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Unit 1 Human rights violations and counter-strategies

What are human rights?

keywords

tolerance

acceptance of behaviour or ideas that are different to yours

dignity being proud of yourself and respected by others for who you are

counter-strategy a plan of action that prevents something else

violations harmful acts of disrespect

We all have a responsibility to behave in a way that doesn't harm others. Human rights make sure that we treat others and are treated ourselves with fairness, acceptance, **tolerance** and respect. Human rights apply to all, no matter who you are.

The most basic human right is the right to life and physical safety – being protected from being killed or hurt. There are many other human rights, but two of the most important to most people are freedom of speech and freedom of belief. Freedom of speech allows people to say what they think without getting into trouble, e.g. criticising governments. Freedom of belief means people can practise any religion as long as they don't harm other people. Other important rights are: the right to learn and the right to speak the language you choose.

In the past, there were no official human rights to protect people. Today, we have human rights so we can live safely and peacefully with others. They are based on people respecting each other, and living together with **dignity**.



Universal Declaration of Human Rights

It is called 'universal' because these are rights which people who live all over the world should have. The Universal Declaration of Human Rights led to international human rights laws and agreements that help protect people worldwide. This is necessary because not all governments protect their people's rights. International human rights laws makes cruel behaviour like slavery and torture illegal everywhere in the world. This makes it a powerful **counter-strategy**, because one country can act against another's injustices.

In South Africa, a Bill of Rights was drawn up in 1993 as a part of the end to apartheid. It is part of our official Constitution, which makes South Africa a country with a strong plan in place to prevent human rights **violations**.



Violation of human rights

When someone is treated in a way which goes against human rights, we call it a **violation** of human rights. Human rights can be violated by a person, an organisation or a government. For example, when children have to work instead of going to school to learn, their rights are violated. Different types of violations take place in different parts of the world as different communities have different problems.

Activity 1 Think about human right violations

1. Match each human right violation in the table below with a correct definition.
2. Compare your answers with the rest of the class.
3. Discuss as a class which violations you consider to be the most harmful.
4. Discuss as a class which violations occur in your community.

Violation	Definition
Child labour	People are bought like slaves and forced to work as prostitutes or work in difficult conditions in factories, farms, restaurants with little or no pay
Domestic violence	The cutting of all or some of the genital organs
Early marriage	Forcing somebody into sex.
Genital mutilation	The attempt to harm or destroy an ethnic, racial, religious, or national group of people.
Genocide	Physical violence between family members, especially between partners.
Human trafficking	Marriage under the age of 18. Children lose basic rights to a childhood, to an education, to good health and to make decisions about their own lives
Illegal medical experimentation	Mistreating or neglecting a child. The abuse could be physical, sexual or emotional.
Racial discrimination	Children under the age of 15 who work instead of being at school.
Rape	When a person makes unwelcome sexual advances, requests for sexual favours or makes sexual remarks to another person.
Sexual harassment	Treating people negatively because they are of a certain race.

keywords

mutilation to damage violently often by removing a part of someone's body

harassment behaviour that frightens, annoys or upsets someone

keywords

affirmative action
giving
opportunities
to previously
disadvantaged
people

discriminate to treat
unfairly due to
gender or race

Activity 2 Rights and violations

1. Read the list of rights below. It is an adapted extract from our Bill of Rights.
2. Your teacher will divide the class into groups and allocate some of the rights to each group. In your groups, discuss what each of the rights allocated to your group means in everyday life. Agree on the best example in each case.
3. Name and discuss examples of situations in which each of these rights are violated.

An adaption of the Bill of Rights

- Equality: You cannot be **discriminated** against. But **affirmative action** and fair discrimination are allowed.
- Human dignity: Your dignity must be respected and protected.
- Life: You have the right to life.
- Freedom and security of the person: You cannot be detained without trial, tortured or punished cruelly. Domestic violence is not allowed.
- Slavery, servitude and forced labour: Slavery and forced labour are not allowed.
- Freedom of religion, belief and opinion: You can believe and think whatever you want and can follow the religion of your choice.
- Freedom of expression: All people (including the press) can say whatever they want.
- Assembly, demonstration, picket and petition: You can hold a demonstration, picket and present a petition. But you must do it peacefully.
- Freedom of association: You can keep company with whoever you want to.
- Citizenship: Your citizenship cannot be taken away from you.
- Freedom of trade, occupation and profession: You can do whatever work you choose.
- Environment: You have the right to a healthy environment.
- Housing: The government must make sure people have access to proper housing.
- Health care, food, water and social security: The government must make sure you have access to food and water, health care and social security.
- Children: Children under the age of 18 have special rights, e.g. the right not to be abused.
- Education: You have the right to basic education, including basic adult education, in your own language (if this is possible).
- Language and culture: You can speak the language and follow the culture of your choice.

