

CONSTITUTIONAL EDUCATION PROGRAMME

Report for Chairpersons of the Constitutional Assembly

March
23 April 1995

Introduction

The Constitutional Education Programme (CEP) is a major part of the Public Participation Programme. The CEP has a particular emphasis on the empowering of rural, disadvantaged and marginalised groups so that these sectors are able to contribute to the constitution-making process. In addition, the CEP has a broader educative function which would extend beyond the writing of the constitution and include general education on civic responsibilities. The resources and networks that are developed in the constitution-making phase would be utilised in this general educative function.

The CA is not able to install a large structure to ensure that the CEP is carried out. For this reason, it is envisaged that existing NGOs (non-governmental organisations), CBOs (community-based organisations) and other appropriate structures are used for the programme. This requires a great deal of organisation and co-ordination, both at national and provincial levels. Many organisations have already set up their year programmes, and the CEP therefore has to slot into the existing work programmes of other structures.

The employment of provincial co-ordinators is essential to the successful delivery of the CEP.

1 Objectives

The main objective of the Public Participation Programme is to make the process of constitution-making credible, and thereby ensure that the constitution itself is legitimate. The CEP is a vital component of the PPP in that people will be empowered to enter into the constitution-making process, and the final constitution will therefore be "owned" by the population as a whole.

The CEP has the following specific objectives:

- * helping to ensure maximum community participation in the constitution-making process;
- * raising the profile of the Constitutional Assembly and popularising the process;
- * introducing constitutional education in various educational institutions, including schools and universities;
- * a specific focus on rural and disadvantaged communities, including a process of empowerment.

2 Process

Constitutional education is a very broad field. South Africa has not had a coherent education strategy on civic responsibilities. This is a key component of any programme designed to instil human rights awareness and respect for the rule of law.

The immediate need is for involvement in the constitution-making process. However, this should be seen as the introduction to a broad education process involving civic responsibilities, rights and duties of the state, rights and duties of citizens, as well as human rights awareness.

A number of different strategies will be used to ensure that all South Africans are brought into the constitution-making process, and also educated about their rights and duties as responsible citizens.

2.1 **Community Workshops**

One of the primary mechanisms of delivery for this programme is the community workshop. This will ensure that all sectors of the population will be reached and enabled to participate fully in the constitution-making process. This will require an educational undertaking on a very large scale in order to empower marginalised and disadvantaged communities.

Existing networks of NGOs and CBOs are being accessed and utilised to ensure delivery of the workshop programme. This is done by way of national consultative meetings and the incorporation of existing constitutional education programmes into the national programme. Material is being developed and provided by the Constitutional Assembly, and the human resources already existing in the sector are being utilised. This will mean that it is not necessary to employ large numbers of people to run educational workshops. However, it is necessary to employ Provincial Constitutional Education Co-ordinators and Constitutional Training Co-ordinators.

The South African Communication Service (SACS) is involved in the logistical side of the programme. The provincial co-ordinators (two per province) are located in the SACS offices, and utilise their facilities.

The programme will continue into the second phase of the constitution-making process (the consideration of the draft constitution) and will lay the foundation for a wide-reaching public education programme which would then be utilised in the development of a human rights culture. It is possible that the programme will in the future be incorporated into the work of other government departments.

2.2 **Secondary and Tertiary Student Involvement**

Two other crucial areas of involvement in the constitutional education process concern education at school level and at the tertiary level

(universities and technikons).

It is obviously vital to ensure that the student body is integrally involved in the constitution-making process. These are the leaders of the future, and it is essential that they be educated in human rights and democratic processes.

A schools programme will be initiated with the co-operation of the Department of Justice and the Department of Education. NGOs specialising in youth will also be used in this process.

A national workshop of representatives from all universities and technikons is to be held in April. The purpose of this workshop is to brief students on the constitution-making process, and to look at ways in which students can assist in the education of other sectors of the population. Students form a large resource pool in terms of enthusiasm, skills and outreach.

3 Phases of Programme

The community workshop programme will be adapted to suit the needs of the CA during the different phases of the constitution-making process.

First Phase

The first phase of workshops will focus on the constitution, the process, and how to make submissions to the various Theme Committees. This phase will be completed by 30 June. It is very important that this phase be part of the community workshop process, as it is the first introduction to the constitution-making process that communities will have.

The first phase will also be the period of setting into place plans and programmes for the provinces. This will be the period when trainers are trained nationally, and will then return to their provinces to train facilitators. Organisations and structures will be contacted to enable the running of community workshops. This process will be more difficult in some provinces than in others. It is recognised that, due to time delays, the first phase will be more of a setting up phase than an implementation phase.

Second Phase

The second phase deals with the draft constitution. Trainers will receive refresher training and these trainers will conduct refresher training for facilitators. The training process cannot start at the second phase, as there will be no continuity or understanding of the constitution-making process.

Again, organisations and structures will be asked for assistance in the holding of community workshops.

Third Phase

The third phase will be the handing over of the resources, materials and

skills to an appropriate government department for example the Department of Justice or the Department of Education. The networks and relationships established during the first and second phases will be invaluable in the development of a human rights culture in South Africa.

4 **Material Development**

There is no existing material on the constitution-making process. Various NGOs have produced material on democracy and the interim constitution, focussing on the Bill of Rights. Organisations need to be contacted to allow the CA to make use of their material. The development of new material requires time and staff. This need has been acknowledged, as evidenced by the post of Deputy Resource and Training Manager (still to be appointed).

Material which is in production includes a basic booklet on what a constitution is, including the process and a workshop training manual. A basic booklet is planned for the second phase, being a simplified version of the draft constitution.

5 **Employment of Staff**

The staff required for the effective delivery of the CEP include a Deputy Resource and Training Manager, a Provincial Constitutional Training Co-ordinator and a Provincial Constitutional Education Co-ordinator. This is a total of 19 positions. The SACS was originally going to pay for the Deputy Resource and Training Manager, and the 9 Provincial Training Co-ordinators. This is no longer the case, and the CA is therefore requested to provide funds for these positions. Interviews were conducted on the basis that funds were available for these positions, and the entire CEP is in question should it prove impossible to fund these positions.

