Being Ignored is Worse Than Being Ill
The Role of Human Rights in South Africa

Grade 7 – 12 Learning Resource Pack
in Preparation for Visits
by
Mr. Lionel Basil Davis,
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Robben Island Museum
Republic of South Africa
April 24 – 28, 2006

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Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.

~Paolo Friere~
Introduction

This learning resource package has been developed for use prior to and following the visit of Mr. Lionel B. Davis, Heritage Educator for the Robben Island Museum, Robben Island, South Africa. It has been created with Transitions in mind and as such, the reader will find curriculum connections, resources, suggested pre/post visit learning activities that may be used across the grades, and finally learning extensions for intermediate and senior grades that more specifically support further study at each level. As teachers use these extensions they are asked to consider incorporating a variety of literacy, technology, instruction, assessment and evaluation strategies/tools that are consistent with YRDSB learning guidelines and expectations.

This package focuses on key themes found in, but not exclusive to Mr. Davis’ presentation.

- The struggle for Human Rights under apartheid rule in South Africa.
- Life in prison: Living with loss of freedom.
- The history of Robben Island – as a prison/leper colony (it is here that Mr. Davis will make the connection between the suffering of these people due to the stigma of the disease leprosy to that of the stigma of being HIV/AIDS positive.
- South African government’s approach to dealing with HIV/AIDS
- Understanding apartheid policies and the impact they had on the social structures of South Africa
- How the breakdown in the social structures of South Africa continue to exacerbate the HIV/AIDS pandemic

More specifically, with preparation, following Mr. Davis’ visit; students will be able to demonstrate a more complete understanding:

- the importance of human rights.
- the role of organizations like the UN, Amnesty International and others in preserving human rights.

We welcome your feedback and wish you success in your visit with Mr. Davis.

The Stephen Lewis Foundation Steering Committee, York Region District School Board.
Lionel Davis is a political activist and prisoner turned educator. Starting out as a little boy scribbling cartoon heroes on the walls of District Six, his boyhood home, Davis would never have fathomed that art would play such a significant role in his life and even in the shaping of a country.

Davis was a member of the National Liberation Front, and was convicted of conspiring against the State and sentenced to seven years on Robben Island in 1964.

Released in 1971 and placed under house arrest he worked as a labourer and then as a clerk on building sites, until in 1978 he became involved with the Community Arts Project (CAP). It was here that he developed as an artist/educator/trainer/facilitator, specialising in drawing, screen-printing and mural painting.

In 1982 Davis assisted in facilitating the Culture & Resistance Symposium organised by the African National Congress. This became an important event, because it recognized the role of artists in cultural resistance and highlighted the artist’s role as ‘cultural worker’. Davis was active for most of the 80s as a screen print facilitator. Much of his work was done on behalf of political and community organisations, and was frequently banned or confiscated by authorities.

Lionel Davis' current vocation as Heritage Educator for Robben Island Museum has provided him with the unique opportunity to live on the site where he was once imprisoned. His work includes developing education materials on prisoners and political imprisonment on the Island. On the Island he is affectionately known as 'uncle' Lionel.’

Pre/Post Visit Learning Activities

The following learning activities may be implemented with any grade level in preparation for attending the special presentation by Lionel B. Davis, Heritage Educator, Robben Island Museum, South Africa. As well, follow-up learning activities are provided that may be implemented after the presentation. Teachers should feel free to modify these suggested activities as required to meet grade level or individual student learning needs.

Pre-Visit Learning Activities

- Students research an issue related to human rights, i.e. Should local government be involved in international human rights affairs? Students write essays about their chosen issue. Students are given an opportunity to share their work in small groups engaging in guided discussions about their topic, posing questions to their peers to clarify their understanding and/or in preparation for questions to Lionel Davis.
- Students research the autobiography “     written by Lionel Davis (edited by Kathy Furlong &     ) and highlight connections between his character and the 10 key character attributes included in the Character Matters initiative of the York Region District School Board.
- Students study the history and geography of Robben Island and the Robben Island Prison. They will locate the island on a map and identify key features that made the island suitable as a prison/leper colony. Students study other “island prisons” (i.e. Alcatraz, Tasmania) and compare similarities in geography.
- Students visit the Robben Island Museum website with the purpose of researching sharing information with classmates in the form of short presentations. Students formulate further questions for Lionel Davis based on research done at this site.

“I know of no rights of race superior to the rights of humanity.”
~Frederick Douglass, (1817–1895)
Pre/Post Visit Activities cont’d.

Post Visit Learning Activities

- Students “voice” their thoughts and views re: the subject(s) of Lionel’s presentation through the creation of works of art (i.e. sculpture, paintings, murals etc.) critical essays, poems and/or oral discourse. Students create galleries of art, create anthologies and/or set up a “speakers corner” to share their work.
- Student-led teams take on a leadership role to organize opportunities to encourage and enable more students to get involved. This may include, but is not limited to, raising awareness of human rights abuses at home and abroad, becoming actively involved in organizations like Amnesty International, Human Rights Watch, etc.
- Students research the history of treatment of minority/aboriginal populations in countries around the world, INCLUDING Canada. Have conditions improved? Students are encouraged to share thoughts/ideas on what they can do (i.e. lobby local MP/MPP)

“Cowardice asks the question...Is it safe? Expediency asks the question...Is it politic? Vanity asks the question...Is it popular? But conscience asks the question...Is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular; but one must take it because it is right.”

“Dr. Martin Luther King Jr.”
Curriculum Connections (Intermediate)

(Note: Language expectations have been updated since the creation of this document. Revised expectations are available on the Ministry website, www.gov.edu.on.ca.)

Grade 7 Language Arts

Writing

- **7e1** communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- **7e3** organize information to develop a central idea, using well-linked and well-developed paragraphs;
- **7e5** produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations);
- **7e7** revise and edit their work, focusing on content and elements of style (e.g., diction), independently and in collaboration with others;

Reading

- **7e25** read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
- **7e28** explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- **7e29** decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
- **7e37** plan a research project and carry out the research;

Oral and Visual Communication

- **7e48** ask questions and discuss different aspects of ideas in order to clarify their thinking;
- **7e50** express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- **7e64** listen and respond constructively to alternative ideas or viewpoints;

History

Conflict and Change
• 7h56 examine and communicate methods of conflict resolution employed in everyday life: at home, at school, in the community;
• 7h43 demonstrate an understanding of the nature of change and conflict, identify types of conflict (e.g., war, rebellion, strike, protest), and present strategies for conflict resolution
• 7h48 use appropriate vocabulary (e.g., rebellion, moderate, radical, conflict, responsible government, Family Compact, Chateau Clique, Fils de la Liberté, Doric Club) to describe their inquiries and observations
• 7h49 formulate questions to facilitate research on issues and problems (e.g., the achievement of responsible government)
• 7h51 analyse, synthesize, and evaluate historical information (e.g., concerning the effect of Lord Durham’s report on the development of responsible government)
• 7h52 examine and communicate conflicting points of view about an historical issue (e.g., the importance of building canals versus constructing roads)
• 7h53 construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., on a map of Upper and Lower Canada, label the significant places and waterways)
• 7h54 communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.
• 7h56 examine and communicate methods of conflict resolution employed in everyday life: at home, at school, in the community
• 7h57 compare strategies of conflict resolution used at home and at school to strategies used historically.

Geography

• 7g1 demonstrate an understanding of geographic inquiry
• 7g10 use appropriate vocabulary (e.g., phenomena, issues, bias, fact, opinion, absolute location, relative location, interaction, region) to describe their inquiries and observations
• 7g11 formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask questions to identify bias, fact, and opinion)
• 7g12 locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet)
• 7g15 communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Suggestions for Grade Seven Learning Extensions
1. Students read the profile of Lionel Davis (Appendix E). Formulate 3 questions they would like to ask Lionel about life as a prisoner on Robben Island.

2. Students study history and physical geography of Robben Island (Appendix:L) and identify several key features that made it an inhospitable, yet suitable site for a prison colony.

3. Students examine the significance of the Robben Island Museum logo. Students are encouraged to create original works of art that symbolize hope in the fight for human rights and other issues of social justice (equity, acceptance of diversity, elimination of racism, elimination of poverty).

4. Students read the Timeline of South African Apartheid (Appendix:B). Compare what was happening in South Africa to events taking place in North America during the same period.

5. Students to research the meaning of the term “colonialism” and the motivation behind the colonization of countries.

6. Students to research the definition of apartheid.

7. Students to read the UN Declaration of Human Rights. In small groups discuss which “human right” is most important to them. Prepare and make a case for this right which will then be presented to peers.

8. Students will speculate on factors that lead to the violation of human rights using current examples to illustrate. (i.e. bully/victim phenomenon, unfair treatment based on ability etc.)

9. Students can research human rights organizations like Amnesty International, Human Rights Watch. Create a poster designed to raise awareness of the work these organizations do.

10. Students can write letters to these and other human rights organizations to find out more about how to get involved.

“Having a fuller sense of reality is the key to solving any social problem; between you and someone else ... or between groups of people.”

