

[2020]

# Official Manual & Rules

Constitutional Literacy and Service Initiative

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(Community Service Representative – 2019 and 2020)

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## **What is the Constitutional Literacy and Service Initiative?**

*The Constitutional Literacy and Service Initiative ('CLASI') is a constitutional law-based programme that takes place in local schools in the Southern Suburbs and surrounding areas. The aim of this programme is to teach primary and high school learners about their basic constitutional rights and other constitutional law mechanisms relating to the governance of our country.*

*As a registered non-governmental organisation, we aim to raise awareness about citizen's constitutional rights. CLASI focuses on working predominantly with historically disadvantaged communities in Cape Town, but schools of various backgrounds are invited to partake in the programme presented. Law students from the University of Cape Town, as part of a credit-bearing experiential learning opportunity, receive skills training to serve as Teaching Fellows in multiple schools around Cape Town, teaching constitutional literacy classes and engaging high school learners and the communities of which they are a part about the Constitution through workshops, public discussion, and advocacy. The engagement of these populations is critical to building a successful pro-democracy and pro-constitutional movement within South Africa and to further our constitutional ideals.*

**This document will outline the rules regarding the governance and the operation of CLASI at the University of Cape Town.**

# Chapter I: Introduction

## 1. Chapter no. 1: Overview:

*This chapter introduces the basic information of the Constitutional Literacy and Service Initiative, including the establishment of the society, its vision and mission statement, and the definitions of key terminology used in this document.*

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## 1.1. Origins and establishment:

1.1.1. The Constitutional Literacy and Service Initiative (**'CLASI'**) refers to the society at the University of Cape Town's Faculty of Law that works in affiliation with the Democratic Governance and Rights Unit located within the Faculty of Law. There are also chapters of CLASI at other tertiary institutions.

1.1.2. This document outlines the rules and requirements for managing and participating in any of the activities of CLASI and may only be deviated from in accordance with the rules as outlined in this document.

## 1.2. Mission, aims, objectives and scope:

1.2.1. The **mission** of CLASI is to enhance the legal knowledge of the South African population, particularly the youth, with regards to our Constitution and our human rights framework. CLASI aims to achieve this by teaching previously disadvantaged primary and high school learners about their constitutional rights and other legal mechanisms relating to our governance.

1.2.2. As a registered non-governmental, non-profit organisation, CLASI **aims** to raise awareness about the constitutional rights of the South African citizens. Engaging these populations is critical to build a successful pro-democracy movement within South Africa that is focused on furthering our country's constitutional ideals.

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- 1.2.3. Law students from the University of Cape Town, as part of a credit-bearing learning opportunity, receive skills training to serve as volunteer Teaching Fellows in multiple schools around Cape Town. Students then facilitate constitutional literacy classes and engage school learners and their communities about the Constitution through workshops, public discussion and advocacy activities.
- 1.2.4. CLASI focuses on working predominantly with the historically disadvantaged communities around Cape Town, but schools of various backgrounds are invited to partake in the programme that is presented.

### 1.3. Definitions and key terminology:

In this document the following words and terminology shall have the definitions and meanings as assigned to it in this section, unless the context indicates otherwise:

- 1.3.1. **‘Chairperson’** refers to the member filling the position in the Executive Committee that fills the leadership position who is primarily responsible for directing the society’s activities;
- 1.3.2. **‘CLASI’** refers to the Constitutional Literacy and Service Initiative;
- 1.3.3. **‘Community Service Committee’** refers to the Committee within the Faculty of Law that governs and oversees all the aspects of law students completing their community service hours;
- 1.3.4. **‘Community Service Representative’** refers to the member filling the position in the Executive Committee that provides oversight of the activities of CLASI and is responsible for signing off hours of community service served by Teaching Fellows;
- 1.3.5. **‘community service’** refers to community involvements;
- 1.3.6. **‘debriefing session’** refers to one of the activities of CLASI that occurs at the end of the semester or year to get feedback from the volunteer Teaching Fellows;
- 1.3.7. **‘DOL3001X’** refers to the course that law students can register for to have their community service hours recognised for the purposes of fulfilling the requirements of the LL. B-degree;
- 1.3.8. **‘eligible candidate’** refers to a candidate for Executive Committee that fulfils the requirements outlined in chapter no. 3 for its members;
- 1.3.9. **‘eligible candidate for a Teaching Fellow’** refers to a candidate that fulfils the requirements outlined in chapter no. 4 for Teaching Fellows and can be considered;

- 1.3.10. **‘Executive Committee’** refers to the Chairperson, Secretary-General, and the Community Service Representative together;
- 1.3.11. **‘Faculty of Law’** refers to the Faculty of Law of the University of Cape Town only unless explicitly provided otherwise;
- 1.3.12. **‘junior Teaching Fellow’** refers to a Teaching Fellow with less than one year of experience in the CLASI schools’ programme;
- 1.3.13. **‘law student’** refers to the students of the Faculty of Law (and **‘student’** has a corresponding meaning);
- 1.3.14. **‘learner’** refers to a primary or high school child that is involved with CLASI (and **‘learners’** has a corresponding meaning);
- 1.3.15. **‘lesson’** refers to the educational presentation made to learners of primary and high schools relating to Constitutional Law and our human rights framework;
- 1.3.16. **‘participating school’** refers to any primary or high school that is involved in the activities of CLASI and where lessons are presented (whether once-off or on a regular basis);
- 1.3.17. **‘school session’** refers to one of the activities of CLASI and involves a physical outreach to a participating school where a lesson relating to Constitutional Law is presented to students;
- 1.3.18. **‘Secretary-General’** refers to the member filling the position in the Executive Committee that oversees the general logistics and makes the arrangements to facilitate the activities of CLASI;
- 1.3.19. **‘senior Teaching Fellow’** refers to a Teaching Fellow with more than two years of experience in the CLASI schools’ programme;
- 1.3.20. **‘Teaching Fellow’** refers to the position that student volunteers are appointed to teaching positions at CLASI and is tasked with presenting and facilitating the lessons during school sessions;
- 1.3.21. **‘this document’** refers to the ‘Official Manual and Rules: Constitutional Literacy and Service Initiative’ that this document together with any of its amendments constitute;
- 1.3.22. **‘timesheet’** refers to the official form that students use to have their hours recognised that must be signed off by the Community Service Representative and submitted to the Faculty of Law;
- 1.3.23. **‘training day’** refers to the initial workshop and presentation that students must attend to be recognised as Teaching Fellows;
- 1.3.24. **‘University’** refers to the University of Cape Town.

## **1.4. Accountability to the University of Cape Town:**

- 1.4.1.** CLASI is a programme controlled by the University of Cape Town's Faculty of Law and is accountable to the Dean of Law, the Deputy-Dean of Law, and the Community Service Committee. These persons and bodies have the authority over CLASI's activities and decisions as outlined in this document.
- 1.4.2.** The Executive Committee must provide reports and feedback to the University of Cape Town in the manner outlined in this document.

