunity presented by the introduction of the Basic Conditions of Employment Bill to malign labour market policies in general. while others have decided to highlight the policy of growth and development. Some commentators and social partners are clearly using this opportunity to push for other agendas. First, there appears to be a selective amnesia regarding the historical causes of unemployment and under-employment. This is particularly perplexing considering that the South African economy was consciously manipulated so as to marginalise and exclude the majority from access to productive activities and viable income-generating opportunities.

Second, presumably competent analysts appear to be ignoring the evidence that the fundamental causes of the problem lie primarily outside the labour market. Analysts from both the Left and the Right have demonstrated that the inward-looking policies of the past have given the economy an unusually high capital-intensity bias. This is underpinned by a number of policies outside of the labour market which mean the economy has a low employment absorptive capacity. And, third, repetitions of the relationship between labour-market flexibility and job growth in output and employment have led to labour market flexibility being seen as the sine qua non of economic efficiency regardless of the facts.

Many fail to consider whether, if labour-market flexibility prevailed, the resulting growth in output and employment would be enough to resolve the problems we are confronting. The proposed Basic Conditions of Employment Bill is not all the critics claim it is, writes TITO

MBO WENI

fronted with; or to properly examine the proposals from the Department of Labour to discover whether they indeed foster inflexibility. The department is con-

cerned about the high rates of unemployment (at about 33 percent of 1995) and under-employment (employment in low-return activities such as the informal sector) and the low rate of job creation. Nevertheless, contrary to the perceptions of many observers, the department does not have the instruments to address these problems. It has policy instruments that can create an enabling environment for employment growth, but it cannot create jobs directly. The problems in the labour market need to be addressed by a package of policies encompassing various government departments. Job creation is ultimately the responsibility of the state (in terms of policy and public employment), parastatals, the private sector and individuals. These problems are primarily structural, and only secondarily cyclical or frictional. The structural aspect is a consequence of two interrelated factors. First: the marginalising of the black population. The apartheid infrastructure made sure that open unemployment was suppressed in the form of under-employment or disguised unemployment - particularly in the homelands. Second. the high capital-intensity bias imparted by the inward-looking policies of the past has militated against adequate employment policies. The major policies related to government expenditure policies that subsidised large-scale capital-intensive projects; regulatory policies that suppressed the development of small and medium enterprises; trade and tariff policies that made it easier to get credit for large capital outlays; and job and occupational discrimination that restricted the supply of labour in the skilled categories.

As a result of the apartheid legacy, the formal sector has evolved as an exclusive sector. This has created a vicious Circle: the economy can't absorb labour and. since the majority of its citizens are marginalised, internal demand is restricted, which in turn limits the internal expansion of the economy. Thus, both the responsiveness of employment to changes in output and investment, and the potential of the economy to ex-

pand are low. underpinning
structural unemployment.

The upshot of all this is that
labour market policies cannot
be blamed for the lack of new
jobs. Neither are these policies
the sole solution.

Yes, the Bill can play an en-
abling role in job creation, but it
is not the appropriate instru-
ment for this. Its primary pur-
pose is to safeguard workers.
especially those in the unorgan-
ised sectors of our economy.

We should not allow this Bill to
become an ideological football
by burdening it with expecta-
tions that it cannot fulfil.

The Bill is motivated by the
need to reassert the fundamen-
tal rights of workers in line with
conventions and recommenda-
tion by the International

Labour Organisation, especial-
ly with regard to child labour,
forced labour, and slavery. The
proposals also seek to min-
imise the net costs to individual
workers. households and soci-
ety of various work practices.

This is particularly the case
with respect to working hours.
Finally, the Bill attempts to give
more flexibility in the use of
labour. particularly with re-
spect to work on Sundays.

It cannot be denied that there
are gross inequities with re-
spect to working conditions.

Further, we should not be
duped into accepting superfi-
cial forms of flexibility under
the pretext of wanting to en-
hance efficiency when the re-
sult is that labour absorbs the
negative consequences of re-
structuring in the faint hope
that they will benefit in the long
run. While there may be ben-
efits to long working hours for
the firms and workers involved,
what are the costs in terms of
the deterioration of human cap-
ital, household stability and the
upbringing of children?

commentators took the
time to adequately assess the
Bill they will be convinced of
the need for it on the grounds of
efficiency and welfare. South
Africa's economy is mature
enough to seek competitive ad-
vantage by means other than
exploiting cheap labour at great
expense to society.

.Mboweni is the Minister of
Labour

M "

SUNDAY ANALYSIS

Do we really need
traditional

ON APRIL 18 the new
0 National Council of Tra-
ditional Leaders was
inaugurated in the old National
Assembly of Parliament in Cape
Town.

As the apartheid chamber
was exorcised for the chiefs,
troupes of women in body paint
and traditional (lress danced
and ululated in a celebration,
rich in tradition. which marked
the end of the era of colonial
and apartheid rule.

Yet there are a number of
unanswered questions about
the role of traditional leaders in
a democratic era.

How can support for the
institution of traditional leader-
ship be reconciled with the
values of equality and the rights
of women to social, political,
economic and personal devel-
opment which the Constitution
guarantees? What justifies the
cost of maintaining two parallel
government structures?

The winds of democratic
change are blowing through
Africa and they bring with them
a welcome opportunity for us to
examine our past and the bag-
gage we are taking with us.

As we reclaim our African
identity and pride, we must
look honestly at how we recon-
struct our society so that
everyone enjoys the rights
granted by our new-tound
democracy.