Activity 3 Human rights in your life

1. Choose five rights from the list above which are relevant to your life now.
2. Write down why they are the most important rights to you now. Do you feel any of them are violated? If so, how?
3. If you were to respect these rights in the way that you treat others, how should you behave or what should you do?

Counter-strategies to human rights violations

When violations against humans take place, we have to act to stop them. Counter-strategies are the things we can do to change people's behaviour. Human rights **defenders** are men and women who act peacefully to promote and protect those rights. There are international organisations such as Amnesty International and Human Rights Watch that fight against human right violations worldwide. TV, the Internet and social media keep people informed of inhumane acts against people.

keyword

defender a person who protects, believes in and supports a person, idea or plan

There are people who have spent large parts of their lives working to improve human rights, even though they have suffered because of it. Some of the most famous are Nelson Mandela, Aung San Suu Kyi and Mother Teresa. However, there are many more.



Mother Teresa



Nelson Mandela



Aung San Suu Kyi

Activity 4 People counter-acting human rights violations

1. Do research on the life of any of the three people mentioned above. Try to answer these questions:
 - What did they fight against?
 - What did they achieve? How did they do it?
 - What difference will their achievements make to human rights?
2. If you cannot find information on any of these people, choose your own defender of human rights to research. Present your information on a poster and prepare a small talk based on your poster.

Unit 2 Gender equity

When men and women are seen to have equal value and are treated the same, it is called gender equity. This means they have the same rights, resources, opportunities and protection from the law. It means that girls and women have the same right to education as men and boys. It means that women should have equal opportunities in the army, police, politics, religion, and in the worlds of business and sport.

Gender equity issues in sport

In the past there has been little gender equity. Traditionally, men have had more power and opportunities than women. This also happened in the world of sport.

All over the world, throughout time there have been gender differences in sport. In Ancient Greece, in 76 B.C., when the first Olympics were held, women were not allowed to take part or watch. Women competed for the first time in the modern Olympic Games in 1900 for three sports only: tennis, golf and croquet. For the 2012 Olympic Games, for the first time ever there were women in every country's team. This almost didn't happen, as Saudia Arabia only included women – for the first time ever – a few days before the event.

It was recently reported that in South African soccer, the players in the women's team – Banyana Banyana, received about R28 000 each for qualifying for the 2012 London Olympic Games. But the players in the men's team, Bafana Bafana, received a R45 000 bonus.



Activity 5 Women in sport

1. Debate the decision by Saudi Arabia to include two women in their Olympic team. Do you think it will help to fight gender equity issues in Saudi Arabia? Give reasons for your answer.
2. Do you think women's soccer should receive the same support from the government as men's soccer? Give reasons for your answer and have a class debate about it.

Gender-based violence

Gender based violence is any act or threat by a man or men that could cause physical, sexual or emotional harm to a girl or a woman. It could be violence in a home between family members, sexual abuse, rape or sexual abuse of children by family members. It could also include forced pregnancy, emotional abuse, sexual harassment and abusive language. Gender-based violence happens in many communities, rich or poor. It can happen to women by men they know.

Impact of rape and gender-based violence

Many women are too scared to stand up for themselves. Sometimes they feel so worthless that they believe they deserve violent treatment. Victims need to be convinced that:

- Violence against women and girls is never acceptable.
- **Domestic violence** is not a private affair – it affects us all – men and women.
- There is no excuse for rape. Rape is any form of forced sex.
- Real men respect women and their right to say no to sex.

keyword

domestic violence
harmful and violent acts that happen between people who live together in the same home

