

ITEM A-PPP (15-2023)

CITY OF EKURHULENI CIVIC EDUCATION STRATEGIC FRAMEWORK

CM 30/03/2023

RESOLVED

1. **That** the report requesting approval of a Draft City of Ekurhuleni Civic Education Strategic Framework **BE NOTED**.
2. **That** the City of Ekurhuleni Civic Education Strategic Framework marked as “Annexure A **BE APPROVED**.



**City of
Ekurhuleni**

**DRAFT CIVIC EDUCATION STRATEGIC
FRAMEWORK**

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EXECUTIVE SUMMARY

1. INTRODUCTION

The most significant cornerstone of constitutional democracy as a global governance model is the voice of the people which embodies the aspirations of the Citizens. This voice defines a specific developmental path that influences the functions and the functioning of the state institutions. Municipalities are a third sphere of government and in terms of the Constitution Act 108 of 1996 they have an obligation to entrench and promote participatory democracy by partnering with their communities to draw the voice that solicit for the achievement of envisaged service delivery goals.

The role of municipalities as state institutions is to further capacitate both mandatory and recommended municipal structures through Civic Education and delivery of relevant **customised capacity building programmes**. This is to ensure the principle of cooperate governance is realised and legislatures strategic objectives of strengthening public participation and oversight work is achieved. The Constitution and the Municipal Systems Act of 2000 further entrenches public participation to obtain the voice of our communities as recipients for development initiatives.

The **significance of public participation** will be its **meaningful contributions** that finds **relevance** in the municipality's programmes and could be **achieved through diverse consistent capacity building initiatives** which needs to be institutionalized. These objectives can **be achieved through systematic approaches and strategies** hence the Civic Education Strategy.

Important to note that each municipality is an integral unit of the broader global community, and it will be a legitimate expectation that alignment to goals of both National and global convention are considered in planning and delivery of civic education

Through **responsive civic education programmes** the strategy **envisions** to create a **democratic order characterised by effective, analytical and meaningful** public participation **to influence** decision making processes of our municipality. This **vision reflects values enshrined** in the preamble of our Constitutions that "government is based on the will of the people".

The core function of the legislature is to ensure the delivery of Civic Education programmes only on aspects that relate to **legislature work; governance policies and processes** pertinent to Citizen Participation and Citizens Responsibility.

Defining the context of our objectives and what civic education means, **the following tenets or principles interprets** our work as, **building a sense of strong political culture and socialisation** for the **sustenance of our constitutional democracy, acknowledging that philosophical foundation that inform our democratic institutions are not inherited but transferred between generations.**

The **strategy is informed** by an **environmental analysis** drawing on contemporary experiences and dynamics pertinent to citizens' participation levels and relations in the municipality **though based on anecdotal evidence.** Working towards **building the value** of public participation **various strategies are utilised** to deliver civic education to **achieve set objectives.** These **relate to segmentation model** based on the diverse nature of our communities, targeting organised formations to mobilise and ensure inclusivity. The **use of different methodologies** to **interface with different segment** to deliver content, pertinent to internal stakeholders has to be established to achieve cohesion, synergies and mainstreaming of programs. A subcommittee comprising of various stakeholder has to be established.

Planning, implementation and monitoring tools have been designed to serve as guidelines to manage effective delivery of the objectives and programmes, however a baseline study is essential to provide more scientific evidence on patterns and challenges we need to respond to:

A few challenges have emerged in terms of how to **delineate Civic education, public participation** and the **encroachment in the space of public representatives.** This will remain **a contentious issue but can be best mitigated in terms of how the Civic Educations units' core business is defined and programmes that support the business of the municipality.**

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2. LEGISLATIVE FRAMEWORK

In terms of the **Municipal Systems Act 2000, sect. 16 (1a)**, municipalities have a responsibility to build capacity and determine necessary interventions to both mandatory and recommended structures municipal structures as our institutions of democracy. The Act further defines "the legal

¹ (one of the indicators used to measure the extent and degree of consolidation of democracy in a state: characterized by two attributes of the general society which is tolerance and trust and this has to be reciprocal and transversal. This has also assisted us to define our values, beliefs and ideals. How power is arranged and how the world around them is organized)

nature of a municipality as including the local community within the municipal area, working in partnership with the municipality's political and administrative structures in order to provide for community participation "**Section 4 of this Act**, Council has the duty to:

- Encourage the involvement of the local community
- Consult the community about the level of quality, range and impact of the municipal services provided by the municipality, either directly or through another service provider.