We must examine our culture
and decide what we are going to
discard and what we are going
to retain. We must look at what
aspects of our past have be-
come oppressive. undemo-
cratic and irrelevant.

in South Africa we have tend-
ed to avoid this debate, despite
the opportunity the transition
has given us. Our new Consti-
tution guarantees equality for
all. It also acknowledges re-
spect for traditional leadership,
saying: "The institution, status
If chiefs are to survive,
they must adapt, writes

ON OZIZ WE

MADLALA-
ROUTLEDGE

and role of traditional leader-
ship, according to customary
law, are recognised, subject to
the Constitution."

However, the precise role
and function of traditional
authorities is left open. This

lack of clarity has led to conflict between traditional leaders and elected representatives. Conflict has emerged on the issue of who has the right to consult the community on development; who has the right to convene community meetings; who will manage development funds; and who is actually responsible for development. It is necessary that, before launching into this debate, I explain where I come from and what influences my ideas.

I am a child of the Madlala people, whose ancestors took refuge from King Shaka on the banks of the Umzumbe River in KwaZulu Natal. I am influenced by and am proud of my past. I am a modern African, a Quaker, a socialist and a feminist. I wear shoes and own a car.

So perhaps I have become detribalised. But so, too, has the chief in the village where I was born. The chief has a chauffeur: he has bodyguards and he carries a cellphone. So too, have all of us become detribalised; the English, the French, the Americans all belonged to tribal communities once. However, we now live in a modern world and we are guided by the principles laid down in law or in our constitutions which declare that all people, men and women, are born equal and free.

Let me (deal first with the issue of traditional leadership and gender equality. Some people have argued that African tradition was not always oppressive to women. But we know that African law has, for generations, been pervaded by the principle of patriarchy. With the distortion of some customs and practices over the years, oppressive rules were entrenched. For example, a woman could not inherit or own property in her own name and could not enter into contracts without the permission of her husband or male relatives.

Women are not represented in proportion to their numbers in society. Instead, they are relegated to caring for children, tilling the land, preparing food and ululating at functions. If the institution of traditional leadership is to survive and have a meaningful place, it must honestly address the issue of women's oppression.

In the past, traditional lead-

ers were important functionaries of the colonial and apartheid governments and were appointed to serve these institutions: administering tribal law. or distributing land. These roles are now called into question as we have one leaders?

supreme law. the Constitution, and a democratically elected government. The proposed land reform measures will strengthen the position of individual subjects against that of the traditional leader. The job of traditional leaders to hold land in trust hinders development, as this land cannot be used by individuals as collateral for loans for agricultural and small business development. With their reduced administrative role in the democratic state and a largely ceremonial role, the cost of maintaining this institution must be carefully looked at.

It is estimated that there are some 20 kings and "paramount chiefs". 800 "chiefs" and about 10 000 "headmen". Of these. King Goodwill of the Zulus is the highest paid, receiving R305 000 a year, but it is claimed that another R20-million goes to maintaining him. his wives, farms and palaces. The total cost of maintaining the institution of traditional leadership has been estimated at between R300-million and R490-million annually.

These are serious challenges as traditional leaders struggle to find a role for themselves in the new South Africa. They will only succeed if they endeavour to represent the interests of all of their people and do not hold membership or office in any political party.

The status quo must change if traditional leadership is to survive and play a meaningful role in nation building.

It is important for society to have a healthy public debate on the role of traditional leaders. It would be most unfortunate if we allowed them to sit in the national council and determine their future in isolation.

MadlaIa-Routledge is an ANC

MP

aners are
 ()ng very well
 THE COMPLAINT that Arhkaars
 is being deliberately undermmec
 by the government is counterec
 in the second of a twopart arti-
 cle by PALLO JORDAN.
 LSON NHNDELA. (mm :x
 charged wztn underzilznznz
 Atrikaans. struggles through two
 a trikaans dailies every day" when
 addressmg Atnkaans-toeasmz ludi-
 ences. he laboriously wotxs n15 wan
 through at least one passage or his
 speech written in Amkaans: he regularly
 takes time out to visit Afrikaans-medium
 institutions - all by way or reassuring
 the Atrikaners that they have a valued
 place in our democracy
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 Afrikaans enjoys compared With the
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 0 That not even one Amkaner politi-
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 has been arrested. oaten. tortured and
 murdered in cold blood merely for
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 other African lan- approved or.
 :Yuages. There are ' ' iRemembet Steve
 :ntire publishing Can It be conszdered Biko?)
 houses. owned and unjust that not a 5171- ii. indeed, there is
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 Atrikaners, that gleAfnkanerchzld at least it has not
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 min, acasleinic jolm by the authonnes for seeml reluctant to
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 even erotica -every refilSIng to be taught In this instance.
 week in that lan- in ZuluorSesotho 07' Deputy President
 guage. Thabo Mbeki s elo-
 Stack that up Tswana OT Eng- quence also failed
 against the position
 of Xhosa. Tswana.
 Sesotho or Zulu. let
 alone Venda and
 Tsonga!
 These languages are no less expres-
 sive than Afrikaans! But past poicxes
 have emured that their publishing hous-
 es collapsed!
 As for the civil service, any census
 will beat out that at national. provincial
 and municipal tiers it is still dominated

by Afrikaners.

To return to Giliomee's reticence of matters of merit. i must confess that i find it disturbing that he appears unwilling (or is it unable?) to make value judgments about policies. if policies are about the uses and the exercise of power. can they be treated as a value-t'ree discipline in which "just" and "unjust" are merely ideological constructs to be manipulated for the legitimisation or power?