~Scott Milne, 2005~
Curriculum Connections (Intermediate)

Grade 8 Language Arts

Writing

- **8e1** communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- **8e2** use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);
- **8e3** organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship);
- **8e7** revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;

Reading

- **8e24** read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- **8e27** explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- **8e33** make judgments and draw conclusions about ideas in written materials on the basis of evidence;
- **8e34** clarify and broaden their own points of view by examining the ideas of others;
- **8e36** plan a research project and carry out the research;

Oral and Visual Communication

- **8e47** listen attentively to organize and classify information and to clarify thinking;
- **8e48** listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events;
- **8e49** express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- **8e62** contribute collaboratively in group situations by asking questions and building on the ideas of others;
History

Canada: A Changing Society

- 8h38 demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war)
- 8h42 describe the impact of the Indian Act of 1876 on Aboriginal peoples
- 8h43 identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions)
- 8h48 use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations
- 8h49 formulate questions to facilitate research on particular topics (e.g., issues involved in World War I)
- 8h50 locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources
- 8h51 analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century)
- 8h52 analyse and describe conflicting points of view about an historical issue (e.g., conscription)
- 8h53 communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs

Geography

- 8g3 use a variety of geographic representations, tools, and technologies to gather, process, and communicate geographic information
- 8g5 demonstrate an understanding of the factors affecting population distribution (e.g., history, natural environment, technological development)
- 8g9 demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rate)
- 8g10 demonstrate an understanding of the correlation between population characteristics
- 8g11 demonstrate an understanding of the factors affecting urbanization, industrialization, transportation, and improvements in agriculture
- 8g12 use appropriate vocabulary (e.g., urbanization, population density, population distribution, gross national product, correlation) to describe their inquiries and observations
- 8g13 formulate questions that synthesize various sources of information and points of view (e.g., questions about patterns in population distribution)
- 8g14 locate relevant information from a variety of sources (e.g., statistics, interviews, field studies, original maps and diagrams, survey maps, illustrations, print materials, videos, CD-ROMs, Internet)
- 8g15 analyse, synthesize, and evaluate data (e.g., examine population pyramids to make predictions about future trends in population characteristics)
- 8g16 construct a variety of graphs, charts, diagrams, and models to organize information (e.g., graphs that demonstrate correlations between two population characteristics, such as literacy and birth rates)
- 8g17 communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, illustrations, tables, charts, and graphs
- 8g23 describe the economic relationship between Canada and the global community (e.g., with respect to harvesting resources, manufacturing goods, the provision of services worldwide)
- 8g24 use a variety of geographic representations, tools, and technologies, to gather, process, and communicate geographic information
- 8g25 demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced; and how they are distributed
- 8g27 demonstrate an understanding of how economic resources (e.g., land, labour, capital, entrepreneurial ability) influence the economic success of a region
- 8g29 demonstrate an understanding of the manufacturing system (e.g., input, process, output, feedback), and describe how mechanization and technology have changed the Canadian economy
- 8g40 identify factors that affect migration and mobility
- 8g43 demonstrate an understanding that migration results from decisions people make about conditions and events around them
- 8g44 identify factors that influence people to move away from a place (e.g., drought, war)
- 8g45 identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security)
- 8g46 identify barriers to migration (e.g., physical, financial, legal, emotional);

Suggestions for Grade 8 Learning Extensions

1. Students to read “Life as a Prisoner on Robben Island”, written by Lionel Davis (edited by K. Furlong & J.Sauro) (Appendix E). Respond to questions at the end of the article.
2. Compare the impact of the Indian Act of 1876 with apartheid policies in South Africa. How were they similar? How were they different? What are the lasting impacts on Canada’s First Nations population today? What is the legacy of apartheid on the people of South Africa?
3. Examine the impact human rights legislation has had on the developing role of women and children’s rights in Canada/the world.
4. Explore the positive and negative economic roles Canada plays in the economy of South Africa.
5. Define globalization. Provide current examples of the impact, both positive and negative, that globalization has on developing nations.
6. In teams, students are encouraged to develop positions (pro/con) to debate whether Canadian multinational corporations should be involved in the economies of developing nations.
7. Research Canada’s immigration policies. Take a position on Canada’s policies and write an essay on what changes you would make to improve the immigration experience for those coming to this country.
8. Interview family members who are immigrants (recent or not so recent) to Canada. As a class, gather these stories and create an anthology that maps the immigrant experience (past and present). Present a copy of this anthology to the school or local library/historical society.
9. Students read the Timeline of South African Apartheid (Appendix:B). Compare what was happening in South Africa to events taking place in North America during the same period.
10. Students to research the meaning of the term “colonialism” and the motivation behind the colonization of countries.
11. Students to research the definition of apartheid.
12. Students to read the UN Universal Declaration of Human Rights [http://www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html). In small groups discuss which “human right” is most important to them. Prepare and make a case for this right which will then be presented to peers.
13. Students will speculate on factors that lead to the violation of human rights using current examples to illustrate. (i.e. bully/victim phenomenon, unfair treatment based on ability etc.)
14. Students can research human rights organizations like Amnesty International, Human Rights Watch. Create a poster designed to raise awareness of the work these organizations do.
15. Students can write letters to these and other human rights organizations to find out more about how to get involved.

“If transnational corporations want a charter of rights and freedoms, then they should also be subject to an international code of conduct that protects the rights of nations and their citizens.”

Source: What We Can Do: A 10 point Agenda for Global Action Against Poverty

Curriculum Connections (Senior)
Civics
Grade 10, Open

CHV2O

Informed citizenship
- IC5.01 - analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community;
- IC5.02 - summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations’ Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);
- IC5.03 - research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA);

Purposeful citizenship
- PCV.04 - demonstrate an understanding of a citizen’s role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism, and communism) through personal and group actions (e.g., actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy).
- PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of worship, respect for rights of others, work for common good, sense of responsibility for others, freedom of expression);

Introduction to Anthropology, Psychology, and Sociology
Grade 11, University/College preparation
HSP3M

Self and others
- SOV.02 – demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- SO2.02 – analyse the role of the mass media in influencing individual and group behaviour;
- SO2.03 – explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).
• SO3.04 – evaluate the role of cultural influences in socialization (e.g., as they affect gender expectations).

Social structures and institutions
• SSV.01 – identify social institutions common to many different cultures;
• SS1.02 – describe some of the social institutions of at least three diverse cultures (e.g., First Nations communities in Canada, Masai communities in Africa, Tamil communities in Asia);
• SS1.03 – demonstrate an understanding of the ways in which social institutions change over time, from the perspective of at least one of anthropology, psychology, and sociology;

Social organization
• ORV.02 – analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;
• OR2.03 – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology;
• OR2.04 – analyse examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society (e.g., apartheid, segregation, ghettoization, ostracism, gender discrimination);

Canadian and World Issues: A Geographic Analysis
Grade 12, University preparation
CGW4U

Geographic foundations: Space and systems
• SSV.02 – analyse the causes and effects of economic disparities around the world;
• SSV.03 – demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues;
• SS1.05 – identify ways in which countries and regions of the world are becoming increasingly interdependent;
• SS1.09 – demonstrate an understanding of the roles and status of men and women in different parts of the world;
• SS3.02 – select and compare statistical indicators of quality of life (e.g., those relating to population, culture, resources, technology, military expenditure, literacy, medical care) for a variety of developed and developing countries in different parts of the world.

Global connections
• GCV.01 – demonstrate an understanding of the interdependence of countries in the global economy;
• GCV.02 – analyse instances of international cooperation and conflict and identify factors that contribute to each;
• GCV.03 – identify the contributions made by a variety of individuals, organizations, and institutions to sustainable development strategies for
the developing world, and evaluate their economic, environmental, and social impacts;

- **GC1.02** – demonstrate an understanding of how scarcities and inequities in the distribution of resources (e.g., water scarcity, unequal land distribution, confiscation of land) contribute to uprisings and conflicts;

**Combatting HIV/AIDS Together**

- **GC1.03** – describe the structure, membership, and activities of an international economic alliance in Africa or Asia (e.g., Organization of African States, Association of Southeast Asian Nations);
- **GC1.05** – identify individuals who have made significant contributions to addressing global issues (e.g., Nelson Mandela and human rights; Gro Harlem Bruntland, former Prime Minister of Norway, and sustainable development; Jody Williams, Nobel Peace Prize winner, and land mine treaty negotiations) and evaluate their impacts;
- **GC2.01** – analyse the economic and environmental consequences for selected countries of colonialism in the past and economic colonialism in the present;
- **GC2.03** – analyse the evolving global geopolitical role of a selected region or country (e.g., European Union, Russia, Asia Pacific nations) and evaluate how its actions contribute to cooperation or conflict;
- **GC3.01** – demonstrate an understanding of how quality of life and employment prospects are related to the global economy;
- **GC3.04** – evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country;
- **GC3.05** – demonstrate an understanding of how the work of the United Nations and other organizations on poverty, disease, and the environment is directly related to their own lives.

**Understanding and managing change**

- **UC2.03** – evaluate the role played by non-governmental organizations and local community initiatives in different parts of the world (e.g., CIDA) in promoting sustainable development and resource management.

**Challenge and Change in Society**

*Grade 12, University/College preparation*

**HSB4M**

**Social change**

- **CH2.03** – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education).

**Diversity, interdependence, and global connections**

- **GC2.06** – identify current food crises (e.g., contamination, crop failures), the factors causing each of them (e.g., production increases,
unfavourable global weather changes), and their impact on the availability and cost of food;

- **GC3.01** – investigate the extent of hunger in the world today and present the results of their investigation;
- **GC3.03** – summarize the causes of food insecurity (e.g., an emphasis on cash-cropping and large-scale food production, globalization, urbanization, continued feminization of poverty);
- **GC3.04** – identify economic and social policies that influence food security (e.g., debt restructuring, the operations of the World Bank);
- **GC3.05** – describe the social and cultural traditions that account for inequality among peoples of the world (e.g., gender issues, distribution of wealth, failure to support small business);
- **GC3.06** – identify the ways in which the local community is responding to hunger and food security (e.g., with food banks, community gardens).