In **Section 5**, members of the community have amongst others the following rights:

- To contribute to the decision-making process of the municipality
- Submit written or oral recommendations, representation and complaints to the municipal council

Chapter 4 section 16 further prescribes a requirement including others for public participation in local governance to be effective which amongst other things:

- That municipalities encourage and create conditions for the community to participate in the affairs of the municipality, including the IDP, performance management system, monitoring and review of performance, preparation of the budget and strategic decisions regarding the municipality"

The notion of public participation in all spheres of government is embedded in the South African Constitution. In terms of the local sphere of government the Constitution states:

Section151 (1) (e) Municipalities are obliged to encourage the involvement of communities and community organisations in local government. The objective of local government in terms of **Section 152** is to encourage the involvement of communities and community organisations in the matters of local government and **Section195 (e)**.

3. CIVIC EDUCATION DEFINITION

Departing from a global perspective, "Civic Education in a democratic state is defined as an **"approach to building a strong Political culture and Socialisation for the sustenance of constitutional democracy"** it is further meant **to influence change in behaviour and attitudes**. Civic Education is understood to be the **"means to instil knowledge, values and skills amongst citizen in a democratic system (Galstein. 2001 et.al) meant to build critical analytical thinking to utilise platforms of people's power to influence decision making"**.

Relevance and need for Civic education is further emphasised by an NGO in an Article in (Transformer, Article, Sept, 2012.) **that “civic education has to work through political apathy and focus on the lack of political awareness and involvement amongst citizen and young people in order to ensure a future where our democratic rights are upheld”** her paradigm was informed by gains made by an NGO through its Civic Education program to resolve conflicts at Walter Sisulu Campuses and Mangosuthu University of Technology as a result of political intolerance and violence among student movements.

Guided by the preceding definitions and principles cited, the CoE’s context of Civic Education to achieve contemplated citizen empowerment objectives means “dedicating focus on **empowering our citizen to understand their constitutional rights**. To have the ability to **influence the processes of the council in decision making**. To further build a fair understanding and insights of the Municipality’s governance network, processes and **instilling a sound culture of community activism and cooperation** through participatory democracy by providing a **constructive analysis** of decisions through consultative forums commissioned by council”

4. PROBLEM STATEMENT

The challenges are diverse and intricate it is about communities’ lack of in-depth understanding of **their Constitutional Rights** in terms of Chapter 2 SS17. This phenomenon is further compounded by the **lack of knowledge on how the Municipality delivers on its mandates through its complicated network of governance processes and procedures**. This **knowledge gap** has precipitated into communities becoming wary and **losing confidence in our institutions of governance**. Some of the challenges inherent in the problem are as a result of literacy levels, access to information and being marginalised as a result of their beliefs and convictions. Cooperation to working with councillors as public representatives diminished due to community’s’ lack of understanding and knowing council processes and procedures to respond on their needs, party allegiance and manifesting populism hence frustrations degenerate into resorting to violence.

The **lack of adequate and measurable support** and education to ward committees **as a mandatory partner** to municipalities and a conduit to elicit meaningful functionality of sectors and public participation is also a major challenge.

However, an **antidote to improve closer cooperation and narrow the knowledge gap between** our governance institutions and communities is the intervention through **Civic Education**. Its programmes derive support from the provisions of the **Municipal Systems Act 32 of 2000 Chapter 4 Sect.16 (b)** for the Municipality to “build capacity for both the communities,

councillors and staff as enabling conditions to participate meaningfully and effectively in the affairs of the local municipality” **to entrench participatory democracy values.**

It is **incumbent upon the Speaker of Council to ensure that in terms of section 78 of the Municipal Structures Act 117 of 2000, administrative support and empowerment is provided, however not only limited to mandatory municipal structures but extended as well to all other recommended forums of people’s power and communities.**

5. ENTRENCHING PHILOSOPHY OF CONSTITUTIONAL DEMOCRACY THROUGH CIVIC EDUCATION

Philosophy refers to a scientific, theoretical knowledge and principles that guide our behaviour in delivering on our democratic values as society and institutions of state. In terms of the basic values and principles governing public administration, peoples’ needs must be responded to, and the public must be encouraged to participate in policy-making and processes that inform their developmental needs.