Can it be considered unjust:

0 That not a xiiiiele ttrikaner "hllld has been mot. :morisnnd. 'urtureo or othervme harassed hv "he Juthnrxties for rehmz to be taught :h Zulu rt wesothn. or waana or, :or that matter. .iztzhnhf lish?

him recently (or was it merely lost on the tuil-witted among ms audience?!

because his rhetorical questions were challenges to the dissenters to come up front and say what was eating them. If he finds it difficult to comprehend the continuous whining and fault-t'inding of Atrikaner opinion-makers, perhaps it is because these whiners and fault-linders stubbornly refuse to express their essential dissent from the national consensus that we should build a more just society in which accidents of birth (such as race) will have no bearing on opportunity

it is only the optimistically naive who expected the .Xirikaner male. who has dominated public life for 50 years. not to reel aggrieved when that posmon raced radical alteration. But iUL'h antic;- puteil whining does not substantiate the outlandish claims or discrimination and "KCl11SlU11. Disadvantage w tiuanhtiable m l mmm-r iv :nilit' :e - ill rt vnu'h tulu,.ii.-'li.it urlkaitert :rw :mng-w-w wrl, 2'lele vii. .. 'll/u tlflllll". .ll' . 'i I1HPLT ,r '. 'l" tmmienml ii'inrmutl _'i.-r'-m

THE Deputy Minister of Safety.
and Security and IFP chief execu-
tive officer JOE MATHEWS
enters into the debate around
developing a national census.
sparked off by Deputy President
Thabo Mbeki's speech in Parliar
ment last month.

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wraith nt thtiuns lhe government has
pursued a pulit v of universality with
respett tn 111t' ettahlislnment of relations
with the states of the world. The result is
that more than I(X1 states have full diplo-
matic relations with South Africa. The
()AU and all the member states in Africa
are fundamental to the foreign policy of
mu country. The position towards SADC
and South Africa's neighbours is an
example for the whole world.
South Africa has become a full and
adive partner in all business and trading
organisations in the world such as the
World Trade ()rganlsatinn and GMT
A new amt cninprehensive trading
agreement is being negotiated with the
European Union which comprises most
of South Africa's traditional trading part-
ners. (Il1se relations exist with all coun-
tries Of the liurnpean Union.
The relations with the new Russia and
other wnnlries in liastern Fumpe tlunr-
lsh. Smith Alrita 1111Q tlet'lnretl its pnlin' of
fostering rlt'nmunt y and human rights
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nlsing ofnther nntiuns, lmt through
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In sensitive regions of the world such
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maintaining gtmtl relations with lmth
Arah states aml Israel The Aral) states
tully wppnrtetl the struggle against
apartheid, lsrnel hnt1 specially clnse rela-
tions with the previous regime. Neverthe-
less, the government of national unity
has plat ert liminesslike relations and
mutual advantage ahnve loyalty tn t11t1

111C11t1Q. All existing agreements have
lwen fully honoured.
The relations of South Africa with the
11nitet1 States have been raised to an
nnprecetlentetlly high level thmugh the
establishment of the lti-Natinnal (Lum-
Inissinn headed by ViceePresitlent Al (lore
and llepnty President 'lihnln Mheki. This
is the nppmite Hi what was nhtainet1 dur-
ing the period at thetiolt1 War.
The recognition of the truly epoch-
rnaking changes in the Pacific rim have
led to the recognition of the crucial role
of the Peoples Republic nf China and
other countries in the area. Already South
Africa is benefiting from investment and
trade with that part of the world. The old
and special relationshlp with mighty
India has been reinforced with important
agreements in all fields.
The resounding call of Mbek1 for an
African renaissance has found an echo in
all parts of our continent and the Africa
diaspora.

What is the reaction of the DP and NP
to these enormous developments in im-
.9

SOUR GRAPES?: While Al Gore and Thabo Mbeki head the Bi National Commission, which is imp
roving USSA relations. Alfred

Nzo (right) has characterised the great 'activity of the foreign ministry as a nap.
eign policy, international business, and
trade activity in our country? Instead of a
serious examination and critique of
South African foreign polity we are treat-
ed to a philosophy of disparagement
which has become such a depressing fea-
ture of much comment in our country.
Foreign policy ls reduced to jibes
about "embracing Libya", "rushing to
recognise Kahlla" and criticisms of
alleged ANC attitudes to the entry of
Warsaw Pact forces into Czechoslovakia
30 years ago. The great actlvltly Of the for-
eign ministry is characterlsed as a nap by
Foreign Minister Alfred Nzo.
Simultaneously, the cry ls raISed of
too many foreign visits by ministers, who
are urged to remain at home as their pre-
decessors did. :

This sounds very much like sour
grapes as mlnlsters of the previous reglme
were unwelcome in most of the world
and could not travel abroad even if they
wished to (lo 50.

Surely criticism of the policy of gov-
ernment ln parllamentary democracy
must mean more than snide personal
remarks. Continuity is an essential fea-
ture of a foreign policy. 1

For this we a national consen-
sus that rests on a careful definition of
enduring national Interests.

So far, both the NP and DP have failed
to produce a nuance of fomlgn polly dli-
ferent from that-pursued by the gown)-
ment of national unity.