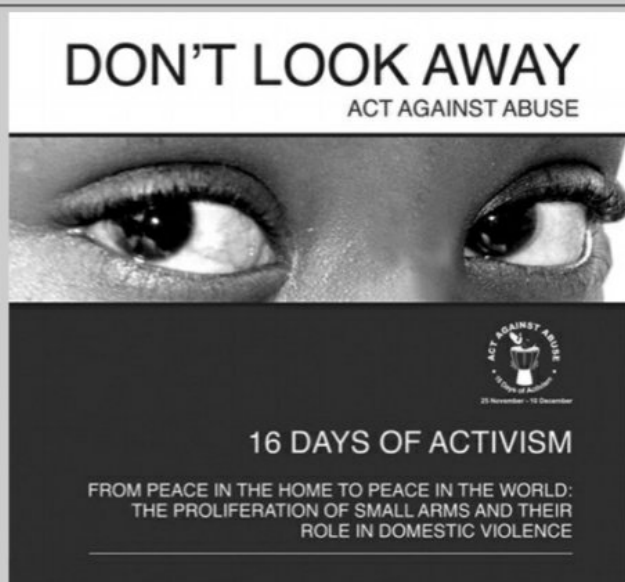


Activity 6 Counter-strategies to violence against women

1. Read the article on page 120 on the 16 Days of Activism to Stop Violence Against Women.
2. What counter-strategies can you suggest to stop abuse?
3. In groups, design a banner that you could display outside your school from 25 November to 10 December as part of the worldwide campaign. Decide what message or information you would like to put across.
4. You could use a large piece of newsprint to make the banners.
5. Display the banners in the classroom.
6. Your teacher will choose one or two which can be painted or printed onto fabric and can be used for outside display.

16 Days of Activism

Imagine if, for 16 days, there was no rape and no child abuse. Since 1991, 154 countries have participated in the 16 Days of Activism to Stop Violence Against Women campaign. Countries who participate declare a period of zero violence from 25 November (International Day for the Elimination of Violence against Women) through to International Human Rights Day on 10 December.



The campaign aims to:

- Challenge people who commit violence against women and children to change their behaviour
- Involve men to help get rid of violence
- Provide victims with information on services and organisations that can help them.

South Africa also takes part in this global campaign. The government, business, civil society organisations, faith-based organisations and the media all take part to make people aware of the negative impact of violence and abuse on women and children.

What can the rest of us do?

- Support the campaign by wearing a white ribbon – a symbol of peace – during the 16-day period to symbolise your promise to never commit or allow violence against women or children.
- Speak out against woman and child abuse.
- Encourage any female victims of violence that you know to stand up for themselves and get help.
- Report child abuse to the police immediately.
- Report bullying behaviour to school authorities.
- **Volunteer** some of your time and energy to help abused women and children.
- Donate to organisations that help abused women and children.

keyword

volunteer a person who chooses to do something – often to help others without being paid

Prevention of violence against women

South African laws on sexual offences came into effect in December 2007. These laws are there to protect everyone's rights: men, women and children. They have been written especially to protect the victims of sexual offences. They explain what a sexual offence can be, what can be called rape, ages of consent and the rights of rape victims.

The age of consent is the minimum age at which a person is legally thought to be old enough and capable enough to decide about being involved in sexual acts.

- A child under the age of 12 is too young to give permission to any sexual act. A sexual act with a child under 12 is automatically a crime.
- Boys and girls can consent to sex from the age of 16. But if they did not give their consent, then a case of rape or sexual assault should be opened.
- Statutory rape occurs when children between the ages of 12 and 16 experience sexual penetration into their genitals or anus.
- Rape victims must get anti-retroviral drugs to prevent them being infected with HIV.
- Rape victims may ask the court to test alleged rapists for HIV.
- Both men and women can be victims and perpetrators of rape.
- A National Register of Sex Offenders has been set up. This stops people who have been convicted of sexual offences against children and/or people with mental disabilities from working with children or the mentally disabled.

keywords

consent to give permission for something to happen

perpetrators people who carry out or commit a harmful act

It is rape and not consent, if sex takes place when someone:

- Is intimidated, forced or threatened in any way
- Is forced by someone who abuses their power
- Is asleep, unconscious or under the influence of drugs or alcohol
- Is a child under the age of 12.



Sources of help for victims

Seek help if you are emotionally, physically or sexually abused. Call the Stop Gender Based Violence helpline on 0800 150 150.