As a Sovereign democratic state we were founded on the following values:

- Human Dignity
- The achievement of equality
- The advancement of Human Rights and Freedoms
- Non-sexism, no- racialism
- Supremacy of the constitution and the rule of law

It is incumbent upon any municipality as a state institution to coordinate and interface with communities **to translate these philosophical underpinnings for knowledge and capacity building through relevant Civic education.** The focus needs to shift, from communities waiting patiently for government to deliver services towards an active citizenship driving a set of actions in partnership with municipality and other stakeholders. Through this approach, **a cooperative governance frame of mind where citizens, councillors and officials take collective responsibility for their development at the local level is optimised.**

Through enabling legislation and Civic Education, CoE needs to adopt a posture that acknowledges that **dispositions that inform our democracy are not inherited as generations change, but continuously to be transferred.** It is a daunting task to both internal and external stakeholders to understand and have insight on the legislation, policy framework and processes

driving and guiding our municipality, Council processes and all related governance structures, inclusive of the municipals' administration processes for service delivery.

6. ENVIRONMENTAL ANALYSIS

6.1 Political Activism as a foundation for public participation

The involvement of many different parties and the general citizenry in our regional political **scene since 1994**, had **positive bearing** to elections and perceived **fairness of the electoral multiparty democratic system** prevalent. It provided a fair assertion that a **substantial amount of public participation** and democracy prevails and legitimizes our municipal governance institutions in the CoE.

The **wave of violent community protests** and **stacks of petitions due to assumed lack of service delivery in the previous terms from 2009 to date**. The perceptions of **poor governance, political ineptness and communication**, also signify **two dichotomies a culture of political activism**. Whilst the latter **expresses positive levels of increased public awareness on governance and administration in the municipality** it also signifies a **precarious manifestation of unguided citizen's participatory** democracy degenerating into violent protests, triggering assumptions of a need for education as activism is a sign of maturing "political process" in a young democracy.

The positive **inference derived from the dichotomy** poses questions if the CoE has **acknowledged its constitutional obligation in terms of The Constitution Act 108 of 1996, Section 152 1(a)**, which dictates on local government to encourage the involvement of **communities and community organisations in matters of the municipality**. This further probes in a subtle way if CoE acknowledges an **obligation by the Municipal Systems Act 32 of 2000 Chapter4 Sect.16 (b)** for the Municipality to "build capacity for both the **communities, councillors and staff as enabling conditions to participate meaningfully and effectively in the affairs of the local municipality** and made provision for Civic Education to be institutionalised in Legislature process as a responsibility to deliver on.

6.2 Civic Education Alignment to Legislature Vision

Public participation as a component and a support resource division of legislature shares the same vision as the entire department and all its initiatives are meant to assist in the achievement of the departments strategic objectives which locates itself in the bigger Vision of CoE. This includes Civic Education support to all the legislatures structures, processes and systems.

Therefore, strategic alignment is very important for the achievement of a common goal in the context of legislature work which then commissions public participation to utilise:

- **different Civic Education strategies,**
- **methodologies, platforms**
- **different modalities (*specific logical propositions*) to translate and integrate GDS in our content**
- **create awareness through education in order to canvass the public's support and contribution to their own development**
- **but also to inculcate a sense of relevance in inputs through public participation discourse.**

Our role in Civic education is also to translate legislatures purpose through legislature programmes to achieve **a well-oiled network of collaborative partnerships with civil society and communities in the city².**

7. CORE BUSINESS BIAS

Deliver Civic Education programmes only on aspects that relate to **legislature work and governance models, governance policies and processes** pertinent to Citizen Participation and Citizens Responsibility as our **core responsibility**. In areas of collaboration with administration **our core business will take precedence through an overlay** on programmes to be delivered ensuring legislature work is built on all programmes identified.

8. PRINCIPLES FOR CIVIC EDUCATION PROGRAMMES

- Build a strong sense of **political culture and socialisation** for sustenance of our constitutional democracy.
- Adopt a posture acknowledging that dispositions or distinctive characteristics that inform **our democratic principles** and values are not inherited but **continuously transferred between generations**.
- **Build a body of knowledge** through education to benefit the legislative arm.