Media Workers Training
Programme and
course outline

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41. Manetja Tshepo Clarence

ANC applicants for Certificate Course 1997/98

Hlokwe Mogale Valley

. Mushwana Tinyiko Julian

. Mokgoloboto Matome Stephen

Khumalo Khohlshwa Tilly

. Joe Willem Mashele

Pollar Nwamaboko Mashele

. Magandze Patrick Mhlarhi

. Matome Peter Manamela

Thabo Goodman Kwaza

. Simangele Masondo (miss)

. Thami Lucky Mbaso

Cheryl Mdakane

Letsoko Abraham Quentine Galo

Mackeed Sipho Ntoko

Mohlala Mashitishe Jacob

Malaka Moribishane Johannes

Komane Jerry Ramoba

Matlala Hlakudi Allison

Sindane Uria Percy

Mokwena Moses Mokgwatjana

Jerry Komane

Johannes Mokwena

Barend Cornelius Lucky Malatjie

Thudishe Hans Don Sedibe

Skhumbuzo Irvin Khambule

Mashabele Thipe Anthom

Tanganyika Moses Shai

Richotso Shadrack

Hope Rejoice Mngoni

Venius Nyiko Shipalana

Malatji Nadia Motson

Charles Allan Mushwana

Apollo Mboweni

Manamela Matome Peter

MohlokivPiet Mohlalepula

Lindiwe Constance Ndlanzi

Rametsi Petros Jabulani

Hamilton Langa
Tebogo Allen Rantho
Julia Letsoalo

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61. Albert Maharala Lesibe '
Ntsepeng Benault Mookamedi
Waeeng Maria Lefowane
Nondighe Thomas Gumede
Isak Kebafilwe Monene
Freddie Manyuny Khoza
Tryphinah Gabaza Chabangu
Hlayisane Eric Rikhotso
Judith Mmankwana Kgadi
Frederick Sono
Ruth Magunyule Mathonsi-
Freza Gawaza Maakana
Martin Lesetsa Sebola
Khohliswa Billy Khumalo
Rametsi Petros Jabulane
Sifiso Sonjica
Thobekile Duma
Mondli Ntshisekelo Mtshali
Fanlakhe Mazwi Khumalo
Afrika Mkwani

Community Media Applications - 1997/98

1. Cecil Zingisile Magwala
2. Peter Tembikile Baarlman
3. Desmond Andrew van Boven
4. Wctor Jantjies
5. Mercia Elaine Basson
6. Jermaine Denver Vaughan
7. Astrid Berenice Julies
8. Peter David Irion
9. Deon Duncan Martin Duiker
10. Suzette Magdalene Prezens
11. Zedra Rosetta Coetzee
12. Ethel Thladi
13. Abraham Olehile Lebitse
14. Nomkango Vimbayo
15. VWllem Fortuin
16. Patn'ck Patson Mashego
17. G.O. Legalamithwa
18. Jack Morris Ngotjo
19. Paul Nkosinathi
20. Maxwell Tebele
21. Douglas Mfogho Mgwanya
22. Alpheus Mphaho
23. Michael A. Nsele
24. Oscan'nah Bottoman
25. Nomawabo Bottoman
26. VWseman Ndamase
27. Anivesh Singh
28. VWseman Sifiso Ndebele
29. Bengu Nonhlanhla Pearl.
30. Masindi Octavia Mkhize
31. Thokozani Gabeia
32. Deon Duncan Martin Duiker
33. Percival Richard Cloete
34. Mthembi Aurelius Mkhize
35. Sibusiso Absalom Ngcobo
36. Mduduzi Fedelice Sibeko
37. Stephen Lebohang Majara
38. Nokuthula T. Shange
39. Hennans Makomotlo Morifl
40. France R. Mothapo
41. Sibusiswe Nana-girl Nzimande
42. D. Maki
43. Gcobisa Gay Makana
44. Yolisa Jijana
45. MT. Modira
46. George Masenya

Regulations pertaining to the Certificate Course in Journalism of the Media Training and Development Trust with reference to:

1. Requirements

The Certificate course in Journalism presented by the Media Training and Development Trust was developed by the Trust with the assistance of the Department of Journalism at the Peninsula Technikon and the certificate is endorsed by the Technikon. The aim of the course is to provide training to volunteers and workers in established and developing community media organisations. To be eligible for the course, students must be members of community media organisations that are actively producing media.

2. Attendance

The lecturer will keep a register of attendance on a daily basis. The register will be taken during every period/session daily. Therefore students are expected to be present during all sessions. A student arriving late for any particular session, shall be marked as

being absent. All assignment deadlines must be met. If this ruling is not adhered to, an assignment may not be considered for evaluation, therefore the student will not receive a mark for the particular assignment.

All students are expected to have an attendance record of not less than 90 percent per 4 week session. If without any valid reason a student accumulate a absentee record of more than 10 percent, then that student will discontinue his/her participation in the course. Failure to participate in an evaluation or meet deadlines, will result in the expulsion of that student from the course. Medical certificates for days of absenteeism must be handed in at the Training Officer or the Lecturer whose classes were affected.

3. Evaluation

Students need an overall mark of 50% in each subject in order to obtain a certificate. Should a student fail to obtain the required 50% in at least two subjects excluding Practice of Journalism and Photography, certification will not take place.

The course is a continuous evaluation, consisting of assignments and tests. Failure to timeously hand in assignments, can result in disqualification from the course.

1. One month courses 2. Three month courses

Evaluation weight Evaluation Weight

1 40% # 1 30%

2 60% ' - # 2 . 40%

3 30%

3. Year courses

Evaluation ' Weight

1 15%

2 15%

3 20%

#4 15%

#5 15%

#6 20%

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Evaluation will consist of written tests, oral, tutorials, assignments, practicals and projects done during the course of the year.

Where more than the minimum of two evaluations (one month courses), six evaluations (year courses) or three evaluations (three month courses) have been conducted, the additional evaluations will form part of the overall yearmark and will be integrated with the prescribed number of evaluations on an equal basis. All subjects have a 100% year mark weight, i.e. continuous evaluation. A minimum of 50% is required to pass any subject.

, Tests and number of assignments required for the course will be determined by the lecturer concerned in conjunction with the Training Officer. Marks obtained during the evaluation, shall be final and binding once the moderators of the Peninsula Technikon have finalised said marks. No correspondence shall be entered into.