Deputy Resource and Training Manager

The Deputy Resource and Training Manager is required to:

- * assist in the development of new materials and other forms of media which can be used for educational purposes, for example, radio slots, tapes in taxis;
- * liaise with the Provincial Constitutional Training Co-ordinators;
- * maintain and distribute resources.

Provincial Constitutional Education Co-ordinator

The Education Co-ordinator will be responsible for liaising with NGOs, traditional leaders and other structures in order to put together a community workshop programme. This programme will be planned in consultation with the Premier's office in the respective provinces. The skills required include knowledge of structures operating in the province, and good organisational skills. The Education Co-ordinator will have to provide reports to the Constitutional Education Manager, including financial statements. The

Education Co-ordinator will also liaise with the SACS co-ordinator, in order to ensure that resources are available.

Provincial Constitutional Training Co-ordinator

The Training Co-ordinator will be responsible for

- * running community workshops;
- * training facilitators to run community workshops,
- * and monitoring and supervising to ensure that these workshops are of the required standard.

The skills required include strong communication, networking, training and facilitating skills. The recommended Training Co-ordinators have a history of experience in the human rights and paralegal sectors which would enable the CEP to complement the existing community programmes run by these sectors, and to initiate programmes where these do not exist.

It should be stressed that both co-ordinators, working together, will form a team which will ensure the effective delivery of the programme. Different skills are required for each position, and it would be impossible for the programme to function in any way without these co-ordinators. Both persons will be required to travel long distances to ensure that rural communities are reached.

6 CEP Programme

There are two different kinds of workshops envisaged in the community workshop programme. The first workshop will be linked to the CPMs. These will explain the participation process, and will therefore ensure that the audience at the CPMs is aware of the process and the issues to be addressed.

The second type of workshop is aimed at reaching those communities where there will be no CPMs. The number of CPMs has now reduced, so there is a greater need to ensure that workshops reach other communities. In addition, there may be requests from various structures for workshops to explain the constitution-making process. Wherever appropriate, CEP slots will also be accommodated into community workshops dealing with other national issues, for example, local government voter registration and voter education workshops, RDP workshops.

The attached programme gives an indication of the work plan. The dates of the programme have already been altered several times, and it is now crucial that the CEP be put in a position where the workshop programme can be implemented. The delay in the employment of the two provincial co-ordinators effectively means the delay of the programme by at least a month. As can be seen from the programme, it is envisaged that the full

programme, on the given dates, will only be fully operational by May.

7 **Education Focus**

There are various other initiatives requiring the attention of the CEP. These include a national workshop for university and technikon students and a schools programme. There are several other projects which require urgent attention, including initiatives from various other structures which have requested the assistance and/or involvement of the CA.

CONSTITUTIONAL EDUCATION PROGRAMME

Addendum to report for Chairpersons dated 23 April 1995

1 **Employment of Provincial Constitutional Training Co-ordinators and Deputy Resource and Training Manager**

The financial implications for the CA in employing 9 Provincial Training Co-ordinators and the Deputy Resource and Training Manager are as follows:

Provincial Training Co-ordinator	
Basic salary	R 69 510
Medical aid	R 5 088
Housing subsidy	R 7 200
Pension	R 15 283
Total	R 97 081
x 9	R873 729

Deputy Resource and Training Manager	
Basic salary	R 91 683
Medical aid	R 5 088
Housing subsidy	R 7 200
Pension	R 20 158
Total	R124 129
Grand Total	R997 858

This figure is approximate, as medical aid contributions will vary according to the candidate's age and number of dependents. This figure does not take into account operating costs. Negotiations are still under way with SACS in this regard. There are funds in the budget to cover salary costs.

2 **Proposed Programme**

The attached programme provides dates for various activities. These dates have been postponed several times, as the implementation of the programme has not been possible without the employment of provincial co-ordinators.

3 **Community Workshop Details**

A draft workshop outline will be supplied to the Chairpersons on Monday 27 March, together with the draft booklet for the first phase. The workshop outline will be part of a workshop manual which will include a code of conduct for facilitators. The draft manual is being developed and will be

forwarded to the Chairpersons for perusal in due course.

The facilitators for the community workshops will be drawn from NGOs, CBOs, the SACS offices and other community structures. All political parties will be asked to provide information on organisations which can be approached to supply suitable facilitators. This is in addition to the request made at ManCom for parties to supply this information. The general criteria for selecting facilitators will include the following:

- 3.1 language skills
- 3.2 experience in running community workshops
- 3.3 ability to be non-partisan in conducting workshops
- 3.4 acceptability to the local community.

CEP PROGRAMME - KEY DATES

December

Meeting between Head of Department, Community Liaison and SACS Regional Directors and Provincial Co-ordinators in Cape Town 12-13/12

February

Meeting and briefing at SACS Head Office 2/2

Meeting and briefing at SACS Gauteng office 3/2

Meeting with Rollie Schoeman and Jan Els (SACS Regional Liaison Directors) in Cape Town re CEP provincial co-ordination 17/2

NGO/National Paralegal Committee meeting CT 23-24/2

March

Deadline for CEP positions 3/3

Interviews 8-17/3

April

CA workshop booklet (English) - printed 7/4

CA workshop manual - draft 7/4

National workshop for university and technikon students in Cape Town 7-9/4

Commencement of work by available CEP co-ordinators in SACS regional offices 10/4

Briefing of new co-ordinators in Cape Town 11/4

National Training of Trainers w/shop for CEP Training Co-ords, NGO trainers and SACS trainers 24-26/4

Provincial training of facilitators by CA-trained trainers 29/4-7/5

CA booklet (other 10 languages) 29/4

CA workshop manual and other workshop kit materials 29/4

May

Commencement of work by remaining CEP co-ordinators in SACS regional offices	2/5
Briefing of further co-ordinators in Cape Town	3/5
Community workshops run by CA-trained facilitators, in all provinces, co-ordinated by CEP Education Co-ords	13-14/5 20-21/5 27-28/5
Possible further national training of trainers workshop	9-11/5
Further provincial training of facilitators	rest of May

June

Continuation of community workshops

CONSTITUTIONAL EDUCATION PROGRAMME

Addendum to report for Chairpersons dated 23 March 1995

Re: COMMUNITY WORKSHOP OUTLINE

Please find below a draft outline for a 3 hour CA community workshop as part of the first phase of the CEP workshop programme.