² (role to publicise this GDS in collaboration with communications and strategy division) just to say where are we, the office of the mayor and all relevant partners/internal stakeholders.

- **Inculcate a sense of ownership** and viewing our municipality as an institution of people's power .
- **Resuscitate public confidence** towards our municipality.
- **Strengthen the public participation** oversight strategies in governance processes.
- Share knowledge and skills required for **meaningful and effective public participation**.
- **Bridge the existing gap between theory and knowledge** (*Legislation and Policy in action*)

9. OBJECTIVES

- To influence change in Citizens' behaviour, attitude and also inculcate a sense of critical thinking and constructive engagement and oversight.
- To educate our communities about their citizenship responsibilities
- Empower our internal staff regards internal dependencies on governance processes and policies in council for prompt reliable and quality delivery of services, particularly on matters relating to community submissions, petitions and any other.
- To inculcate and entrench a sense of voluntary research, and collective ownership of our regional politics and development
- Build insight regards the Municipality's, governance model and decision-making processes, oversight, legislation, policies and service delivery processes for the achievement of meaningful public participation.

10. CIVIC EDUCATION MODEL

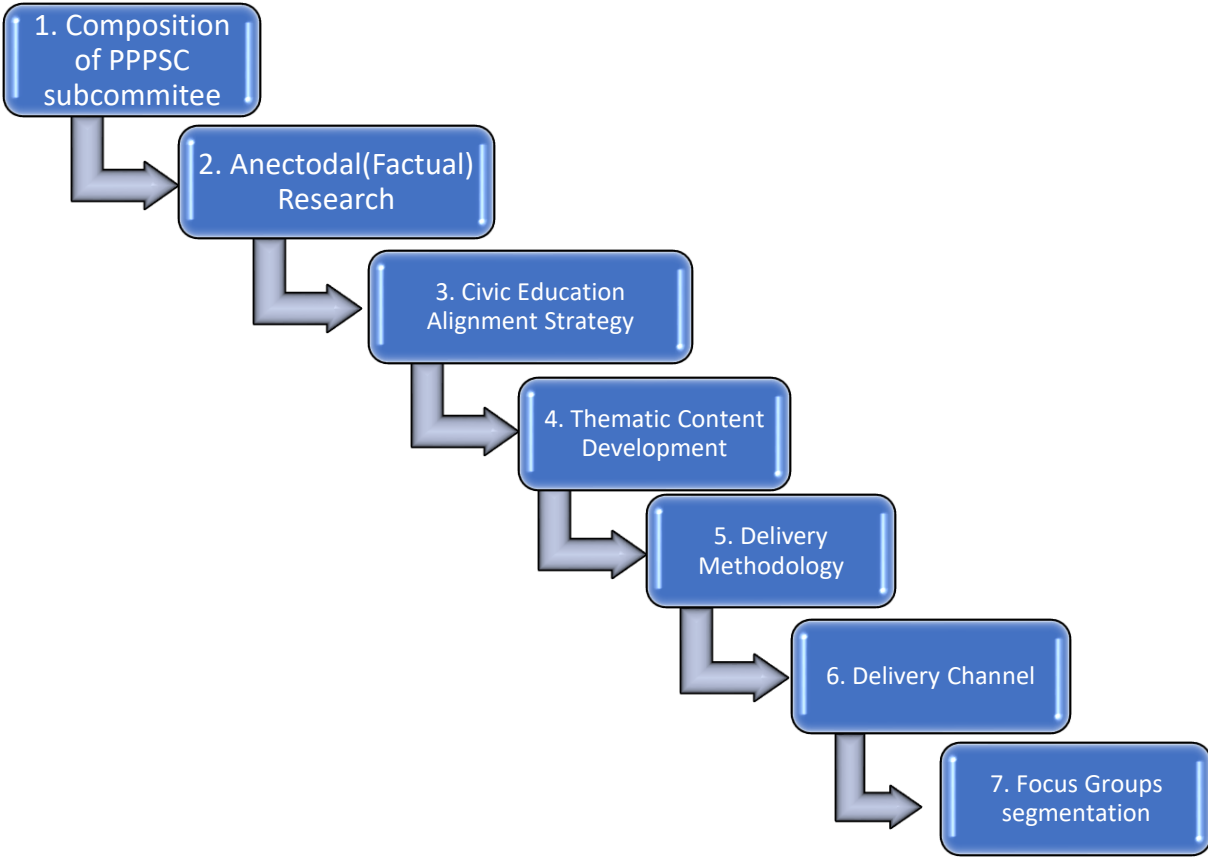


Figure 1 Civic Education Model

10.1 The Process Flow of the Civic Education Model

- The model outlines **the sequential flow** of the planning process and the structure and all the critical aspects to be considered when planning.
- It also provides a **view of the key deliverables** in each stage of the planning including the roles of the Civic Education work stream.
 - **Subcommittee Composition:** Constituted by all Citizens Relations coordinators from all Departments in the Municipality chaired by designated PPPCEC Councillor
 - **Role:** planning; Resourcing implementation, monitoring, evaluation and Mainstreaming
 - **Factual Research:** Existing Metrowide research from departments, Committees, Chiefwhip, Anecdotal Speakers office, Petitions and other internal Reports
 - **Strategy Development:** To align all initiatives in line with Legislatures Vision inclusive of Provincial and National Agendas

- **Thematic Content Development:** Civic Education Programmes to entrench, constitutional democracy, Political culture and Socialisation and critical thinking and analysis
- **Delivery Methodology:** Roundtable Discussions, Workshops Facilitation, Research analysis and Media Platforms
- **Delivery Channels:** Workshops, print media, social media, izimbizo platforms; Committees to communities, CoE web page and local Radio stations.
- **Focus Groups segmentation:** Ward Committees and Sector Organised Formations

11. STAKEHOLDERS

Legislature	External stakeholders'	Internal
Council Members	Citizens and Voters	City planning & economic development