Prepare for emergencies

1. Recognise the triggers: Know the signs and clues that tell you the abuser may soon explode into anger or violence.
2. Have a few believable reasons to leave the house (both during the day and at night) if you think there will be trouble.
3. Identify safe places: know where to go if the abuser becomes violent. There must always be an outside door or window.
4. Have a code word (a word, phrase, or signal) you can use to let your children, siblings, friends or neighbours know that you're in danger and the police should be called.
5. Make an escape plan
 - Be ready to leave at a moment's notice. Have emergency cash, clothing and important phone numbers and documents hidden in a safe place (at a friend's house, for example).
 - Practise escaping quickly and safely
6. Make and memorise a list of emergency contacts. Ask people you trust if you can contact them if you need a lift, a place to stay, or help contacting the police. Memorise the numbers of your emergency contacts, local shelter and helplines.
7. Report illegal guns to the police. Women are three times more likely to die violently if there is a gun in the home.
8. Join a community policing forum (CPF) or community safety forum (CSF) to help fight crime in your area. For information on how to join, contact your local police station.

Stop Gender Abuse

Crisis counselling for women who have been raped or abused; information and support for people wanting to support women in need of help; information on legal and other options available to help abused women and rape survivors; referral to support services and assistance at the community level. **Toll-free helpline: 0800 150 150**

People Opposed to Woman Abuse (Powa)

Gauteng-based organisation offering shelter, counselling and legal support to women in abusive relationships, rape survivors, survivors of incest. **Helpline: 083 765 1235**

Childline South Africa

Support and assistance to children and their families. Issues dealt with include physical and sexual abuse, substance abuse, behavioural problems, legal advice and trafficking
24-hour toll-free helpline: 0800 055 555

Case study: Shireen's story

My name is Shireen. I grew up in a rich home, but I was never a happy child. I felt as if I did not have any rights. I was only supposed to do as I was told. I had to do all the house work. My mother used to beat and swear at me if I refused. I hated my body and wished I could die. While I was still at school, I fell in love with a man I had been seeing secretly. I left school and ran away from home to start a new life with him. We were soon married. My new husband seemed like a hero to me at first but as time went on he began to change. He started hitting me when he did not like the food I made for us. He drinks a lot and then he swears at me and tell me I am worthless, because we have only girls. He has threatened me with a knife twice. I am very scared, but I will never tell anybody about it. My husband will kill me and our daughters if I do that. Recently I started drinking with him, because that seems to be the only way we can be happy together.



Activity 7 Stand up against violence

1. Design and make a pamphlet which will inform and encourage victims of gender-based violence to seek help.

Activity 8 Help and safety for victims of abuse

1. Read the case study above about Shireen.
2. In groups, discuss whether you think Shireen is wise to behave in the way she does. What else could she do? How do you think the situation affects Shireen's daughters?
3. Discuss the options available to Shireen and the advice you could give her.
4. Role play a scene with Shireen where you discuss her options and the way forward.
5. Your teacher will choose one or two groups to perform their role play for the class.

Unit 5 Cultural diversity in South Africa

Diverse cultural norms and values

South Africa is known as the Rainbow Nation because our country is made up of so many wonderfully different people, cultures, customs, languages and religions.

Culture is the behaviour, beliefs, customs, languages and the way of life of a group of people that is passed on from one **generation** to another, from parents to children. Our culture influences how we behave, how we live our lives and how we fit into our family and community. In South Africa we are free to speak our own language and follow our beliefs and traditions. In our Bill of Rights it says that everyone has:

- The right to freedom of religion, belief and opinion.
- The right to use the language and participate in the cultural life of his or her choice.

keywords

generation people born and living at same time, e.g. our children and our children's children

diversity a mixture of different people or things

discrimination to judge based on race, gender or religion



Our constitution says that South Africa belongs to all who live here and that we are united in our **diversity**. It says we are all equal before the law and that **discrimination** based on race, gender, culture, religion or language is wrong. Therefore one culture is not better or worse than another. Our lives are made richer by living in a country that offers so many different ways of understanding, living and celebrating life.

Norms are the rules that guide the way we behave in our communities, e.g. whether you shake hands or not when you greet, or whether you make eye contact or not. Our community influences which social norms we follow. A person that puts rubbish in a rubbish bin is following social norms, but someone who litters is not following the norm. It is not illegal to be rude, but good manners are a social norm. However, communities have different ideas about what good manners are. For example, in some communities it is not acceptable to eat with a knife and fork, in other communities it is the other way around!

