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## NAPTOSA North West

National Professional Teachers' Organisation of South Africa

8 March 2011

To: Prof. E de Waal  
University of North West

From: G Masondo  
CEO  
NAPTOSA North West

SUBJECT: NAPTOSA HUMAN RIGHTS CONFERENCE

We would like to invite you as our Keynote speaker at the NAPTOSA Human Rights Conference that will take place as follows:

DATE : 19 March 2011  
TIME : 8h00 for 9h00  
VENUE: Lehurutshe Community Hall- Zeerust

CONFERENCE THEME: The Rights of Teachers and Learners within the Education Environment.

We are expecting between 150 and 200 educators and guests to attend the conference

Please find attached our draft programme.

We shall appreciate your confirmation.

We look forward to your address

Yours sincerely

*Duly signed*  
Gregg Masondo  
Chief Executive Officer

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## **NAPTOSA North West**

**National Professional Teachers' Organisation of South Africa**

**HUMAN RIGHTS CONFERENCE: LEHURUTSHE COMMUNITY HALL-ZEERUST 19 MARCH 2011**

**THEME: THE RIGHTS OF TEACHERS AND LEARNERS WITHIN THE EDUCATION ENVIRONMENT**

### **PROGRAMME**

- 8h00-9h00     **REGISTRATION AND TEA**
- 9h00-9h10     *Word of Welcome and Introduction of Guests*     : Ms Cecilia Selebogo-Human Rights Chairperson
- 9h10-9h20     *Overview*     : Mr Gregg Masondo- CEO
- Introduction of 1<sup>st</sup> speaker*     : Mr ET Ditlopo - Branch Chairperson
- 9h20-10h00    *The Role of SACE in Promoting Teachers And Learners' Rights within the Education Environment*     : Mr G Moroasui- Legal Affairs and Ethics
- 10h00-10h10   **Questions and Comments**
- Introduction of 2<sup>nd</sup> speaker*     : Mr E Khupari
- 10h10-10h30   *Prevention Care and Treatment Access (PCTA)* : Mr S Boroko and the PCTA Team
- Introduction of 3<sup>rd</sup> speaker*     : Mr T Robiane
- 10h30-11h00   *Provision of Quality Education to Farm and Rural Schools*     : COO, Mr A Seakamela/Ms Wessie
- 11h00-11h10   **Questions and Comments**
- Introduction of 4<sup>th</sup> speaker*     : Mr Billy Seakgosing
- 11h10-12h00   *Financial Literacy and Consumer's Rights*     : Ms Nkele Yvonne Lechaba
- 12h00-12h10   **Questions and Comments**
- 12h10-12h15   *Introduction of Keynote Speaker*     : Mr G Masondo
- 12h15-13h15   *Keynote Address*     : Prof Elda de Waal  
*The Protection of the Rights of Teachers and Learners within the Education Environments Can no Longer be Deferred or Compromised*
- 13h15-14h30   **LUNCH.....LUNCH.....&.....DEPARTURE**