Sect. 79 Committees	Corporate Entities	Transport and fleet
Ward Committees	Business Sector	Environmental Resources and Waste Management Services
Officials	Organised civil society(NGO's CBO's	SRHAC
Speakers Office	Refugee Communities	Community Safety
	Youth Groups and other Sectorial Groups	Health & Social Development
	Community Interest groups	Finance
	LGSETA	Human Settlement
		Roads & storm water
		Water & Energy
		DEMS
		Real Estate
		Human Resources
		Corporate and Legal services
		CRM
		EMPD

Table 1 Stakeholders

The focus will be to deliver Civic Education Programmes **targeting both internal stakeholders within the legislature and departments**. Civic education programmes will be on governance related processes and procedures as our core business in legislature to **build and in-depth understanding** and to **sustain public confidence to our institutions of governance**.

12. THE SUB COMMITTEE.

- The sub committee will be constituted by all **specialists' personnel designated to leading Citizen Relations within Legislature, Office of the Speaker, Whips Office, Office of the Mayor** and all **Departments under Administration**. External stakeholders such as Institutions of higher learning will be part of the sub committee.
- Purpose is to **mainstream Civic education and ensure collaborative planning, resourcing and developing an integrated delivery plan**

The sub committee will be **Chaired by a councillor who is the member of PPPC** as all Civic Education programmes will **target communities, a constituency to council** and citizens of the metro, therefore the strategy, plans and related civic education programmes will need the approval of both the committee and council.

Stakeholder Responsibilities:

- Identify **synergies** for collaboration
- **Resources** on collaboration

Develop **an integrated plan to avoid duplication** and **contest for space**, this means agreeing on a **civic education dashboard of programmes** (a template to be drawn) sharing **quarterly plans** and identify **areas of collaboration** so as to be cost effective as well in implementation



Figure 2 Composition of the Civic Education and Public Participation sub committee

13. METHODOLOGY TO DELIVER CIVIC EDUCATION SESSIONS AND AWARENESS

- An area for delivery or intervention will be identified as a programme and divided into components as projects with measurable deliverables.
- Delivery will move away from the orthodoxy of conventional teaching to facilitation, optimized engagement and mediation in workshops
- Round table, group or pair discussions to allow sharing of views
- In depth discussions and debates may be allowed but mediated by Facilitator
- Question and answer method will be weaved into the delivery process
 - These are envisaged to be delivered through a Civic Education Theatre approach wherein, a group of young stage actors will deliver a moving drama/play depicting the harsh realities and consequences of our actions as communities. Debrief for a

reasonable period managing lapse in concentration and losing control and presence.