4. In-service Training

The period of in-service training for 1997 will start on the 7 July and end on the 30 September 1997. The purpose of the in-service training is for community media organisation to benefit immediately from the skills acquired by the student. The student also benefits in that he receives the opportunity to implement the skills he acquired in the first four months.

All students must check at least one month in advance with their respective community organisations to ensure that those organisations prepare for their in-service training and

if not that other arrangements can be made. A logbook must accompany the student and a separate book for work-cuttings must be kept.

5. Loan of equipment

Students make use of expensive audio, video and photographic equipment. Whenever such equipment is used, students will be required to sign for its receipt and it must be signed in on return. by the lecturer in charge.

Such equipment are normally available for a maximum period of 24 hours, but arrangements can be made with lecturers for longer loans, for example over weekends. The student who signs out a piece of equipment is responsible for its care until it has been signed in. Any malfunction or damage to the equipment must be reported to the lecturer in charge or Training Officer.

Students who lose or damage equipment shall be responsible for its repair or replacement.

6. Hostel accommodation

Student who study with the Media Training and Development Trust will stay at the Hostel of the Bellville College of Education...All students are subject to the rules and regulation of the College as amended from time to time. A copy of the rules and regulations will be provided to students on registration. Please take note of the following:

i). Alcohol ,

The use of alcohol within hostel premises is strictly forbidden. This include the consumption or trade therein. This rule will be strictly applied and the transgression thereof will result in the immediate expulsion of the affected student.

ii). W

All property of the Bellville College of Education or the Media Training and Development Trust must be respected. The deliberate damage of such property, whether inside the hostels or otherwise will result in serious disciplinary action. Students are individually and collectively responsible for such property. This also includes the removal of property without the necessary authority.

ii). Visitors ' '

The Use of the hostel accomodation is for the student only. Visitors are not allowed to stay overnight. The kitchen of the hostels only cater for meals for residents of the hostels as per agreement between the hostel management and the MTDT. Residents who invite guests for meals, must arrange with hostel management. These arrangements are for the personal account of the resident.

7. Stigendlallowance

Arrangements are made for a nominal amount to be allocated to students to cover sundry expenses. These include toiletries, travel, phone and stationary.

The amounts allocated is decided by the Media Training and Development Trust. The dates, time and manner of payout is the prerogative of the Trust.

The Trust is not responsible for any agreements entered into between students and companies, shops or loan agencies whereby the stipend/allowance is used as a basis for such agreements.

. -, thl breakdown of Sub'ects
 " ; April -June
 Practice of Journalism
 6. Photography
 , 'ctice of Journalism
 . . 'mputer Literacy & Typing
 1 'glish for Journalists 7. Media Management
 fjformation Technology Training 8. Media Studies
 1-, Media Law Media Law
 9. Feature Writing
 10. Television Production
 I fy- September
 I I service Training October - December
 Practice of Journalism
 11. Political Studies
 Photography
 12. Radio Production
 13. Court Reporting
 GRADUA TION
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 TABLE OF DATES
 1 eek 1: March 3 - 7
 g. , registr. and orientation
 Week 2: March 10 - 14
 March 17 - 20 (Human Rights Day)
 March 24 - 27 (Easter Friday)
 April 1 - 4 (Family Day)
 : April 7 - 11
 'VWeek 7: April 14- 18
 :;Week 8: April 21- 25
 3- a Week 9: April 29 - 2 May (Workers Day)
 1" E Week10: May 5 - 9 May
 ' Week11: May12-16
 Week 12: May 19-23
 Week 13: May 26 - 30
 ,; Week 14: June 2 - 6
 . ,1 Week15: June9-13
 , 1 Week 16: June 16,- 20
 Week 17: June 23 - 27
 . ln-service Training
 .1 Week 18:
 1 Week 19:
 Week 20:
 Week 21:
 Week 22:
 Week 23:
 Week 24:
 July - September
 October 6 - 10
 October 13 - 17
 Octbber 20 - 24
 October 27 - 31
 November 3 - 7
 November 10 - 14
 November 17 - 21

November 24 - 28

December 1 - 5

December 8 - 12 (Graduation 13/12/97)

Subject outline- Press Law

Objective: The course's objective is to provide students with a basic understanding of the legal rights, duties and responsibilities of the media. It deals with the constitutional

rights of the media and various dangers that the media face in their task of responsible reporting news and events.

There is an interface with module on court and crime reporting, which also deals with several aspects of law relating to the media's role in the judicial system.

Prescribed Text: The Newsgagerman's Guide to the Law - 5th edition -

Kelsey Stuart.

Mediaereg - Vierde uitgawe - H.B. Kloppe

Programme:

Week 1: Law in society. The media in society. Constitutional provisions relating to the media.

Week 2: Defamation and the individual's right to a "good name."

Week 3: Defamation and how to avoid it and the potential costs.

Week 4: Sub-judice, especially as people attempt to use it in situations outside court.

Week 5: The Police Act. The Prisons Act.

Week 6: Privilege, parliamentary and in other circumstances, and its dangers.

Week 7: First evaluation of material covered.

Week 8: Fundamentals of labour legislation. Fundamentals of company law.

Week 9: Copyright

Week 10: Reporting about defence force matters. Laws affecting the security of the state.

Week 11: Laws dealing with journalists' access to information

Week 12: Second evaluation of work covered.

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Subject outline - Media Management

Objective: The course's objective is to introduce students to some general principles of sound business management, with the aim of helping community media progress towards self sufficiency. _

Lectures will be given a practical focus by delegates' involvement in production of a student publication.

Programme

Week 1: Session (I) Introductory session. Meet class. Explain aims of course and course requirements.

(ii) Introduction to economics - scarcity as the central economic problem, human needs and wants. choice.