## **1.5. Interpretation and general provisions:**

- 1.5.1.** In this document, wherever the singular is used – the same shall apply to the plural, unless provided otherwise in the context. In this document, wherever the masculine is used – the same shall apply to the feminine, unless explicitly provided otherwise.
- 1.5.2.** No rule or clause or guideline within this document shall be interpreted in any way that encourages or causes discrimination against any person on the grounds of gender, sex, race, ethnicity, sexual orientation or any other analogous grounds.
- 1.5.3.** The rules contained in this document are intended only to bind the chapter of CLASI at the University of Cape Town, and by agreement may be adopted and accepted by other chapters of CLASI.
- 1.5.4.** If there is a serious dispute about the interpretation of any rule or clause in this document, the manner and effect in which the rule or clause will be interpreted will be in the complete discretion of the Dean of Law.
- 1.5.5.** The activities and rules of CLASI is subject to South African law and may not contravene its Constitution, any of its legislation, common law rules or any other law of the Republic of South Africa.

**END OF CHAPTER**



## Chapter II: External authority structures:

### 2. Chapter no. 2: Overview:

*This chapter outlines the external authority structures governing CLASI, outside of its internal Executive Committee (see chapter no. 3). This includes the University of Cape Town, Faculty of Law, the Community Service Committee and their hierarchical structure.*

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#### 2.1. Overall authority hierarchy:

The activities and decisions of CLASI is regulated by various authority structures within the University of Cape Town, which ranked from highest to lowest authority are as follows:

- 2.1.1. the **University of Cape Town's official administration** (including only the Senate, the Vice-Chancellor and the Chancellor of the University); inferiorly followed by –
- 2.1.2. the **Faculty of Law** (referring to its Dean and the Deputy Dean of Law together with its internal **Community Service Committee**); inferiorly followed by –
- 2.1.3. the **Executive Committee** of CLASI.

who shall each have the powers and authority as outlined below in section 2.2 and as granted further to them by this document.

#### 2.2. Authority Level no. 1 (highest): The University of Cape Town:

- 2.2.1. The **University of Cape Town** has the utmost and highest authority over any of the activities and the decisions of CLASI, as CLASI is essentially an initiative and project of the Democratic Governance and Rights Unit as part of the University.
  - 2.2.2. The University's authority is exercised through its official administration of the University and vests in the Senate as a collective, the Vice-Chancellor and the Chancellor of the University.
  - 2.2.3. The University has the power to veto any decision or activity of CLASI given that it is reasonable and justifiable to do so and is in the interest of the institution or the
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public; this includes overriding, amending, striking down or upholding any decision of the Faculty of Law; Community Service Committee or Executive Committee.

## **2.3. Authority Level no. 2: The Faculty of Law:**

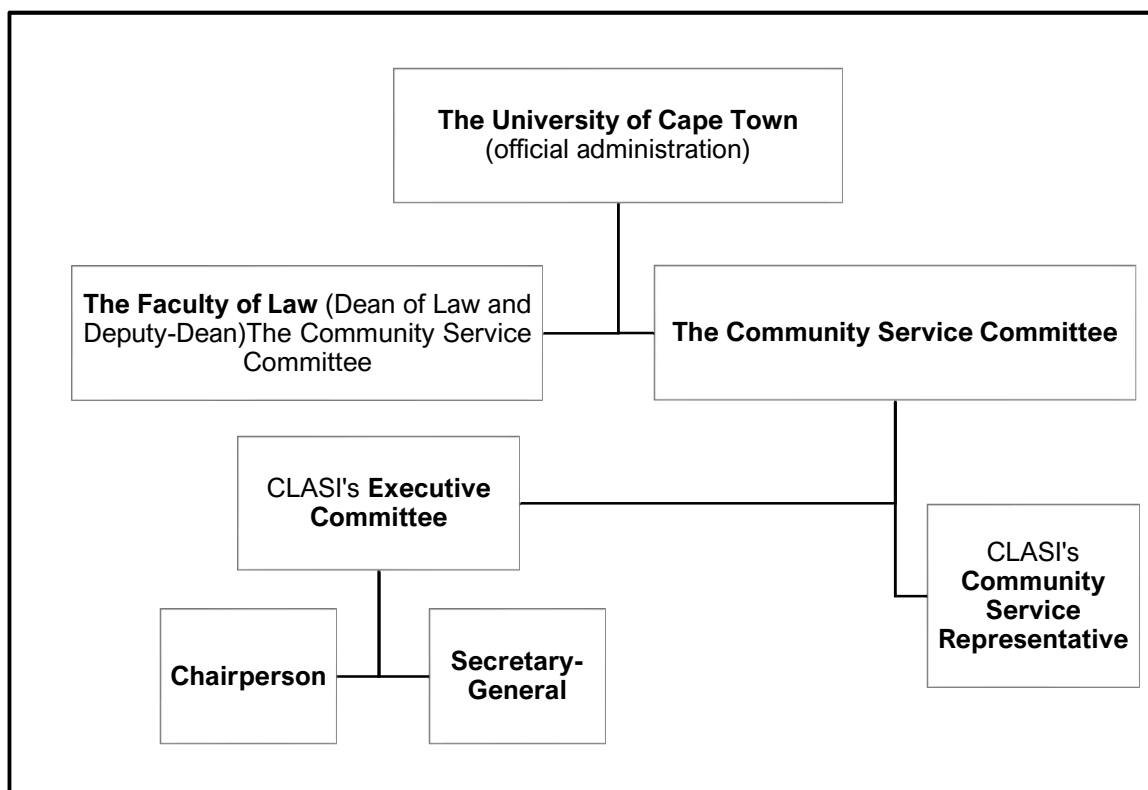
- 2.3.1.** The **Faculty of Law** (together with its internal **Community Service Committee**) collectively have the second-highest authority over any of the activities and decisions of CLASI, and the Faculty of Law's decisions is only subject to the authority of the University.
- 2.3.2.** The authority of the Faculty of Law is exercised through and vests collectively in the Dean of Law, the Deputy Dean of Law and the Community Service Committee. Any decision made by the Faculty of Law must be made in consultation with all of its representatives as outlined in this section.
- 2.3.3.** The Faculty of Law has the power to veto any decision or activity of CLASI given that it is reasonable and justifiable to do so and is in the interest of the institution or in the public's interest; this extends only to overriding, amending, striking down or upholding any contrary decision made by the **Executive Committee** of CLASI.
- 2.3.4.** The Faculty of Law is not authorised to veto or change the decisions made by the University's general and official administration.

## **2.4. Authority Level no. 3 (lowest): The Executive Committee:**

- 2.4.1.** The **Executive Committee** of CLASI, as outlined in Chapter no. 3 of this document, has the most direct authority over the activities and decisions of CLASI, but is subject to the authority of the Faculty of Law and the University.
- 2.4.2.** The authority of the Executive Committee is exercised through and vests collectively in the Chairperson, the Secretary-General and the Community Service Representative as outlined in Chapter no. 3.

## 2.5. Diagrammatical depiction of the authority levels:

Figure no. 1 below illustrates the hierarchical levels of authority as outlined in sections 2.2, 2.3, and 2.5 above and indicates their relative superiority and inferiority:



*Figure 1: Diagrammatical depiction of authority levels*

## 2.6. Hierarchy of authority if a dispute arises:

- 2.6.1.** If a dispute arises that cannot be resolved through a majority vote of the internal Executive Committee, the Executive Committee must refer the dispute to the Faculty of Law to resolve.
- 2.6.2.** The Faculty of Law's decision is final and must be reached in a manner that allows for consultation with the Community Service Committee. Their decision and actions may only be overridden by the University (through its general administration), which should then make recommendations or rulings as to the appropriate decisions or courses of actions that must be took.