- Group size estimated at 100-150 is manageable for workshops
- Learning material to be distributed
- Unemployed Youth will be trained and deployed in various wards to conduct a door to door civic education programmes.

14. MOBILIZATION AND PLANNING

The process and approach to mobilise and communicate when planning civic education sessions for optimal public participation should consider the following aspects to ensure representation where possible.

- Due to vastness of our municipality, each Region will be visited twice utilizing an all-inclusive approach to ensure the following representation achieves the required group size and extended public participation (people living with disabilities, people of different sexual orientation, women, youth, professionals, LGBT community)
- In the **first phase** communities will be mobilised by host regions indiscriminately but targeting areas flagged as “**volatile**”
- **Second phase** will target interest groups and different sectors, political and apolitical organisations of the community; CBO and NGO and business. (will recommend that regions should work on establishing stakeholder forums to have engagement and reliable data).
- The **third phase** internal group will cover Legislature Committees, Councillors, and MMCs.

15. DELIVERY CHANNELS ON EDUCATION PROGRAMMES

This will be a multi-disciplinary approach as it will draw support from a pool of diverse skills in the different stakeholder departments that are part to the Civic Education Work stream.

- Print media
- Civic Education Theatres
- Language
- Stand-up comedians
- Political museum
- Use Local Radio Stations
- Use of local Tv stations

- Social Media
- Print media
- CoE Webpage.
- Learnership or skills programmes for unemployed youth

16. IMPLEMENTATION AND MAINSTREAMING

The **implementation plan will require a project team for legislature programmes constituted by relevant internal stakeholders** to assist in **aligning contents** of each program **in line** with either a particular **legislature's needs and objectives**. If our scope were to be stretched beyond Legislature work and our core business, then **all projects falling outside legislature** civic education on legislature's core business, we will cooperate working with our partners however **our core priorities will take an overlay approach**. Meaning our work will identify all legislature related processes and implications and build into that particular program taking precedence for delivery. The team may be constituted by the following stakeholders however not limited to these only.

- Researchers
- Committees representation both standing and oversight
- Petitions team
- Community Customer Care
- Public participation and outreach

17. PERSPECTIVE TO STRATEGIC CONTEXT ON AREAS OF ALIGNMENT

Municipalities are a component of the state as the third sphere of government at a coal face of service delivery. Their fate and existence is decided by Legislatures as key arms of the state which operate within and are influenced by their respective governments who are signatories to international and other states national strategic developmental frameworks.

Governments therefore do not operate as islands completely ignorant of their prevailing operating environment. Therefore, CoE with all its resources has certain aspects it implements or fully align to with regard to the National Development Plan, The Sustainable Development Goals (SDG) 2030 and Africa agenda 2063 and therefore our responsibility is to support give more education

on it in line with the country's strategic direction. Civic Education engagement with the other levels of government on these programmes would be to support good governance, democracy, respect for Human Rights, Justice and the Rule of Law.

17.1. National Development Plan 2030

The NDP was developed to serve as government blueprint plan wherein all of government must collectively work to realise its objectives by 2030. The NDP seeks to align with the Sustainable Development Goals (SDGs) and the Africa 2063 Aspiration, and defines the destination the country wants to be at in 2030 and also identifies the roles that the different sectors of society need to play in reaching that goal. The Plan aims to ensure that all South Africans attain a decent standard of living through the elimination of poverty and reduction of inequality. The core elements/thrusts of a decent standard of living identified in the Plan are:



Figure 3 NDP 2030

17.2. The sustainable Development goals 2030 goals

In 2015, 195 nations agreed with the United Nation that they can change the world for the better. This will be accomplished by bringing together their respective governments, businesses, media, institutions of higher education, and local NGOs to improve the lives of the people in their country by the year 2030, and an Agenda was developed and agreed upon by states to gradually transition towards its goals. The 2030 Agenda sought to address the following which we never immune to

it.



Figure 4 Sustainable Goals

Civic Education and public Participation outreach should further seek the buy in of the Public Participation and Petitions Committee to adopt a few principles each year which we could drive campaigns to integrate in civic education programmes to educate relevant Ward Committee sectors. Some of these programmes find implementation and reviews at National and Provincial levels and our readiness to handle is very key.