**Individuals and Families in a Diverse Society**
Grade 12, University/College preparation
HHS4M

**Diversity, interdependence, and global connections**
- **GCV.02** – analyse changes that have occurred in family structure and function throughout the history of the family;
- **GC1.01** – describe the diversity in personal and family roles of individuals in various cultures and historical periods;
- **GC1.02** – analyse male and female roles in various societies and historical periods, taking into consideration societal norms and ideals, individuals’ perceptions of roles, and actual behaviours;
- **GC3.03** – identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family and society in childrearing.

**Social challenges and social structures**
- **SCV.04** – demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships;
- **SC1.02** – explain the impact on individual development and decision making of social changes and challenges (e.g., AIDS, emerging communication technologies, the increase in non-family households, cultural diversity) and life events (e.g., illness, infertility, disability, unemployment, death, divorce);
- **SC3.07** – summarize the impact of economic and political instability (including war) and migration on child development and socialization.

**Issues in Human Growth and Development**
Grade 12, University/College preparation
HHG4M

**Socialization and human development**
• SHV.01 – demonstrate an understanding of the critical role that a family plays in the socialization of its members;
• SH1.01 – explain how the current social issues and personal challenges that families face (e.g., divorce, unemployment, poverty, dual/single income, stress) affect the socialization of family members;

Social structures and social challenges
• SCV.01 – analyse the challenges of balancing work and family;
• SC1.03 – demonstrate an understanding of the effects on children and their families of parents’ working full-time, part-time, or not at all;
• SC4.01 – demonstrate an understanding of individual and family concerns (e.g., violence, poverty, family breakdown, addiction, death of a family member) that are addressed by agencies in society;

Philosophy: Questions and Theories
Grade 12, University preparation
HZT4U

Ethics
• ET1.01 – identify the main questions of ethics (e.g., What are good and evil? What is the good life? What is virtue? Why be moral? What obligations do people have to one another?);
• ET1.03 – use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas;
• ET1.04 – demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analyzed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory).

Social and political philosophy
• PP1.01 – demonstrate an understanding of the main questions of social and political philosophy (e.g., What are the just limits of state authority? Do people have a right to equal treatment? Should individual citizens be free to do what they want? What are an individual’s rights and responsibilities?);
• PP1.03 – use critical and logical thinking skills to develop and defend their own ideas about some of the major questions of social and political philosophy, and to anticipate counter-arguments to them;
• PP1.04 – analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices;
• PP1.05 – demonstrate an understanding of how particular philosophical theories (e.g., of rights, citizenship, duties) have influenced the development of subjects such as political science, economics, or law.
Heritage
- HTV.01 – demonstrate an understanding of the historical and philosophical origins of law and their connection and relevance to contemporary society;
- HTV.03 – demonstrate an understanding of the relationship between law and societal values;
- HTV.04 – assess the influence of individual and collective action on the evolution of law;
- HT2.05 – analyse contemporary legal situations that raise the question of the conflict between what may be legally correct but is generally viewed as unjust;
- HT3.02 – analyse how society uses law to express its values;
- HT3.03 – identify and analyse contemporary events and issues that demonstrate a possible conflict between the law and societal values;
- HT4.01 – evaluate the influence of individual citizens who have fought to change the law (e.g., Dr. Henry Morgentaler, Nelson Mandela, Sue Rodriguez);
- HT4.02 – assess the role of collective action in changing the law in democracies (e.g., lobby and pressure groups, voting at the polls, citizen petitions).

Rights and freedoms
- RFV.01 – demonstrate an understanding of the historical development of human rights legislation in Canada;
- RFV.05 – analyse the conflicts between rights and freedoms and between minority and majority rights in a democratic society and describe the methods available to resolve these conflicts;
- RF2.03 – explain the role of the courts in determining law-making jurisdiction.

Regulation and dispute resolution
- RDV.05 – demonstrate an understanding of the complexity of making, interpreting, and enforcing law on a global scale;
- RD3.03 – identify global issues that may be governed by international law (e.g., human rights, jurisdictional disputes, refugees and asylum, collective security, trade agreements);
- RD3.04 – explain the role and jurisdiction of the agencies responsible for defining, regulating, and enforcing international law (e.g., the United Nations, the World Health Organization, war crimes tribunals, the International Monetary Fund, Interpol);
- RD4.04 – evaluate the effectiveness of international treaties for the protection of human rights (e.g., the Universal Declaration of Human Rights, the Declaration of the Rights of the Child);
- RD5.02 – compare methods of resolving conflicts by peaceful means (e.g., international diplomacy, sanctions, arbitration, mediation);
• RD5.03 – identify domestic laws (e.g., the Nuremberg Laws, laws on apartheid) that conflict with the principles of international law and explain how they violate those principles;
• RD5.04 – evaluate the difficulties and effectiveness of international intervention in conflicts between nations.

Canadian and World Politics
Grade 12, University preparation
CPW4U

Participation in the international community
• ICV.01 – explain the rights and responsibilities of individual citizens, groups, and states in the international community;
• ICV.02 – describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
• ICV.03 – evaluate the role of Canada and Canadians in the international community;
• ICV.04 – describe the structure and function of international intergovernmental and non-governmental organizations;
• ICV.05 – evaluate the role and operation of the international human rights protection system;
• IC1.01 – evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;
• IC1.02 – describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);
• IC1.03 – describe the actions of particular individuals who have influenced global affairs (e.g., Nelson Mandela, Lester Pearson, Eleanor Roosevelt, Dag Hammarskjold, Mikhail Gorbachev, John Humphrey);
• IC3.02 – explain the types of commitments made by Canada to other nations or to international or extranational organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North American Treaty Organization; participation in the United Nations and in peacekeeping missions);
• IC3.05 – explain the role of federal and provincial government agencies (e.g., Canada’s Departments of Foreign Affairs and International Trade, the Canadian International Development Agency) in formulating and implementing Canada’s foreign policy;
• IC4.01 – explain the origins, functions, and objectives of selected international non-governmental organizations (e.g., the International Committee of the Red Cross, Amnesty International, the International Olympic Committee);
• IC4.02 – explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization);
• IC4.03 – evaluate the effectiveness of selected international organizations (e.g., the Organization of Petroleum Exporting Countries,
the Non-Aligned Conference, the Arab League) in meeting their stated objectives;

- **IC5.01** – identify the most important international human rights documents (e.g., the Universal Declaration of Human Rights; the United Nations Covenant on Social, Economic, and Cultural Rights; the Geneva Conventions) and assess their significance;

- **IC5.02** – describe the role of agencies responsible for ensuring the upholding of human rights (e.g., the Human Rights Commission, the Commission on the Status of Women);

- **IC5.03** – explain the role of state and non-state participants in international controversies about certain rights.

**Power, influence, and the resolution of differences**

- **POV.01** – describe factors that make states powerful and factors that make states weak;

- **PO1.02** – evaluate the accuracy and usefulness of classifying states (e.g., as developing countries; Western countries; non-aligned countries; major, medium, or small powers) when describing relationships among states;

- **PO1.03** – analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers (e.g., Red Cross/Crescent; oil cartels; multinational corporations such as Nike, Shell, and Microsoft);

- **PO3.05** – evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

**Values, beliefs, and ideologies**

- **VBV.03** – demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations;

- **VB2.02** – determine the origins and effects of nationalist armed conflicts (e.g., the Balkan wars, wars in Central Africa, apartheid in South Africa) and of rivalries rooted in ethnocentrism (e.g., between India and Pakistan, between Israel and Arab nations, between the diverse peoples of Indonesia);

- **VB2.03** – describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International World Court) and explain their relationship to values, beliefs, and ideologies;

- **VB3.01** – describe the main economic, political, and social characteristics of developed and developing countries;

- **VB3.03** – analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and intra-party democracy);

- **VB3.04** – demonstrate an understanding of the commonality of human aspirations for a better, more secure life.
Geographic foundations: Space and systems
- SSV.03 – explain the influence of social, political, cultural, and economic factors on human environments and activities;

Global connections
Overall expectations
- GC1.02 – explain the role of international organizations (e.g., United Nations, World Bank, World Health Organization, Red Cross, Amnesty International) in fostering contact between world peoples;
- GC2.02 – analyse examples of social phenomena that contribute to cultural and economic convergence (e.g., widespread use of English in business, ethnic quarters in large cities, cultural associations and centres), peace, and good international relations;
- GC2.03 – explain how people in different countries can work together to solve international problems (e.g., the Land Mine Treaty campaign);

Understanding and managing change
- UC2.07 – explain how international aid has brought about change in disadvantaged countries;
- UC3.02 – evaluate the political, economic, and social impacts of a selected development project on the ability of people to control their land and lifestyles;

Methods of geographic inquiry
- GI3.02 – conduct an independent inquiry on a political, economic, cultural, or social issue related to a region or nation in Africa, Asia, or Oceania, using key concepts and methods presented in the course;
- GI3.04 – forecast future trends relating to a selected issue in human geography (e.g., rural-to urban migration in Asia).

World Geography: Urban Patterns and Interactions,
Grade 12, College preparation
CGU4C

Understanding and managing change
- UC1.05 – demonstrate an understanding of how assistance programs (e.g., development, disaster relief) can have both positive and negative impacts on urban areas;
- UC2.03 – propose ways to manage change in meaningful, efficient, and sustainable ways for people in selected urban areas in Africa, Asia, or Oceania.
Suggestions for Senior Level Learning Extensions

1. Students to read “Life as a Prisoner on Robben Island”, written by Lionel Davis (edited by K. Furlong & J. Suaro) (Appendix E). Respond to questions at the end of the article.

2. Explore the rights and responsibilities of global citizenship as outlined in the UN International Declaration of Human Rights (1948), and the Convention on the Rights of the Child (1989).