Note:

This workshop outline will be further developed and will form part of the workshop manual which will be used to train our Provincial Training Coordinators and community facilitators. The workshop outline will be used alongside the draft community workshop booklet, as well as other components of the workshop manual still being developed, eg. a code of conduct for workshop facilitators, a question-and-answer section providing facilitators with guideline answers to typical questions anticipated in workshops.

Draft workshop outline

- | | | |
|----|--|---------|
| 1. | Welcome and introduction to workshop | 10 mins |
| 2. | Participatory roleplay and buzz groups | 25 mins |

The scripted roleplay will be run by two workshop facilitators and will seek to draw on workshop participants' own knowledge of the historical background to constitution-making in South Africa. Participants will be introduced to the meaning and importance of the constitution through drawing on examples from their own lives. This will be done by inviting them to discuss in buzz groups of 3 their own experience of rules that govern their lives at home, at work, in their community or village etc.

- | | | |
|----|----------------------|---------|
| 3. | Inputs and questions | 45 mins |
|----|----------------------|---------|

The facilitators' inputs, based on the workshop manual, will include:

- * the meaning and importance of a constitution
- * the historical context to the SA Constitution-making process
- * the difference between the interim and new constitution
- * how the new constitution is being drawn up, including reference to the Constitutional Principles
- * how people can get further involved in the constitution-making process
- * the types of issues and concerns that can go into a constitution

- | | | |
|----|-------|---------|
| 4. | Break | 15 mins |
|----|-------|---------|

5. Small group discussions 30 mins

The facilitators will break participants into small groups to encourage maximum participation. Respected community figures will be requested to help facilitate the small groups. The participants in the small groups will be asked to raise issues that they think are important and should be considered or included in the new constitution. The emphasis will be on raising issues and concerns rather than on attempting to resolve issues within the groups.

6. Reportbacks from small groups 30 mins

The workshop facilitators will invite reportbacks on issues raised in the small groups. Once more the focus will be on noting issues and differing viewpoints, rather than on trying to reach consensus in a potentially diverse workshop audience.

7. Input 10 mins

One of the workshop facilitators will explain how participants can send their ideas in to the CA as submissions either as individuals or organisations/groups. It will be stressed that the workshop itself is not a forum for sending in a submission, but participants will be encouraged to seek help where required to make submissions as a follow-up to the workshop, eg. with the assistance of a local advice office, minister of religion, teacher, organisation/group/party etc. Where appropriate, participants will be reminded that they can attend a forthcoming CPM where they can raise their concerns publicly in the presence of CA members.

8. Open discussion time and closure of workshop 15 mins

Note:

The timing of workshops will have to be flexible, bearing in mind some of the following factors:

- * the need for translation - wherever possible, workshops will be run in local languages;
- * other local time constraints, eg. availability of venues, electricity and generators etc;
- * other workshops being held on vital national and local issues, eg. local government voter registration/education workshops - for this reason, a 1 hour condensed version of the above proposed workshop is being planned and will be included in the workshop manual so as to enable us to do 'CA slots' as parts of other workshops (the viability of such a 1 hour slot will be piloted shortly to assess its effectiveness, as we may find that this becomes a very useful way of fitting into not only workshops on other national issues, but also broader human rights/constitutional workshops run by NGOs, where the 'CA message' can similarly be spread through a 1 hour slot contribution).

CONSTITUTIONAL EDUCATION PROGRAMME

Addendum to report for Chairpersons dated 23 March 1995

Re: COMMUNITY WORKSHOP BOOKLET

Please find enclosed a draft of the text of our proposed first CEP booklet 'You and Building the New Constitution' for use in our community workshop programme.

The need

- * The booklet has been designed to be used in community workshops, together with roleplays, verbal inputs and other visual materials such as posters (eg explaining CA structures, Constitutional Principles etc).
- * It aims to provide an accessible and user-friendly explanation of the constitutional process and the Public Participation Programme. As materials produced by NGO's focus more on human rights issues and the Interim Constitution, it fills a vital and long overdue gap.
- * It aims to empower individuals and organisations to make submissions and, in the longer run, to participate in the vital second phase of our campaign when we popularise the new draft constitution.
- * It has also been written in such a way so as to be useful independently of workshops, eg for distribution at CPMs.

The format

- * It is a 16-page A5 booklet (plus cover), with strong graphic content, with some of the text being incorporated in the graphics so as to reduce the density of text and convey a more visual message.
- * Language has been kept as plain and accessible as possible, and more technical terms such as 'submission' have only been included and explained where they are really essential.
- * Urgent consideration needs to be given to the question of translating the booklet into the other 10 languages.

The process

- * The contents of the booklet have been developed internally after discussions with the Directorate and various members of the Community Liaison, Media, Research and Secretariat departments.

- * In the interests of printing and distributing the English version as speedily as possible, the artwork is at an advanced stage. Approval of the text by the Chairpersons would be greatly appreciated as this would facilitate our reaching our targetted deadline of 7 April 1995 (as per our date schedule provided).
- * The costing of the booklet below is for the English version. An in-principle view of the Chairpersons as to whether we should then immediately proceed with developing translated versions once the English version has been approved, will be much appreciated.

The cost

* Based on the best of 3 quotes obtained, the cost is as follows (supporting documents attached):	
- Printing and repro for 100 000 copies in 4 colours	R74 613
- Design and artwork	R5 000
TOTAL	<u>R79 613</u>

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We thank you for your enquiry and have much pleasure in submitting our quote as detailed below:

DESCRIPTION: MAGAZINE**QUANTITY: 100 000****MATERIAL: TEXT : 80GSM GLOSS ART
COVER : 250GSM GLOSS ART****SIZE: 210 X 148MM****PROCESS: EXTENT : 16 PAGES TEXT + 4 PAGE COVER.
TEXT : PRINTED 4 PROCESS COLOURS THROUGHOUT.
COVER : PRINTED 4 PROCESS COLOURS THROUGHOUT.
UV VARNISHED ON OUTSIDE ONLY.
BINDING : SADDLESTITCHED, TRIMMED TO SIZE****COMPLETE POSITIVES TO BE SUPPLIED TO US.**

ORIGINATION:	1 COLOUR:	100 000 = R 63 500.00	+ VAT = R 72 390.00
	2 COLOURS:	100 000 = R 63 800.00	+ VAT = R 72 732.00
	4 COLOURS:	100 000 = R 64 000.00	+ VAT = R 72 960.00
PRICE:	REPRO: 1 COLOUR:	= R 400.00	+ VAT = R 456.00
	REPRO: 2 COLOURS:	= R 700.00	+ VAT = R 798.00
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	1 X A4 CHROMALIN:	= R 150.00	+ VAT = R 171.00

Your attention is drawn to the fact that this quote is based on current material costs and is subject to fluctuations thereof as well as sight of final artwork and/or repro. In the event of material not being available at the time of ordering, we will endeavour to offer alternatives.