Does the community need you?

(iii) continue introduction to economics - factors of production, the economic cycle, supply and demand.

Week 2: Session (I) Continue introduction to economics - trade, money and barter.

(ii) Efficiency - making the best use of all resources, human, physical and financial.

(iii) Media independence and the need for financial independence.

Week 3: Session (I) Specialisation and the division of labour

(ii) Specialisation in media - management, editorial, sub-divisions of these.

(iii) Relevance to community media. Organisation for survival and growth.

Week 4: Session (I) Organisation as requirement of efficiency. Mission statements, aims and objectives clearly identified. Know why we are doing what we are doing.

(ii) Evaluation of work done so far.

Week 5: Session (I) Mission statement - purpose of the project; decide policy - how are we going to fulfill our objectives (strategic planning); organise short-term goals (tactics).

(ii) Need for reliability. Related to efficiency. One of the factors affecting success of project. Accuracy, cost, attractiveness and their relationship to specialisation.

(iii) Systems required and requirements of systems; accessibility, intelligibility, freedom from bias, Consistency.

Week 6: Session (I) Self-sufficiency and the need to create income. The various ways of doing this: Advertising; Street sales; subscriptions; shareholding (?)

(ii) Visit to ad-agency

(iii) Evaluation of work done so far

Week 7: Session (I) Budgeting and financial management

(ii) Budgeting and financial management cont...

(iii) Requirement of budgeting (that one stays within budgeted limits) call for regular evaluation meetings. Part of management's controlling role.

Week 8: Session (I) Other aspects of management: Planning; organising, leading

(ii) Levels of management and levels of decision-making. A

further aspect of specialisation.

Week 9: Characteristics of management. they must also be able to:

. Make decisions

" Communicate

. Motivate

. Co-ordinate

. Take disciplinary action

e Delegate responsibility

Personal abilities:

' Ability to supervise

" The desire to achieve

" Intelligence

' Decisiveness

. Self-assurance

.. Initiative

Week 10: Session (i) Third evaluation of work done.

(ii) Review of evaluation

Week 11: Session (I) These characteristics should also be applied to the individuals' efforts in the organisation.

(ii) Using skills to make strategic plans aimed at meeting

goals set in mission statement.

Week 12: Session (I) Swot analysis

(ii) Swot analysis

Subject outline - Court and Crime Reporting

Objective: The course will provide students with a grounding in the fundamentals of court reporting and an understanding of the importance of this area of endeavour, especially as source of news for community media.

It also gives a basic introduction to the SA Police Services and its work, its relationship

with the media and the value of this as a news source for community media.

The focus is strongly practical, with visits to courts from which students must produce reports.

Approximate length of the module is 12 weeks, with one "theoretical" session and one practical session a week. There will also be practical inputs from SAPS.

Programme:

Week 1: Session (1) Reference to the first lecture of the Media Law module

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

and the media's rights and obligations, with special emphasis on the role of the courts in society and the media's role in reporting on their operations.

What happens in courts and the various personnel involved.

(ii) Workshop on courts, court procedure and the progress of a trial.

Session (I) Stages of a criminal trial.

(ii) Visit Bellville Magistrate's court for first practical.

Session (1) Feedback on first exercise; court terminology.

(ii) Bellville Magistrate's court for second practical

Session (1) feedback on second exercise, More court terminology

(ii) Parow Regional Court for third practical

Session (I) Feedback on third exercise. Hierarchy of SA court system and the relationship of the various levels to each other.

(ii) Police day

Session (1) Jurisdiction of SA courts

(ii) First evaluation of material covered

Session (1) Assessment of first evaluation

(ii) Access at information. Clerk of the court system with Bellville Chief magistrate

Week 8: Session (I) The concept of civil law. Civil procedures

(ii) Parow Regional Court for fourth practical

Week 9: Session (I) Feedback on fourth exercise. Other forms of legal proceedings - arbitration and mediation, inquests.

(ii) Visit to Labour Court for fifth practical

Week 10: Session (i) Feedback on fifth exercise. Appointment of judicial officers - judges, magistrates.

(ii) Visit to Supreme Court for sixth practical.

Week 11: Session (I) Feedback on sixth practical. Aspects of sentencing

(ii) Visit to Supreme Court for seventh practical.

Week 12: Session (I) Feedback on seventh practical. Reviews and appeals

(ii) Second evaluation of material covered.

Subject outline for 1997- Practice of Journalism

Objective: The course objective is to train students in the art of writing for newspapers and how to function as a journalist in both the community newspaper world as well as the deadline-chasing ,stop watch set-up of the commercial press. It aims to teach the student the ethics that guide journalists and the issues that confront journalists in the workplace.

Expected results: By the of the course the students will be -

(I) able to identify news, write news stories and conduct interviews with news leaders.

(ii) able to layout and design a newsletter in either A4 or tabloid size.

(iii) able to understand the psychology of the newsroom and the job of the different roleplayers in the newsroom.

(iv) to get a better idea of the position of the journalist within the world of mass communication.

Methodology: Lecture inputs, The student will be put in a newsroom environment from the onset, assigned stories and be given the responsibility with the guidance of the teacher of bringing out a regular newsletter.

Prescribed text: Writing for the media, Francois Nel

Program:

Week 1: What is News, the 5 W's and H, the anatomy of a report, The headline, the Byline, the introduction, the text, the end.

assignment 1:

Week 2: Responding to news, the follow-up, checking the facts, Talking to sources. Review of assignment 1

assignment 2:

Week 3: Conducting interview, interview techniques, Different types of interviews. Review of assignment 2

assignment 3:

Week 4: Writing the report, using simple language, Style and Spelling, Editing, Hand subbing. Review of assignment 3

assignment 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Review of assignment Electronic subbing, Layout and Design, software requirements.