3. Contact Amnesty International [www.amnesty.org](http://www.amnesty.org), Human Rights Watch [www.hrw.org](http://www.hrw.org) or similar NGO and arrange for a speaker visit to raise awareness of the work they do to combat human rights violations around the world.

4. Start a Human Rights/Social Justice Club in your school with a focus on action oriented projects that impact locally and/or globally.

5. Support letter writing campaigns sponsored by human rights organizations that call for the humane treatment/release of political prisoners, men, women and children around the world.

6. Research and report on the civic actions of individuals and NGO’s who have made, and continue to make a difference around the world (i.e. Craig Kielburger, Ryan’s Wells, Nelson Mandela, Jean Vanier, Doctors without Borders, Red Cross etc.).

7. Examine Canada’s Charter of Rights and Freedoms [http://www.canadianheritage.gc.ca/progs/pdphrp/canada/guide/index_e.cfm](http://www.canadianheritage.gc.ca/progs/pdphrp/canada/guide/index_e.cfm) and The Freedom Charter (Appendix:H) and identify the fundamental beliefs and values associated with democratic citizenship. Choose one of these beliefs/values and write a short essay, citing current day examples, arguing its importance.

8. Compare the damage done to the social fabric within the South African community as a result of colonialism and apartheid policies (Appendix:M) and that of the First Nations community in Canada. What key factors led to this social damage? Discuss what it will take to revive the institutions within these communities.

9. Colonialism is an inherently violent process. It is an expression of the competition between “super powers” for material and human resources. Research the connection, in both historical and current contexts, between violence (against women, children, racial etc.) and the process of colonialism in South Africa.

10. Discuss the impact apartheid policies had on the Black and Coloured populations of South Africa. Comment on the legacy of these policies on the current situation in South Africa today (i.e. poverty, violence, social structures, HIV/AIDS pandemic).

11. Research the role the UN plays in eradicating poverty, disease, conflict and improving equal access to education around the world. Compare/contrast this to similar work being done by NGO’s (i.e. Red Cross, Doctors without Borders, World Vision, Teachers without Borders, Free the Children, etc.).
12. Investigate the extent of hunger in African countries and the relationship to poverty, disease and access to education. Present your findings in open student-led forums around the school.

13. Organize and participate in World Vision’s 30 Hour Famine (Contact World Vision for details on how to organize such an event.).

14. Examine the effectiveness of Canada’s Charter of Rights and Freedoms as it relates to women’s issues, First Nations and immigrant populations.

15. Identify the underlying principles of peaceful methods of conflict resolution (i.e. diplomacy, mediation, arbitration, sanctions).

16. Discuss the effectiveness of the Truth and Reconciliation Commission in South Africa.

17. Research and report on the positive and negative impacts of organizations such as the World Bank and International Monetary Fund on the development of the Third World.

“Trying to make sense of Africa through one presentation alone is like trying to understand a movie by watching the last three seconds.”

~Scott Milne, 2005~
Appendix A:

Key Terms

Map of South Africa

Source: South Africa Places www.places.co.za

Apartheid – a policy of racial segregation practiced in the republic of South Africa

Global Family – part of the human race means part of the human family
**International Community** – we are all interconnected and therefore exist in one community so that our choices and consequences are far reaching – beyond our own country’s borders

**Nelson Mandela** – Prisoner of Conscious who advocated against a discriminating regime. First Black president of the Republic South Africa

**Bishop Desmond Tutu** – Anglican Bishop who also advocated for social justice against racial discrimination

**Lionel Davis** – Prisoner of Conscious who advocated against a discriminating regime, currently an international ambassador of peace and educator

**Catholic Social Teaching** – Based on the Catholic principals of equality and justice

**Social Justice** - The belief in an equitable, compassionate world where difference is understood and valued, and where human dignity, the Earth, our ancestors and future generations are respected.

3 “defined” classes in South Africa under apartheid –

- Black
- Coloured
- White

**Solitary Confinement** - the placement of a prisoner in a cell away from other prisoners. Long-term solitary confinement may be "cruel and dehumanizing"

**Racial Discrimination** - unfair treatment of a person or group on the basis of race

**Boycott** – a way of protesting by refusing to participate in activities, or in buying goods and services of a company/country

**Political Prisoner** - A person who has been imprisoned for holding or advocating opposing political views often because they follow their conscience

**Ambassador of Peace** – a representative of peace

**Indigenous** – living naturally in an area; native to a land

**United Nations** - An international organization composed of most of the countries of the world. It was founded in 1945 to promote peace, security, and economic development

**ANC** – African National Congress
**Human Rights** - The basic rights and freedoms to which all humans are entitled

**Amnesty International** – a worldwide, voluntary, activist movement that works impartially to protect human rights

**Xenophobia** – fear or hatred towards a stranger or foreigner

**Political Emancipation** – the liberation from the bondage of poverty, depravation, suffering, gender and other discrimination

**Robben Island** - place of banishment, exile, isolation and imprisonment, where Nelson Mandela and Lionel Davis were imprisoned
Appendix B;
Timeline of South African Apartheid

Millennia B.C. – Hunters-gatherers, ancestors of the Khoisan (Khoikhoi and San: “Hottentots” and “Bushmen” of the Kalahari) living in Southern Africa.

A.D. 300 (1,700 years ago) – Mixed farmers, ancestors of the Bantu-speaking majority of the modern population, begin to settle south of the Limpopo River.

1487 - Portuguese expedition led by Bartholomeu Dias reaches Mossel Bay in what is now known as Cape Town

1652 – The Dutch East India Company founds a refreshment settlement station at the Cape of Good Hope.

1806 – Britain conquers the Cape Colony and starts expelling Africans from their traditional land.

1816-28 – On the other side of the southern African peninsula, Shaka creates the Zulu kingdom and attempts to unite all African tribes or ethnic groups through warfare.

1835-40 – Five thousand Afrikaners leave the Cape Colony with their ‘Coloured’ clients and head north into the Great Karroo, or desert. This migration of colonists becomes known as the Great Trek. Afrikaners are orthodox Christians known as Calvinists who believe in the notion of separate development.

Deep feelings of race based on the biblical stories of Ham and the Tower of Babel.

1838 - An Afrikaner commando defeats the Zulu army at the battle of Blood River.

1867 Diamond mining begins.

1886 – Gold mining begins

1899/1902 – The Boer War between the Whites; Britain conquers the Afrikaner republics. Concentration camps are invented by the British; guerrilla warfare by the Afrikaners.

1906/7 Britain gives parliamentary government to the former republics, only Whites allowed to vote.

1910 – The Union of South Africa created.
1912 – South African Native National Congress (later the African National Congress) is formed.

1913 – Natives Land Act limits African ownership to reserves/Bantustans; 80 years of segregation laws begins.

1893/1914 - Mohandas Ghandi develops the technique of passive resistance while leading several campaigns against unjust laws.

1948 – The Afrikaner National Party wins a general election and the apartheid era begins.

1948 - The South African government begins to limit the freedom of black Africans even more when it launched a system of apartheid.

1952 - Nelson Mandela and Oliver Tambo open the first black legal firm in South Africa.

1956 - Nelson Mandela was charged with high treason and found not guilty

1960 - Black protests against apartheid reached a peak when in an incident called the Sharpeville massacre, police killed 69 people.

1962 - Nelson Mandela was arrested & sentenced to life imprisonment

1974 - Because of apartheid the country was expelled from United Nations.

1976 - More than 600 students were killed in Soweto and Sharpeville.

1977 - The leader of the protests, Steve Biko, was killed in police custody

1990 - President De Klerk lifted the ban outlawing the African National Congress (ANC), and frees Mandela from prison.

1991 - Nelson Mandela became President of the ANC

1994 - Nelson Mandela is inaugurated as President of South Africa.

Source: Timeline of South African Apartheid. www3.northstar.k12.ak.us/schools/nph/twt/apart/timeline.html
Appendix C: Nelson Mandela

In 1940, he participated in a student strike and was expelled from Fort Hare along with the late Mr. Oliver Tambo. He completed his law degree by correspondence from Johannesburg.

Together, Mr. Mandela and Mr. Tambo campaigned against apartheid, the system devised by the all-white National Party which oppressed the black majority.

In 1944 he helped found the ANC Youth League, whose Programme of Action was adopted by the ANC in 1949.

Mr. Mandela was elected national volunteer-in-chief of the 1952 Defiance Campaign. He traveled the country organizing resistance to discriminatory legislation.

When the ANC was banned after the Sharpeville massacre in 1960, he was detained until 1961 when he went underground to lead a campaign for a new national convention.

He went to Algeria and also visited other independent African countries during this period. On his return, he was arrested for leaving the country illegally and for incitement to strike. He conducted his own defense. He was convicted and jailed for five years in November 1962. While serving his sentence, he was charged with sabotage. In the winter of 1964 he was sentenced to life in prison.

Robben Island, where he was imprisoned, became a centre for learning, and Mandela was a central figure in the organized political education classes. He remained in prison on Robben Island for 18 years before being transferred to a prison on the mainland in 1982.

In prison Mr. Mandela never compromised his political principles and was always a source of strength for the other prisoners. During his years in prison, Nelson Mandela's reputation grew steadily. He was widely accepted as the most significant black leader in South Africa and became a potent symbol of resistance as the anti-apartheid movement gathered strength.

In 1980, Mr. Tambo, who was in exile, launched an international campaign to release Mr. Mandela. The world community tightened the sanctions first imposed on South Africa in 1967 against the apartheid regime. The pressure produced results, and in 1990, President FW de Klerk lifted the ban on the ANC, and Mr. Mandela was released from prison on Sunday, 11 February 1990.

