

AZAAD

RACE CONSULTANTS

THE CAPE TOWN
TRADE UNION
LIBRARY

FOR MULTI-CULTURAL SOUTH AFRICA

IMPLEMENTING TRAINING

FOR RACIAL EQUALITY



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PROGRAMME PAGES

The work and role of Azaad Race Consultancy

(a) Equal opportunities

(b) Cultural Awareness

(c) Institutional Racism

(1) *Race and Gender*

(2) *Anti-Racism*

(d) Race Related Training

(e) Development Work with Young People

(1) *Relationship and Sexuality*

(f) Conflict Resolution

(1) *Conflict with Groups*

(2) *Conflict in Communities*

(3) *Conflict with Peers*

(4) *Conflict and Violence*

(g) The Art Of Listening

(h) Youth Training - Introduction Course

(i) Affirmative Action

- Workshops Designed for Your Needs
 - More information Available on Request
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STATEMENT OF COMMITMENT

The commitment of Azaad as a Race Consultancy is:-

To ensure quality of opportunity for South Africans to fulfil their potential as Empowered Individuals and members of groups and communities;

To Educate, enabling South Africans to gain skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally;

Designed to create Equal Opportunity-through the challenging of oppression and the celebration of the differences which springs from culture, language, sexual identity, gender, disability, age, religion, and class;

To Participate through voluntary relationship with other South Africans in which White and Black South Africans are partners in the learning process and decision making structures which affect their own and other peoples lives;

To Empower- Supporting South Africans to understand and act on the personal, social and political issues which affect their lives, the lives of others and the communities they are part of;

To Build resources will be a major effort of Azaad as a Race Consultancy.

It is our intention to extend the objectives of all racial, cultural, religious, national, ethnic, sexual and political affiliations.

All this will be delivered through informal education, through workshops, short courses, seminars, conferences, role play, etc.

TARGETING

Azaad will be targeting Companies, Universities, Colleges, Organisations, Councils, Government and Schools

RESOURCES

Azaad makes good use of technical skills and equipment in making displays, audio visual materials, documentation etc.

A) EQUAL OPPORTUNITIES

Three main objectives.

- (1) To meet the growing need, to share information and learn about the different kind of approaches and programmes that have been adopted by various organisations.
- (2) To assist Organisations in the discussion and planning of training programmes, their form and content.
- (3) To respond to the increasing number of requests for clarification on Equal Opportunities and related Race Issues.

It focuses on those training programmes that will help individuals and organisations to operate an effective Equal Opportunity Policy and Positive Action Training Programme that are specifically directed at improving the condition of Black People in the labour force; and training aimed at improving service delivery in a Multi-racial Society.

(B) CULTURAL AWARENESS

Example of One Day Workshop:-

9:30:	Introductions (1) <i>Objectives</i> (2) <i>Participants Expectations</i> (3) <i>Ground Rules</i>
9:45	Questionnaire/Discussion
10:15	African History, Customs and Culture
11:00	Discussion
11:15	Presentation History of:- Coloureds, Afro-Caribbean, Non-White, White, Indian. Customs and other Perspectives.
12:00	Discussion
12:45	Lunch
1:45	Workshops
	Discussion Points
(1)	Presentation:- What are the implications of African and other Perspectives for your work and performance in it.
(2)	How can understanding of these Cultures enable you to be more effective?

(3) What are the implications of Sensitive Service Delivery to the public?

3:00 Tea

3:15 Workshop continues in small groups

3:45 Plenary

4:15 Summary

4:30 Evaluation of:- Self, Group, Tutors and Course or Workshop.

(C) INSTITUTIONAL RACISM

Two day workshop tackling Institutional Racism.

DAY ONE

9:30	Introduction
9:45	Historical Perspective.
10:30	Coffee
10:45	Historical Perspective Continued
11:00	Language and Racism
12:00	Stereotype:- How Racism is installed. Video/Discussion/Group work.
1:00	Lunch.
2:00	Stereo-type Image, Brainstorm Exercise, Group Work Presentation:- Breaking through the Cycle.

- 2:30 Equal Opportunity and Service Delivery to a Multi-Cultural Racial Community.
- (1) Government Policy - Recruitment, Career Development, Service Delivery, Group Work.
- (2) Customer Care in Equal Opportunity Environment -
(a) Who are your Customers.
(b) What are their Needs.
(c) What makes Good/Bad Customer Relations.
- (3) People and Cultures of South Africa.
- 3:00 Tea.
- 3:15 Service Delivery Continued.
- 4:30 Plenary.
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DAY TWO

9:30	Review
9:40	Designing an Anti-Racist, Racist and Subtle Racist Department.
10:30	Coffee.
10:45	Group Work continued
11:00	Report Back.
11:30	Identify Barriers to change: Group Work Discussion.
12:30	Lunch.
1:30	Implementing an Anti-Racist Equal Opportunities Group Work Case Studies
3:00	Tea.
3:15	Personal Intervention.
3:45	Personal and Team Action Plan.
4:45	Evaluation

(D)RACE RELATED TRAINING

Covers six main areas:

- (1) Providing Information and Advice on the implications of the Relevant Legislation;
- (2) Improving the ways in which both individuals and systems operate in a multi-racial society;
- (3) Increasing awareness of Racism and Prejudice, both at an individual and institutional level;
- (4) Assisting staff in anti-racist ways;
- (5) To assist organisations in the discussion and planning of training programmes, their form and content;
- (6) To respond to the increasing number of requests for clarification of all race related issues.