**END OF CHAPTER**

## Chapter III: The Executive Committee:

### 3. Chapter no. 3: Overview:

*This chapter outlines the structure of the Executive Committee of CLASI, including procedures that must be followed for the appointment and removal of members of the Executive Committee and the rules governing their decision-making regarding the activities and day-to-day business of the society.*

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### 3.1. Establishment of the Executive Committee:

3.1.1. The activities of CLASI is to be internally managed and operated by its **Executive Committee**, which is hereby established.

3.1.2. The **purpose** of the Executive Committee is to manage the activities, undertakings, the general direction, day-to-day business and all other related aspects of the society, to ensure that the mandate, aims and objectives of CLASI as outlined in this document is promoted.

### 3.2. Structure of the Executive Committee:

3.2.1. The Executive Committee consists out of the following positions who must work together as a collective in the interests of CLASI, who each has the duties and responsibilities as outlined in this section:

3.2.1.1. the Community Service Representative (one vacancy); and –

3.2.1.2. a Chairperson (one vacancy); and –

3.2.1.3. a Secretary-General (one vacancy).

3.2.2. The Community Service Representative, the Chairperson together with the Secretary-General collectively form CLASI's operating **Executive Committee** and its role is to ensure the smooth and continued operation of CLASI's outreaches and activities on a regular basis with the volunteering aids of law students.

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**3.2.3.** As a collective, all of the members occupying any position in the Executive Committee, have the joint duties and responsibilities of (in alphabetical order):

- 3.2.3.1.** attend and adequately prepare for any meetings of the Executive Committee, relating to CLASI and any of the activities required;
- 3.2.3.2.** directing the activities of CLASI in a manner that promotes its mission, aims and objectives as outlined in section 1.2; and –
- 3.2.3.3.** ensuring that all members of the Executive Committee fulfils their roles, duties and responsibilities as outlined in this chapter and does not abuse any special powers or capacities that is assigned to them.
- 3.2.3.4.** ensuring that CLASI is operational during their period of serving on the Executive committee;
- 3.2.3.5.** ensuring that school sessions teaching aspects of Constitutional Law and our human rights legal framework are facilitated during the year on a regular basis;
- 3.2.3.6.** interview and decide which applicants to CLASI will be accepted as Teaching Fellows (applicable during the application process);
- 3.2.3.7.** partake in the relevant decision-making processes, planning, preparation, hearings, and any other activities relating to CLASI; and –
- 3.2.3.8.** providing a platform where law students and other interested parties can communicate with CLASI, voice concerns, make suggestions and participate in CLASI's activities.

### **3.3. The Community Service Representative: Role and duties:**

**3.3.1.** **Role of this position:** The Community Service Representative primarily occupies an oversight role sought to hold the Chairperson and the Secretary-General accountable to the rules of this document and serves as the liaison with the Community Service Committee.

**3.3.2.** **Authority level within the Executive Committee:** The Community Service Representative has the highest level of authority within the Executive Committee but may only override the decisions or activities of the other members in the specific cases that are explicitly provided for in this document.

**3.3.3. Special powers, capacity and authority:**

**3.3.3.1.** The Community Service Representative has the unique power to act as the Faculty's Community Service Committee's Representative for CLASI, which grants the member filling the position to sign-off the timesheets representing the hours of community service served as served by the law students volunteering as Teaching Fellows.

**3.3.3.2.** Hours are only recognised once it has been verified, finalised and provided that the law student is registered for the community service course (DOL3001X) at the University.

**3.3.4. General responsibilities of this position:** The member occupying this position is generally responsible for (in alphabetical order):

**3.3.4.1.** annually **updating this document** to reflect any changes or amendments that was unanimously agreed upon by the entire Executive Committee.

**3.3.4.2.** facilitating the **disciplinary**, termination or impeachment procedures when the Chairperson or Secretary-General has a complaint laid against them or committed a material breach of the rules that merits termination or impeachment;

**3.3.4.3.** holding the Chairperson and the Secretary-General **accountable** to the rules contained in this document;

**3.3.4.4.** maintaining and regularly updating the social media of CLASI with the activities of CLASI and providing general information relating to human rights and what the society does.

**3.3.4.5.** preparing for and attending the **annual meeting with the Community Service Committee** on behalf of CLASI;

**3.3.4.6.** preparing for and conducting the **annual review meeting** with the Executive Committee to decide whether any changes or amendments needs to be made to this document;

**3.3.4.7.** providing **oversight** over the actions of the Chairperson and the Secretary-General;

- 3.3.4.8. signing-off and **finalising the community service timesheets** of the Teaching Fellows volunteering with CLASI to have the hours that they served recognised; and –
- 3.3.4.9. submitting a **report** outlining the activities of CLASI to the Community Service Committee before the annual meeting for their perusal.
- 3.3.5. The duties, tasks and responsibilities of the Community Service Representative may be expanded or modified upon acceptance by the member filling that position or through unanimous decision of the Executive Committee.
- 3.3.6. The Community Service Representative is **not financially compensated** for occupying a position on the Executive Committee and may not list a portion of the time they spend fulfilling their duties to get recognised community service hours.

### 3.4. The Chairperson: Role and duties:

- 3.4.1. **Role of this position:** The Chairperson is the main leadership of the society regarding directing its activities to ensure that the mandate of CLASI is fulfilled and is responsible for maintaining its day-to-day business and general operations.
- 3.4.2. **Authority level within the Executive Committee:** The Chairperson has the second-highest level of authority within the Executive Committee but may only override the decisions or activities of the other members in the specific cases that are explicitly provided for in this document.
- 3.4.3. **Special powers, capacity and authority:** The Chairperson does not have any special powers or authority other than granted and as is deemed necessary to exercise and fulfil their responsibilities and duties as outlined in this document.
- 3.4.4. **General responsibilities of this position:** The member occupying this position is generally responsible for (in alphabetical order):
  - 3.4.4.1. act as the **main point of contact between CLASI and the schools** participating in the school sessions (including inviting schools to be

- part of the programme, communicating with schools throughout the completion of the programme, getting feedback from the schools;
- 3.4.4.2. aid the Community Service Representative in preparing for any of the **external meetings** and providing them with the needed information and aiding the process of the **annual review** of this document;
  - 3.4.4.3. facilitating the **application process** for new Teaching Fellows and for when a new Executive Committee is appointed (in accordance with the rules governing the application and appointment procedure);
  - 3.4.4.4. facilitating the **disciplinary**, termination or impeachment procedures when the Community Service Representative has a complaint laid against them or committed a material breach of the rules that merits termination or impeachment;
  - 3.4.4.5. facilitating the **Volunteer Training Day** for Teaching Fellows at the start of the year or semester (with the help of the Secretary-General);
  - 3.4.4.6. holding the Community Service Representative and the Secretary-General **accountable** to the rules contained in this document;
  - 3.4.4.7. maintain and **operate the Vula site** for CLASI (including posting regular announcements, creating sign-ups for school sessions and ensuring that Teaching Fellows have their materials available);
  - 3.4.4.8. providing **oversight** over the actions of the Community Service Representative and the Secretary-General; and –
  - 3.4.4.9. **verify** and ensure that **the hours** that is listed on the community service timesheets reflect the accurate hours that the relevant law student actually served to prevent mistakes or potential fraud (this is done together with the Secretary-General).
- 3.4.5. The duties, tasks and responsibilities of the Chairperson may be expanded or modified upon acceptance by the member filling that position or through unanimous decision of the Executive Committee
  - 3.4.6. The Chairperson is **not financially compensated** for occupying a position on the Executive Committee but may list a portion of the time they spend fulfilling their duties and responsibilities on their community service timesheets to claim hours for the course of DOL3001X. The amount of time they may claim as recognised



community service hours is completely in the discretion of the Community Service Representative. Such recognised hours will not reflect the full time the member spent doing administrative tasks for the Executive Committee but a portion thereof.