Prices quoted exclude VAT, Freight Charges and Packing outside Cape Town.

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Yours faithfully
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SUBJECT TO STANDARD CONDITIONS AND RECOGNISED CUSTOMS OF THE PRINTING INDUSTRY OF SOUTH AFRICA

DIRECTORS I SHEPHERD A BRADY G McARTHUR

Reg. No. 08/22287/07

To: Derrick Frie
Community Education
Programme.

From: Tnsel deVilliers
10 Bedford St.
Observatory.
24/3/95

'You and Building the New Constitution' booklet: Quote
for design and artwork.

To: page design + complete illustrations in full colour:

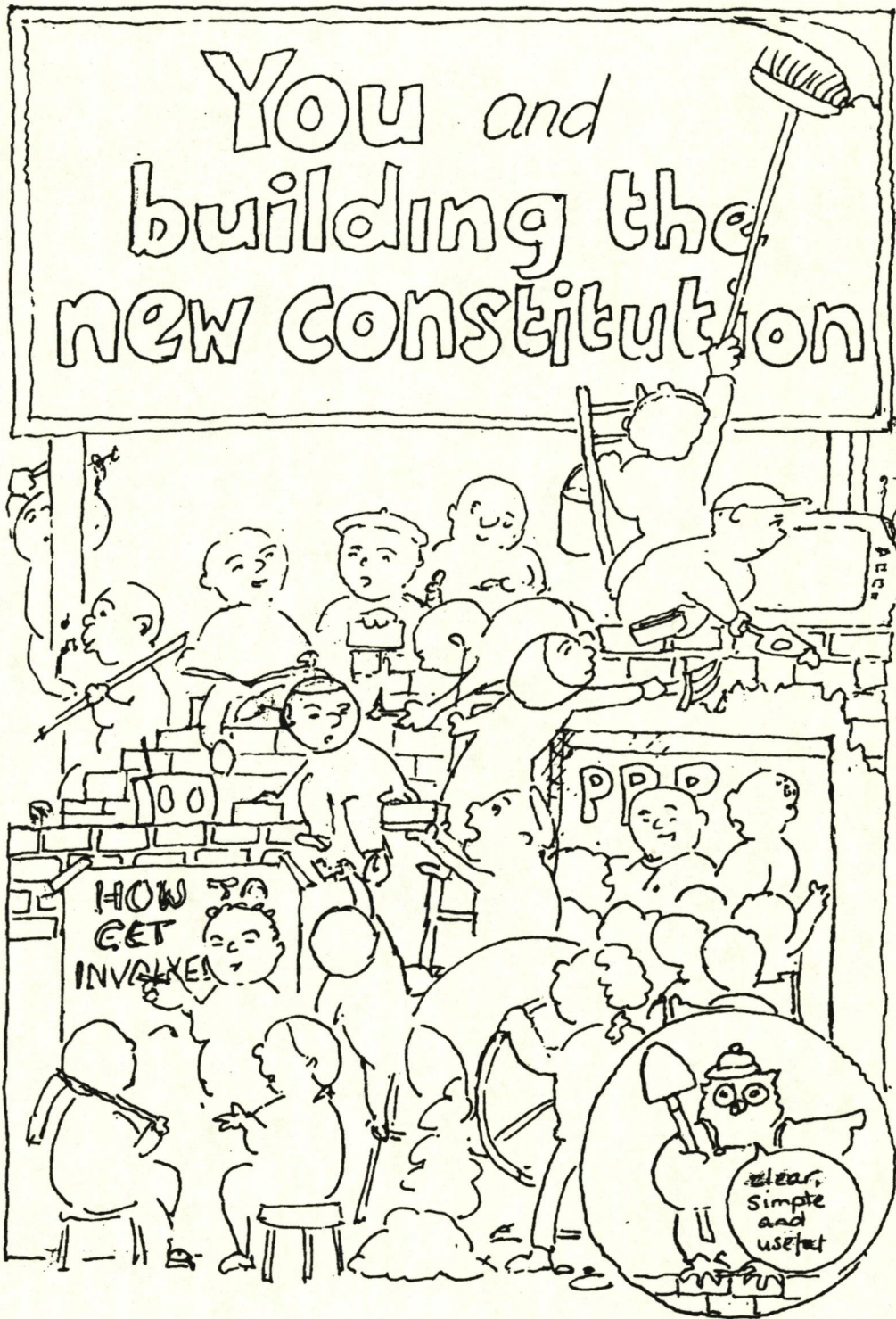
12 pp	x	R300	R3,600
4 pp	x	R150	600
1 p	x	R200	200
			<hr/>
			R4,400

To: design + full-colour artwork for cover

R 600-

Total R 5,000

With thanks Pak Duli



YOU AND BUILDING THE NEW CONSTITUTION

Contents

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| <input type="checkbox"/> guidelines | |
| <input type="checkbox"/> blank standard form | |
| <input type="checkbox"/> example of standard form | |
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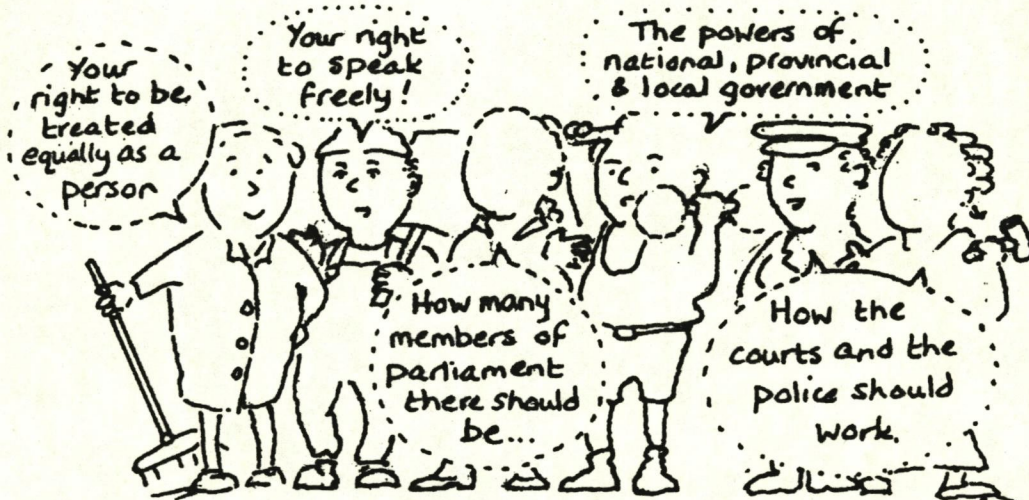


What is the New Constitution?