## **NAPTOSA North West**

National Professional Teachers' Organisation of South Africa

### **INTERNATIONAL DEMOCRACY MEMORY BANK PROJECT**

#### **INVITATION TO PARTICIPATE IN THE INTRODUCTORY CONFERENCE**

**DATE: 11 March 2011 to 13 March 2011**

**VENUE: Fields College**

**TIME : 08:30 to 16:00**

Dear Professor E de Waal

1. The National Professional Teachers' Organisation of South Africa [NAPTOSA] extends a cordial invitation to you to participate in the Introductory Conference for the International Democracy Memory Bank Project for educators in the North West.
2. **The International Democracy Memory Bank Project at a Glance**
  - 2.1 NAPTOSA has been invited by the American Federation of Teachers, along with 7 other countries, to participate in the International Civic Education Project called the **International Democracy Memory Bank Project**. The goal of the project is to enhance the teaching of civic education and history through pedagogical training in community research and to develop a bank of oral histories from democracy activists around the world. In the North West, South Africa, 20-25 educators will be selected in March 2011 to participate in this project in Civic Voices and to train educators and learners for this 3 year programme. As part of this project, teachers will ask their students to help preserve the legacies of their countries' democratic struggle by conducting interviews with activists and uploading their stories on video onto the online memory bank.
3. **Request to present a paper /discussion on Day 2 of Conference on the Theme 'Accountability and Transparency' within the context of Democracy in South Africa. The theme has to explore its significance within a developing democracy such as South Africa.**
4. NAPTOSA recognises that as a respected scholar with experience in the field of education, your impact on the educators and the conference will be invaluable. The organisers humbly request that you present a paper or discussion for about 45 minutes on the above theme to about 25, History, English, Life Orientation and Civic Education Teachers who will be training their learners on Civic Education and Civic responsibilities; and who will be engaging with these democracy concepts throughout the Project. While many of these educators are familiar with the basic understandings of these concepts, the success of the Project requires them to have an in-depth understanding or a scholarly perspective of these themes that permeate South African Civic life.

After completing this project, students will be able to:

- Define core democratic concepts and recognize them in practice;
- Research civic life in their community and the people who have helped to shape it;
- Develop and ask effective historical interview questions;
- Document personal narratives and analyze their civic significance; and
- Appreciate the value of preserving the legacy of those who have helped to advance rights and freedom around the world.

## **5. Enquiries and confirmation of Attendance and Presentation**

Kindly contact the NAPTOSA International Democracy Memory Bank Project Co-ordinator Ms Cindy Hales on 0836585164 or [cindy@crwindhoek.org](mailto:cindy@crwindhoek.org) to confirm your attendance and presentation or for further enquiries. Alternatively, contact the CEO Mr Gregg Masondo at the NAPTOSA North West offices on 014 592-4447 or [gmasondo@naptosa.org.za](mailto:gmasondo@naptosa.org.za).

INTERNATIONAL DEMOCRACY MEMORY BANK PROGRAMME

DATE	TIME	ASPECT	PRESENTERS
DAY 1 11/03/11	8:30 – 16:00	<p><b>REGISTRATION</b></p> <p><i>Programme Director : Mr A.J. Mottian</i></p> <p>Welcome and Introduction of Guests</p> <p>Background Information</p> <p>Introduction of SG of Education</p> <p>Message of Support : NW Dept of Education</p> <p>Introductory Comments * <b>Overview of Project</b></p> <p><i>TEA.....TEA.....TEA</i></p> <p>* <b>Nature of Civic Engagement</b></p> <p><b>Intellectual Review of Civic/Democracy Concepts from S.A. Perspectives involving Local Academics</b></p> <p>Introduction of Guest Speakers</p> <p>* <b><u>Presenter 1 Transparency and Accountability</u></b></p> <p><i>LUNCH.....LUNCH.....LUNCH</i></p> <p>Oral History Rationale</p> <p>Connection to Civic Education</p> <p>Vote of Thanks</p>	<p>Mr G. Masondo</p> <p>Mr H Hendricks</p> <p>Mr G Masondo</p> <p>Superintendent General, Mr CM Raseala</p> <p>US Presenters</p> <p>US Presenters</p> <p>Mr M Omarjee</p> <p><b>Perspectives from an Academic: Prof E de Waal</b></p> <p>US Presenters</p> <p>US Presenters</p> <p>Mr M Omarjee</p> <p>Ms Cindy Hales</p>

