

MEMO

TO: EDWARD SHALALA

FROM: FRAN BIGGS

DATE: 29 May 1995

RE: DEVELOPMENT OF CONSTITUTIONAL EDUCATION PROGRAMME

The CEP has, up until now, focussed almost exclusively on the use of community workshops as a mechanism of delivery.

The focus is on rural and disadvantaged communities, and community workshops is an obvious mechanism to reach communities which may be illiterate and may not have access to other forms of media and/or education.

However, there are many other strategies which could be utilised to achieve the objective of involving South Africans in the constitution-making process. These include the use of radio, education programmes run through schools, the use of university and technikon students, the use of drama as an educative tool and community TV and video programmes. There are thus many avenues which could, and in my opinion should, be used in order to reach as many people as possible.

One of the problems faced by the CEP is that of capacity. We have been involved in detailed management issues, necessary to the employment of 18 co-ordinators around the country. However, it would appear that we are now in a position where we can move forward energetically in order to utilise some of the other strategies mentioned above.

Radio

Radio as an educative tool cannot be overemphasised in terms of its outreach potential. Radio reaches all communities, and programmes can be devised in such a way that people are informed about the constitution-making process and human rights generally.

In terms of personnel, Pat is very keen to work on radio programmes. There needs to be some strategy on this.

Schools programmes

There are a number of ways in which education programmes can be introduced into schools. One is through the training of teachers in the CEP - this could be done by the CEP co-ordinators on a provincial basis.

Alternatively, we could develop a strategy (perhaps with the Dept of Justice) of going through the Dept of Education. Human rights education should be part of the

school curriculum, and the constitution-making process is the perfect way of introducing this topic. The advantage of this would be that future generations would know about the constitution **as it is being written**, invaluable from the point of view of the entrenchment of rule of law, democratic processes etc.

There are, in addition, various NGO initiatives such as debates, mock trials, constitution-making processes and so on. (Street Law)

University and Technikon students

We have already held a consultative workshop with tertiary students. These students are willing and able to assist us in a number of ways. Included in these would be access to students' own communities, and the communities around the various tertiary establishments. Many of these are in rural areas, and this would be an excellent way of ensuring that resources are appropriately utilised.

In addition, students could be trained to run workshops for community structures, and also for the student body itself.

Lecturers could be encouraged to set essay questions on various aspects of the draft constitution.

Drama

Drama is also a very important educative tool. The co-ordinators in Kwazulu-Natal would like to be able to involve the local technikon in producing plays which could be taken to the province. The development of the drama would be part of their course, and it could be taken to all places where people gather. These would include clinics and hospitals, magistrates' courts and other places, as well as more formal venues such as schools, community halls.

Community TV and Videos

A video and TV is supplied to shops/general dealers/trading stores in rural areas. Videos are then supplied to these venues.

These services are supplied free, as advertising picks up the tab. At present, there is an organisation which supplies this service. They have approximately 5 000 outlets at present. There are an estimated 40 people per hour watching these programmes at each outlet.

Video production is an area which has not yet been investigated. It is obviously expensive, but the potential for education and outreach is great.

There is also the possibility of interaction with the community. For example, if there are events occurring in the community, these can be filmed and shown at the local outlet.

Educational supplements

There are a large number of magazines and local newspapers which could carry CA material. There would be a need to look at the material already developed, and to explore ways of ensuring that this material was incorporated into as many publications as possible.

In order to develop these programmes, the CEP needs additional capacity. This would include the following types of expertise:

- 1 **Specific skills**
In the development of radio, it is clear that specific expertise is required. Pat has expertise in this field.
- 2 **Administrative skills (budgets)**
Costing will need to be done for all the above programmes and various other administrative tasks. Feasibility studies will be required, and motivations prepared for ManCom.
- 3 **Some work could be contracted out, but it would be desirable to utilise the skills already existing and developed in the CA.** It is very difficult to impart all the aspects which people have acquired by being part of the CA, and the understanding of the process which we are involved in.

I would submit that the preparation of these programmes requires some of the expertise that is present in the Ops team. This would be particularly in the field of budgetting, working together with others in teams to develop particular programmes outlined above.