### 3.5. The Secretary-General: Role and duties:

- 3.5.1. **Role of this position:** The Secretary-General has the primary role of ensuring that all the logistical arrangements relating to any of CLASI's activities is made, to perform administrative tasks and to ensure effective communication between the schools, the Teaching Fellows and the Executive Committee.
- 3.5.2. **Authority level within the Executive Committee:** The Secretary-General has the lowest level of authority within the Executive Committee and may only override the decisions or activities of the other members in the specific cases that are explicitly provided for in this document.
- 3.5.3. **Special powers, capacity and authority:** The Secretary-General does not have any special powers or authority other than granted and as is deemed necessary to exercise and fulfil their responsibilities and duties as outlined in this document.
- 3.5.4. **General responsibilities of this position:** The member occupying this position is generally responsible for (in alphabetical order):
  - 3.5.4.1. act as the **main point of support** for Teaching Fellows to lodge their queries relating to CLASI (which can then be referred to another member of the Executive Committee member if needed);
  - 3.5.4.2. aid in facilitating the **Volunteer Training Day** for Teaching Fellows at the start of the year or semester (under the lead of the Chairperson);
  - 3.5.4.3. aid the Community Service Representative in preparing for any of the **external meetings** and providing them with the needed information and aiding the process of the **annual review** of this document;
  - 3.5.4.4. assisting the rest of the Executive Committee with general **logistical arrangements** for all activities (including booking venues, arranging ordering catering and its delivery, sending e-mails and facilitating

communication when requested by the Chairperson or the Community Service Representative, and other relevant arrangements);

- 3.5.4.5. fulfil any **administrative task** as requested by the Chairperson or the Community Service Representative, such as the drafting of paperwork or letters or making general arrangements;
- 3.5.4.6. help the Chairperson in maintaining and **operate the Vula site** for CLASI (including posting regular announcements, creating sign-ups for school sessions and ensuring that Teaching Fellows have their materials available) when requested to do so;
- 3.5.4.7. holding the Community Service Representative and the Chairperson **accountable** to the rules contained in this document;
- 3.5.4.8. providing **oversight** over the actions of the Community Service Representative and the Chairperson; and –
- 3.5.4.9. **verify** and ensure that **the hours** that is listed on the community service timesheets reflect the accurate hours that the relevant law student actually served to prevent mistakes or potential fraud (this is done together with the Chairperson).

3.5.5. The duties, tasks and responsibilities of the Secretary-General may be expanded or modified upon acceptance by the member filling that position or through unanimous decision of the Executive Committee.

3.5.6. The Secretary-General is not financially compensated for occupying a position on the Executive Committee but may list a portion of the time they spend fulfilling their duties and responsibilities on their community service timesheets. The amount of time they may claim as recognised community service hours is completely in the discretion of the Community Service Representative. Such recognised hours will not reflect the full time the member spent doing administrative tasks for the Executive Committee but will be a small portion thereof.

### 3.6. Requirements for eligibility for office:

- 3.6.1. To be eligible to be considered to fill a vacancy or position on the Executive Committee of CLASI, a candidate must fulfil the minimum requirements as outlined in this section for the position that they are applying to be considered for.

**3.6.2. The Community Service Representative:**

Candidates who can be considered and chosen to fill the vacancy of the Community Service Representative must fulfil each of the following requirements:

- 3.6.2.1.** the candidate must be a law student (either undergraduate or postgraduate) who has successfully completed the course of Constitutional Law and must be registered for third-year level courses or higher levels (not including DOL3001X); and –
- 3.6.2.2.** the candidate must have served as least one year as a Senior Teaching Fellow with an active involvement of facilitating a minimum of 20 school sessions within the one-year period; and –
- 3.6.2.3.** the candidate must have completed the course of DOL3001X at the Faculty of Law and must have no mandatory community service hours outstanding for the purposes of the law curriculum.

**3.6.3. The Chairperson:**

Candidates who can be considered and chosen to fill the vacancy of the Chairperson of CLASI must fulfil each of the following requirements:

- 3.6.3.1.** the candidate must be a law student (either undergraduate or postgraduate) who is not in their first year of study or registered for any first-year courses at the University; and –
- 3.6.3.2.** the candidate must have a history of involvement with CLASI as a Junior or Senior Teaching Fellow for at least six months with facilitating at least ten (10) school sessions.; and –
- 3.6.3.3.** the candidate must show a remarkable interest in community service and involvements and a proven academic record of passing all of their courses to show that they will be able to complete their studies while undertaking the additional duties of the Chairperson.

**3.6.4. The Secretary-General:**

Candidates who can be considered and chosen to fill the vacancy of the Secretary-General of CLASI must fulfil each of the following requirements:

- 3.6.4.1.** the candidate must be a law student (either undergraduate or postgraduate) who is not in their first year of study or registered for any first-year courses at the University or in the Faculty; and –
  - 3.6.4.2.** the candidate must have a history of continued involvement with CLASI as a Teaching Fellow for at least three months with facilitating at least five (5) school sessions.
- 3.6.5.** The requirements of the positions as outlined in section 3.6 can be set aside when appointing a member to the Executive Committee ONLY with the written consent of the Community Service Committee. To obtain such written consent, the Community Service Committee must be provided with a thorough motivation from the outgoing Executive Committee who seeks to appoint the new member. This motivation must detail why a deviation from the rules in section 3.6 is in the interests of CLASI and the Faculty of Law and why an exception should be made in the case of the particular candidate.

### **3.7. Application and appointment procedure:**

- 3.7.1.** At the end of the academic year, an Executive Committee for the next academic years must be appointed, in which case the following is possible by the unanimous agreement of the current members of the Executive Committee:
  - 3.7.1.1.** any member can elect to remain in their current position (provided they still meet the requirements as in section 3.6);
  - 3.7.1.2.** the current Chairperson can elect to undertake the position of the Community Service Representative in the next academic year (provided they meet the requirements as in section 3.6);
  - 3.7.1.3.** the current Secretary-General can elect to undertake the position of the Chairperson in the next academic year (provided they meet the requirements as in section 3.6).
- 3.7.2.** The purpose of section 3.7.1 is to ensure that should any member of the current Executive Committee wish to stay on, that they are able to do so as it is in the interest of the continuity of the leadership in CLASI. However, a member of the

Executive Committee is not allowed, under any circumstances, to serve more than two years on the CLASI's Executive Committee.