Appendix F:

Lionel Davis
Artist and ex Robben Island political prisoner

Lionel Davis is a political activist and prisoner turned educator. Starting out as a little boy scribbling cartoon heroes on the walls of District Six, his boyhood home, Davis would never have fathomed that art would play such a significant role in his life and even in the shaping of a country.

Davis was a member of the National Liberation Front, and was convicted of conspiring against the State and sentenced to seven years on Robben Island in 1964.

Released in 1971 and placed under house arrest he worked as a labourer and then as a clerk on building sites, until in 1978 he became involved with the Community Arts Project (CAP). It was here that he developed as an artist/educator/trainer/facilitator, specialising in drawing, screen-printing and mural painting.

In 1982 Davis assisted in facilitating the Culture & Resistance Symposium organised by the African National Congress. This became an important event, because it recognized the role of artists in cultural resistance and highlighted the artist's role as ‘cultural worker’. Davis was active for most of the 80s as a screen print facilitator. Much of his work was done on behalf of political and community organisations, and was frequently banned or confiscated by authorities

Lionel Davis' current vocation as Heritage Educator for Robben Island Museum has provided him with the unique opportunity to live on the site where he was once imprisoned. His work includes developing education materials on prisoners and political imprisonment on the Island. On the Island he is affectionately known as 'uncle' Lionel.'

Life as a Prisoner on Robben Island

Written by: Lionel Davis
Edited by: Jeanne Sauro and Kathy Furlong

Ten others and myself (four of them women) were sentenced in April 1964 for conspiring against the state. The seven men were sent to Robben Island, a prison for males only, and the four women were sent to Kroonstad prison. Coming to Robben Island we were filled with our own political importance, arrogant and intolerant of other political views. We had come from a culture where for decades activists were used to sniping at each other. Unity in political action from different political persuasions was not happening.

Jails in South Africa were much like the Apartheid system of divide and rule. White prisoners were not kept with prisoners of colour and were treated better. On Robben Island prisoners classified by law as Coloured and Asiatic then, were given better food and clothing than those South African prisoners classified Bantu.

In jail, those prisoners classified Coloured and Asiatic were the only ones to get bread; they also got twice as much meat and sugar than the other prisoners. Because I was classified Coloured, I was given thick long pants, shoes and socks and a black hat, whereas the others were given short pants, sandals, no socks and a little fez-like cap. In every other aspect our treatment as prisoners was the same.

Coming from such diverse backgrounds of culture and politics and never having lived together, one could understand the ignorance and suspicion. For us, it was important to develop a united front against the authorities, which would not hesitate to exploit a divided prison
For this to happen we had to build up a certain amount of trust in each other. As Helen Suzman noted when she came to visit Robben Island in the early 1960’s, Nelson Mandela was chosen as the spokesman for the single-cell (solitary confinement) section by the different political organizations to speak to her, as a parliamentarian, about our grievances. Although Mandela was a leading force in the ANC he had to earn the respect and trust of members from other political “tendencies” in order to represent them. In the communal cells, however, where the vast majority of political prisoners were kept, representatives from different organizations were chosen to address issues of grievances. When action, like embarking on a hunger strike was to be taken, everyone had to be on board and consensus agreement had to be reached by all. Because of this our first united hunger strike in 1966 was very successful.

The hunger strike started in the stone quarry where hundreds of political prisoners were working under very harsh conditions. There they were punished and beaten and abused on a daily basis. An arbitrary decision was made by a brutish warder name, Delport, to half the prisoners lunchtime ration. When the prisoners lined up to receive their ration of food they were confronted with half their normal ration. For political prisoners this was the last straw. One by one they all marched past the food in protest. This was the beginning of a six-day boycott of prison food. No amount of threats or improvement in the quality of the food could entice prisoners. There was no other food to eat only water to drink in the cells. Some prisoners collapsed and were hospitalized but the rest, although weak had to continue to work. This food boycott spread throughout the jail. By this time, I was already in the isolation section of the jail with Nelson Mandela and others. Mandela writes: “Through a plastic-wrapped note hidden in our food drum, we learned in July 1966 that the men in the general section had embarked on a hunger
strike to protest the poor conditions…” Mandela was called to the Robben Island head office and the officer in command of the prison, Colonel Wessels, demanded to know why we were on hunger strike. Mandela states, “During the hunger strike, we learnt that the authorities had gone to the general sections to ask that they should chose three representatives to negotiate change.”

For fundamental changes in jail conditions we have to thank among others: The International Red Cross (which came for the first time in 1964 to enquire about our treatment in jail), Amnesty International that for many years kept the world informed about how political prisoners were treated in South African jails, (many former students from our schools in Windsor wrote these letters), the United Nations Center Against Apartheid, and Helen Suzman for her support. Without this intervention we could not have changed the jail.

One of our great successes was that access to education was made more readily available, although still very restrictive in that only prisoners who had cash money to register could study. This money had to come from the family, and no other source. Neither the Church nor Organizations were allowed to send money which meant that most prisoners were deprived of this privilege. Studying was vital for our sanity and to keep our morale high.

Fran Buntman says, “Political prisoners on Robben Island developed and sought to live by a code of conduct. This code called for prisoners to maintain their commitment to a changed society, ensure non-collaboration with the authorities, and find and make positive things from their imprisonment. This demand for self improvement can be seen in the value placed on academic education.”

In the beginning, most prisoners started studying illegally. They smuggled old cement paper bags and pencils into the cells. The bags were torn up and neatly folded, which became their books. Pencils, obtained from prisoners, who stole it from the prison wardens’ homes
where they did domestic work, were broken up and shared. At night after lock-up and over weekends when prisoners did not go to work, classes were conducted. Even at work they attempted to conduct classes. Very soon those who were illiterate, learnt to read and write.

Those who had permission to study excelled. I was able to complete my grade 12 in jail. Some prisoners came with little formal education and left with university degrees from the University of South Africa (UNISA). Those who had degrees left with more degrees. Education, like every facet of our lives was highly organized, for example, there were literary competitions organized by prisoners for prisoners to improve their literary skills.

Education was not only confined to formal study. One great advantage was that most prisoners were held in communal cells. We came from all over South Africa, from different walks of life, from different cultures and language groupings. We were English and Afrikaans speaking, Zulu, Xhosa, Shangaan, etc., Muslims, Hindus, Christians, and Atheists. Every conceivable topic was open to discussion and debate. In this way we began to understand and respect religions, political and cultural differences. We always disagreed politically but we also learnt to agree to disagree. This did not happen overnight, but over time, with patience and fortitude. When first I was imprisoned on Robben Island I knew very little about my South African brothers, their languages and cultures. Being classified “Coloured” we were discouraged from making meaningful contact with South Africans who were classified differently. At our schools we were not taught about African language, history and culture. Our focus was European history and culture (music, drama, and literature) and emphasis was placed on the conquest and bravery of the European, especially the Dutch and the Afrikaner “heroes”. Our African forebears, the Khoisan, the Xhosa, the Zulu, etc. were depicted as pagan savages and ungrateful for the colonizers’ good intentions. We grew up being very proud of ourselves knowing some great-great-great-grandfather or grandmother was European. We did not talk about our
African ancestry – as “Coloureds” we developed racist attitudes towards black South Africans. My political involvement helped me get rid of this baggage.

This respect that we developed for each other manifested itself in other facets of our lives. Initially, a prisoner entitled to bread would share it with another prisoner on an individual basis. Later, by consensus, this bread was pooled and distributed on an equal basis in the prison cell. In solitary confinement, where I spent most of my seven years with prisoners like Nelson Mandela it was much easier to share equally, because eventually we controlled the dishing out of our own food. This sharing was contrary to policy and discouraged by the narrow-minded wardens. By 1980, food was equalized and prisoners could also buy extra tinned food, etc.

The playing of sport was another great achievement only allowed from 1967 onwards. It was a great unifier and also helped to break down barriers. Games like soccer, rugby, table tennis, chess, dominoes and later tennis kept prisoners’ spirit alive. Every weekend and public holidays when prisoners did not work there were sports activities – team competitions. In the beginning there were teams consisting solely of party political members, but that eventually disappeared and teams integrated. Sport, liked education, was exceedingly well organized and entirely run by the prisoners. These sporting codes were governed by a constitution to give formal structure to the playing of sport. Allowance was made for the settling of grievances on the playing field or to discipline players for misconduct.

In later years when conditions had improved prisoners could pool their money and buy sporting equipment. When a prisoner on a team could not afford to buy sports clothing it was bought from the pool. Similarly food was bought collectively and who ever in a cell needed sugar, cigarettes would get it from the pool on an equal basis.
With sport came permission to buy musical instruments. By this time, prisoners had already formed choral singing groups and engaged in signing competitions over weekends. Now added to this were the sounds of guitars, saxophones, clarinets, and trumpets. Jazz bands and Reggae bonds were formed.

Although clandestinely, prisoners were already writing poetry in the mid 1960’s, in later years they were permitted more opportunity to write and perform plays. Plays by well-known writers were also performed. Literary competitions were held to encourage second and third English language speakers to improve their English in order to better tackle their assignments. Music appreciation and music debate sessions were held. They listened to classic, jazz and popular music. At the end of the year the prisoners would stage a massive variety concert in the prisoner’s communal hall and they would even invite the wardens.

By the time the last political prisoner left Robben Island in 1991 the physical conditions in jail had been completely transformed. Everyone slept on beds with sheets and pillows and were given more blankets; they received night clothing, and newspapers and magazines were allowed in uncensored. In the early days all newspapers were barred from prison and you were severely punished if you were found with any newspaper cuttings. Prisoners also owned record players and TV sets. Their freedom of movement was less restricted than in the 1960’s. Prisoners had long stopped doing hard physical labour and could learn carpentry, bricklaying, upholstery, etc. The wardens were more relaxed and arbitrary punishment had ceased.