In April 1994, you voted for a new government in the first democratic elections in our history. Now we need a constitution to make our democracy strong.

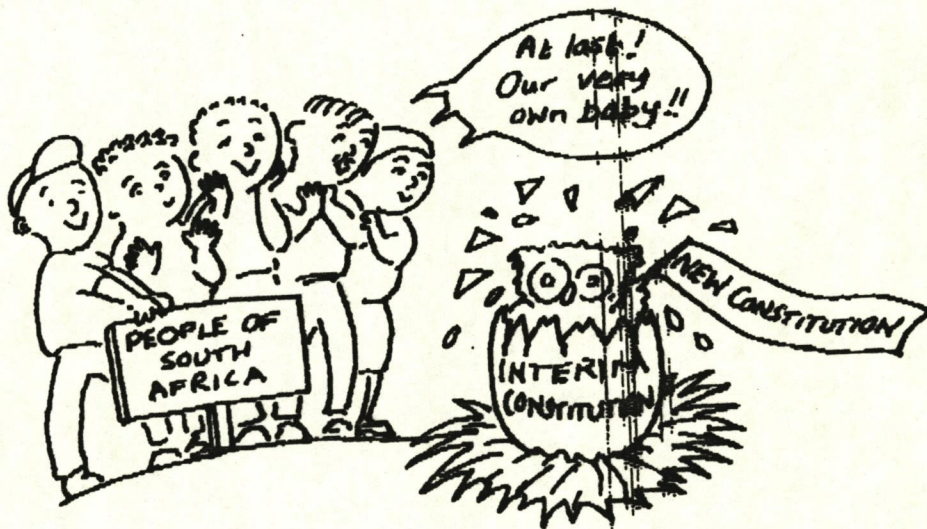


A constitution is the highest law in a country. It tells the government what rules it must follow in running the country. It talks about things such as:

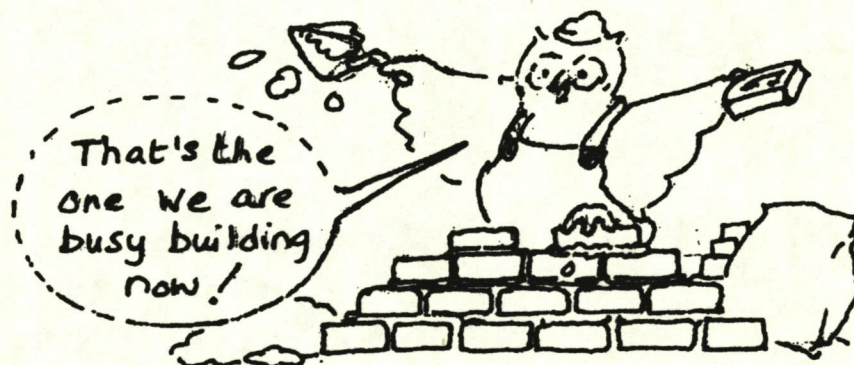


What is the New Constitution?

At the moment we have an interim constitution.
This was negotiated before the 1994 elections.
The interim constitution will be our constitution until
there is a new constitution.



The new constitution will then guide future governments on how you as the voter want the country to be run.



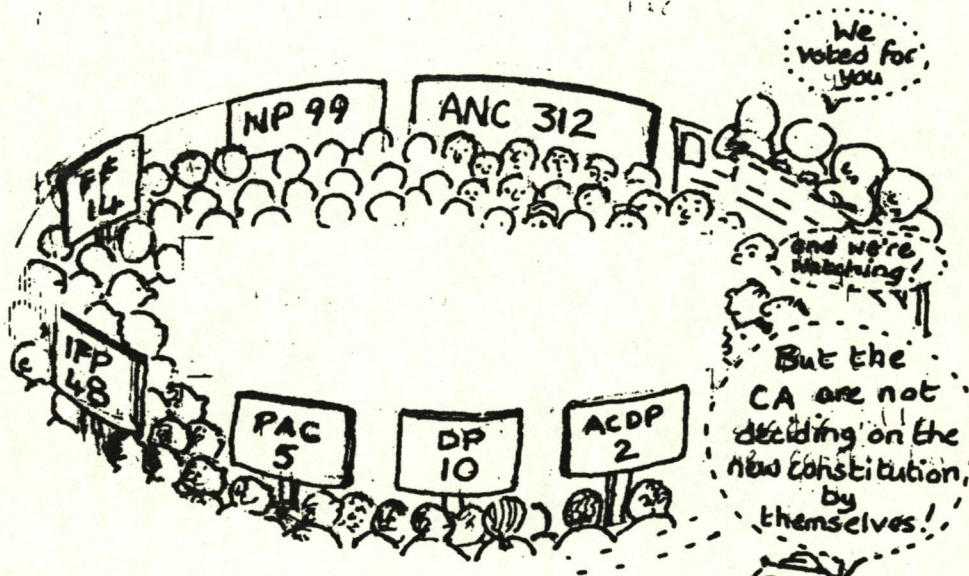


What is the Constitutional Assembly?

The Constitutional Assembly (CA) is the body which has the job of drawing up the new constitution by May 1996.

**DEADLINE
MAY 1996**

The CA is made up of 490 people from 7 different political parties. These are the people you voted for in April 1994.