Values are beliefs about what is right or wrong and good or bad. Every person has their own personal values that depend on what is important to them. These include, for example, your attitude to hard work or how you value and treat people from different cultures. Your values affect your actions, e.g. if you value your education you will work hard and do your best. Our values are influenced by our parents and family, religious beliefs and cultural traditions, our friends, our education, our reading and the media.



Influence of norms and values on behaviour

From the time you were born, your family and caregivers began teaching you your culture. People who share the same culture often have similar attitudes, values and **expectations** of how people should behave.

You would have learned about your culture:

- By the food you were given to eat
- By being taught by your family and the community
- Through the language or languages you were taught
- By attending ceremonies and special occasions
- By experiencing and participating in customs and traditions.

You would also have been taught:

- How to treat men, women, old people and children
- About spirituality and your religion
- How to dress and behave appropriately
- What is expected from both genders
- How young people should behave with the opposite sex.

keywords

expectations strong beliefs that someone should do something or behave in a certain way



Activity 19 Cultural expectations, practices and traditions

- Read the following conversations from different cultures in different parts of South Africa:
 - 'When I was a kwedini long ago, I would never speak to your father like Ndopho spoke to you now.'
 - 'My daughter worries me; she is always outside at the braai talking about soccer with the guys and hates being in the kitchen.'
 - 'You can't possibly go to that party on a Friday night, it is schul night! We will never allow you to miss it, ever!'
 - 'Mohammed, let your wife take care of the children and you concentrate on your research.'
 - 'Sarah, dressing like a lady, excellent table manners and speaking the Queen's English will take you places.'
- For each of the above statements, decide:
 - Who (what kind of person) do you think is saying the statement?
 - Which culture do you think the speaker is part of? What are the clues?
 - What attitudes and values are reflected?
 - What expectations about behaviour do these adults have?

Understanding diverse cultures

In your class, you may all have a similar cultural background, or you may come from very different backgrounds. The important thing is that all cultures are equally important. When we show respect for different cultures we make everyone feel good. Respect for another culture is the first step towards understanding it better.

Activity 20 Comparing cultural norms and values

1. Look at the table below. You are going to compare your own culture with North American culture and one other culture that is different from your own. It could be the culture of another learner in your class.
2. If your culture is mainly western, then research two other cultures that are different from yours.
3. You can interview people from other cultures or do research using books and the Internet.
4. Rewrite the table and fill in your answers.

Behaviour	North American culture	My culture	Another culture
Greeting	Handshake		
Eating	Food is fuel, fast food		
Dress	Look successful and sexy		
Punctuality	Time conscious, on time, 'time is money'		
Family and Community	Focus on the individual, the nuclear family		
Gender and Authority	Gender equity, authority is shared between men and women		



Language

South Africa has 11 official languages. Only India, with a population of one billion people, has more official languages. Our official languages (in alphabetical order) are: Afrikaans, English, isiNdebele, seSotho (southern Sotho), sePedi (northern Sotho), siSwati, Xitsonga, Setswana, Tshivenda, isiXhosa and isiZulu.

One of the most important ways of showing respect to a person of another culture and language is speaking to them in their home language. We probably can't learn to speak all of our country's 11 official languages, but we can learn how to say hello, goodbye and thank you to everyone in their home language.

Constitutional rights and responsibilities

English	Hello	Goodbye		Thank you
Afrikaans	Goeiedag	Totsiens		Dankie
		To those staying	To those leaving	
isiNdebele	Sawubona (s) Salibonani (pl)	Sala kuhle Salani kuhle	Uhambe kuhle Nihambe kuhle	Ngiyabonga
SeSotho	Lumela (s) Lumelang (pl)	Sala hantle Salang hantle	Tsamaya hantle Tsamayang hantle	Ke a leboha
Sepedi	Dumela (s) Dumelang (pl)	Sala gabotse Salang gabotse	Sepela gabotse Sepelang gabotse	Ke a leboga
siSwati	Sawubona (s) Sanibona (pl)	Sala kahle Salani kahle	Hamba kahle Hambani kahle	Ke a leboga
Xitsonga	Avuxeni	Sala kahle Salani kahle	Famba kahle Fambani kahle	Ndza nkhensa
Setswana	Dumela (s) Dumelang (pl)	Sala sentle Salang sentle	Tsamaya sentle Tsamayang sentle	Ke a leboga
Tshivenda	Ndaa (by male) Aa (by female)	Nitshimbile zwa vhudi (to younger person) Vhatshimbile zwa vhudi (to older person)	Salani (to younger person) Kha vha sale (to older person)	Ndolivhuwa
isiXhosa	Molo (s) Molweni (pl)	Hlala kakuhle Hlalani kakuhle	Hamba kakuhle Hambani kakuhle	Enkosi
isiZulu	Sawubona (s) Sanibonani (pl)	Sala kahle Salani kahle	Hamba kahle Hambani kahle	Ngiyabonga