Assignment 5:

Review of assignment 5. Elements of design, tools of organisation, grids, borders, margins, boxes, columns.

assignment 6:

Review of assignment 6. Text organisers, Captions, subheads, Headlines.

assignment 7

Review of assignment 7. Mastheads, logo's, Headers, footers, jumplines. assignment 8

Review of assignment 8. Building blocks of design, white space, the language of type, tabs, indents, alignment, runarounds, distortions.

assignment 9

Review of assignment 9. Tools of emphasis, Reverses, screams. colour, bleeds, kicker, drops, caps, sinks, photographs, cropping, silhouetting, boxes, drop shadows, illustrations.

assignment 10.

Review of assignment 10. Ten common pitfalls of Design.

Irregular shaped blocks of copy, angled type, excess underlining, Windows and orphans, unequal spacing, exaggerated tabs and indents.

assignment 11. 1

Review of assignment 11. Excessive Hyphenation, Grammatical errors, cramped logos and addresses. Too many typefaces.

assignment 12.

Review of assignment 12. The Newsroom. The Hierarchy of command. The editor-in-chief, the editor, the newseditor, the copy editor, proof readers, the reporters. the beat reporters, the features desk.

assignment 13.

Review of assignment 13. The job of a sub. Using simple words for ordinary readers. Accuracy, jargon, Intros. Headlines, captions, pictures.

assignment 14.

Week 15:

Week 16:

Week 17:

Week 18:

Week 19:

Week 20:

Week 21:

Week 22:

Week 23:

Week 24:

Review of assignment 14. How to read proofs. How to mark corrections, house style, abbreviations, capitalisation, cross references, dates and time measurements, money numbers.

assignment 15.

Review of assignment 15. Looking at different beats. Accident and fire reporting. Precautions in accident reporting. Sources, using the telephone directory.

assignment 16:

Review of assignment 16. Looking at different beats continue.

Court Reporting. finding your way in court. Access to documents. When to report what in court cases.

assignment 17

Review of assignment 17. Looking at different beats continue.

Sport Reporting. Basic reporting in reporting on sport. The right to comment, writing style. assignment 18

Review of assignment 18. Looking at different beats continue.

Financial reporting. The big money niche. money markets, the JSE, rules on reporting on financial matters, analysing financial reports.

assignment 19.

Review of assignment 19. Writing with flair. Clarity, precision, Pace. assignment 20

Review of assignment 20. Writing with flair continue. Weaving with transitions, Sensory appeal, Alternative story structures.

assignment 21.

Review of assignment 21. Writing with flair continue. Scenic leads, Anecdotal leads.

assignment 22.

Review of assignment 22. Features and fiction. Types of feature stories. learning from the short story, using extended dialogue.

Evaluation.

Subject outline for 1997- Photography

Objective: To teach students how a camera works, how to take a picture and how to develop and print black and white and colour photographs

Methodology:

Prescribed text:

Recommended text:

Programme:

Week 1: What the word photography means, How to operate a camera, the lens. focus control, shutter, aperture, frame counters, viewfinder.

Week 2: Types of camera. Direct Viewfinder, single lens reflex. View and technical cameras. Accessories. Lightmeter, tripod, cable release. lens hood, etc.

Week 3: Controlling Sharpness. Movement, lens focussing, exposure. Under and overexposure, measuring exposure.

Week 4: How to process film. Basic equipment for processing film. loading film. develop, rinse, fix, wash, temperature.

Week 5: More on processing, daylight loading, mixing chemicals, thermometers, film! dryers.

Week 6: Enlargers, negative carriers, rangefinders and autofocus.

Week 7: Lenses, easels and printers, focus finders, measuring exposure

Week 8: Processing black and white film. Loading tanks, developers, agitation, time and temperature, contrast, speed and grain. Stopbaths, fixing. washing and drying films.

Week 9: Black and white printing, papers, .document papers, image, colour, coloured papers, paper weight, contrast and grades. variable contrast paper, paper speeds, contact paper.

Week 10: Contact printing, processing paper, archival processing, developers, stabilisation processing, projection printing, enlarging, exposures.

Week 11: Choosing the paper grade, grades and exposure, changing negatives, magnification, exposure wedges, using an enlarging exposure meter.

Week 12: Holding back and burning in, Varifilering, multiple printing, changing shapes.
Week 13: Colour film processing. Cost and equipment, maintaining temperature, agitation.
Week 14: Colour negative films, negative quality. colour negative faults.
Week 15: Processing colour slide films.
Week 16: Changing film speeds, exact film speeds and processing, reversal exposure, slide quality.
Week 17: Making colour prints. Equipment. Chromogenic and dye destruction materials.
Week 18: Paper surfaces, printing from slides, the ideal transparency.
Week 19: Deciding thge exposure and colour, preparing to process prints, temperature control
Week 20: Reducing chemical consumption. reversal paper processing, cibachrome processing.