Our total experience in jail also transformed us. We became more caring, more tolerant human beings, because we had learned to live together, each one celebrating his uniqueness, each one proud of his identity. This personal change however did not affect every political prisoner to the same degree. It is my belief that those who came in the early 1960’s and spent only a year or two in jail were released when conditions were
still very bad. They had suffered the worst possible physical and mental brutality and had no victories to celebrate and many left jail with bitterness and hatred. Similarly, those who came in the late 1970’s and 1980’s came at a time when the world had turned against Apartheid forcing the government to look critically at Robben Island and as a result conditions vastly improved in jail. Prisoners no longer had to fear wardens to the same extent and had more say in what happened in jail. They missed out on that gradual building up of unity in action that ultimately let to those fundamental changes, which they could now enjoy. They also had little to celebrate.

That fight over the years for our basic human rights as prisoners, that spirit of no surrender is what helped to transform jail conditions for all political prisoners on Robben Island. Without this fight I believe those prisoners sentenced to life would still be languishing in jail. This transformation also had an effect on some hardened criminals and even wardens. When we started studying, the criminals (who often belonged to vicious prison gangs) were so impressed that they asked us to teach them. Some of these criminals also joined political organizations and today are still trusted members. These criminals were eventually transferred to other jails, but they were unhappy to leave because it thrust them back amongst other hardened criminals and gang warfare. In 1974 a medium security prison was built on Robben Island for criminals and they were transferred back to Robben Island. Wardens who initially saw us as the anti-Christ, communists, eventually changed their attitudes. We helped to humanize them, assisted with their education so that they could obtain promotion in their jobs. One of them, the head warder Delport, one of the most vicious in the 1960’s, came to apologize to the political prisoners in later years. These wardens became the main conduits for smuggling out messages from jail for the political prisoners in the 1980’s.

When the last political prisoners left Robben Island in 1991 the criminals were brought back to the maximum security prison. When the prison
closed in 1996 the criminals were transferred to other prisons in South Africa. Some of the wardens could no longer face working with hardened criminals, so they resigned. A few came back to work for the Robben Island Museum in 1997 and some are still living on Robben Island with their families.

As Nelson Mandela said in his inauguration speech as president: “Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.” Today Robben Island is a symbol of hope for the future.


Questions for *Life as a Prisoner on Robben Island*

1. Describe 3 changes that the prisoners initiated at Robben Island.

2. Imagine you are a prisoner on Robben Island and write a daily journal entry. Include the actions of guards, other prisoners, and your thoughts and feelings.

3. Lionel Davis claimed that the lives of the prisoners were transformed, and they were reluctant to leave or transfer from Robben Island. Write an information paragraph of how the prisoners became proud of their uniqueness and identity.

**Culminating Activity:**

Formulate 3 well-designed questions from the article that may be asked of Mr. Davis during the presentation.
Appendix F:

South Africa Today
Truth Tribunals

How did South Africa change from a system of Apartheid to a democratic society that values the equality of all?

Once the Apartheid regime could no longer survive economically because of the United Nations boycott, supported by many of our former students, change had to occur. Nelson Mandela, and other political prisoners had to be freed.

When Mr. Mandela was freed he stated, “The past is the past. It cannot be changed. We look forward to the future.” What would have happened in South Africa if he had said, “I want justice, I want revenge!”? It would have been a bloodbath as has happened in so many countries.

How do you leave the past behind? How can a country heal the atrocities of the past and yet move towards a hopeful, peaceful future where oppression will no longer be allowed?

This was the mission of the Truth and Reconciliation Commission.

This commission consisted of South African citizens. It provided public hearings where those who committed human rights violations during apartheid voluntarily applied for amnesty. They appeared before the Commission and their victims in order to confess their brutal actions. The granting of amnesty was not assured, as they were expected to make full disclosure of actions for which amnesty was being sought. This was a powerful mechanism for the victims to confront their oppressors. Healing could now begin.

The experience of the TRC, through its public hearings, showed the international community and the South African public the potency of the shame of apartheid and its ruthless brutality while empowering the victims in the reconciliation process.

Toward a Hopeful Future

The healing and reconciliation continues in South Africa today through creative activities and expressions that are encouraged and facilitated through the people. The Children’s Charter of 1990, similar to the Charter of Freedoms created in 1955, was a result of one of these endeavors.

Today, South Africa needs our support. They are a poor country and need the international family to support their economy by buying South African goods. Education for all is necessary for their country to prosper. What can you do as an individual to assist South Africa in achieving their dream of one nation, one family where oppression no longer exists.

Appendix G:

History: The Freedom Charter

As the struggle for freedom reached a new intensity in the early fifties, the ANC saw the need for a clear statement on the future of South Africa. The idea of a Freedom Charter was born, and the Congress of the People Campaign was initiated.

During this campaign the ANC and its allies invited the whole of South
Africa to record their demands so that they could be incorporated in a common document. The document would be accepted at the Congress of the People and would become the Freedom Charter. Thousands of people participated in the campaign and sent in their demands for the kind of South Africa they wished to live in. These demands found final expression in the Freedom Charter.

Pamphlet used to popularize the Freedom Charter.

The campaign for the Congress of the People and the Freedom Charter united most of the liberation forces in South Africa. Nothing in the history of the liberation movement in South Africa quite caught the popular imagination as the Congress of the People campaign. It served to consolidate an alliance of the anti-apartheid forces of the 1950s composed of the African National Congress, the South African Indian Congress, the South African Coloured People’s Congress, the South African Congress of Democrats and the South African Congress of Trade Unions (SACTU) into a non-racial united front known as the Congress Alliance. It also served to sustain political activity after the curbing of the Defiance Campaign and to develop and strengthen political organisation by broadening the geographical and social bases of the liberation movement and raising the political consciousness of the masses by offering a vision of an alternative social order.
The Congress of the People gathered at Kliptown, outside Johannesburg on June 25 and 26, 1955. This was a large, colourful and exciting event. In 1950, 26 June had been declared Freedom Day. In May 1950 the Communist Party of South Africa (CPSA) had called for a May Day strike to protest against the Unlawful Organisation Bill. The strike resulted in police violence, and the death of 18 people. On 20 June 1950 the CPSA was forced to dissolve, and the ANC took over the planning for a 'Day of Mourning' for those who died in the May Day strike. They also called for the day to be celebrated as Freedom Day in the future.

The three thousand delegates who gathered at Kliptown on 25 and 26 June 1955 were workers, peasants, intellectuals, women, youth and students of all races and colours. The Congress of the People constituted the most representative gathering in the history of South Africa. It adopted the Freedom Charter, a vision for a united, non-racial and democratic South Africa. Subsequently all the members of the Congress Alliance adopted the Freedom Charter in their national conferences as their official program. Thus the Freedom Charter became the common program enshrining the hopes and aspirations of all the progressive people of South Africa.

Source:
Appendix H:  
The Freedom Charter

Adopted at the Congress of the People, Kliptown, on 26 June 1955

We, the People of South Africa, declare for all our country and the world to know:

that South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people;

that our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality;

that our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities;

that only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief;

And therefore, we, the people of South Africa, black and white together equals, countrymen and brothers adopt this Freedom Charter;

And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.

The People Shall Govern!

Every man and woman shall have the right to vote for and to stand as a candidate for all bodies which make laws;

All people shall be entitled to take part in the administration of the country;

The rights of the people shall be the same, regardless of race, colour or sex;

All bodies of minority rule, advisory boards, councils and authorities shall be replaced by democratic organs of self-government.
**All National Groups Shall have Equal Rights!**

There shall be equal status in the bodies of state, in the courts and in the schools for all national groups and races;

All people shall have equal right to use their own languages, and to develop their own folk culture and customs;

All national groups shall be protected by law against insults to their race and national pride;

The preaching and practice of national, race or colour discrimination and contempt shall be a punishable crime;

All apartheid laws and practices shall be set aside.

**The People Shall Share in the Country's Wealth!**

The national wealth of our country, the heritage of South Africans, shall be restored to the people;

The mineral wealth beneath the soil, the Banks and monopoly industry shall be transferred to the ownership of the people as a whole;

All other industry and trade shall be controlled to assist the wellbeing of the people;

All people shall have equal rights to trade where they choose, to manufacture and to enter all trades, crafts and professions.

**The Land Shall be Shared Among Those Who Work It!**

Restrictions of land ownership on a racial basis shall be ended, and all the land re-divided amongst those who work it to banish famine and land hunger;

The state shall help the peasants with implements, seed, tractors and dams to save the soil and assist the tillers;

Freedom of movement shall be guaranteed to all who work on the land;

All shall have the right to occupy land wherever they choose;

People shall not be robbed of their cattle, and forced labour and farm prisons shall be abolished.
**All Shall be Equal Before the Law!**

No-one shall be imprisoned, deported or restricted without a fair trial; No-one shall be condemned by the order of any Government official;

The courts shall be representative of all the people;

Imprisonment shall be only for serious crimes against the people, and shall aim at re-education, not vengeance;

The police force and army shall be open to all on an equal basis and shall be the helpers and protectors of the people;

All laws which discriminate on grounds of race, colour or belief shall be repealed.

**All Shall Enjoy Equal Human Rights!**

The law shall guarantee to all their right to speak, to organise, to meet together, to publish, to preach, to worship and to educate their children;

The privacy of the house from police raids shall be protected by law;

All shall be free to travel without restriction from countryside to town, from province to province, and from South Africa abroad;

Pass Laws, permits and all other laws restricting these freedoms shall be abolished.