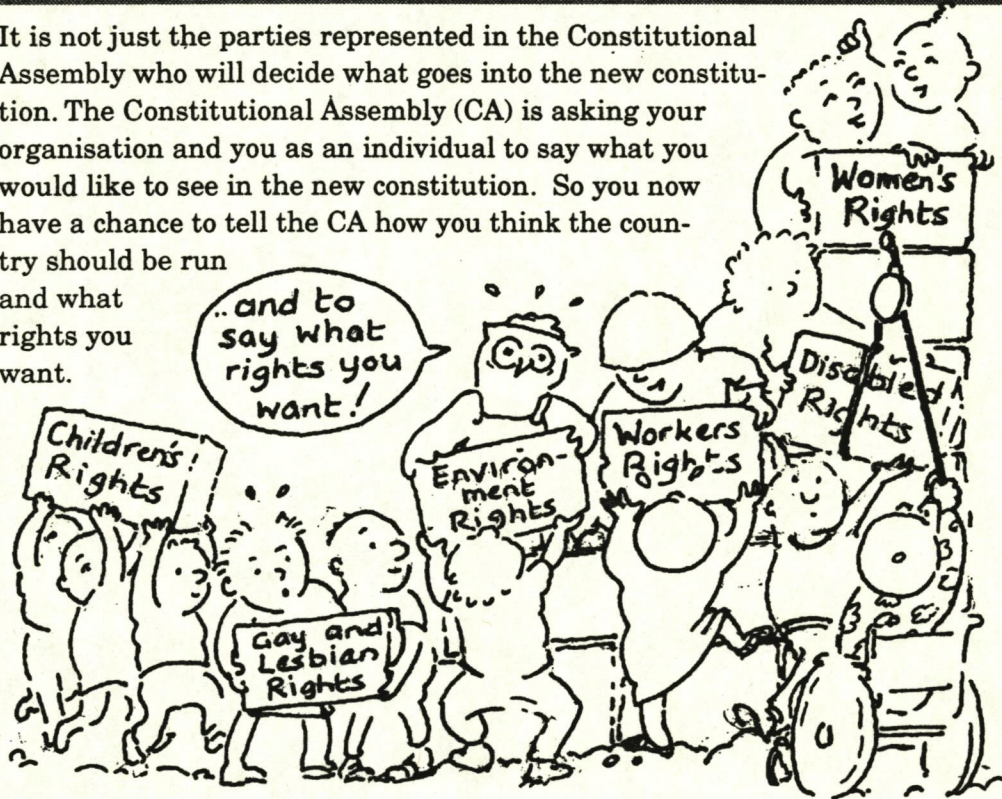
The members of the CA are also members of the two parts of the new parliament:

- the National Assembly, with 400 members,
- the Senate, with 90 members.



Why take part in building the new Constitution?

It is not just the parties represented in the Constitutional Assembly who will decide what goes into the new constitution. The Constitutional Assembly (CA) is asking your organisation and you as an individual to say what you would like to see in the new constitution. So you now have a chance to tell the CA how you think the country should be run and what rights you want.



We must all make sure that we speak up now because the constitution affects all of our lives. And also because we will all live under the new constitution for many years to come.

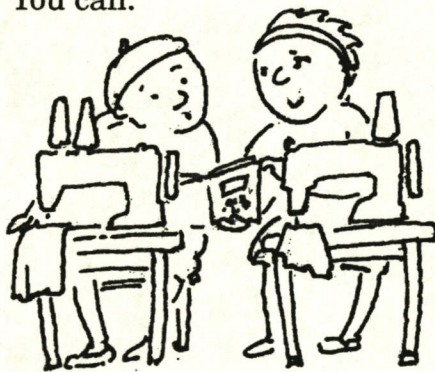




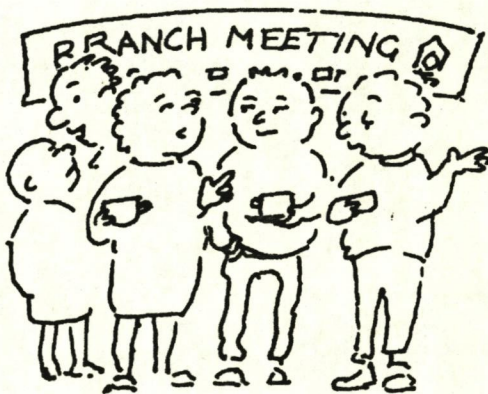
How you can get involved.

There are lots of different ways that you can get involved in the Constitutional Assembly's Public Participation Programme.

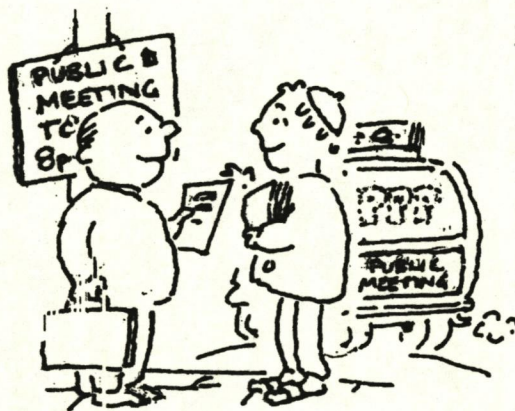
You can:



share this booklet with your friends and the people you work with;



talk to your friends and neighbours, your local community or religious organisation, your union or your political party;



look out for pamphlets and posters advertising community workshops and public meetings;



How you can get involved ...

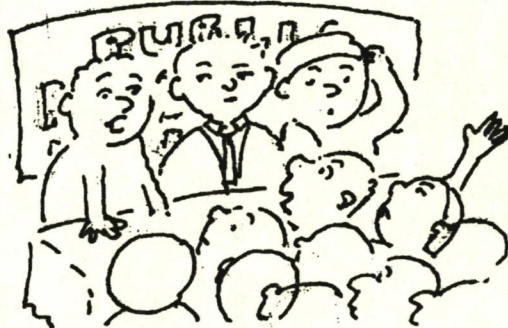
You can also go to one of these
Constitutional Assembly events:



All the ideas you bring to these events will be used by the Constitutional Assembly in building the new constitution.