Monthly breakdown of subjects - 1997
Practice of Computer English for Information
March Journalism literacy & Journalists Technology
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Media Law
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April Practice of Photography Media Feature Media Law ; 9;1
Journalism Mana-ement Studies Writin- ; 9; -
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May Practice of Photography Media Media Feature Media Law i 9; -
Journalism Manaoement Studies Writinolo
Television
Broadcastin .
June Practice of Photography Media Media Feature
Journalism Mana-ement Studies Writin-
July ln-service ln-service ln-service ln-service ln-service
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Sept. ln-service ln-service ln-service ln-service ln-service
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Oct. Practice of Political Photography Radio Court
Journalism Studies Broadcasting Reporting
Nov. Practice of Political Photography Radio Court
Journalism Studies Broadcastin- Re-oortin
Dec. Practice of Political Photography Radio Court
Journalism Studies Broadcastino Reooortin
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 Proposed Time-table for March - 1997
 MW
 8230- Computer English for Information Practice of Computer Practice of
 literacy & literacy & journalism
 T ooin T ooin
 9:50 literacy& journalists Technology journalism Iiteracy& journalism
 T ooin T ooin
 10:30 literacy& journalists Technology journalism literacy& journalism
 T ooin T oino
 10:50
 11:30 Technolo- Technolo- 'ournalism Technolo- 'ournalism
 12:10 Technolo- Technolo- 'ournalism Technolo. 'ournalism
 12:40 break break break break break
 13:20 Technolo. 'ournalists Technolo-
 13:20 Information Computer Media Law English for Information
 14:00 Technology literacy & journalists Technology
 T oino
 14200 - Information Computer Media Law English for Information
 14:40 Technology literacy & journalists Technology
 T ooin
 14:40 - Information Computer Media Law English for Information
 15:20 Technology literacy & journalists Technology -
 T oino
 24

Proposed Time-table for April- May 1997

9:10 Journalism Management Journalism Law

9:50 Journalism Management Journalism Law Journ

10:30 Journalism Management Journalism Law Journ

10:50 break -

11:30 Journalism Management Journalism Studies Journ

12:10 Journalism Management Journalism Studies Journ

12:40 break break break

,

13:20 Writing Studies Journalism Writing

14:00 Writing Studies Journalism Writing-

14:20 Writing Studies Journalism Writing

15:20 Writing- Studies Journalism Writing '

Proposed Time-table for June - 1997

9:10 Journalism Management Journalism Introduction Journalism;

9:50 Journalism Management Journalism Introduction Journalism!

10:30 Journalism Management Journalism Introduction Journalism

10:50

11:30 Journalism Management Journalism Introduction Journalism

12:10 Journalism Management Journalism Introduction Journalism

M

12:40 break break break break

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13:20 Writing Studies Journalism Introduction Introduction

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14:00 Writing Studies Journalism Introduction Introduction

14:40 Writing Studies Journalism Introduction Introduction

15:20 Writing Studies Journalism Introduction Introduction

Proposed Time-table for October - December 1997

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9:10 Re-oortin 'ournalism oroduction oroduction oroduction
9:50 Re-oortin 'ournalism oroduction roduction oroduction
10:30 Re-oortin 'ournalism oroduction roduction oroduction
10:50
11:30 Re-oortin 'ournalism roduction oroduction oroduction
12:10 Re-oortin 'ournalism oroduction oroduction oroduction
12:40 break break break break
13:20 Re-oortin Studies oroduction oroduction roduction
14:00 Re-oortin Studies oroduction oroduction oroduction
14:40 Re-oortin Studies oroduction oroduction oroduction
14:00- Court Political Photography radio radio radio
15:20 Reo-ortin Studies oroduction oroduction oroduction

1. Edwin Lombard

He is the Training Officer of the Trust and is responsible for the overall co-ordination of the Certificate course, the writing of curricula and the research into subjects and new courses, the recruitment of lecturers and students. He is an ex-senior journalist at Rapport newspapers. He has a B-Tech degree in journalism. He is also responsible for the subjects Practice of Journalism and Political Studies.

2. Clarence Muller

Clarence has been a part-time lecturer with the Trust for the last three years. He is a freelance photographer with years experience in commercial newspapers such as the Argus newspaper in Cape Town. He teaches photography.

3. Dick Usher

Dick is part-time lecturer at Peninsula Technikon and ex-business reporter at Argus newspapers in Cape Town. He teaches Typing and Computer literacy. Media Management and court reporting

4. Rachell Greeff

Rachell is freelance journalist, columnist and published author. She teaches Feature Writing.

5. Shareef Cullis - Film producer and ex- co-ordinator of CDC video unit. He is now with a production company called Stone House Production. He was responsible for our Video training.

6. Magantrie Pillay

Magantrie is a known women's rights campaigner, She is a drama graduate, independent film producer and co- founder of the Women's Cafe in Cape Town. She was responsible for our Gender and Media Studies course.

7. Gaye Davis

Gaye is a respected journalist at the Weekly Mail and Gaurdian Newspaper. She teaches English for journalists.

The students generally performed well. Some of the students had some exposure to writing and journalism while working as volunteers in community media organisations and this helped them in the certificate course. Computer skills and language seem to be the major areas in which students needed a lot of help. We introduced special courses for this and also arranged for extra classes. Students generally expressed their appreciation for the language course and suggested that we expand this course for the future. A disciplined approach to learning was also an area that had to be overcome.

In spite of a few problems the students managed to bring out a regular campus newsletter and produce a 20 minute video production. Their performance in the different subjects varied with most of them receiving percentages of between 50 and 80 percent.

The in-service training experience is an important part of the certificate course in journalism. Our

In-service training component started on the 17 July and will end on the 12 September 1997. All

the students went back to their provinces to work in their various projects. Two weeks before

letters were sent to all of these projects, including the DIP offices in the provinces where the

ANC students come from. Students were also given copies of these letters to take to the project

leaders once they arrive in the province. Students also received a log book in which they and the

project leader must write everything that the student has been involved with during their period of

in-service training.

Institute for Community Media
Evaluation results
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-The overall mark is for attendance, participation in class, meeting deadlines for assignments and general attitude towards subject.

Institute for Community Media
Evaluation results Photography May '97
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Institute for Community Media
Evaluation results Feature Writing % May '97
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Institute for Community Media
Evaluation results Gender and Media Studies % May '97
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Assignment One