**3.7.3.** Should any of the positions in the Executive Committee become **vacant** and will not be filled by any of the existing Executive Committee members, the following **process** must be followed to allow **applications** for consideration and for a suitable candidate to be **appointed** to the Executive Committee:

**3.7.3.1.** An e-mail must be sent out to the Faculty **calling for applications** for the vacant positions (which must include a deadline that provides at least a week for applications to be submitted and with detailed instructions on how to apply); followed by –

**3.7.3.2.** A **screening session** must be held with the entire current Executive Committee present for the purposes of shortlisting the candidates for consideration and where it is ensured that the candidates fulfil the requirements as laid out in section 3.6; followed by –

**3.7.3.3.** An **optional interview process** where each candidate is interviewed and asked a series of questions to determine their suitability for the role that they applied for (for which the Chairperson and one other member of the Executive Committee must be present); followed by –

**3.7.3.4.** A **debate and a final vote** of the Executive Committee as to who will be appointed to what position; followed by –

**3.7.3.5.** **Communication to the candidates** informing them of the outcome of their applications and a formal appointment e-mail sent to those candidates who are chosen to fulfil a certain position with a follow-up meeting with the current Executive Committee.

**3.7.4.** **Voting powers during the application process:**

When the Executive Committee votes on a candidate, the Community Service Representatives gets two votes, the Chairperson gets two votes and the Secretary-General gets one vote. Should any member abstain from voting and the vote is tied, it shall be broken by the Chair of the Community Service Committee.

**3.7.5. No suitable candidates available:**

Should there not be any candidate who meets all of the eligibility criteria as outlined in section 3.6 for the particular position:

- 3.7.5.1.** the Executive Committee must unanimously agree on what alternative candidate to appoint; and –
- 3.7.5.2.** the details of the chosen candidate must be reported to the Community Service Committee together with a detailed reasoning given as to why the deviation from the requirements in section 3.6 was needed.

**3.7.6. Procedure to follow after the appointments are made:**

After the members of the Executive Committee has been appointed, the following must be done within reasonable time and distributed amongst the members:

- 3.7.6.1.** a formal list of the members of the Executive Committee must be compiled with their names, student numbers and contact information;
- 3.7.6.2.** individual letters outlining the duties of each member must be written;
- 3.7.6.3.** a letter must be addressed to the Community Service Committee to inform them of the new Executive Committee and its members.

**3.8. Termination procedure:**

- 3.8.1.** A member of the Executive Committee can be removed from their position if they have committed any of the following:

- 3.8.1.1.** a material breach of their duties and responsibilities;
- 3.8.1.2.** committed an act of serious misconduct;
- 3.8.1.3.** acted in a way that directly and seriously compromises the vision and mission of CLASI to the detriment of the society;
- 3.8.1.4.** any other serious act, omission or conduct that deems them unfit or improper to serve on the Executive Committee of CLASI.

- 3.8.2.** Any member of the Faculty (students and staff) can lodge a complaint against a member of CLASI's Executive Committee, which must outline:

- 3.8.2.1.** the reason for the complaint;
  - 3.8.2.2.** the alleged wrongdoing by the member of the Executive Committee (together with any evidence that can be produced); and –
  - 3.8.2.3.** a suggested course of action.
- 3.8.3.** When a complaint as referred to in section 3.8.3 has been received, the remaining two members of the Executive Committee must follow the proper procedure and:
  - 3.8.3.1.** must meet with the member who is alleged of wrongdoing to inform them within **10 working days** of receiving the complaint; and –
  - 3.8.3.2.** must then meet with any member of the Community Service Committee (preferably the Chair) or the Deputy-Dean of Law within **20 working days** of receiving the complaint in order to decide whether the member must be removed from their position.
- 3.8.4.** Should it be decided, in terms of section 3.8.3.2, that the member of the Executive Committee **must be removed** from their position:
  - 3.8.4.1.** the remaining members of the Executive Committee must inform the member of the outcome of the complaint and their termination from the Executive Committee and provide them with reasons; and –
  - 3.8.4.2.** inform the member of their right to appeal the outcome of the complaint to the Dean of Law.
- 3.8.5.** Should it be decided, in terms of section 3.8.3.2, that the member of the Executive Committee will **not be removed** from their position, a letter must be sent to the original complainant providing reasons for retaining the member and the process followed to reach the particular decision.
- 3.8.6.** A member of the Executive Committee who is terminated from their position forfeits their right to request a reference letter for their service from CLASI.
- 3.8.7.** The provisions of section 3.8 does not apply when a member voluntarily resigns from their position when there was no complaint or issue lodged against them.

- 3.8.8.** However, a reference letter for the service of a member who resigns from the Executive Committee is never guaranteed and whether to grant such letter is in the discretion of the Community Service Representative who is also responsible for writing the letters.

### **3.9. Formal meetings and decision-making procedures:**

#### **3.9.1. General meetings of the Executive Committee:**

The Executive Committee may arrange a **general meeting** for any reason, and when a formal meeting is held, the following procedure must be followed:

- 3.9.1.1.** a meeting agenda must be circulated among all the members of the Executive Committee before the meeting commences;
- 3.9.1.2.** the minutes of the meeting must be circulated among all the members of the Executive Committee within **5 working days** after the meeting;
- 3.9.1.3.** if a member cannot attend a meeting, they must provide a formal, written letter excusing them from attendance;
- 3.9.1.4.** a record of attendance of the meeting must be kept; and –
- 3.9.1.5.** at least two out of the three members of the Executive Committee must be present at the meeting and if this quorum cannot be met, the meeting must be postponed to a more suitable date.

#### **3.9.2. Strategy meeting at the beginning of the academic year:**

The Executive Committee must hold a meeting before the academic year starts in order to ensure that every member is aware of the duties and responsibilities of their roles, what is expected from them and to give a brief overview of the year ahead and broadly plan the activities that CLASI will undertake.

#### **3.9.3. Preparation meeting for the Community Service Committee meeting:**

The Executive Committee must hold a meeting before the annual Community Service Committee meeting (that the Community Service Representative must attend on behalf of CLASI) to prepare for the meeting and give the Community Service Representative all of the information they will need for the meeting.



**3.9.4. Meeting for the annual review of the rules:**

- 3.9.4.1.** At the end of the academic year, the Executive Committee must convene and conduct a review of the rules contained in this document.
- 3.9.4.2.** Any member of the Executive Committee may propose a change to the rules contained in this document, which will then be made if a vote is passed to do so (in accordance with section 3.9.5). The members must also agree on the new wording of the relevant sections.
- 3.9.4.3.** Should any changes be made to this document, the document must be updated and made available to the Executive Committee, the Teaching Fellows and the Community Service Committee.

**3.9.5. Voting powers of the Executive Committee:**

- 3.9.5.1.** The Executive Committee have the power to vote on any matter that is internal to the operations and day-to-day activities of CLASI. Any member may call a matter to a formal vote.
- 3.9.5.2.** The members of the Executive Committee each has **one vote** that they may use to vote on any matter when a vote is called, unless it is explicitly provided that a particular member does not have a vote in the particular decision (as with the termination procedures in section 3.8).
- 3.9.5.3.** When a vote is called, a member may vote either in favour of the matter or they may vote against the matter or they may abstain from voting. Abstention from voting does not void the vote of that member and must still be counted as a vote.
- 3.9.5.4.** A vote is passed when the majority of the Executive Committee votes in favour thereof. Should a vote of the Executive Committee come to a tie, the tie shall be broken by the Dean of Law.