It focuses on those training programmes that will help individuals and organisations to operate an effective Equal Opportunity Policy and Positive Action Training Programmes that are specifically directed at improving the position of Black People in the Labour Force; and training aimed at improving service delivery in a Multi-Racial Society.

(E) DEVELOPMENT WORK WITH YOUNG PEOPLE

Aim:

- (1) To increase self awareness
 - (2) To lay the foundation for personal growth in skills of Social Interaction and for the development of a Positive Self Concept.
 - (3) To promote a sense of security and a feeling of belonging by establishing a caring community within the group, in which the members display trust, concern and support for one another.
 - (4) To enhance the individual sense of responsibility and both their willingness and their capacity to help others.
 - (5) To promote development of Cognitive/Academic skills by providing informal environment which supports the learning and practice of effective skills.
 - (6) To develop the autonomy of each individual as a member of a variety of groups, in considering his/her own level of skills and setting personal short and long-term goals.
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This programme is based in the participatory sphere, involving the young people in small group settings to examine the following areas that were felt to be pertinent to adolescent development;-

- (1) Building Self-Confidence,
- (2) Exploring Self Image,
- (3) Looking at how one relates to the group, and other people outside the group,
- (4) Exploring how other people view them,
- (5) Exploring attitudes and behaviour,
- (6) Looking at how they affect other people,
- (7) Exploring and articulating feelings.

METHODOLOGY

Since the programme is based on an "active" learning process the method's use is complimentary to this. The course is based on group exercises and stimulation games, giving group members a collective experience on which to reflect.

Discussion in pairs, in the group, and private thoughts draw out the learning, and through this the exploration and understanding of feelings and attitudes is examined. The group members is encouraged to take responsibility for their own learning by challenging themselves, and other group members. The atmosphere is kept as informal as possible, and a lot of time and emphasis is placed in getting the group used to one another and building trust and confidence amongst members.

Six major areas to which the course will direct itself.

(i) Analysis of the group:-

Offering the group a springboard for thinking about the way other groups operate; the Friendship Group; Peer Group; The Family Group;; The School Group.

(ii) Authority:-

Attitudes towards people in authority, and authority figures.

(iii) How we see ourselves and others see us:-

To enable the group members to learn more about themselves and the effect they have on other people.

(iv) Understanding other people:-

Understanding and valuing other people and their contributions, skills and experiences.

(v) Relationships:-

Getting the young people to explore their own friendship patterns:-
How one maintains a friendship and what barriers one might put up to prevent friendship.

(vi) Making decisions:-

In the Course this is the decision of the group as to whom they should invite as a visitor, how they might welcome him or her, and how they might spend the time with the visitor.

Targeting:-

Schools, Clubs, Youth Clubs, Community Centers, Religious Institutions.

(F) CONFLICT RESOLUTION

Essentials of Problem Solving

- (1) Problem Identification.
 - (a) Defining the Problem.
 - (b) Classifying the Problem.
- (2) Solution Alternatives.
- (3) Solution of Choice.
- (4) Prevent a Problem checklist.
- (5) Designing Intervention.

Learning Objective.

On completing this short course, you should be able to:-

- (1) Define Present Problems and recognize Potential Problems.
 - (2) Identify and Analyze Problems.
 - (3) Use specific methods to find Solutions.
 - (4) Minimize future Problems through preventative analysis.
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(G) THE ART OF LISTENING.

On completing this workshop, you should be able to:-

- (1) Identify the elements of good listening.
 - (2) Speak to others with their listening needs in mind.
 - (3) Listen to others with better results.
 - (4) Help others speak such that they are better understood.
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(H) YOUTH TRAINING.

PART-TIME OR VOLUNTARY YOUTH WORK

Duration:- 5 sessions. (Each Session = 2.5 hours)

Aims and Objectives

Overall Aims of the Course:-

- (1) To ensure that part-time Youth Workers, whether paid or voluntary, have the basic understanding of Youth Work as a process of Social Education.
- (2) To give part-time Youth Workers a basic knowledge and understanding of Equal Opportunities.
- (3) To introduce part-time Youth Workers to the process of personal development and awareness.