<p>DAY 2 12/03/11</p>	<p>8:30 – 16:00</p>	<p>Programme Director : Mr A.J. Mottian</p> <p>Recap</p> <p><b>Presenter 2 <u>The Rule of Law in South Africa</u></b></p> <p><b>Interview preparation and practice</b> <b>Conduct Interviews</b></p> <p>Introduction of 5 participating S.A. Democracy Activists and 5 minute presentations by each activist.</p> <p>Breakaway – Groups Conduct Interviews with Democracy Activists. Vote of Thanks and Award Presentations to Activists</p> <p><i>Educators will be required to experiment with oral history method directly, as they will :</i></p> <p>a) <i>Serve as interviewers for a group of Pre-selected Democracy Activists from NW, SA,</i> b) <i>Working in teams, prepare questions then conduct interviews and analyse the results.</i></p> <p><b>TEA.....TEA.....TEA</b></p> <p>Vote of Thanks and Award Presentation</p> <p><i>The second day will focus on democracy concepts, drawings on local scholars to provide expertise and intellectual stimulation. The afternoon will be a transition into a rationale for the oral history approach and a discussion on how it can be used to enhance civic education.</i></p>	<p>US Presenters</p> <p>Perspectives from an Academic: Prof. C Le Roux</p> <p>Mr G Masondo</p> <p>Mr C Mottian</p>
<p>DAY 3 9/10/09</p>	<p>8:30 – 13:00</p>	<p>Programme Director : Mr A.J. Mottian</p> <p><b>Interview analysts and debriefing :</b></p> <p><i>Teachers will learn the detailed tasks of the Project and participate in an Evaluation Process</i></p> <p><b>Input from Participants</b></p> <p><i>Tea</i></p> <p><b>Comments from Naptosa</b></p> <p>Awards Presentation</p> <p>Vote of thanks</p> <p><b>Lunch and Departure</b></p>	<p>U.S. Presenters</p> <p>Mr G Masondo</p> <p>Mr C Mottian</p> <p>Mr H Hendricks</p> <p>Mr H Hendricks and Mr C Mottian</p> <p>Mr M Omarjee</p>

## **Civic Voices: An International Democracy Memory Bank Project Overview**

In 1987, the American Federation of Teachers issued a Statement of Principles on Education for Democracy, which was signed by luminaries from all walks of society. The fundamental premise of the document was this:

“...We cannot take [democracy’s] survival or its spread-or its perfection in practice-for granted. Indeed, we believe that the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy-at home and abroad. We know that very much still needs doing to achieve justice and civility... We are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us...”<sup>1</sup>

In keeping with these principles, the International Democracy Memory Bank Project seeks to build an inspirational and educational tool for transmitting the lessons and stories of the world’s great democratic struggles from one generation of citizens to the next. The project will charge students with the task of preserving the legacy of their countries’ democratic struggles by speaking with the people who helped to advance rights and freedoms in their societies. Teachers will work with their students to conduct and record oral histories from activists in iconic social movements and submit those personal narratives to an online Memory Bank housed on the project Web site ([www.civicvoices.org](http://www.civicvoices.org).) The stories will thus become available for comparative and historical study by teachers, students and researchers worldwide.

While the immediate goal of the Memory Bank project is to preserve the legacy of important struggles of the past, its long-term intended outcome is to encourage civic engagement in young citizens. As Kierkegaard said, “Life can only be understood backwards; but it must be lived forwards.” By highlighting the role of individuals in effecting meaningful change, the project will foster in students an understanding of the connections between theoretical democratic concepts and the concrete actions that have been and are being taken by citizens to bring those ideals to life.

Old and new democracies alike grapple with the daunting educational task of instilling in the young “the mature political judgment” and the sense of civic responsibility needed “to decide for themselves what will secure or endanger their freedom.”<sup>1</sup> Such judgment and commitment requires both knowledge of the ideas and institutions of democracy and a civic memory ingrained with the inspirational examples of individuals who have struggled to secure freedom and democracy. This project endeavours to reinforce theoretical understanding of the value of civic engagement through the compelling lens of personal narratives.

