

STIMULATION EXERCISE NO. 7 : ECC'S RELATIONSHIP TO THE WHITE AND BLACK COMMUNITIES

AIM OF THE EXERCISE

To develop the participants' understanding of:

- 1) ECC's objectives and the nature of its constituency;
- 2) ECC's relationship to the black community and popular organisations;
- 3) how ECC advances non-racialism and the struggle against apartheid
- 4) ECC policy on conscription

TIME

± 2 hours

MATERIALS

Nothing required.

SCENARIO

The ECC has just run a very successful campaign against the call up, in which the conscript's right to choose was strongly asserted. In a survey ECC did amongst conscripts, over 60% supported the argument of freedom of choice.

At the end of the campaign, a meeting takes place between representatives of the UDF and ECC Executives in your region. According to the UDF reps, many township activists are completely opposed to ECC's argument of freedom of choice. Freedom of choice, they say, implies that people can go into the army if they want to. More importantly, it is simply too soft a position in the light of the destruction being wrought by the Security Forces. The presence of the SAOF in the townships is a matter of life and death for the residents.

The township activists feel that ECC should be telling conscripts publicly that they have no choice: they may not go into the SADF and under absolutely no circumstances may they go into the townships if they are already in the army. This position would advance non-racism and ECC's credibility in the townships immeasurably.

The ECC executive members have come away from this meeting more than a little worried and have convened a special ECC general meeting to report back to and to have the USF position discussed.

PLAYERS

1. A non-ECC group consisting of 3 people ^{who will play} ~~playing~~ the USF and any other person / organisation, the ECC group wants to consult during the game. The role of these people is to play their parts as accurately as possible, and not to make life difficult for the ECC group. They should not interfere in the game unnecessarily.

A further role of the group is to evaluate the ECC group from the outside.

→ The facilitator is part of this group.

2. An ECC group consisting of everyone else. Ideally this group should not be more than 15 people. Affiliate representatives that are present should participate as representing their ~~affiliates~~ ^{organizations}. The role of the group is to discuss the scenario as if it were a real life situation.

PROCEDURE

^{to everyone}

1. The facilitator explains how a simulation exercise works and the particular aims of this exercise. The scenario should

not be revealed yet.

2. The facilitator selects 3 (preferably experienced) people to form the non-ECC group and explains their role to them.
3. The ECC group gets together and elects a Chair
4. The facilitator informs the Chair of the scenario and of the presence of the non-ECC group, which may be consulted at any stage of the game.

The facilitator explains that the Chair is responsible for integrating into the discussion a full consideration of the difference ^{between} ECC's relationship to the black and white communities, and of how ECC advances non-racism.

The facilitator also tells the Chair that the group will have 60 minutes for the discussion.

5. The ECC group begins its discussion.

6. After about 40 minutes, the facilitator informs the ECC group that, under pressure from USF, the USF affiliates that are part of ECC may have to leave ECC unless it changes its position.
7. After about 15 minutes, the facilitator informs the ECC group that the Methodist Church has passed a resolution declaring itself a 'peace church' (like the Jehovah's Witnesses) and has stated that Methodist conscripts are now under no obligation not to do military service.

(7) After about 25 minutes the facilitator informs the group that Molan has reacted against the Methodist resolution, calling it treasonous and accusing ECC of being responsible for it behind the scenes.

a. The facilitator can inform the group when 10 minutes and then 5 minutes are left for discussion.

10. The game ends once the allotted time is over.

11. The facilitator gives everyone a chance to relax and talk informally about the game (5 - 10 minutes).

12. The facilitator co-ordinates a thorough evaluation (about 30-40 minutes), looking at:

a) how the ECC group handled the scenario

- did sufficient clarity emerge on ECC's objectives and priorities , on the difference between ECC's relationship with the black and white communities and on the way in which ECC advances non - racialism ?
- is further structured discussion on these issues necessary ?
- were affiliates and other branches consulted ?
- other questions

b) the nature of the ECC group's discussion

- how did the Chair facilitate discussion ?
- what was the level of participation in the group ?
- were some people dominating , interrupting , silent etc ?
- were tasks clearly delegated and reported back on ?
- other questions

c) the simulation exercise

- did the exercise work?
- what improvements could be made to it?

The members of the non-ECC group should play a special role in the evaluation, as their perspective will be more objective.

13. After ~~the evaluation and~~ a short break, the facilitator can give input and the group can discuss some of the real situations where ~~situations where in real life ECC has been confronted with conflicting needs and attitudes in the white and black communities e.g., the 'Breytenbach affair', the participation of the PFP Youth in ECC, ECC's participation in SATU's midweek, and ECC's involvement in the USF/Cosatu call for national unity.~~

^{the debates around}
This last session is optional and should only be done if everyone is happy to keep going. Alternatively, it can be done at a later date.

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END CONSCRIPTION CAMPAIGN (ECC)

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