**END OF CHAPTER**

## Chapter IV: The Teaching Fellows:

### 4. Chapter no. 4: Overview:

*This chapter outlines the roles, duties and responsibilities of CLASI's volunteers (known as Teaching Fellows), the requirements to be eligible, the application, appointment and termination procedure and what is generally expected from the volunteers.*

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### 4.1. Teaching Fellows: Types, roles and responsibilities:

- 4.1.1. The **purpose** of appointing volunteers as Teaching Fellows is to equip CLASI with the human resources to facilitate multiple school sessions throughout the year with the help of law students who are knowledgeable of Constitutional Law and to educate our society and raise awareness of their human rights and related issues.
- 4.1.2. Teaching Fellows are divided into **senior** and **junior** Teaching Fellows depending on their level of experience and history of involvement with CLASI and other community service programmes (see section 4.2 for the eligibility requirements to be classified as either a senior or a junior Teaching Fellow).
- 4.1.3. **Role of this position:** The role of the Teaching Fellows is to physically present and facilitate the school sessions at the various schools, which includes preparing for the lessons, attending the assigned slot at the school, presenting the lesson to the learners in a fun, interactive way that enhances their understanding of the material and answering any questions they may have.
- 4.1.4. **General responsibilities of this position:** Teaching Fellows have the following duties and responsibilities that they should fulfil by:
  - 4.1.4.1. attending and participating actively in the annual Volunteer Teaching Fellow Training Day presented by CLASI;
  - 4.1.4.2. attending and facilitating at least one school session during the period that they are active volunteers with CLASI;

- 4.1.4.3. signing up for the school sessions that they wish to attend in the manner that is prescribed by the Executive Committee;
- 4.1.4.4. keeping track of the hours they served if they would like to claim such hours for the course of DOL3001X by filling in all the details on the official timesheet to do so;
- 4.1.4.5. continuously presenting a good image of CLASI and by making sure that they are familiar with the vision and mission of CLASI;
- 4.1.4.6. communicate any problem, emergency, complaint, compliment or other matter to the Executive Committee when it is needed.

## 4.2. Requirements for eligibility for a Teaching Fellow:

- 4.2.1. **General eligibility requirements:** For a student to be eligible to act as a Teaching Fellow with CLASI, they must fulfil all of the following minimum requirements:

- 4.2.1.1. they must be a registered law student at the University;
- 4.2.1.2. they must not be in their first year of study in the Faculty and not registered for any first-year courses at the University; and –
- 4.2.1.3. they must show a general interest in community service.

- 4.2.2. It is not an eligibility requirement that a student must be registered for the DOL3001X course of Community Service in the Faculty. Students may become Teaching Fellows regardless of whether their hours are counted towards the law curriculum's required community service hours.

## 4.3. Type of Teaching Fellows and requirements:

- 4.3.1. Students participating in the activities of CLASI will, depending on their degree of involvement with CLASI, be designated as one of the following:
  - 4.3.1.1. a senior Teaching Fellow; or –
  - 4.3.1.2. a junior Teaching Fellow; or –
  - 4.3.1.3. an ad hoc Volunteer Teaching Fellow.

**4.3.2. Senior Teaching Fellows:** For a Teaching Fellow to be recognised as a senior, they must fulfil the following requirements:

- 4.3.2.1.** they must have attended the annual Volunteer Teaching Fellow Training Day at least once in their involvement with CLASI;
- 4.3.2.2.** they must have attended and facilitated at least 8 (eight) school sessions in total during their involvement with CLASI; and –
- 4.3.2.3.** they must have been continuously involved with CLASI for at least six (6) months within the last two years.

**4.3.3. Junior Teaching Fellows:** All Teaching Fellows who are not recognised as senior Teaching Fellows will be junior if they fulfil the following requirements:

- 4.3.3.1.** they must have attended the annual Volunteer Teaching Fellow Training Day at least once in their involvement with CLASI;
- 4.3.3.2.** they must have attended and facilitated at least 3 (three) school sessions in total during their involvement with CLASI; and –
- 4.3.3.3.** they must have been continuously involved with CLASI for at least three (3) months within the last two years.

**4.3.4. Ad hoc Volunteers:** All other Teaching Fellows who are not recognised as either senior or junior Teaching Fellows are designated as ad hoc volunteers.

#### **4.4. Application and appointment procedure:**

**4.4.1.** At the beginning of the academic year or the semester, the Chairperson must send out a **call for applications** for Teaching Fellows to the Faculty to invite interested participants to apply for the positions as Teaching Fellows, which must include a description of CLASI, a deadline that provides at least a week for applications to be submitted and with detailed instructions on how to apply.

**4.4.2.** The Executive Committee will consider all applications received and will then decide how many Teaching Fellows will be appointed and which candidates will be successful and appointed to partake in CLASI as Teaching Fellows.

- 4.4.3.** The Executive Committee must then communicate the outcome of the candidates' applications to them within **10 working days** of the deadline for applications.

## **4.5. Termination procedure:**

- 4.5.1.** A Teaching Fellow may be removed by a unanimous decision of the Executive Committee if the Teaching Fellow has committed any of the following acts:
- 4.5.1.1. non-attendance of the Training Day:** they have not attended the Volunteer Teaching Fellow Training Day and have not excused themselves in writing to the Executive Committee before the Training Day; or –
  - 4.5.1.2. general non-attendance:** they have by the time a semester of the academic year has passed, not attended and facilitated any school session within that semester, provided that there was at least ten (10) school sessions scheduled during that semester to give them ample opportunities to attend such a session; or –
  - 4.5.1.3. undermining the society:** committed an act that can be construed as severely undermining the vision and mission of CLASI or was to the serious detriment of the society; or –
  - 4.5.1.4. fraud or dishonesty:** they can be proven to have been intentionally dishonest in listing their community service hours to be claimed for the course of DOL3001X; or –
  - 4.5.1.5.** any **other grounds** that are a reasonable and rational reason to remove the Teaching Fellow in the interest of CLASI.
- 4.5.2.** When a Teaching Fellow is to be removed from their position in terms of section 4.5.1.5, such decision must be confirmed by the Chair of the Community Service Committee or the Dean of Law.
- 4.5.3.** A Teaching Fellow that is removed from their position must be notified in writing of their removal, the process by which they were removed and the reasoning of the Executive Committee of justifying their removal. The Teaching Fellow must also be informed of their right to appeal their removal, in accordance with section 4.5.4.

- 4.5.4.** A Teaching Fellow that is removed in accordance with section 4.5 has the right to appeal this decision to the Dean of Law or the Chair of the Community Service Committee, whose decision after hearing the appeal shall then be final and binding on the Teaching Fellow and on CLASI.

## **4.6. Reference letters:**

- 4.6.1.** A current or previous Teaching Fellow may approach the Executive Committee to request a reference letter be written to keep as proof of their involvement with CLASI and the school sessions.