Activity 21 Every day another way to greet the nation

1. One member of the class draws the Greetings Table neatly on a big sheet of paper. Stick it up in the classroom.
2. At the start of each Life Orientation lesson, decide in which language you will greet each other and say thank you.
3. For that day use only that language when you say, 'hello', 'goodbye' and 'thank you' to your classmates and teacher.



Understand and respect differences

We can show our respect for different cultures in the way we treat the people we see every day. We can't say that we respect other people, and then make fun of someone behind their backs. We can't say that we believe in equal rights for girls and boys and then do nothing when a friend treats a girl as if her needs matter less than his.

Case Study: The new girl at school

Fathima's family used to live in Lenasia. She had many friends there and was happy. But then Fathima's dad got a better job in Bloemfontein so Fathima's family all moved there. Her father decided to send her to the best possible school, now that they could afford it. Fathima's grandmother was a very good cook, and Fathima loved her food. Her gran's special treat for Fathima was to sneak leftovers from the previous night into Fathima's lunch box. These were usually strong-smelling curries and spicy rice. When Fathima tucked into her food, she used her hands, the way she was used to doing. In Lenasia, she always sat with her friends, but here in Bloemfontein she always sat alone. Fathima could not help noticing how the children who walked past, stared and held their noses.

Once, when she looked up, she saw a boy she really liked looking at her lunch as if he was interested. She offered him some but he just pulled a face. He did stay and tried to chat to her, though. However, Fathima was so embarrassed she wished the earth would swallow her and shouted at him to leave her alone. But the worst day in that first month was when she heard the other girls talking about her in the changing-rooms, laughing about the head scarf she wore to school. Fathima longed to be back with her friends back home, and she missed their traditional dance shows. She wondered if her parents would allow her to go back to school there and live with her aunt.



Activity 22 The new girl

1. Read the case study about the new girl at school. What were the things about Fathima which were strange to the children in the new school?
2. Describe how the children behaved towards Fathima. What do you think about their behaviour?
3. What do you think about how Fathima behaved?
4. Imagine you are one of the children in Fathima's new school. Role-play a situation where you try and make friends with Fathima. What are the things you can ask and talk to her about to make her feel welcome? What could she say back?

Did you know?

The motto on the South African coat of arms is: **!KE E: /Xarra //KE.** It means 'People who are different join together'.

Our South African culture emphasises the values of democracy, respect and understanding. One of the reasons we have a united country is because we have a principle called *Ubuntu*. Our Constitution emphasises the principle of *Ubuntu*.

Case Study: New places, new flavours

Vusi has just moved to Durban. He has no friends and misses his old home. He can't understand all the languages the people speak and some of the food looks strange because he's never seen it before. At school he doesn't play with the other children and he sits alone at break time. Many of the children try to talk to him and ask him to join their games. But his biggest problem is that he doesn't understand isiZulu, which is what all the kids are speaking.

Suddenly Vusi's mother gets sick and has to go to hospital and there is no one at home to look after him. Mrs Shezi, his teacher, hears about Vusi's problem and invites him to stay with her and her son Siphiwe. Vusi has a lot of fun and makes friends with Siphiwe. The neighbours come over to share meals and Vusi tries the food and begins to enjoy the tastes and flavours that are new to him. Mrs Shezi teaches him some isiZulu in the evenings. When Vusi's mother comes back from hospital he tells her about all the kind people he has met. She also talks about the different food she was given to eat in the hospital.



Activity 23 Understanding *ubuntu*

Read the case study above and write down your answers to these questions.