**There Shall be Work and Security!**

All who work shall be free to form trade unions, to elect their officers and to make wage agreements with their employers;

The state shall recognise the right and duty of all to work, and to draw full unemployment benefits;

Men and women of all races shall receive equal pay for equal work;

There shall be a forty-hour working week, a national minimum wage, paid annual leave, and sick leave for all workers, and maternity leave on full pay for all working mothers;

Miners, domestic workers, farm workers and civil servants shall have the same rights as all others who work;
Child labour, compound labour, the tot system and contract labour shall be abolished.

**The Doors of Learning and Culture Shall be Opened!**

The government shall discover, develop and encourage national talent for the enhancement of our cultural life;

All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas and contact with other lands;

The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace;

Education shall be free, compulsory, universal and equal for all children; Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit;

Adult illiteracy shall be ended by a mass state education plan;

Teachers shall have all the rights of other citizens;

The colour bar in cultural life, in sport and in education shall be abolished.

**There Shall be Houses, Security and Comfort!**

All people shall have the right to live where they choose, be decently housed, and to bring up their families in comfort and security;

Unused housing space to be made available to the people;

Rent and prices shall be lowered, food plentiful and no-one shall go hungry;

A preventive health scheme shall be run by the state;

Free medical care and hospitalisation shall be provided for all, with special care for mothers and young children;

Slums shall be demolished, and new suburbs built where all have transport, roads, lighting, playing fields, creches and social centres;

The aged, the orphans, the disabled and the sick shall be cared for by the state;
Rest, leisure and recreation shall be the right of all:

Fenced locations and ghettos shall be abolished, and laws which break up families shall be repealed.

**There Shall be Peace and Friendship!**

South Africa shall be a fully independent state which respects the rights and sovereignty of all nations;

South Africa shall strive to maintain world peace and the settlement of all international disputes by negotiation - not war;

Peace and friendship amongst all our people shall be secured by upholding the equal rights, opportunities and status of all;

The people of the protectorates Basutoland, Bechuanaland and Swaziland shall be free to decide for themselves their own future;

The right of all peoples of Africa to independence and self-government shall be recognised, and shall be the basis of close co-operation.

Let all people who love their people and their country no say, as we say here:

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THESE FREEDOMS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL WE HAVE WON OUR LIBERTY
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Source: *The Freedom Charter.*
www.anc.org.za/ancdocs/history/charter.html
Appendix I:
The Children's Charter of South Africa

Preamble

We, the delegates of the International Children's Summit held from 27 May to 1 June 1992, acting as representatives from the regions of Western Cape, Eastern Cape, Southern Cape, Northern Cape, Boland, Border, Midlands, Southern Natal, Northern Natal, Namaqualand, PWV, Eastern Transvaal, Western Transvaal, Northern Transvaal, Northern Orange Free State, Southern Orange Free State, Transkei and on behalf of all the children of South Africa,

Realizing that,

all children are created equal and are entitled to basic human rights and freedoms and that all children deserve respect and special care and protection as they develop and grow and

Recognizing that,

within South Africa, children have not been treated with respect and dignity, but as a direct result of Apartheid have been subjected to discrimination, violence and racism that has destroyed families and communities and has disrupted education and social relationships and

Acknowledging that,

at the present time, children have not been placed on the agenda of any political party, or the existing government or within the CODESA negotiations and are not given the attention that they deserve.

Taking into consideration the cultural values, languages, and traditions of all the children and,

Recognizing the

urgent need for attention to improving the life of children and protecting their rights in every region, in particular those regions which have been especially subjected to violence, political unrest and poverty.
Have agreed upon the following:

**Part 1**

**Article One**

For the purposes of the charter, a child means any person under the age of 18 years old, unless otherwise stated.

**Article Two**

Children have been and continue to be abused, tortured, mistreated, neglected and abandoned by the people of South Africa. Children are not treated with the respect and dignity that every human being deserves, but instead are subjected to violence, poverty, racism, and the ignorance of adults. Children continue to suffer from the inequalities of apartheid, especially in the area of education. Children do not receive proper health and medical care and attention, yet do not have the right to demand treatment. Children are arrested, tried without lawyers and held in prisons.

Children are beaten and abused by the police and by gangs and other adults. Children are the future leaders of tomorrow, but they are not given the right to participate in consultations or negotiations about their future. The government and other political parties have put children last, not first.

We therefore set forth that all children of South Africa are entitled to the following rights and protections:

**Part II**

**Article One**

1. All children have the right to protection and guarantees of all the rights of the Charter and should not be discriminated against because of his / her or his / her parents or family's colour, race, sex, language, religion, personal or political opinion, nationality, disability or for any other reason.

2. All political parties, the government, CODESA, the future government, communities, families, and parents should do everything possible to ensure that children are not discriminated against due to his / her or his / her parents or family's colour, race, sex, language, religion, personal or political opinion, nationality, disability or for any other reason.
**Article Two**

All children have the right to a name and nationality as soon as they are born.

**Article Three**

1. All children have the right to express their own opinions and the right to be heard in all matters that affect his/her rights and protection and welfare.
2. All children have the right to be heard in courtrooms and hearings affecting their future rights and protection and welfare and to be treated with the special care and consideration within those courtrooms and hearings which their age and maturity demands.
3. All children have the right to free legal representation if arrested.
4. All children have the right to participate in the government of the country and special attention should be given to consultations with children on their rights and situation.

**Article Four**

All children have the right to freedom to practice their own religion, culture or beliefs without fear.

**Article Five**

**Violence**

1. All children have the right to be protected from all types of violence including:

   physical, emotional, verbal, psychological, sexual, state, political, gang, domestic, school, township and community, street, racial, self-destructive and all other forms of violence.

2. All children have the right to freedom from corporal punishment at school, from the police and in prisons, and at home.
3. All children have the right to be protected from neglect and abandonment.
4. All children have the right to be protected from township and political violence and to have "safe places" and to have community centres where they can go for help and safety from violence.
5. All children have the right to be educated about child abuse and the right to form youth groups to protect them from abuse.
6. All persons have the duty to report all violence against, abuse of and neglect of any child to the appropriate authorities.

7. Children should not be used as shields or tools by the perpetrators of violence.

8. Children have the right to say no to violence.

9. The media has the duty to prevent the exploitation of children who are victims of violence and should be prohibited from the promotion of violence.

10. All children have the right to be protected from violence by the police and in prisons.

11. Children should not be obligated or forced to follow adults in their political involvements.

12. All children have the right to be free from torture, detention or any other physical or emotional violence during Apartheid or at times of unrest or war.

13. All children have the right to be protected from drug and alcohol abuse by their parents, families and others and to be educated about these forms of violence.

14. Children have the right to a special children's court and medical facilities to protect them from violence.

15. Special groups and organizations should be formed within the communities to protect and counsel victims of all types of violence.

16. No child should be held in prison or police cells at any time.

Article 6

Family Life

1. All children have the right to a safe, secure and nurturing family and the right to participate as a member of that family.

2. All children have the right to love and affection from their parents and family.

3. All children have the right to clothing, housing and a healthy diet.

4. All children have the right to clean water, sanitation and a clean living environment.

5. All children have the right to be protected from domestic violence.

6. All children who do not have a family should be provided with a safe and secure place to live and clothing and nutritious food within the community where they live.

Article Eight

Education
1. All children have the right to free and equal, non-racial, non-sexist and compulsory education within one department as education is a right not a privilege.

2. All children have a right to education which is in the interest of the child and to develop their talents through education, both formal and informal.

3. All teachers should be qualified and should treat children with patience, respect and dignity. All teachers should be evaluated and monitored to ensure that they are protecting the rights of the child.

4. Parents have the duty to become involved in their children's education and development and to participate in their children's education at school and at home.

5. All children have the right to play and to free and adequate sports and recreational facilities so that children can be children.

6. All children have the right to participate in the evaluation and upgrading of curriculum which respects all the traditions, cultures and values of children in South Africa.

7. All children have the right to education on issues such as sexuality, AIDS, human rights, history and background of South Africa and family life.

8. All children have the right to adequate educational facilities and the transportation to such facilities should be provided to children in difficult or violent situations.

Article 9

Child Labour

1. All children have the right to be protected from child labour and any other economic exploitation which endangers a child's mental, physical, or psychological health and interferes with his / her education so that he / she can develop properly and enjoy childhood.

2. All children, especially in rural areas, should be protected from hard labour including farm, domestic or manual labour or any other type of labour.

3. All children have the right to be protected from prostitution and sexual exploitation such as pornography.

4. There should be a minimum age of employment and no child should be forced to leave school prior to the completion of matric for the purposes of employment.

5. There should be regulations and restrictions on the hours and types of work and penalties for those who violate these regulations.

6. All children have the right to be protected from child slavery and from the inheritance of labour or employment from their parent or family.
Article Ten

Homeless Children

1. No child should be forced to live on the streets.
2. Homeless children have the right to be protected from harassment and abuse from police, security guards and all other persons and every person has the duty to report any abuse or violence against children.
3. Homeless children have the right to a decent place to live, clothing and a healthy diet.
4. Street children have the right to special attention in education and health care.
5. Communities and families have a duty to protect their children from becoming homeless and abandoned.
6. All persons should be made aware of the plight of homeless children and should participate in programmes which act to positively eradicate the problem of homeless children.
7. The government has the duty and responsibility for homeless children.