### **Preserving Iconic Struggles**

During the period from 1954 to 1968, civil rights activists transformed the American South from a racial oligarchy into an emerging democracy under the protection of federal law. The Reverend Dr. Martin Luther King, Jr. was a renowned leader of this historical struggle, but the movement would never have been successful without the commitment and brave actions of thousands upon thousands of “foot soldiers” for civil rights. These everyday citizens took a stand against segregation by facing down police dogs and fire hoses in street demonstrations, peacefully but stubbornly remaining seated in restaurants with racist service policies, and walking to work rather than riding buses on which they were not treated equally. Together, the

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<sup>1</sup> American Federation of Teachers, “Education for Democracy: Statement of Principles,” 1987.

sum of their actions was enough to force the passage of sweeping legal reform in the United States and also begin to reform entrenched racist mentalities in the American public.

Nearly every country has a similar story to tell of a national movement that caused a monumental shift in the national identity. A thorough understanding of these movements and their strategies and impact is essential to fostering an engaged citizenry capable of continuing the advance of rights and democracy in our world.

There is a sense of urgency to our work. Even the youngest American civil rights leaders and foot soldiers are now in their early 60s. Indeed, none of the civic activists who helped to usher in the “third wave” of democratic reforms around the world are getting any younger. The time to capture their stories is now, while students can still sit face to face with the people whose actions, large or small, helped shape the societies in which they live today.

Fortunately, as the urgency of the task mounts, the tools available to complete it also continue to improve. Modern technology is making the video camera an increasingly affordable, popular, and effective tool for sharing important messages and ideas. Combined with the power of the internet, we now have the ability to catalogue huge numbers of narratives in a way that is easily searchable and adaptable to the purposes of any user the world over. Importantly, the medium is designed to appeal to young people, who are interacting with the world in a very different way than was possible even a generation ago.

### **Promoting Civic Engagement**

Such efforts to engage youth using the tools that interest them will make an important contribution to the world of civic education. A new generation of scholarship is developing on the most promising ways to foster healthy civic dispositions, especially the commitment to civic participation. Political scientist R. Dalton has found that contemporary young people are more inclined to define citizenship in terms of engagement activities, such as participation in voluntary organizations, socially responsible consumer behaviour, forming independent opinions, and supporting people at home and abroad who are worse off than themselves. Dalton writes that,<sup>2</sup> the positive elements of such trends should be recognized and fostered, as other researchers have found that adolescent habits of civic engagement carry over into adult behaviour.<sup>3</sup> However, most civic education programs continue to emphasize the traditional, duty-bound orientation toward citizenship favoured by older generations.

Recent studies have also found that what happens in the classroom can indeed have a strong effect on civic dispositions, as well as civic knowledge and skills. Various studies confirm that an explicit civics focus and certain curricular approaches (e.g., active learning, open classrooms, community projects, and simulations) have a positive effect on civic knowledge and engagement both in the U.S. and internationally.<sup>4</sup> One such study by J. E. Kahne and S. E. Sporte confirms the importance of these factors. They also found support for C.A. Flanagan’s research that a student’s sense of civic commitment increases when she sees neighbours take an active interest in their community and help solve community problems. Such neighbours provide role models of the engaged citizen. In the United States, the positive effect of having such a role model even

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<sup>2</sup> R. Dalton, “Citizenship Norms and Political Participation in America: The Good News is . . . the Bad News is Wrong,” Occasional Paper Series, Center for Democracy and Civil Society, Washington, DC, October 2006.

<sup>3</sup> See for example S. Oesterle, M. Johnson, and J. Mortimer, “Voluntarism during the Transition to Adulthood: A Life Course Perspective,” *Social Forces* (2004), 1123-1149.

<sup>4</sup> See *The Civic Mission of Schools*, A Report from Carnegie Corporation of New York City and CIRCLE (2003); J. Torney-Purta et al., *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen* (Amsterdam: IAEEA, 2001);



seems to overcome factors of race and income.<sup>5</sup> This positive influence of the good neighbour is a promising indicator for the benefits of the Memory Bank project.