- 4.6.2.** A Teaching Fellow's request for a reference letter will be strengthened and more likely to be successful (although not guaranteed) if the Teaching Fellow has:

- 4.6.2.1.** attended the Volunteer Teaching Fellow Training Day;
- 4.6.2.2.** attended and facilitated at least three (3) school sessions; and –
- 4.6.2.3.** have generally shown to be an enthusiastic participant.

- 4.6.3.** It is the duty of the Community Service Representative to write the reference letters when needed and approved for a Teaching Fellow, and the letter must include:

- 4.6.3.1.** the contact information of CLASI and the details of the member of the Executive Committee writing the letter;
- 4.6.3.2.** the name and surname of the Teaching Fellow;
- 4.6.3.3.** the designation of the Teaching Fellow (senior or junior);
- 4.6.3.4.** a brief description of the exact involvement of the Teaching Fellow (such as how many hours of community service has been completed, what schools were involved, etc.); and –
- 4.6.3.5.** if applicable, any personal comments on the impression that the Teaching Fellow made with the Executive Committee.

**END OF CHAPTER**

## Chapter V: The Volunteer Training Day:

### 5. Chapter no. 5: Overview:

*This chapter outlines the details of the Volunteer Teaching Fellow Training Day, including its purpose, the compulsory attendance of certain Teaching Fellows and a general outline of the activities and agenda of the training.*

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### 5.1. Outline and purpose of the Training Day:

**5.1.1.** At the beginning of the academic year or at the beginning of a semester, the Executive Committee of CLASI must host the **Volunteer Teaching Fellow Training Day** to Teaching Fellows involved with CLASI. The Volunteer Teaching Fellow Training Day should be hosted in a venue within the Faculty or University.

**5.1.2.** The **purpose** of the Volunteer Teaching Fellow Training Day is to give information to all involved Teaching Fellows through presentation of the following:

- 5.1.2.1.** outlining the vision and mission of CLASI;
  - 5.1.2.2.** explaining what is expected of Teaching Fellows who volunteer to participate in CLASI's programmes;
  - 5.1.2.3.** explaining how the school sessions and other activities of CLASI will work and how to sign up and get involved;
  - 5.1.2.4.** explaining how Teaching Fellows should record their hours they would like to claim for the course of DOL3001X;
  - 5.1.2.5.** explaining the procedures that Teaching Fellows must follow to submit their timesheets for sign-off by CLASI and subsequently on how to submit their timesheets to the Faculty;
  - 5.1.2.6.** giving information of what the current curriculum of lessons for the school sessions entails and tips on presentation; and –
  - 5.1.2.7.** a practical workshop on how to present school sessions with feedback given from the Executive Committee on performance and general tips to improve their teaching abilities.
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## 5.2. Presentation and facilitation:

- 5.2.1. It is the duty of the Executive Committee to plan and facilitate the Volunteer Teaching Fellow Training Day at least once during the academic year. It may be presented more than once during the year, but whether to do so is in the discretion of the Executive Committee.
- 5.2.2. The Chairperson has the duty to present and direct the activities and overall agenda of the Volunteer Teaching Fellow Training Day and to be the primary speaker during the training and workshop.
- 5.2.3. The Community Service Representative and the Secretary-General must attend the Volunteer Teaching Fellow Training Day and act as the supporting speakers and facilitators to the Chairperson.
- 5.2.4. The Executive Committee must inform the Teaching Fellows well in advance of the date, duration and venue of the Volunteer Teaching Fellow Training Day to allow the Teaching Fellows to make the necessary arrangements to attend the training. An agenda with the activities of the day must also be provided (see section 5.4).

## 5.3. Compulsory attendance:

- 5.3.1. Teaching Fellows are generally **compelled to attend** the Volunteer Teaching Fellow Training Day for its full duration when it is presented at the start of the academic year or at the start of a semester (subject to section 5.3.2).
- 5.3.2. Senior Teaching Fellows are not required to attend the Volunteer Teaching Fellow Training Day if they have done so at least once before during their involvement with CLASI. It is not required of them to attend each Volunteer Teaching Fellow Training Day that is presented during their entire involvement.
- 5.3.3. Junior Teaching Fellows are required to attend all of the Volunteer Teaching Fellow Training Days that are presented during their involvement with CLASI.



## 5.4. Activities and agenda:

5.4.1. The Volunteer Teaching Fellow Training Day must consist out of a **presentation from CLASI** (to give general information about the society and being involved as a Teaching Fellow) and a **practical teaching workshop**.

### 5.4.2. Presentation from CLASI:

5.4.2.1. The Volunteer Teaching Fellow Training Day is started by a general presentation about what CLASI is, what we do and the requirements and rules of being involved with CLASI. It must be presented in an interactive way to allow questions from the Teaching Fellow throughout the presentation.

5.4.2.2. Important aspects of the rules outlined in this document must also be addressed in conjunction with the information as listed in sections 5.1.2.1 to 5.1.2.6 above.

5.4.2.3. It is the duty of the Chairperson to make this presentation, with the support of the rest of the Executive Committee.

### 5.4.3. Teaching workshop:

After the presentation from CLASI (as outlined in section 5.4.2) has been presented, the Teaching Fellows are required to participate in a Teaching Workshop which will require them to actively engage with the CLASI curriculum and practice how to present one of the lessons. It is normally done in the manner prescribed below, but its effective facilitation is in the discretion of the Chairperson:

5.4.3.1. The Teaching Fellows are divided up into smaller groups (a minimum of two students and a maximum of four students).

5.4.3.2. Each group is then given one of the lessons from the CLASI curriculum for the school sessions and given time (at least half an hour, but not more than two hours) to prepare their lesson for presentation to the rest of the attendees.

- 5.4.3.3.** The Executive Committee listens to each presentation and then gives feedback on their performance and where they can improve on their presentations. Other attendees are also invited to present feedback, if applicable.
- 5.4.3.4.** During the presentation of the various groups, the Executive Committee may attempt to simulate a classroom experience by doing things that ordinary learners might do such as asking questions on the content, being slightly disruptive, presenting answers to questions that are not ordinary, etc. The purpose of this practice is to ensure that Teaching Fellows are able to maintain order in the classroom and handle learners.
- 5.4.4.** Other activities that will be for the interest of the Teaching Fellows' training may be included in the Volunteer Teaching Fellow Training Day's agenda, which can (but does not have to) include, among other:
- 5.4.4.1.** inviting and having guest speakers present a short talk on topics such as human rights or constitutional law;
  - 5.4.4.2.** inviting and having previous Senior Teaching Fellows present a short talk on their experience as a Teaching Fellows (which is quite useful when it is presented as a question-and-answer session to allow the Teaching Fellows to voice queries); or –
  - 5.4.4.3.** interactive sessions where the Teaching Fellows engage with the various lessons and their contents.
- 5.4.5.** The activities, programme and agenda of the Volunteer Teaching Fellow Training Day is completely within the discretion of the Executive Committee.

**5.5. No claim for community service hours for attending the Training Day:**

- 5.5.1.** Students and Teaching Fellows may not claim any hours for attending the Volunteer Teaching Fellow Training Day. No hours are awarded for attending the Training Day, but attendance remains compulsory

- 5.5.2.** The Chairperson and the Secretary-General may claim a portion of the time spent planning, presenting and facilitating the Volunteer Teaching Fellow Training Day in accordance with the rules outlined in sections 3.4.6 and 3.5.6.