1. Why do you think Vusi misses his home when he first moves to Durban?
2. How do the children at school show *ubuntu*?
3. How does Mrs Shezi show *ubuntu*?
4. What do you think would happen to Vusi if people did not show *ubuntu*?
5. Write about three ways you could demonstrate *ubuntu* in your everyday life.
6. Why do you think *ubuntu* is important in our country?
7. Discuss your answers with a partner.

Unit 6 Contributions to social development by religion

keywords

petitions documents signed by many people asking the government or another authority to take action on an issue

morals what you believe is right or wrong or fair and honest behaviour

reconciliation when two people or groups of people become friendly again after they have disagreed

transform to change the looks or character of something or someone, so that they are improved

Throughout history many religions have helped to improve people's lives. Religious groups organise volunteer or charity programmes to help those in need in the following ways: schooling for the disadvantaged, medical treatment and care, food gardens and feeding schemes. Many religious organisations speak out against injustice and discrimination and organise marches and **petitions** for equal rights for all.

Case Study: From the mouth of Madiba

South Africa's first democratic president, Nelson Mandela had first-hand experience of the way that some churches tried to help the people, especially the disadvantaged. He was educated at two Methodist mission schools – Clarkebury and Healdtown. Other important leaders, Govan Mbeki, Robert Sobukwe and Raymond Mhlaba were also educated at Healdtown.

Shortly after becoming South Africa's first democratic president, Nelson Mandela spoke at the Annual Conference of the Methodist Church about the religious community and social development. This is what he said:

The church

'Your church has a proud record of commitment to the development of Africa's sons and daughters ...'

Impact of the mission schools

'These great institutions of learning shaped the minds and characters of generations of our people as well as many of our present leaders. We who passed through them will not forget the excellent standards of teaching and the spiritual values.'

The role of religious organisations in:

Social development – 'The religious community in our country is not only a spiritual and **moral** force. It is also an important social institution, contributing to the development and well-being of the people ...'

Social justice – 'The sense of social responsibility that the religious community has always upheld found expression in your immense contribution to the efforts to rid our country of ... racism and apartheid.'

The spirit of nation-building – 'The spirit of **reconciliation** and the goodwill within the nation can ... be attributed to the moral and spiritual interventions of the religious community.'

The action of nation-building

'With its long history of involvement in development projects ... the Church is strategically placed to empower our people to take hold of their freedom and work together to **transform** their conditions.'

Activity 24 From the mouth of Madiba

1. As a class, read the article on page 138. Discuss the questions below to make sure you understand all the difficult words and ideas.
2. On your own, meet with a leader or member of your religious community to help you answer the questions below. This does not need to be the priest, imam or rabbi. Write the answers into your notebooks.
3. Can you name any other African leaders who were educated at religious schools (church schools, Islamic schools, etc) in South Africa?
4. What spiritual values do you think leaders such as Mandela learnt from the church schools he attended?
5. In what ways, apart from education, have different religions helped people and society? (A 'social institution' is an organisation that helps society.)
6. In what ways did religious people fight against racism and apartheid?
7. What does 'reconciliation' mean? What does your religion have to say about 'reconciliation'?
8. What 'development projects' is your religion involved in? In what way are these projects helping the community?



keywords

persecution to ill-treat somebody because of their race, political or religious beliefs

oppression when people are governed unfairly and cruelly and not given equal opportunities

Judaism and the struggle against apartheid

The Jewish community in South Africa has shown a deep commitment to challenging wrongs in society and has played an important role in opposing apartheid. ANC government leader, Kgalema Motlanthe said the following about this: 'These commitments were often rooted in traditional Jewish teaching. Whatever the case, Jewish compassion is the fruit of empathy, rather than sympathy. It is the fruit of struggle over many thousands of years, against racism and **persecution**'.

Muslim opposition to oppression

For hundreds of years the Muslim community has opposed and resisted the ill-treatment and **oppression** it has faced. In the late 1960s, Muslims began playing a role in the struggle against apartheid. Many of these Muslims joined the liberation movements that were active at the time, e.g. the African National Congress, the Pan Africanist Congress, the Black Consciousness Movement and the South African Communist Party.

Be the change
you want to see
in the world.



Mahatma Gandhi (1869-1948) Indian leader and promoter of nonviolent resistance.