### **The Value of Personal Narrative**

This project envisions the use of oral history as an open-ended and qualitative interview method that enables the student researcher to collect and learn first-hand about the struggle for democracy from the anecdotes, insights, and observations of activists in their community. Student historians gathering personal stories are often able to uncover parts of history that may otherwise have gone unnoticed. At the same time, they come away with an appreciation for the roles that individuals play in shaping history. Applying this method to civic education has the potential to humanize perceptions of freedom and democratic government.

Not only will the stories gathered by students serve as a rich source of information for preservation and study, the exercise will foster in students valuable analytical and writing skills, while engaging them

directly in the process of assessing democratic change. In order to effectively apply the lessons of the past, it seems clear, as stated in the AFT Statement of Principles on Education that:

*“...Citizens must know how democratic ideas have been turned into institutions and practices - the history of the origins and growth and adventures of democratic societies on earth, past and present. How have these societies fared? Who has defended them and why? Who has sought their undoing and why? What conditions - economic, social, cultural, religious, military - have helped to shape democratic practice? What conditions have made it difficult - sometimes even impossible - for such societies to take root? Again, it is indispensable to know the facts of modern history...”*<sup>6</sup>

*One way to answer these questions and convey these facts is through a textbook, which can comprehensively capture the historical record. However, it is the rare textbook that can light a fire in a student on its own. The power of a firsthand, lived account can be an invaluable supplement to rote historical study, lending texture, color, drama, and emotion to events that may otherwise seem distant and, worst of all, boring, to students.*

### **The Need for Comparative Perspective**

A final premise of this project that bears explanation is the notion that, in order to be effective citizens, we must study the struggles not only of our own people, but of people around the world. Indeed, only through such breadth of analysis can we hope to develop sufficient understanding to make informed decisions and hone the essential civic skills of comparative inquiry. The Memory Bank will provide a treasure trove of material with which to ponder such questions as: What characteristics do active citizens share across time and place? What inspires them to take risks? What tactics do they employ to promote change? And how are core democratic principles such as rule of law, freedom of association, or minority rights established and protected in the real world?

Research indicates that the comparative approach may be the most effective teaching strategy for promoting student outcomes in any discipline. As civic educators, this method is appealing in that it “holds the greatest promise of keeping a sophisticated finger on the pulse of liberty.”<sup>7</sup>

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<sup>5</sup> “Developing Citizens: The Impact of Civic Learning Opportunities on Students’ Commitment to Civic Participation,” *American Educational Research Journal* (September 2008), 738-766.

<sup>6</sup> American Federation of Teachers, “Education for Democracy: Statement of Principles,” 1987.

<sup>7</sup> K. Hall, “The Power of Comparison in Teaching Civic Literacy” Speech to Civic Mosaic Institute in Washington, D.C., July 10, 2006

Indeed, in our globalized and shrinking world, we can hope to foster in our students “a far richer, more complex, and ultimately more challenging vision of who we are as a people if we are willing to take account of how we compare with others, in other places, trying to make the same social choices.” This project will encourage students to study and compare the choices made by citizens in countries the world over and reflect on the outcomes of those decisions.

### Summary

It is our hope that the International Democracy Memory Bank will be a useful educational tool both for the students and teachers who help to build it, and for the subsequent readers and viewers of the narratives collected. The project aspires to preserve the legacy of the brave men and women who have helped to shape our world, to pay tribute to their contributions to the advancement of rights and democracy, and to inspire a next generation of citizens to continue to foster the progress of liberty.

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## RETURN SLIP

International Democracy Memory Bank Project on Day 2 of IDMBP -

KINDLY COMPLETE THE FOLLOWING AND FAX TO: 014 597-0991

I, PROF/DR/MR/MRS/MS \_\_\_\_\_

\_\_\_\_\_ will / will not  
participate in the International Democracy Memory Bank Project on Day 2 of the Introductory  
Conference:

Topic:  
\_\_\_\_\_

\_\_\_\_\_  
SIGNATURE

CONTACT DETAILS:

Telephone: \_\_\_\_\_

Cell: \_\_\_\_\_

Fax : \_\_\_\_\_

email: \_\_\_\_\_