Session I

Objectives

- (1) To introduce the tutor team, to introduce the students to each other and establish a warm, relaxed atmosphere for work.
 - (2) To introduce the course, including its aims and basic structure.
 - (3) To increase course members' awareness of the experience of being a young person and the issues of significance in the lives of young people.
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- (4) To link this awareness with the position of young people in relationship to power, the need to provide real opportunities for participation, and Equal Opportunity policy within the context of the work processes

Session II

Objectives

- (1) To enable Workers to identify and share their own experiences and skills they bring into Youth Work.
- (2) To enable Workers to understand and value these as a major resource/tool for their Youth Work.
- (3) To identify and understand the nature/type of contact between themselves and other workers and young people.
- (4) To increase worker/student awareness of the implications of the community, networks or neighbourhood in which young people live, with particular reference to the environment.

Session III

Objectives

- (1) To enable students to understand the range of resources and tools that they and others use in Youth Work.
 - (2) To increase the student's awareness of neighbourhood resources available to young people and youth workers and their ability to evaluate its use.
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- (3) To enable students to understand the importance of health and safety and to increase awareness of, and competence in assessing health, safety needs in their work.

Session IV

Objectives

- (1) To provide a market place of resources, workers and information in which the student/worker can increase their contacts and local knowledge.
 - (2) To evaluate and conclude the course with the worker/student.
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AFFIRMATIVE ACTION

Example of Management Awareness Workshop

The Objectives of this One-and-Half Day Course for Managers:-

Following consultations with relevant colleagues, the General Purpose of the programme is to assist Managers to develop effective techniques for managing in a Multi-Racial environment. More specifically, it aims to:-

- (1) Provide a greater Awareness of Affirmative Action and how it works;
- (2) Reinforce the Company's commitment to Affirmative Action;
- (3) Provide a Forum for Honest and Open Discussion about Affirmative Action and the role of the Manager;
- (4) Identify In-House Resources to Assist the Manager in this Area; and
- (5) Assist the Manager to become more Confident and Effective in dealing with Affirmative Action Issues.

Form and Content

The workshop is run approximately six times a year.

The Course is held off-site for more than 20-25 people at any one time

Those responsible for the Programme (The Equal Opportunity and Affirmative Action Manager and The Training Manager) make every effort to obtain the co-operation of Divisional Department Heads and ask them to suggest candidates for their respective operations.

A letter is sent from Head Office advising that workshops will be held and encouraging Managers to attend. The Basic premise underlying the Approach is that Equal Employment Opportunity and Affirmative Action can be dealt with through Effective

Management Skills.

WORKSHOP AGENDA

- (1) Welcome:- Introduction of Trainers - Rationale for Programme - Setting of Tone - Participant Introductions.
 - (2) Philosophy of Programme:- Greater Awareness - Job-Related Issues - Participatory - NBC's Commitment to Affirmative Action.
 - (3) Objectives of Programme.
 - (A) Definitions of Affirmative Action and Equal Employment Opportunity. Affirmative Action vs Equal Employment Opportunity - History/Philosophy.
 - (B) Company's Responsibility:- Progress to date (Verbal). Focus for the '90s (Slides and Verbal)
 - (C) Price of Non-Compliance Individual Case and Cost (Slides). Types of Discrimination (Slides).
 - (D) Perspectives on Discrimination (Films and Exercises).
 - (E) General Statement:- Interview Process - Selection Criteria - Progressive Discipline - Responding to an Equal Employment Opportunity Charge.
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- (F) Interview Do's and Don'ts.
The Equal Employment Opportunity Interview: Women
(Film) - Critique of Interview - Legally Prohibited
Questions - Model Interview (Handout).
 - (G) Discrimination in Selection.
Act of Survival (Film) - Questions and Answers
(Written Exercise).
 - (H) A Charge of Discrimination Confrontation (Film)
Might have been Prevented (Lecture) - Progressive
Discipline - Documentation - What kinds of Records?
 - (I) Sexual Harassment:- Lecture on Definitions -
Test Discussion - Prevent Sexual Harassment (Film) -
Questionnaire/Discussion.
 - (J) Handling a Discrimination Complaint (Film) -
Listing Critical Steps.
 - (K) Managerial Accountability (Film).
 - (L) A Positive Model - 'One By One' (Film).
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- (5) Identify In-House Resources.
 - (6) Closing Remarks.
 - (7) Programme Evaluation.
Work is intensive on the Course with 2,3,4 (A - C)
covered fairly Rapidly.
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METHODS:

The Methods used in the Course to Develop Trainee's Experiences include Films, Case Studies and Role Play. Closed Circuit Television is used to give Feedback to Participants.

ABOUT THE TRAINER

Hamedah Ghaniem - born 1951 in South Africa , and exiled for 16 years in different countries - returned on 24 August 1992 through the NCCR Repatriation Program. She completed her secondary education in South Africa and her M.A. Islamic Studies, M.A. Political Studies, M.A. Political Science, M.A. Social Development and M.A. Philosophy in Egypt and the United States of America. Throughout the UK and America, Hamedah Ghaniem participated directly within the communities, establishing Islamic, Educational and Political programs for women and young men with various organisations, universities, schools and colleges. She has many years' experience in 12 countries with many different cultures.