## **5.6. Report on the Training Day:**

- 5.6.1.** The Chairperson must compile a short **report on the Volunteer Teaching Fellow Day** that includes the following:
- 5.6.1.1.** the general details of the training (such as the date, duration, venue, and a record of the Teaching Fellows who attended);
  - 5.6.1.2.** an overview of the agenda and activities of the training;
  - 5.6.1.3.** a statement outlining the purpose of the training; and –
  - 5.6.1.4.** a statement highlighting the strengths and weaknesses of the training as it was presented (including listing any problems that occurred and any areas of improvement for the future).
- 5.6.2.** The report referred to in section 5.6.1 must be submitted to the Community Service Representative who then must submit it to the Faculty and the Community Service Committee for consideration and to keep them updated on the activities and progress of CLASI in general.

**END OF CHAPTER**

## Chapter VI: The Schools Programme:

### 6. Chapter no. 6: Overview:

*This chapter outlines the general purpose and logistics of the school sessions, how it is presented and the duties of the Executive Committee and the Teaching Fellows in this regard.*

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### 6.1. Outline and purpose of the Schools Programme:

6.1.1. The mission and vision of CLASI is predominantly portrayed in the activities of its **schools' programme** that is hosted regularly throughout the academic year.

6.1.2. The **purpose** of the Schools Programme is to achieve the following objectives of CLASI through outreaches and lessons presented at various participating schools:

6.1.2.1. educate the youth about their constitutional and human rights and the general governance of the country as prescribed by the Constitution and related laws;

6.1.2.2. allow a space where learners can interact with the Constitution;

6.1.2.3. allow a safe space where learners can ask questions relating to legal questions and human rights and facilitate a highly interactive and educational learning environment; and –

6.1.2.4. promote awareness of the existence, limitations and operation of citizen's human rights and how it can be enforced.

### 6.2. General structure of the school sessions:

6.2.1. The schools' programme consists of **individual school sessions** that are hosted at the various participating schools.

6.2.2. Lessons from the **CLASI curriculum** are presented to the learners by the Teaching Fellows. The content of the lessons is in the discretion of the Teaching Fellows and depends on the amount of sessions planned with the particular school.

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### **6.3. Management of the school sessions:**

**6.3.1.** It is the duty of the Chairperson and the Secretary-General to **arrange the school sessions** with the various participating schools and must arrange:

- 6.3.1.1.** the involvement of participating schools in the programme (by inviting schools to participate and to arrange sessions with those schools who indicate that they would like to be involved);
- 6.3.1.2.** the dates, times, venues of lessons and grades of learners;
- 6.3.1.3.** how many sessions the participating school would like (and how many can be presented by CLASI);
- 6.3.1.4.** the regularity with which the school sessions will be presented;
- 6.3.1.5.** the contact details of the participating schools and the relevant instructions for Teaching Fellows when they arrive at the school (such as where to report to and when);
- 6.3.1.6.** appropriate ways for the Teaching Fellows to sign-up to attend a school session (such as on Vula via the Sign-Up tabs);
- 6.3.1.7.** inform the Teaching Fellows on the manner in which they will be able to sign-up to attend and facilitate school sessions;
- 6.3.1.8.** ensure that there are enough Teaching Fellows available to attend and facilitate each school session; and –
- 6.3.1.9.** any other arrangements necessary to ensure that the school sessions are planned, prepared for, arranged with the schools and facilitated and attended properly.

**6.3.2.** **After each school session**, the Chairperson and the Secretary-General must:

- 6.3.2.1.** get feedback from the Teaching Fellows on any problems they have encountered and then embark to solve them as far that is reasonably possible to avoid the problems recurring;
- 6.3.2.2.** get feedback from the participating schools on the lessons that were presented and where CLASI can improve; and –
- 6.3.2.3.** make preparations to ensure that the school sessions are continuously improved upon.

## 6.4. Participation in the school sessions:

**6.4.1.** Any member of the Executive Committee and any senior or junior Teaching Fellows may participate in the Schools Programme and school sessions of CLASI, provided that they attended the Volunteer Teaching Fellow Training Day as required of them in section 5.3.

**6.4.2.** During their participation in the school sessions, the Teaching Fellow **must ensure** that all of **the following** is done or achieved:

**6.4.2.1.** that they have sign-up for the particular school session that they wish to attend and facilitate;

**6.4.2.2.** that they prepare adequately for the lesson out of the CLASI curriculum that will be presented;

**6.4.2.3.** that they are on time for the school session and dressed appropriately as a representative of CLASI and the University;

**6.4.2.4.** that the lesson is facilitated adequately and in an interactive manner that allows questions from the learners; and –

**6.4.2.5.** that feedback is provided to the Executive Committee on the lesson and any problems that had occurred.

## 6.5. Minimum required attendance:

Teaching Fellows are required to attend at least one (1) school session during each semester that they are involved with CLASI and may attend as many school sessions as they would like.

## 6.6. Claim for community service hours:

**6.6.1.** Volunteer Teaching Fellows (both senior and junior) may claim their hours served as community service hours to be recognised for the purposes of DOL3001X.

**6.6.2.** For each school session that they attend, a Teaching Fellow may claim only **one (1) hour** of community service for the purposes of DOL3001X. The time that the Teaching Fellow spent preparing for the school session and travelling to the school are not recognised as hours served as community service.

**6.6.3.** In order to claim community service hours for their participation with CLASI, a Teaching Fellow must follow the following procedure:

- 6.6.3.1.** fill in the official timesheet for community service hours that are provided by the Faculty and include all the information relating to the school session that they have attended;
- 6.6.3.2.** e-mail their completed timesheet to the Secretary-General who must verify that the information and hours claimed accurately reflects the hours that the Teaching Fellow has served;
- 6.6.3.3.** once the verification has been received, the Secretary-General must send the completed and verified timesheets to the Community Service Representative who will sign off the hours;
- 6.6.3.4.** the Teaching Fellow must then ensure that their timesheets are e-mailed to the Faculty's administrative officer in charge of DOL3001X and uploaded to Vula in the appropriate manner.

## **6.7. Report on the Schools' Programme:**

**6.7.1.** The Chairperson must compile a short **report on the Schools' Programme** and its various sessions that was hosted by CLASI at the end of each semester that includes the following:

- 6.7.1.1.** the general details of the overall programme (such as the dates, times of the sessions and the names and details of all the participating schools);
- 6.7.1.2.** the feedback received from the participating schools;
- 6.7.1.3.** the feedback received from the volunteer Teaching Fellows;
- 6.7.1.4.** a statement outlining the purpose of the school sessions and the programme and what CLASI sought to achieve by it; and –
- 6.7.1.5.** a statement highlighting the strengths and weaknesses of the school sessions and the overall programme as it was presented (including listing any problems that occurred and any areas of improvement for the future).

- 6.7.2.** The provisions of this section only apply to semesters where CLASI is active and at least one school session is hosted. When the Executive Committee chooses that CLASI will not be active during a semester, no report on the Schools' Programme and the various sessions is required.

**END OF CHAPTER**



## **Other information or queries**

Should there be any questions or queries relating to CLASI or the contents of this document, please contact the **Executive Committee** on [uct.clasi@uct.ac.za](mailto:uct.clasi@uct.ac.za).

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