17.3. Africa Agenda 2063

Africa Agenda 2063 –, the Africa We Want is strategic framework for the socio-economic transformation of the continent over the next 50 years. It builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. The agenda has two pillars that are an integral part to our Civic Education Agenda which are:

- An Africa of (good governance, democracy, respect for Human Rights, Justice and the Rule of Law;)

- An Africa where (development is people-driven, relying particularly on the potential of women and youth)



Figure 5 Agenda 2063

18. MONITORING AND EVALUATION

A feedback template has been designed meant to be distributed to participants at the end of each session to measure how the participants received the programme. This is a qualitative tool meant to assess the impact of the programme in achieving its objectives. The data will be captured on an electronic format to analyse patterns drawn from responses for appropriate intervention. The data capturing into the electronic template will be the responsibility of the host region and forwarded by e-mail to the Coordinator Civic Education.

19. PROJECT PLANNING

Planning on programmes to be delivered will be informed by identified challenges and legislature needs to empower specific target groups. Each area identified should have a proposal that outlines the following:

- Program > Area of focus e.g., Petitions
- Project > A component to be delivered to achieve objective. e.g., Petitions “process”
- Objective > What needs
- Deliverable > Outcome
- Region/CCC > Our Legislature regions
- Collaboration > Departments involved
- Annual targets > About projected number of wards to cover
- Quarterly targets > Number of wards to be covered in a quarter

20. IMPEDIMENTS AND SUCCESSES

- Much as this is envisaged at making maximum impact the estimated group size of the community may hinder the effective **implementation of the methodology** on group discussions and sharing of views, however this will need strong management of the process.
- The theatre approach will win their attention and may bring numbers if well-advertised for maximum impact, but will further bring to life the reality of violent protests to those who have never participated in such protests.
- The learning will be accentuated in the presentation and discussions.
- Budgetary constraints
- Through effective monitoring and analysis of our feedback tools more data can be collected to work on identified gaps, weaknesses and strengths.
- There could be a very thin line between Civic Education and political work which sits in the hands of public representatives, however our work would be to educate on existing processes and mandates that are part of the day-to-day work and compliance related behaviour of legislature and council members.

21. CONCLUSION

Institutionalizing Civic Education responsibilities is never a simple task as it would need to find its own space in terms of both human capital and material resources. At times, in the processes of planning, implementation and monitoring there are probabilities that it could impact on peoples existing mandates and responsibilities forcing some to take an extra mile affecting their key performance areas. Given the importance of meaningful public participation, the citizens ability **to understand their constitutional rights**, to **influence the processes of the council in decision making**, to further build a fair understanding of the Municipality's governance network processes, and **internalising a sound culture of community activism and cooperation** through participatory democracy in providing a **constructive analysis** through consultative forums convened by council", a sub committee has to be established to do continuous analysis of gaps from generic legislature work necessitating intervention. Cohesion amongst stakeholders is key to leverage of our existing talent and expertise to audit needs in public participation and legislature for support initiatives.

Annexure A.

Feedback Form Sample

Civic Education feedback Form for Participants									
Region:					Ward :.....				
Date:.....					Venue:.....				
Region	CCC				Strongly agree	Agree	Unsure	Disagree	Strongly Disagree
Knowledge									
1.I understand my citizen responsibilities as a resident of Ekurhuleni Metro.									
2. Civic education is necessary to assist us understand how to make a better working relationship with our municipality									
3.I am aware of the CoE public participation forums									
4. Civic is necessary to assist us understand how to make a better working relationship with our public representatives.									
5.I am aware of how communities can raise their concerns peacefully with the municipality									
6.I am aware of my role to support the CoE planning processes									
7.I understand that I have a political responsibilities as a citizen of CoE to speak about what I want									
8.I know how to support my community to make decision that are not harmful to our democracy									
9.Civic education is necessary to assist us change our attitude towards our municipality									
10.Civic education can assist us to improve our working relationship as community with our public representatives									
Skills & Competencies									
1.I am capable of giving minimum advise to communities affected by service delivery challenges									
2.I am capable of analysing a petitions process and make a responsible decision									
3.I know how to report cases of services delivery									
4.It is unacceptable for people to sign petitions									
5.All residents who sign must be seen as anti-municipality									
6.Religious and business cannot sign petitions or complain									

Figure 2 Feedback form Sample