Resolutions

We, the children of South Africa, therefore demand that:

1. The existing government, the African National Congress, the Pan Africanist Congress, Inkatha Freedom Party, CODESA, the National Party, the Democratic Party and all other parties presently involved in negotiations acknowledge, adopt and support the Children's Charter via the establishment of committees, working groups and commissions that will ensure that children's rights will no longer be ignored in South Africa and that children will be placed first on the agenda, not last. Also, that these groups act to support existing children's structures and organisations.
2. A children's representative or council of representatives should be placed on CODESA, and within the existing and future governments. Children have the right to participate in and be consulted with about Government.
3. The future constitution and bill of rights includes special provisions for children's care and protection and development.
4. The National Children's Committee (NCRC) and all other children's structures and organisations, both domestic and international, acknowledge, accept and support the Children's Charter in as many ways as possible.
5. That communities and regions act to acknowledge, adopt and support the Children's Charter and ensure that the needs of their children are addressed with urgency.
6. That the delegates of the Summit act to ensure that their regions, communities, schools, families, adults and peers are informed about the Children's Charter and that there is continuing evaluation about the way forward to a culture of children's rights.

**Children will no longer remain silent about their rights, but will speak and even shout out about their needs and demands.**

Approved on this the 1st day of June 1992.

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**About the 'Children's Charter'**

Children Speak Out...

*Molo Songololo* had the unique opportunity to host the "International Summit on The Rights of Children in South Africa", which was held over 27th May to 1st June 1992 in Somerset West, Cape Town. The summit at which the 'Children's Charter of South Africa' was drawn up and adopted, has been a historical turning point in realising a culture of children's participation in child rights advocacy.

The summit brought together over 200 children, between the ages of 12 and 16 years. Children came from 20 different regions all over South Africa and were representative of race, class gender and disability. At the summit children discussed the problems facing them and spoke out about the continuing violations of human rights. They recognised that Apartheid still affects them and that children are not treated with respect and dignity.

"Where is the new South Africa you all talk about? Show us, because we do not see it...!" was loudly heard throughout the summit.

More importantly, the children drew up and adopted the first 'Children's Charter of South Africa'. The charter reflects the voices of children and their desperate plea to be respected and consulted on issues affecting them and their future. A number of unconventional clauses, reflecting the demand of a diverse group of children are made in various articles. These clauses are particularly challenging as they mirror the experiences and feelings of children and what they want done on Violence, Family Life, Health and Welfare, Education, Child Labour and Homelessness. This makes the charter uniquely South African.

The children are demanding to be put first on the political agenda not last, They are looking to the present negotiations to provide answers to their cries. They recognise that the pending new constitution and bill of rights, will have major implications for the realisation of the kind of rights
set out in the charter. They resolved that 'Children will no longer remain silent about their rights, but will speak and even shout out their needs and demands.

Finally, the summit delegates must be commended for their courage, leadership and commitment. South Africa can be proud of them for setting the pace for children's rights. Molo Songololo challenges all people and organisations to support the children, their charter and to help contribute to realise Children's Rights in South Africa.

The summit was part of the 'International Conference on the Rights of Children in South Africa' which followed on the 10th-13th June 1992. The conference was hosted by the Community Law Centre of the University of the Western Cape and focused developing policy on children's rights. Both these events was a result of the Harare Conference on Children, Repression and Law in South Africa held in 1987.

Appendix J:
SOUTH AFRICA
SUGGESTED BIBLIOGRAPHY FOR SUPPLEMENTARY READING AND/OR INDEPENDENT STUDY

Literature
Alan Paton, *Cry the Beloved Country*

Fatima Meer, *Prison Diary*

J.M. Coetzee, *Disgrace*

J. M. Coetzee, *In the Heart of the Country*

Andre Brink, *A Dry White Season*

Nadine Gordimer, *Burger’s Daughter*

Zaker Mda, *The Heart of Redness*

Bryce Courtenay, *The Power of One*

Phaswene Mpe, *Welcome to Our Hillbrow*

K. Sello Duiker, *Thirteen Cents*

History


Leonard Thompson, *A History of South Africa*

Notable Biographies

Jan Smuts
Joe Slovo
Oliver Tambo
Steve Biko
Desmond Tutu
Helen Suzman
Walter Sisulu
Albert Luthuli (1960 Nobel Peace Prize Winner)
Miriam Makeba (Grammy Winner and Hammerskjold Peace Prize Winner)
Shaka Zulu
Appendix K:

Significance of the Robben Island Museum's Logo

As former prisoners guide tours they point out that all the windows looking out to the mountain or the sky are barricaded; there is no view. There are other things, too, that rend the heart on Robben Island, but it was this strange and powerful image of the barred and inaccessible windows that influenced the design of the logo.

The Robben Island logo comprises bars that turn into a human figure, arms aloft, celebrating freedom. Behind them is the patch of blue that kept hope alive.

The Island itself is barren and windswept.

Appendix L:

Background on Robben Island

For nearly 400 years, Robben Island, 12 kilometres from Cape Town, was a place of banishment, exile, isolation and imprisonment. It was here that rulers sent those they regarded as political troublemakers, social outcasts and the unwanted of society.

During the apartheid years Robben Island became internationally known for its institutional brutality. The duty of those who ran the Island and its prison was to isolate opponents of apartheid and to crush their morale. Some freedom fighters spent more than a quarter of a century in prison for their beliefs.

Those imprisoned on the Island succeeded on a psychological and political level in turning a prison 'hell-hole' into a symbol of freedom and personal liberation. Robben Island came to symbolise, not only for South Africa and the African continent, but also for the entire world, the triumph of the human spirit over enormous hardship and adversity.

Appendix: M
How Social Engineering in South Africa Operated

Labour Migration

- Workers are controlled by pass laws.
- Push factors from Bantustans are poor land and few jobs.
- Pull factors into cities are jobs and cheap accommodation.
- The lack of employment in the rural areas forces women into the cities, but without passes.

Some Social Impacts of Migration

- Men separated from their wives, children, extended families, support system and ancestral lands.
- Family as a structure begins to break-down.
- Traditional economic, cultural, political, social and healing traditions deteriorate or disappear.
- African men are allowed to live only in the ghettos – townships – which are dangerous and lack social supports.
- Hostels are prison-like, with little or no electricity, water, sanitation or security.
- As they become extremely isolated from friends and families, feelings of depression, anger and hopelessness rise.
- Fall prey to manipulation from employers, police and corrupt leaders.

The Rural Story

- White farmers monopolize agricultural sector on stolen lands.
- Conditions similar to those in the deep south of the United States pre-civil war.
- African workers essentially are slaves; often punished brutally for confronting farmers. Little recourse to rape, beating, torture and lynching.

Apartheid’s Impact on African Men

- Men are brutalized economically with low wages, no access to finance, and extremely limited ability to own land or businesses;
- At the same time, they are pitted against one another along ethnic lines.
- The state’s divide-and-rule tactic when faced with a large-sized opposition.
Men are brutalized physically through working in extremely dangerous conditions and through beatings, torture and even murder whenever they challenging White bosses.

■ Police detentions and interrogations routinely end in death.
■ African men, historically the provider and protector of the family, extended family and community, are rendered powerless.
■ Causes a huge or crisis in how men see and value themselves.

The Impact on Black Women

■ Put into extremely vulnerable economic positions, desperate to support their fatherless families.
■ Men look to exercise power any way they can, often in their relations with women and children.
■ Incidents and violence towards women and children rise.
■ There is a desperate need to find other ways to show power.

Torn Social Fabric

■ Incidents of drug and alcohol abuse, violence, rape and prostitution rise to epidemic levels.
■ Increasing numbers of children are born into fatherless families and violent, economically-destitute communities, both rural and urban.

Focus on Youth

■ On June 16, 1976, school children in SOWETO - South Africa’s largest township or ‘ghetto’ – protested over the imposition of the Afrikaans language as a medium of instruction. The protest came to be known as the SOWETO Uprising.
■ In keeping with its traditional response to anti-apartheid opposition, the government sent in troops to put down the protest.
■ As news spread that the police and army were shooting children student, the protest quickly spread throughout the country.
■ By the end of the day, 566
children had been killed by security forces.

- Today, June 16th is known as National Youth Day in South Africa.

**Long-term impact of the brutality**

- Increasingly, young, Black South Africans turn to violence as a form of protection and as a way of exercising power.
- Options are few: join the police or join the gangs.
- For the ‘lost generation’ life is short … and often brutal.

**Result:**

*The calculated dehumanization of Black people.*

**All the while …**

- Large businesses – South African ones like De Boers Diamonds and international ones like Shell Oil – benefited.
- Directly - through resource extraction and labour exploitation - and indirectly - through providing the government with financial and other resources.
- And the proceeds of the profits made by the state from these activities were disproportionately funnelled into the health, education, housing and economic services and programs of the Whites minority.
- *Separate development?*
Appendix N:

Websites

www.robben-island.org.za  Official website for Robben Island

www.stephenlewisfoundation.org  The Stephen Lewis Foundation website with updates on current projects and information about HIV/AIDS throughout Africa

www.amnesty.org  Official website of Amnesty International

www.un.org  United Nations


http://www.unicef.org/crc/ 1989 Conventions on the Rights of the Child can be found here. This is an excellent site for updates on current issues around children’s rights worldwide.

www.hrw.org  Official website of Human Rights Watch

www.acdi-cida.gc.ca  Canadian International Development Agency

www.worldbank.org  Official website for the World bank

www.imf.org  Official website for the International Monetary Fund

www.makepovertyhistory.org  Make Poverty History Campaign

www.charactermatters.ca  Character Matters, York Region District School Board

www.yrdsb.edu.on.ca  York Region District School Board

http://www.canadiana.org/citmThemes/aboriginals/aboriginals8_e.html This is a great site to find information about the Indian Act of 1876.

http://www.canadianheritage.gc.ca/progs/pdp-hrp/canada/guide/index_e.cfm This is an online guide to the Canadian Charter of Rights and Freedoms