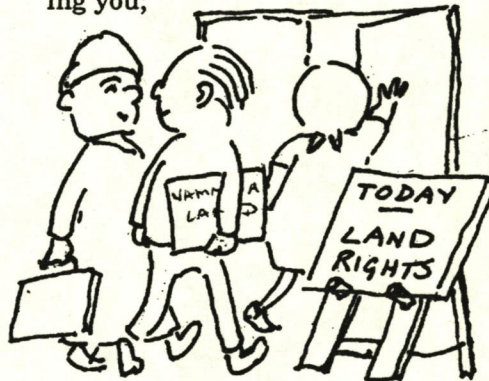
Community workshops - to help you find out more about the new constitution, and to talk and ask questions in a smaller group;



Public meetings - to give you a chance to listen to members of the Constitutional Assembly and to tell them what issues are worrying you;



School and university discussions - so that students can also take part in the new constitution;

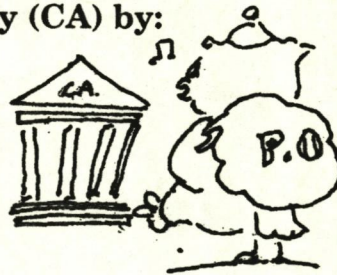


Seminars and conferences - to look at special topics like women's rights, the public service and land issues.

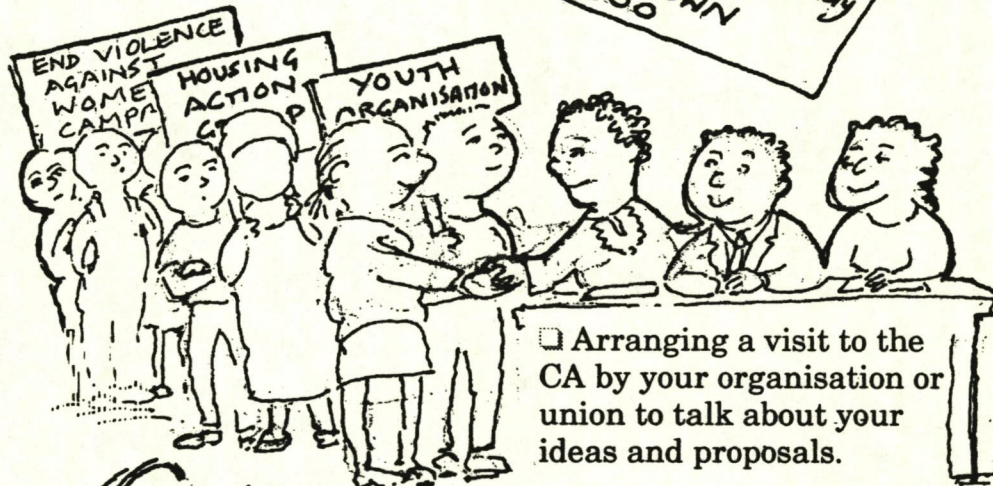
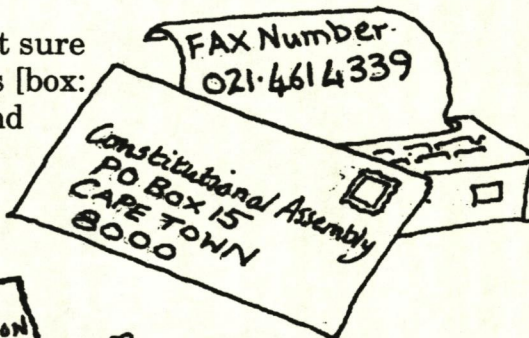
**You can also make direct contact with the
Constitutional Assembly (CA) by:**

- Writing down your ideas and proposals, and then sending them in to the CA. Post to the

*Constitutional Assembly, Box 15,
Cape Town, 8000,
or fax to: 021-4614339*



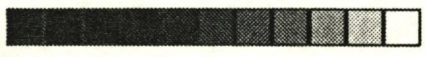

- Phoning the CA if you are not sure about how to send in your ideas [box: Phone the CA at 021-245031 and ask for Extension 2273];



- Arranging a visit to the CA by your organisation or union to talk about your ideas and proposals.



If you are not sure about how to send in your ideas, phone the CA:
021-245031 extension 2273

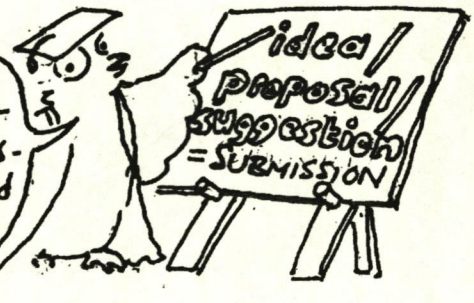
How you can send in your ideas

After talking to other people in your community or organisation, you should write down your ideas or proposals. It is a good idea to do this in a group with the help of other people. Remember that you can do this in any language. You then post what you have written to the Constitutional Assembly (CA) [see the address...]

Remember you can write in any language!



The CA will call the paper you send in a SUBMISSION - so when you read about submissions this means all the ideas and proposals sent in by you and other people



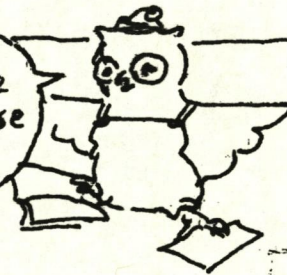


Here are some guide-lines
for sending in your ideas

***Please see the standard form on page 9 –
you can use this as a checklist to help you***

- ❖ write your proposal very clearly - if you can, have it typed up;
- ❖ give your own name and address and a contact phone number if you are writing as an individual;
- ❖ give your organisational/group details if you are writing as an organisation or group;
- ❖ use your home language - it will be translated into English at the Constitutional Assembly;
- ❖ keep your proposal as short as possible - if it is very long, give a short summary of the main points at the beginning;
- ❖ use simple language so that everyone can understand what you are saying;
- ❖ make your proposal easier to read by numbering the pages and using headings for different ideas;
- ❖ in your proposal, try to say what your problem is and also what you would like the new constitution to say about it.

Have a look at the
Standard form on the
next page - you can use
that as a checklist
to help you.



BLANK STANDARD FORM FOR SENDING IN IDEAS

Please remember that this is just a guide to help you when you send in your ideas. You are also welcome to add things to this structure.

1. Your name:

2. Organisation/group: (leave this out if the proposal is from you as an individual)

3. Your position in organisation/group: (also leave this out if the proposal is from you as an individual)

4. Postal address:

5. Postal code:

6. Contact telephone number:

7. Telephone code:

8. Ideas/proposals/submissions:

A. What my problems/issues/concerns are...

B. What I/we think the new constitution should say about this...

Remember - this is just a guide to help you. You are also welcome to add things to this structure.



Example of filled-in standard form for sending in ideas

1. **Your name:** *Nosipho Landingwe*
2. **Organisation/group:** *Lindelani Parents' Association*
3. **Your position in organisation/group:** *Secretary*
4. **Postal address:** *C2460 Duncan Village*
5. **Postal code:** *5200*
6. **Contact telephone number:** *362 8888*
7. **Telephone code:** *0431*
8. **Ideas/proposals/submissions:**

A. What my problems/issues/concerns are:

We are very worried about how many of our children are out of school. There is a lot of crime in our community and there are very few places to play. We do not have enough money to pay for school fees or books. But we want all our children to be at school because they will only have a chance to get a job if they are educated ...

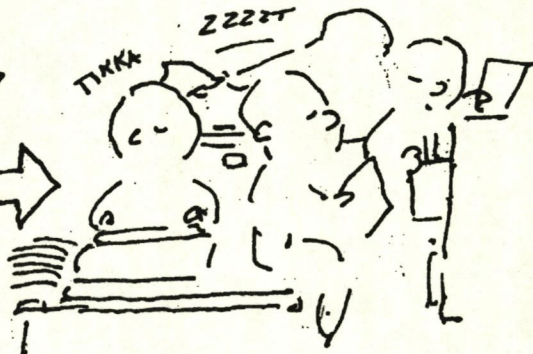
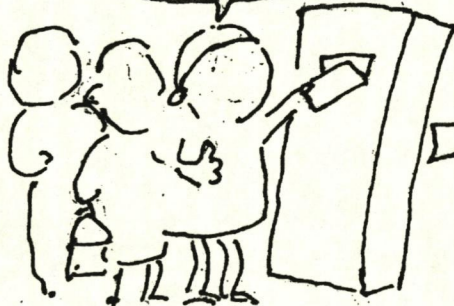
B. What we think the new constitution should say about this:

We feel that there should be free education for our kids at school...



What happens to your ideas?

We want to make sure that free education is part of the new constitution



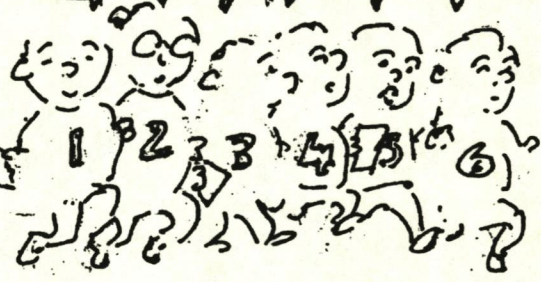
1. Post/drop off your ideas/proposals

2. They get typed, translated and copied and filed

Education - Theme Committee 5?

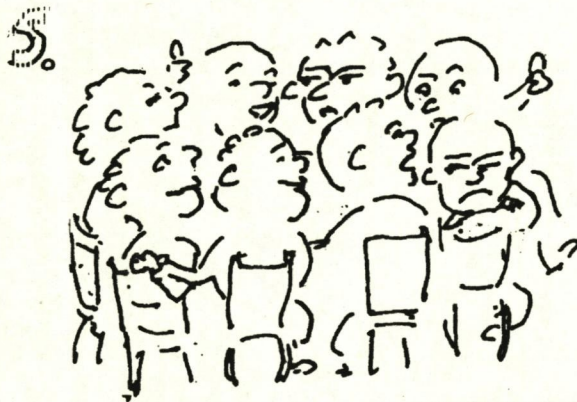


The Theme Committees are the groups working on the different parts of the constitution

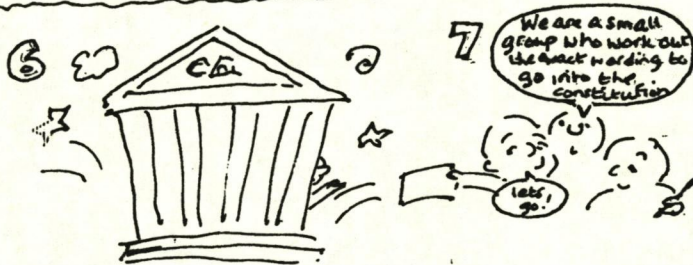


3. It is decided which part of the constitution they belong to, and they get summarised

4. Your full original proposal and the summary goes to one or more of the 6 Theme Committees (the groups working on the different parts of the constitution)

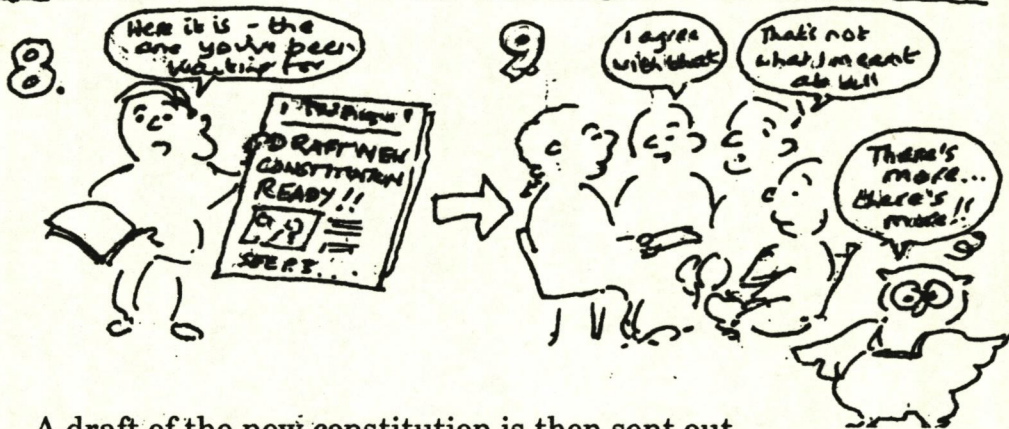


The Theme Committee draws up a report about the proposals received and sends this to the Constitutional Committee



The Constitutional Committee, made up of the 7 political parties of the Constitutional Assembly (CA), then debates your proposal and all the other proposals

The final debate and decision about how to include your proposals in the new constitution takes place in the whole CA with all 490 members



A draft of the new constitution is then sent out to the public - you get a second chance in workshops and meetings to say what you think